

# Nana Glen Public School

## Annual Report



2018



2698

## Introduction

The Annual Report for **2018** 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](http://www.nanaglen-p.schools.nsw.edu.au)

[nanaglen-p.school@det.nsw.edu.au](mailto: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 all individuals as innovative, informed, engaged and creative citizens who are resilient, have a positive self-worth and capacity to apply their knowledge to solve problems. We promote self monitoring and direction through Learning Intentions and Success Criteria, providing students with the tools to challenge themselves in all their learning.

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. Our staff recognise the importance of transitions through school from pre-school through to all schooling years, creating a solid foundation of educational opportunity to allow students to pursue and develop their general capabilities and their capacity to work with others.

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 P1 school of 132 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 38% since 2014 and is staffed with a P1 Principal, an AP and a strong staff resource structure to harness the realisation of this plan. There are 6 classroom teachers, a LaST and RFF staff. We have three New Scheme Teachers for 2018, one of whom is permanent. We have a general assistant who works three days a fortnight, a cleaner every day and a parent run canteen open two days a week.

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

The school FOEI is 91 from 2017. This is the Family Occupation and Educational Index indicating we are slightly less disadvantaged compared to other public schools with the state mean being 100.

In 2017 Nana Glen staff have been accepted into a STEM Enrichment Program in association with the University of Sydney and Southern Cross University, Coffs Harbour. This program is linked to our numeracy plan to enable students to work creatively and critically in numeracy. Our K-2 staff are continuing to receive PL in and implement the L3 program into all ES1/Stage 1 classrooms.

# 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 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

### Successful Learners

#### Purpose

Student learning is underpinned by consistent quality teaching practices. Lessons are differentiated and evidence based. On-going evaluation of teaching practices including analysis of student growth and learning outcomes, is evident in planning for future learning of all students.

To develop strong future learners who are active participants; learners who provide and receive feedback, self-monitor, are creative and innovative, accept challenges and setbacks, and have an understanding of the expectations required to achieve on-going improvement.

#### Overall summary of progress

We saw considerable growth in this area with the Challenge Learning strategies being implemented into every classroom. Skills such as: dialogue, questioning, learning intentions and success criteria as well as timely feedback have seen attitudinal as well as academic improvements.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
10% increase of students in the top 2 bands in NAPLAN writing.	\$3150.00 SLSO Support	Considerable growth appeared on in school and NAPLAN data. Writing continues to be an area of future focus .
55% of students achieving at or above expected growth in Numeracy.	\$3142.00 SLSO Support	Considerable growth appeared on in school and NAPLAN data. Numeracy continues to be an area of future focus .

#### Next Steps

After evaluations and initial levels of growth, the school will continue to follow our direction of "Challenge Learning" strategies to embed the skills of how to learn which has enriched the 'what to learn' concepts in all Key Learning Areas.

Implementation of Challenge Learning strategies such as learning intentions and success criteria has been successful however does require further attention to ensure consistency of practice across the whole school.

## Strategic Direction 2

### Best Practice

#### Purpose

Staff provide quality teaching experiences in a caring and supportive learning environment, catering for individuals needs, as well as challenge thinking to promote independent decision making. At Nana Glen we strive for our students to achieve academic progress through high expectations, quality/innovative learning experiences, resilience building and self-reflection and monitoring.

To ensure our staff are provided with current best practice pedagogy that is supported by research evidence, enabling them to implement current best practice.

Staff are committed to personal and school growth aligned to the Australian Teaching Standards to implement authentic differentiation opportunities, enabling students the opportunity to challenge their understanding and learning.

#### Overall summary of progress

Staff have embraced the implementation of PLAN 2 into school practice and have been active in assisting with DoE evaluation of processes. All staff utilise PLAN 2 in all aspects of Literacy and Numeracy.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% staff utilising PLAN 2 data to differentiated teaching and learning programs.	Nil	100% staff utilising PLAN 2 data process across the school to assist with differentiating teaching and learning programs.
100% staff utilising formative and summative assessments to monitor student progress.	Nil	100% staff trialling a variety of strategies to embed formative and summative assessments across the school.
100% staff participate and engage in PL and implement Visible Learning practices and Challenge Learning pedagogy is evident all class programs and practices.	Nil	100% staff actively involved in PL to develop individual and school knowledge on Challenge Learning Strategies. 100% staff utilising Visible Learning practices in class settings.

#### Next Steps

Further development of staff in Challenge Learning practices to embed high expectation of practice skills across the school. Further staff sharing of knowledge and collaborative processes to build teacher capacity.

Continue to provide PL on Differentiation processes and strategies to assist with formative and summative assessment practices to ensure consistency across the school.

