

Manning Gardens Public School

Annual Report



2016



4552

Introduction

The Annual Report for 2016 is provided to the community of Manning Gardens PS as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Manning Gardens Public School is committed to providing inclusive quality education within an engaging and nurturing environment which values the cultural diversity of our community. Our core business is to provide all students with access to high quality schooling that is free from all forms of discrimination and disadvantage. We hold high expectations for all of our students and aim to promote a culture of excellence through the provision of meaningful, relevant, caring and supportive learning experiences.

School context

Manning Gardens Public School is an inclusive public school in Taree on the NSW midnorth coast. We are a unique public education facility in our local area as we have a DEC preschool on site as well as support unit facilities catering for students with disabilities from preschool to Year 6 together with mainstream K–6 classes.

Manning Gardens Public School is situated in a low socio-economic area of Taree, surrounded by a combination of public and private housing. Approximately half of our enrolments have an Aboriginal cultural background and we proudly acknowledge the Biripi people as the traditional owners of the land on which our school is located. We promote cultural inclusivity and students learn the local culture and Aboriginal language of 'gatang'.

We have approximately 166 students enrolled in classes from preschool to Year 6. We have every student's wellbeing in mind to ensure they are in a warm and nurturing environment catering to their specific and individual needs.

We are a PBL school and instil our beliefs of being safe, being fair and being a learner in all our decision making processes.

We have a stable staff at the school which ensures we know our students and can engage students with quality educational programs.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In 2016 our school underwent a more rigorous self assessment. In particular, our Support Unit undertook an external evaluation of its operations. As a result, the 2016 self assessment survey is a more accurate reflection against the fourteen elements and three domains.

In the domain of *Learning*, our focus was on the quality delivery of L3 and early intervention strategies for students in K–2. There was also a focus on the quality delivery of student wellbeing through the continued delivery of our PBL strategies, Kidsmatter training and training in trauma informed care practices. As a result these initiatives staff have a greater understanding and awareness of literacy strategies. Staff also have a greater ability to delivery sound and effective wellbeing interventions and individual learning plans, particularly for students who have additional learning needs or have been impacted by trauma.

In the domain of *Teaching*, staff participated in a wide variety of professional learning development activities in line with their PDP goals and school priorities. As a result of external evaluation of our Support Unit, staff improved the school process and systems for creating and delivering quality teaching programs and individual learning plans. The school also developed more effective ways of providing high quality interventions to students.

In the domain of *Leading*, there was a significant emphasis on providing school executive with opportunities to further refine and development their leadership skills. In particular, there was a focus on the development and maintenance of

collaborative practices and the evaluation of school practices and systems against the School Excellence Framework.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

QUALITY WELLBEING

Purpose

We want the very best for the students attending our school. As such, we will work together with all stakeholders to nurture, guide, inspire and challenge our students to be the very best that they can be.

We will provide a strategic and planned approach to education in order to support the cognitive, emotional, social, physical and spiritual wellbeing of all students at our school.

Students will develop a sense of pride and unity, greater personal identity and resilience leading to increased emotional and physical wellbeing.

Overall summary of progress

Our two key areas were to revamp our welfare and discipline policy in line with the new wellbeing framework and to continue to refine and deliver Positive Behaviour for Learning (PBL) and Kidsmatter strategies across the entire school. In Semester 2 the school underwent training in trauma informed care strategies to better assist and support the students at our school. This has resulted in improved response time to the case management of students at risk requiring additional support. This has also led to more effective individual learning plans for students in all classrooms. In Semester 2 our school undertook an evaluation of our Support Unit. The achievement of the adjustments to systems and processes resulting from these recommendations has realised significant improvements in teaching and learning across all support unit classes. Our focus for PBL was to embed our school beliefs (Be Safe, Be Fair and Be A Learner) via explicit teaching and learning. Within the program known as Kidsmatter, staff looked at mental health strategies and the notion of wellbeing. This resulted in staff having a better awareness and understanding of positive strategies and teaching and learning tools to improve the mental health of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PBL AND KIDSMATTER 100% embedding of school beliefs via the teaching of school expectations as evidenced by an analysis of PBL SET data. As a result; a significant reduction in negative student incidences, as recorded on Sentral, improved student learning outcomes, as evidenced by school PLAN data, 20% of students across the school achieving the top two positive behaviour levels of Precious Gems by the end of the 2016 school year.	<p>PBL and SET data indicated that there has been significant progress towards the achievement of 100% embedding of school beliefs across all school departments. Although Sentral data for negative incidences remains static between 2015 and 2016, there is now a common language starting to evolve out of the consistent PBL approach that is providing greater support to students.</p> <p>In 2016 there were 12 students who achieved the highest level of our Precious Gems program as compared to no students achieving this benchmark the previous year.</p>	\$37,500 Socio-economic Background.
STUDENT WELLBEING Increase average student attendance from 86% (2015) to 89% (2017). All students K-6 meeting their expected PLAN targets and	<p>In 2016 there was a 1.7% decline in average student attendance. This result was attributed to an increase in student suspensions across the school in 2016.</p> <p>PLAN data indicated that overall students achieved growth (positive movement) in literacy and numeracy when benchmarked against the literacy</p>	<p>\$86,495 Integration Funding Support.</p> <p>\$20,563 Low Level Adjustment for Disability.</p> <p>\$64,388 Aboriginal Background.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
achieving their goals identified in their learning plans.	and numeracy continuums.	

