

Manning Gardens Public School

Annual Report



2017



4552

Introduction

The Annual Report for **2017** is provided to the community of **Manning Gardens 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.

Paul J Sortwell

Principal

School contact details

Manning Gardens Public School

Mudford Street

Taree, 2430

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

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

6552 6333

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

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 focus was on the quality delivery of L3 to our kindergarten students. Due to staffing and logistical issues, the implementation of L3 was postponed in term 2 until 2018. In 2017 our school commenced our learning journey as an Early Action for Success school. We appointed an Instructional Leader three days per week (0.6 staffing allocation) who coordinated the delivery of quality literacy and numeracy programs in our K–2 and oversaw the collection of data across K–6 in our mainstream and support unit departments. As a result of having the Early Action for Success initiative, staff had a greater awareness and understanding of quality literacy and numeracy strategies.

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. Our support unit staff continued the implementation of the 2016 review of the support unit by continuing to refine and implement process and strategies for the delivering of quality teaching programs and individual learning plans to students with disabilities in the support unit.

In the domain of Leading, there was a continuing emphasis on providing school executive with opportunities to further refine and develop their leadership skills. Collaborative practices were embedded in the school leadership model and leadership team members were making greater use of the School excellence Framework to evaluate school practices and systems.

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 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

Key processes were the replacement of old welfare policies with new wellbeing policies and the continued implementation of PBL across the school. A new wellbeing policy was created after significant input from staff, students and parents in Semester 2. A major success story for our school was the improved level of community engagement. In Term 3 we commenced 'Free Lunch Fridays' to promote quality wellbeing across the entire school, reaching students, staff and community. At these community engagement events, we regularly had more than 40 adults in attendance and we were able to utilise the parents present to speak about our school plan and also engage in evaluative processes. As such, our school plan for 2018–2020 has a higher level of parental input.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$45,000 RAM equity. \$15,000 RAM Aboriginal.	SET data demonstrated that we achieved 100% embedding of our school beliefs across all school settings and departments. There were periods in 2017 where there was marked improvement in student behaviour, as recorded on Sentral. In 2017, five students achieved the highest level of Precious Gems, Platinum level. A further 12 students achieved the second highest level, Diamond level. This equates to 18% of students across the mainstream and support unit.
STUDENT WELLBEING Increase average student attendance from 86% (2015) to 89% (2017). All students K–6 meeting their expected PLAN targets and achieving their goals identified in their learning plans.	\$10,000 RAM equity.	Data in this Annual School Report would indicate that our K–6 attendance percentage for 2017 was 82%. Attendance rates for our Year 3 cohort was 88%, our Year 4 cohort was 87% and our kindergarten cohort was 86%. The poorest attendance rate occurred with our Year 2 cohort at 76%.

Next Steps

The school will continue to work with all stakeholders to promote and enhance wellbeing. We will continue to implement and embed student behaviour strategies that reward compliance with our school beliefs and also address inappropriate and anti-social conduct.

PBL strategies will continue to be taught at school on a weekly basis and we will further embed our 'buddies not bullies' initiative.

In 2018 the school, through the Learning Support Team will devise and implement a school strategic attendance action plan to improve and lift our school attendance rate to at least 89%.

