

Nana Glen Public School

Annual Report



2017



2698

Introduction

The Annual Report for **2017** is provided to the community of **Nana Glen Public School** 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.

Mrs Deanie Nicholls

Principal

School contact details

Nana Glen Public School

Coffs Harbour-Grafton Rd

Nana Glen, 2450

www.nanaglen-p.schools.nsw.edu.au

nanaglen-p.School@det.nsw.edu.au

6654 3202

School background

School vision statement

At Nana Glen Public School we are pro-active in providing opportunities to inspire and nurture the development of individuals as innovative, informed and creative citizens who are resilient and have a positive self-worth.

The Staff at Nana Glen Public School are innovative, creative and caring educators who are life-long learners, providing quality education and high expectations in a school setting that builds on student capacity, enabling them to engage in the wider community as successful global citizens.

We promote partnerships that support the development and well-being of our students and their families to connect with the wider community, develop personal values and nurture a sense of responsible citizenship.

School context

Nana Glen is a TP2 school of 131 students located 25km west of Coffs Harbour in the Orara Valley. The school has strong ties to the Orara Valley Learning Community which consists of the 7 schools within the Valley.

The school has grown 29% since 2014 and is staffed with a TP2 Principal, an AP and a strong staff resource structure to harness the realisation of this plan. There are 6 classroom teachers, one working in a team teaching capacity with the principal. 4 classroom teachers are permanent and 2 are temporary teachers. We also have a LaST teacher one day a week and a Reading Recovery and RFF Teacher. We have three New Scheme Teachers for 2017, one of whom is permanent. We have a General Assistant who works one and a half days, a cleaner every day and a parent run canteen open two days a week.

Our school has access to the community pool which is accessed by all students for our weekly swimming program in terms one and four. The school also has interactive boards and computers in all classrooms.

The school FOEI is 104 from 2016. This is the Family Occupation and Educational Index indicating we are slightly more disadvantaged as compared to other public schools with the state mean being 100.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 the Domain of Learning, our reflective practice focused on Learning Culture and Wellbeing. The school has focused on building the capacity of staff in "Visible Learning" so that these practices have become a part of lessons in all classrooms. Through lesson study, staff reflected on practices to ensure that implementation across the school maintained consistency and student outcomes were the focus. Students have utilised learning intentions and success criteria to enable them to have an understanding of where their learning is now and where they need to go to next. PBL has been the area of wellbeing that has become embedded into classrooms to promote positive behaviour in all school settings. To ensure all stakeholders are part of our evaluative process, students and parents have been encouraged to participate in school based and on-line surveys to provide us with feedback on both these areas. All feedback has been

positive and supportive of practices.

In the Domain of Teaching, our reflective practice focused on Effective Classroom Practice where we saw teachers participate in Lesson Studies to participate in collegial discussions where they provided and received professional feedback. This area enabled staff to be reflective on their practice and effect on student outcomes. Feedback from all stakeholders has continued to be positive, from an increase in student engagement as well as school performance data to parents who were reflective on the practice in classrooms.

In the Domain of Leading, our focus continued to be on Leadership, with three New Scheme Teachers in 2017. We built mentoring programs to ensure all staff had leadership opportunities and goals were a focus. We continued to build on parental engagement within our school with Quicksmart continuing to be a success in 2017 as well parental support with vocab and reading support. The school is highly committed to the development of the leadership capacity of all members of our school. Our Stage 3 students attend the GRIP leadership conference each year and follow up with the implementation of the GRIP Leadership program across stage 3. As a result students capacity to engage in leadership opportunities such as Public Speaking, Debating and nominating themselves for the School Captain position has continued to increase.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Quality Learning Experiences

Purpose

Students to achieve academic progress through; high expectations, quality/innovative learning experiences, building resilience to be independent decision makers.

This Strategic Direction is to promote and ensure students are active in all aspects of the learning process. They need to have an understanding of what and why they are learning and what expectations they need to achieve for on-going improvement.

Our students need resilience, determination, creativity and the ability to self-regulate and reflect on their learning.