Next Steps

The school will work together with the entire community to promote and enhance quality wellbeing via a range of regular community engagement activities and experiences. As a result, there will be greater parental participation in school based celebrations and collaboration in the formation and review of personalised learning plans for students. (Evidenced through data collection of parental involvement in school events. The formation and review of student learning plans)

A whole school consistent implementation of discipline and wellbeing policies that improve student attendance and engagement in learning. All staff will demonstrate high levels of classroom and playground student management in line with PBL procedures. This will be evident in the reduction in inappropriate student behaviour and the deescalation of negative incidents. All students will demonstrate higher levels of self regulation in meeting school expectations as presented in our PBL beliefs. All parents will demonstrate an understanding of and support for school beliefs evidenced through increased positive parental engagement in the school.

Strategic Direction 2

QUALITY TEACHING

Purpose

Research provides evidence that a quality teacher is the most important factor in student success in learning.

Quality teaching is essential to the success of our students, including improving the literacy and numeracy outcomes for the students at our school.

Overall summary of progress

Our main areas of focus were the provision of quality professional development for teachers via the implementation of their professional development plans and the refinement of individual student learning plans to more acutely support individual student learning in the classroom setting. In literacy, staff were trained in the L3 pedagogy. Staff also undertook professional learning to support new syllabus implementation in history and geography.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
WHOLE SCHOOL FOCUS ON LITERACY AND NUMERACY Increase percentage of students achieving expected cluster benchmarks via PLAN data for K–2 (literacy and numeracy continuums). Increase percentage of students achieving expected cluster benchmarks for PLAN data for years 3–6 (literacy and numeracy continuum). Positive trend data in Naplan showing growth from Year 3 to Year 5 from 2015 to 2017.	PLAN data indicated that overall students achieved growth (positive movement) in literacy and numeracy when benchmarked against the literacy and numeracy continuums. There was significant positive trend data in Year 3 Naplan reading results which saw results better than those of similar schools for the first time in 4 years. Overall, Year 3 Naplan numeracy results demonstrated a continuing upward trend. This validates our early intervention strategies K–2.	\$16, 732 Norta Norta. \$75,000 Aboriginal Background. \$200,000 Socio–economic Background.
STAFF PERFORMANCE AND DEVELOPMENT There is growing evidence of collaborative practice supporting teacher improvement with an average score of 7+ on the collaborative component on the TTFM survey (2017).	2016 Tell Them From Me (TTFM) survey results presented a 6.4 average out of 10 in teacher response to the question relating to teacher collaboration, which is a positive move towards our goal of 7+.	\$8,052 Literacy and Numeracy Programs. \$56,400 Professional Learning
STRENGTHENING LEARNING AND SUPPORT All students requiring adjustments and accommodations to meet their identified needs, are achieving expected growth on PLAN data. Parent feedback during planned interviews demonstrates strong support for educational	2016 TTFM survey results presented a 6.5 average out of 10 in parent/guardian response to the question relating to parents being informed about their child's learning progress. This will be our benchmark data on which to improve in future years. In 2016 the vast majority of students with additional needs had individual learning plans that were approved by parents.	\$86,495 Integration Funding Support \$75,000 Socio–economic Background.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
adjustments. Teachers demonstrate increased capacity to provide tailored learning for students requiring adjustments, evidenced in their classroom programs.	2016 TTFM survey results presented a 6.5 average out of 10 in parent/guardian response to the question relating to parents being informed about their child's learning progress. This will be our benchmark data on which to improve in future years. In 2016 the vast majority of students with additional needs had individual learning plans that were approved by parents.	