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 goal in 2017 was the implementation of Early Action for Success across our K–2. Through this, teachers were continuing to develop their knowledge and understanding of PLAN in order to accurately plot student achievement and growth on the literacy and numeracy continuums. Staff were also working on enhancing collaboration and cooperation between each other to enhance their teacher professional knowledge and teacher professional classroom practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$56,000 RAM Equity \$48,000 RAM Aboriginal	Literacy Kindergarten: Reading data for Kindergarten at the end of 2016 showed 9% of students reached or exceeded a cluster four in reading texts in comparison to the end of 2017, 86% of students achieved a cluster 4 or higher. Plan data for Kindergarten writing at the end of 2016 showed 9% of students reached or exceeded a cluster four in comparison to the end of 2017, 93% of students achieved a cluster 4 or higher. Comprehension: 50% of students achieved a cluster 4 or higher, up from 35% in 2016. Numeracy Kindergarten: Data for Early Arithmetical Strategies at the end of Kindergarten showed 93% of students achieving or exceeding expected outcomes at the end of 2017, up from 30% in 2016. Literacy Year 1: The percentage of students in the lowest two clusters reduced from 10% in 2016 to 0% in 2017. Comprehension results showed that the number of students in the lowest two clusters reduced from 21% in 2016 to 11% in 2017. Numeracy Year 1: Using the forward number count criteria, there was an increase in students attaining this skill level from 35% in 2016 to 45% in 2017. Early Arithmetical Strategies data for Year 1 showed that the % of students working at an emergent level reduced from 40% in 2016 to 22%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>WHOLE SCHOOL FOCUS ON LITERACY AND NUMERACY</p> <p>Increase percentage of students achieving expected cluster benchmarks via PLAN data for K–2 (literacy and numeracy continuums).</p> <p>Increase percentage of students achieving expected cluster benchmarks for PLAN data for years 3–6 (literacy and numeracy continuum).</p> <p>Positive trend data in Naplan showing growth from Year 3 to Year 5 from 2015 to 2017.</p>		<p>in 2017.</p> <p>Literacy Year 2:</p> <p>Reading data for Year 2 from 2016 to 2017 showed the percentage of students in the lowest four clusters reducing from 56% in 2016 to 28% in 2017.</p> <p>PLAN data revealed that the percentage of students in the lowest four clusters reduced from 33% in 2016 to 27% in 2017.</p> <p>Numeracy Year 2:</p> <p>Results for Year 2 working with the forward number count for 2016 and 2017 showed an increase from 13% to 36% of students achieving expected benchmarks.</p> <p>Early Arithmetical Strategies for Year 2 for 2016 and 2017 indicated that the percentage of students working at an emergent level reduced from 50% in 2016 to 7% in 2017.</p>
<p>STAFF PERFORMANCE AND DEVELOPMENT</p> <p>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).</p>	\$48,000 RAM Equity	<p>Data from the Tell Them From Me Teacher Survey 2017 shows an average score of 8.5 against a NSW government school norm of 7.8 in the area of collaborative practice.</p>
<p>STRENGTHENING LEARNING AND SUPPORT</p> <p>All students requiring adjustments and accommodations to meet their identified needs, are achieving expected growth on PLAN data.</p> <p>Parent feedback during planned interviews demonstrates strong support for educational adjustments.</p> <p>Teachers demonstrate increased capacity to provide tailored learning for students requiring adjustments, evidenced in their classroom programs.</p>	\$24,000 RAM Equity	<p>All students in our Support Unit had Individual Education Plans, whereby teachers were tailoring learning for students. All mainstream teachers made every effort to have a Personal Learning Pathway in place for the Indigenous students in their care.</p>

Next Steps

Staff will be gaining professional learning in the new literacy and numeracy progressions in 2018. Staff showed a great understanding of PLAN data and this should assist staff with the implementation of the learning progressions.

The school has plans to further embed the IEP and PLP process in 2018 to create greater and stronger home, school

and community partnerships.

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

In 2017 the school's leadership team made significant progress in the area of working cooperatively and collaboratively.

The school principal participated in the Art of Leadership professional learning program in 2017 and this training was shared with the whole executive team.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	\$35,000 RAM Equity	Data from the 2017 Tell Them From Me survey indicated an increased positive regard for the school leadership team. The school leadership team demonstrated a proven ability to work together and achieve results for the school. On the parent survey, parents positively responded to the question, 'I can easily speak with the school principal', achieving an average score of 8.7.

Next Steps

In 2018 the school principal will participate in the Art of Leadership masterclass and the deputy principal will participate in the Art of Leadership professional learning. It is hoped that more of the leadership team will participate in similar high quality professional learning activities.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$194,058.00	Our AEO continued to attempt to increase parental participation in class programs. We had an active Aboriginal Education team, headed by our AEO. Students participated in a week long NAIDOC celebration involving a range of cultural activities. Staff actively participated in the Local Taree AECG. Students attended several cultural excursions. We had a very strong turn-out of parents and community at our Term 4 Free Lunch Friday cultural day.
Low level adjustment for disability	\$153,776.00	These funds helped to support our learning and support program. Funds also allowed for the employment of SLSOs across our school.
Quality Teaching, Successful Students (QTSS)	\$15,541.00	These funds were used to release the Assistant Principals from class so they could work shoulder to shoulder with teachers.
Socio-economic background	\$356,225.00	Funds were primarily used to adequately staff the school to support all teaching and learning initiatives across the school. Funds were also used to purchase teaching and learning resources and also fund community engagement activities.
Early Action for Success	\$45,000	Funds were used to employ interventionists to work with students to increase student learning outcomes. Funds were also used to purchase resources.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	87	91	77	63
Girls	61	64	54	43