Overall summary of progress

Through a whole school focus on quality learning experiences and Student Wellbeing, we have seen significant progress. Utilising a variety of data sources such as; Tell Them From Me Surveys from staff, students and parents, NAPLAN PLAN and Whole School data, we have analysed results to further develop quality learning experiences across the whole school. This has been evident in class programs and collated results.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Successful implementation of Positive Behaviour for Learning (PBL) within the wellbeing framework, using the All Settings Matrix and Expectations/Teaching Matrix on Action Plan.	\$26 000 Principal to lead PBL Allocation for staff release Resources	All settings Matrix completed with all stakeholders being reflective participants. Expectations have been implemented in all settings and we have seen a significant drop in
Successful development and implementation of whole school programming proformas to ensure consistent high expectations and best practice across the school.	\$4 000 Resources and staff release	The development of whole school programming proformas.

Next Steps

Continue to build on high expectations for all students through quality learning experiences in all school settings. We will continue to focus on writing as a Literacy Focus and Numeracy through on-going staff professional Development.

Strategic Direction 2

Best Practice

Purpose

Develop a consistently high standard of educational practice, incorporating the professional teaching standards and differentiation of the teaching and learning cycle resulting in best practice.

This Strategic Direction is to ensure our staff are provided with current best practice pedagogy and are able to implement this into their classrooms to ensure students at Nana Glen are provided with excellent teaching and learning opportunities.

Staff will be committed to self and school improvement aligned with the teaching standards and improving authentic differentiation opportunities within all classrooms to promote continuous best practice.

Overall summary of progress

This area continued to grow in 2017 staff professional learning in Numeracy and the implementation of the SENA assessment to track learning in Numeracy; staff professional learning in Visible Learning strategies with the consistent use of Learning Intentions and Success Criteria in Literacy and Numeracy; and all staff involved in lesson study to continue to build staff capacity through feedback on best practice.

Through open and honest collegial discussion and dialogue, we have seen a significant growth in whole school data in Writing and Number.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
On-going implementation of reflective practices in classroom programs and teaching and learning opportunities through Learning Intentions and Success criteria practices.	\$4 000 PL and staff release	100% staff participated in PL, and lesson study
Students achieving at or beyond grade expectation in Writing.	\$4 000 PL and staff release	100% staff participated in PL in writing. Whole school data analysed to ensure consistency teacher judgement and to drive classroom programs.
Students achieving at or beyond grade expectation in Numeracy.	\$8 000 PL staffing costs QuickSmart program Implementation SENA	100% staff participated in PL in Numeracy and implemented SENA assessments across whole school to analyse data to drive teaching and learning.

Next Steps

Our next step is to ensure our next planning cycle ensures we remain on track to provide high quality educational outcomes for all students.

Staff build their knowledge and understanding of the new progressions to drive student programs and educational outcomes. Lesson study and opportunities to provide and receive feedback, collegial sharing and reflective practice will continue to be an integral part of our pedagogy.

Strategic Direction 3

Collaborative Expert Teaching Team

Purpose

Promote current best practice in a collaborative, innovative and respectful learning environment that promotes reflective professional development.

This Strategic Direction is essential to ensure that all staff at Nana Glen Public school are reflective life long learners who aim to work together to build the capacity of all staff to ensure best practice is embedded in all classrooms.

We wish to not only up-skill staff but also provide the opportunity to be reflective learners, working with peers in the school and across the Orara Valley Learning Community.

Overall summary of progress

Through explicit targeted PL, staff have engaged in building their knowledge and capacity in best practice in Literacy and Numeracy. All staff engaged in data collection and analysis, collegial sharing of ideas and discussion to be reflective of whole school planning and directions.

Through the Performance Development Framework, staff engaged in a reflective process. Regular, effective monitoring and feedback processes were embedded and reviewed to enable staff to progress in a supportive environment that plans for future growth.