Next Steps

All teachers continuing to develop their knowledge and understanding of PLAN in order to accurately plot student achievement and growth on the literacy and numeracy continuums. Completion of ES1 training in L3 with evidence of L3 practices supporting differentiated learning in literacy. Completion of Building Blocks numeracy strategy with evidence of practices supporting differentiated learning in numeracy. Ongoing collaboration for the moderation of writing samples is leading to more accurate placement of students on continuums.

We will focus on ongoing collaboration and cooperation between teachers to enhance teacher professional knowledge and teacher professional classroom practice. As a result, all teachers will achieve their annual goals as developed in PDPs. These plans will align to school priorities and be supported through class observation and feedback sessions. We will develop self-reflective habits in relation to professional strengths and areas for development as identified against the Australian Professional Standards for Teachers (APST) and SASS/SLSO role statements. We will aim for high levels of collaboration and synergy amongst all staff, developing understanding of their worth and work in relation to student wellbeing and learning.

Established protocols to ensure that all students requiring accommodations and adjustments to meet their learning, social or emotional needs meet departmental and legislative requirements. This will result in the culture of case management of individual students in support of their needs that enables the highest level of engagement for each student.

Strategic Direction 3

QUALITY LEADERSHIP

Purpose

All staff at our school have the ability to be educational leaders. Strong, strategic and effective leadership is the cornerstone of school excellence.

We will work to promote school leaders who have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Overall summary of progress

The two main focus areas were the continued embedding of teacher professional development plans and the external evaluation of our Support Unit processes and systems. As a result professional development reflected the needs of the teacher and the priorities of the school. The recommendations stemming from the external evaluation of the Support Unit lead to a significant number of reforms to systems and procedures underpinning the delivery of quality educational programs for high needs students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
SYSTEMS AND INSTRUCTIONAL LEADERSHIP Feedback from executive indicates a strong sense of leadership unity and collegiality. Feedback from staff indicates a consistent message in relation to school systems and protocols. Executive staff successfully initiate, implement and review key improvement priorities as outlined in the school plan.	The school executive worked cooperatively and collaboratively to develop systems and procedures that communicate the effective operation of a complex and quality learning environment. The school leadership team successfully acted on the recommendations of the external evaluation team, in relation to the school's Support unit.	\$85,000 Socio-economic Background.

Next Steps

The leadership team will work cooperatively with one voice, sharing in the leadership of improvement priorities as defined in the plan. The leadership team will place their own leadership development as a priority, taking time to professionally develop leadership skills.

Develop knowledge of leadership pathways and credentials with structured fortnightly professional development in leadership.

External professional learning such as the 'Art of Leadership', leadership mentoring and leadership alliances with other executive.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Students have a personalised learning plan and are making progress across the literacy and numeracy continuums.</p> <p>An Indigenous teacher and AEO provide cultural appropriate lessons to all students.</p> <p>Norta Norta funding was used to provide individualised learning for targeted students in Stage 2 and Stage 3.</p> <p>Key Indigenous celebrations were held throughout the year, including NAIDOC Week at the end of Term 2.</p>	<p>\$158,494</p> <p>\$16,732</p>
Low level adjustment for disability	<p>Additional staffing was used to provide smaller classes and intensive assistance for students with additional needs, K–6.</p> <p>L3 literacy strategy was implemented in K–2.</p> <p>Specialist programs were initiated throughout the year to support student learning.</p>	\$157,359
Quality Teaching, Successful Students (QTSS)	<p>Teachers received professional learning days as part of their professional development plans.</p> <p>Assistant principals were released off class to support their teachers and SASS staff.</p>	\$9,000
Socio–economic background	<p>Staff engaged in a wide range of professional learning activities throughout the course of 2016.</p> <p>Teacher and student resources were purchased to support teaching and learning programs.</p> <p>Three classrooms were refurbished across the school. This was the first stage of our refurbishment of all classrooms at our school.</p>	\$375,513
Early Action for Success	Our school will be part of the Early Action for Success program in 2017.	\$0

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	99	87	91	77
Girls	66	61	64	54

Student attendance profile

School				
Year	2013	2014	2015	2016
K	86.5	87	80.1	88
1	88.8	90.5	84.1	80
2	83.8	90.6	87.3	82.8
3	88.3	86.5	88.7	84.6
4	87.1	86.6	93.4	86.2
5	88.7	87.8	84.1	89.1
6	91.5	88.1	90.3	83.3
All Years	87.7	88.3	86.2	84.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