Student attendance profile

School				
Year	2014	2015	2016	2017
K	87	80.1	88	85.8
1	90.5	84.1	80	78.2
2	90.6	87.3	82.8	75.6
3	86.5	88.7	84.6	87.7
4	86.6	93.4	86.2	87.2
5	87.8	84.1	89.1	81
6	88.1	90.3	83.3	82
All Years	88.3	86.2	84.5	81.7
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

In 2017, the school as a whole was focused on the management of non attendance at school. School leaders looked at student attendance on a weekly basis, analysing whole day and part day trends of attendance and absenteeism. School staff were mobilised to address attendance concerns with parents and our AEO played a leading role with this strategy. Students were rewarded for good attendance. Correspondence was sent home to address attendance concerns and the school worked successfully with our HSLO. In 2018, the school will develop an Attendance Action Plan to more strategically address student non-attendance at school.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	8.08
Teacher of Reading Recovery	0.32
Learning & Support Teacher(s)	1.2
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	8.61
Other Positions	1

*Full Time Equivalent

The composition of Aboriginal staff at our school included our Deputy Principal, AEO, a class teacher and three school learning support officers. The school seeks to prioritise the employment of Aboriginal staff to provide positive role models for our students.

Teacher qualifications

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

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	534,535
Global funds	268,330
Tied funds	764,353
School & community sources	14,400
Interest	6,345
Trust receipts	3,447
Canteen	0
Total Receipts	1,056,874
Payments	
Teaching & learning	
Key Learning Areas	1,113
Excursions	7,415
Extracurricular dissections	14,277
Library	1,109
Training & Development	1,232
Tied Funds Payments	531,798
Short Term Relief	78,532
Administration & Office	37,384
Canteen Payments	0
Utilities	41,703
Maintenance	11,776
Trust Payments	3,273
Capital Programs	0
Total Payments	729,612
Balance carried forward	861,797

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.

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

	2017 Actual (\$)
Opening Balance	0
Revenue	846,358
Appropriation	831,181
Sale of Goods and Services	166
Grants and Contributions	12,457
Gain and Loss	0
Other Revenue	2,273
Investment Income	281
Expenses	-353,178
Recurrent Expenses	-353,178
Employee Related	-245,449
Operating Expenses	-107,729
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	493,180
Balance Carried Forward	493,180

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.

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	1,041,785
Base Per Capita	25,027
Base Location	2,561
Other Base	1,014,197
Equity Total	704,059
Equity Aboriginal	194,058
Equity Socio economic	356,225
Equity Language	0
Equity Disability	153,776
Targeted Total	923,185
Other Total	525,124
Grand Total	3,194,153

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.

NAPLAN Literacy

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

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The school is working tirelessly to improve the learning outcomes of Indigenous students. '8 Ways' pedagogy is beginning to be embedded in the teaching and learning cycle. The school is also part of the Early Action for Success initiative to raise the learning outcomes of students.

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 2017 parents completed the Tell Them From Me (TTFM) survey. Parents advised us, via this survey that they felt welcomed when they visited the school. Parents felt they were being well informed of school initiatives and activities. They also were very responsive to the fact that the school schedules parent activities at times when they were most able to attend. Parents indicated that behaviour issues are dealt with in a timely manner and that their child(ren) feel safe at school.

In 2017 students completed the Tell Them From Me survey (TTFM) in Term 1 and then again in Term 3. To the question, are you happy at Manning Gardens PS?, 82% of student respondents answered with a positive response. In response to the question, what do you like best about Manning Gardens PS?, 57% of students indicated they liked the teachers and the principal.

In 2017 teachers completed the Tell Them From Me (TTFM) survey during Term 4. In this survey teachers indicated that school leaders have helped them to establish challenging and visible learning goals for students. Teachers also indicated that school leaders have helped them during challenging times. When staff were asked to write a promotion that best describes our school, teachers used descriptive words such as exciting, dynamic, supportive and community based.

Policy requirements

Aboriginal education

As a majority of our students identify as having an Aboriginal cultural background. We place a huge emphasis on delivering quality Aboriginal Education initiatives. In 2017, staff were using 8 ways pedagogy in their teaching. Students were trained to deliver an acknowledge of country in Gathang and we were trying to seriously address the learning needs of all our Indigenous students. Our commitment to Aboriginal Education was evident in the way that our Aboriginal Education Officer supported students across the school and also in our employment of staff with an Aboriginal background to help and support Indigenous students.

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. Our Harmony Day celebration was one of our biggest community engagement events for the year and attracted a great deal of parental support. In 2017 the school is committed to having staff trained as anti-racism officers.