SASS staff and executive staff participated in LMBR training and the transition to the new financial platform progressed smoothly.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff build capacity through Teacher Performance and Development Plan process with the support of EI project.	\$1 200 – EI Project \$8 000 – Staff support and PL to implement LMBR processes.	110% staff utilise EI project and PDP's to build teacher capacity. SASS staff supported through PL and mentoring to build capacity for LMBR.
Leadership team develop and implement induction process to mentor and support new scheme staff as well as develop process to support and mentor staff working towards Lead accreditation.	\$27 000 Beginning Teacher release Mentor – teacher release	100% Beginning teachers supported and mentored through targeted induction program.

Next Steps

All staff continue to develop reflective practices through PDP requirements, to give and receive authentic collegial feedback through classroom observation and collegial sharing. A review of process will see changes to our process in 2018 to ensure all our procedures and practices are moving forward with the Australian Professional Standards for Teachers.

We will continue to focus on learning intentions and success criteria practices while broadening our focus to "Challenge Learning" capabilities. With the introduction of the Learning Progressions, staff will move to utilising these to map and analyse student achievement in Literacy and Numeracy to monitor student learning and growth.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$11 228.00) 	<p>All Students have an Individual Learning Plan (ILP) and students are making progress across Literacy and Numeracy continuums. Our Aboriginal students are demonstrating growth at or above levels achieved by non-Aboriginal students.</p> <p>4 staff members attended Connecting to Country training to build teacher and SASS knowledge and capacity in understanding local Aboriginal culture and student needs.</p> <p>Differentiated learning to cater for students.</p> <p>NAIDOC celebrations were shared across the school in whole school activities.</p> <p>In class SLSO support provided to all Aboriginal students K-6 in line with individual student ILP's.</p>
English language proficiency	<ul style="list-style-type: none"> English language proficiency (\$8 014.00) 	<p>In class SLSO support provided to support English Language Proficiency needs in line with individual PLP's</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$12 663.00) 	<p>In class SLSO support provided for targeted students to support in-class programs and ILP/PLP goals. Targeted students established through Disability Data Collection, School Data Collection and Learning Support referrals.</p>
Socio-economic background	<ul style="list-style-type: none"> Socio-economic background (\$46 632.00) 	<p>The school articulates a commitment to equity and high expectations for learning for each student and is responsive to changing needs.</p> <p>In class SLSO Support.</p> <p>Continued commitment to our PBL initiative.</p> <p>Staff PL literacy and Numeracy.</p>
Support for beginning teachers	<p>Funds – Post Approved School Allocation report. Funds will be in addition to the amount below.</p> <ul style="list-style-type: none"> Support for beginning teachers (\$13 450.00) 	<p>Individual support and weekly mentoring opportunities for Beginning teachers with executive.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	43	58	62	62
Girls	41	59	58	64

Our enrolment ratio boys / girls has been consistent since 2014 and our total numbers continue to increase.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.6	91.9	93.8	93.3
1	93.6	92.3	92.9	93.5
2	94.1	91.5	94.9	92.7
3	95.3	94.7	94.4	95.6
4	92.9	92	95.3	94.7
5	95.7	90.9	90.5	96.3
6	96	92.5	94.3	92.7
All Years	94.2	92.2	93.5	94
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Student attendance rates at Nana Glen Public School are very close to the expected state average, and has remained consistently high since 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	5.65
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.71
Other Positions	0

*Full Time Equivalent

There are no permanent staff at Nana Glen Public School who identify as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

Professional learning and teacher accreditation was undertaken by staff at Nana Glen Public School in 2017. All staff continued to deepen their knowledge of the new Mathematics and English Syllabus while also applying professional learning time to the History and Geography syllabus. 100% staff participated in professional Learning on differentiating writing instruction K–6 in line with our strategic directions. 100% staff participated in PL on SENA and implementing effective and authentic strategies in Numeracy. Staff were reflective in their learning through their participation in the lesson study initiative with collegial discussion and sharing making a significant positive shift. 100% staff also participated in professional learning on "Visible Learning" strategies such as learning intentions and success criteria and implemented these strategies into all classrooms. Our K–2 teachers completed one year of L3 training and