Our school's Learning and Support Team coordinates all attendance monitoring and attendance initiatives across our school. Unexplained student absences are followed up by class teachers on a regular basis. Letters are sent home to parents on a weekly basis for all unexplained student absences. There is a Regional Home School Liaison officer based at our school who has conducted seminars and also supported our parents in relation to student attendance matters.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.41
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.2
School Counsellor	1
School Administration & Support Staff	9.61
Other Positions	1.2

*Full Time Equivalent

There were four staff at our school with an Aboriginal cultural background. This includes one teacher and three SAS staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	85
Postgraduate degree	15

Professional learning and teacher accreditation

Our school spent more than \$47,000 on staff professional learning as part of our implementation of the professional development framework.

In 2016 there were no teachers in the process of gaining their accreditation. One teacher was in the process of maintaining their accreditation.

School development days were held at the start of Terms 1–3. Two school development days were held at the end of Term 4. All school staff were able to access the school development days. Professional learning provided on these school development days included mandatory staff training, Kidsmatter and wellbeing professional learning and trauma informed care training.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	468 602.04
Global funds	244 150.91
Tied funds	723 192.05
School & community sources	23 366.17
Interest	11 469.55
Trust receipts	4 413.35
Canteen	0.00
Total income	1 475 194.07
Expenditure	
Teaching & learning	
Key learning areas	9 561.52
Excursions	12 858.80
Extracurricular dissections	19 757.73
Library	6 660.75
Training & development	1 898.49
Tied funds	656 845.47
Short term relief	106 789.69
Administration & office	46 220.59
School-operated canteen	0.00
Utilities	48 239.76
Maintenance	26 680.29
Trust accounts	5 150.30
Capital programs	0.00
Total expenditure	940 663.39
Balance carried forward	534 530.68

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills

and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below.

In 2016 parents completed the Tell Them From Me (TTFM) survey. Parents advised us, via the survey, that they felt welcomed at our school (score of 8.6 out of 10). Parents also indicated that they take an interest in their children's school assignments (score of 8.1 out of 10) and that their children are clear about the rules for school behaviour (score of 7.4 out of 10).

In 2016 students completed the Tell Them from Me (TTFM) survey. 76% of students surveyed indicated that they felt accepted and valued by their peers at school (compared to 81% across the state). 41% of our students who completed the TTFM survey indicated that they do homework for their classes at school (compared to 63% across the state). Finally, 45% of our students indicated that they do not get in trouble at school (compared to 83% of students who completed this survey across the state).

In 2016 teachers completed the Tell Them From Me (TTFM) survey during Term 4. Of the teachers who completed this survey, the school achieved a score of 6.5 out of 10 in regards to the question that school leaders have helped teachers establish challenging and visible learning goals for students. On another question, 53% of teachers surveyed, agreed or strongly agreed, that school leaders in my school are leading improvement and change. Lastly, 74% of teachers who completed this survey, either agreed or strongly agreed, that school leaders clearly communicate their strategy, vision and values for our school.

Policy requirements

Aboriginal education

At Manning Gardens PS, we are committed to the full implementation of the Aboriginal Education and Training Policy. In 2016 school funds were used for the explicit purpose of promoting quality teaching in Aboriginal education and the inclusion of Aboriginal perspectives and content across subjects and key learning areas.

In 2016 we used Norta Norta funds to support our primary students with individualised support in reading. The data from this program indicated that the vast majority of students made worthwhile gains in reading book levels.

We are working to ensure all students had access to the knowledge, skills and attitude of our Indigenous staff across our school, encompassing preschool, mainstream and support unit.

In 2016 we celebrated NAIDOC Week with a full schedule of events in Term 2 Week 10. Students at our school assemblies performed a Welcome to Country in 'gatang' and we also had a Koori boy's dance group that performed at local public schools throughout the year. Lastly, we had an Elder in Residence two days per week for the majority of the 2016 school year.

Multicultural and anti-racism education

Our school strives to ensure that culturally inclusive classroom and school practices are embedded in all teaching and learning programs. In 2016 we had three staff who were our designated anti-racism contact officers. A major focus each year of our multicultural and anti-racism education is our celebration of Harmony Day on 21 March. This is a major special event for our school that brings together students, staff and parents to celebrate the belief that in Australia, everyone belongs.