successfully implemented this program into classroom practice. The L3 initiative will continue in 2018 and staff will be introduced to the new progressions to assist with mapping, analysing and driving student outcomes.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Receipts	\$
Balance brought forward	102,977
Global funds	175,779
Tied funds	186,912
School & community sources	48,388
Interest	1,694
Trust receipts	4,071
Canteen	0
Total Receipts	416,843
Payments	
Teaching & learning	
Key Learning Areas	5,273
Excursions	455
Extracurricular dissections	28,117
Library	397
Training & Development	3,547
Tied Funds Payments	105,604
Short Term Relief	12,201
Administration & Office	54,826
Canteen Payments	0
Utilities	10,341
Maintenance	22,286
Trust Payments	4,042
Capital Programs	0
Total Payments	247,089
Balance carried forward	272,731

rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	289,710
Appropriation	275,900
Sale of Goods and Services	1,377
Grants and Contributions	12,271
Gain and Loss	0
Other Revenue	0
Investment Income	162
Expenses	-164,644
Recurrent Expenses	-164,644
Employee Related	-71,165
Operating Expenses	-93,478
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	125,066
Balance Carried Forward	125,066

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

The Principal is responsible for the financial management while the School Administration Manager is involved with the day to day accounting functions. All staff members have input into the budget, which is monitored weekly.

Surplus funds are for salaries, invoices, computer charge trolleys and construction of outdoor tables in the playground for students.

Figures presented in this report may be subject to

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2017 Actual (\$)
Base Total	1,028,250
Base Per Capita	18,339
Base Location	35,055
Other Base	974,855
Equity Total	98,536
Equity Aboriginal	11,228
Equity Socio economic	46,632
Equity Language	8,014
Equity Disability	32,663
Targeted Total	52,900
Other Total	60,381
Grand Total	1,240,067

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 Nana Glen Public School seeks the opinions of parents, students and teachers about the school.

In 2017 the school collected data from a variety of sources. Opinions were sought from students, teachers and parents about the school. Their responses are presented below:

- There continues to be an overwhelming positive response from parents. Overall, parents feel the school is working hard to improve best practice for students, school reports provide clear feedback on student progress, the school has strong communication practices to keep parents informed and all parents felt welcome at the school. Parent participation in targeted areas as well as school functions continued to increase in 2017.
- Parents were in strong support of our present communication sources: Newsletter, Facebook, School App and Website with the school newsletter still being the strongest valued form of communication.
- Parents continued to support and be actively involved with in-school initiatives such as the Reading and Quicksmart.
- Students felt that they were supported in their learning and could approach their teachers to support them, their opinions were valued and they enjoyed the variety of opportunities offered with the school.

Policy requirements

Aboriginal education

All classes implement Aboriginal Perspectives and Syllabus Outcomes into class programs and activities. Our NAIDOC week celebrations were very successful with students participating in whole class and group activities including Gumbaynggirr Language and bush tucker for lunch. Students had the opportunity to deepen their understanding of our local Aboriginal Community through a local perspective.

This year, the school received Aboriginal background funding. Our plan included: Implementation of ILP's for all Aboriginal Students, Differentiated Learning opportunities to cater for Individual student needs, and in class support to cater for individual needs of students.

We continue to have our Aboriginal students conduct our Acknowledgement to Country at assemblies and other special events.

This year we also had 4 staff members attend Connecting to Country learning for 3 days to build staff knowledge and capacity to understand and cater for our Aboriginal students needs.

Multicultural and anti-racism education

All classes implement Multicultural Perspectives and

syllabus outcomes into class programs and learning activities. Students from 3–6 participated in the Premiers Multicultural Speaking Competition where they wrote and presented their speeches from the Multicultural topics assigned to Stage 2 and 3. Four students represented the school at the regional public speaking competition. One student went on to the next level. All students did an outstanding job.

We also hosted and had staff attend ARCO training with plans for a community of schools function to highlight Multicultural Perspectives planned in 2018.