## Strategic Direction 3

### Future Focused Leaders

#### Purpose

At Nana Glen Public School, leadership is a shared responsibility. We aim to develop and promote a quality teaching team to have a shared understanding of current best practice in a collaborative, innovative, challenging and respectful learning environment. A team that self-reflects to promote professional practices through supportive interactions of giving and receiving feedback.

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 staff to ensure best practice is embedded into teaching and learning.

The school is recognised as excellent and responsive by the local community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school.

#### Overall summary of progress

100% staff, teaching and non-teaching, engaged positively in PDP processes and responded positively in evaluations of benefits to them in their professional capacity.

mentoring of staff, teaching and non-teaching, has seen the building of staff capacity across the board. Staff are keen to participate in practices and have provided positive feedback in term and annual evaluations.

Adjustments to process have been applied on staff feedback to ensure the process is transparent and effective to all participants.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• 100% of staff have a PDP aligned to their professional learning needs.	Nil	100% staff actively engaged in PDP processes. Teaching and non-teaching staff all reported positive outcomes on annual review.
• Teacher mentoring processes embedded and evidence of all staff engagement.	\$1450.00	Implementation of TEAMS for communication and strategic processes. 100% staff engaged and contributing to process development, implementation and review.
• Embedded professional development processes evident in informal and formal classroom observations for all staff.	• \$1426.00	PD practices and expectations embedded across the school. 100% staff engaged with 90% staff fully engaged. In evaluations, 100% staff felt they benefitted from the process and evaluation responses requested further observations be added to the process in future.

#### Next Steps

Review the processes of Professional Learning and Professional Development practices to reflect staff input and feedback. Continue to implement process and practices to enable staff to work with leadership team as well as colleagues within the school and within neighbouring schools. This provides opportunities for leadership growth as well as professional learning.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO Salaries Semester 2 • Aboriginal background loading (\$ 13430.00) • Aboriginal background loading (\$3 430.00)	This year we have seen much improvement in this area. This support has enabled our Aboriginal students to engage in new initiatives such as Visible Learning and personal goal setting to improve student outcomes. We have also achieved set up My Stories ready to start at the beginning of 2019. Gumbaynggirr languages is taught K–6. We now have a second flag pole where the Aboriginal Flag is flown with pride. A special smoking ceremony was conducted at our Presentation Night. This is significant to us as is the first time the Aboriginal Flag has been flown at Nana Glen Public School in the schools history.
<b>English language proficiency</b>	• English language proficiency (\$4,722.00) • English language proficiency (\$722.00)	This support has been very valuable to ESL students to support them with individual needs in the classroom setting.
<b>Low level adjustment for disability</b>	• Low level adjustment for disability (\$18,018.00) • Low level adjustment for disability (\$6 292.89)	Required extra SLSO support for targeted individual emergency needs.  Implementation of Lexia comprehension program – Years 1–6 proved highly successful and will continue implementation in 2019.
<b>Quality Teaching, Successful Students (QTSS)</b>	• Quality Teaching, Successful Students (QTSS) (\$23,009.04) • Quality Teaching, Successful Students (QTSS) (\$2 876.13)	This program has proved to be very effective in our school. Staff feedback has been overwhelmingly positive. Staff have felt it has been a supportive and beneficial program that has enabled them to improve teacher practice as well as increase professional dialogue.
<b>Socio–economic background</b>	\$24 000. Professional Learning, implementation of L3 in K–2, SLSO support to all classrooms.	Challenge learning has been an essential initiative that we have implemented this year. Staff have fully engaged in Professional Learning and worked hard to implement strategies of feedback, dialogue, LI, SC, challenge and growth mindset. Students are beginning to strongly use the language of Challenge in everyday learning.  We have participated in L3 for the past 3 years. Staff have evaluated and provided feedback that this program has seen improvement in reading strategies however has limitations in developing strong writing skills. We are withdrawing from this program in 2019 however reading strategies will still be utilised in K–2 classrooms.  SLSO support has been provided to classrooms where targeted needs have been identified.



## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	58	62	62	66
Girls	59	58	64	65

Student enrolment has continued to grow in the Nana Glen catchment with the projected numbers to continue to increase in 2019.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	91.9	93.8	93.3	91.9
1	92.3	92.9	93.5	89.4
2	91.5	94.9	92.7	91.7
3	94.7	94.4	95.6	90.4
4	92	95.3	94.7	91.7
5	90.9	90.5	96.3	92.6
6	92.5	94.3	92.7	91.1
All Years	92.2	93.5	94	91.2
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Nana Glen Public School maintains an attendance record consistently over 90% in all grades. The school principal, along with classroom teachers, monitors non-attendance. Parents are required to inform staff within seven days of the reason for absence. If a child has been away for more than two days, the classroom teacher rings the parent to inquire as to why. If necessary, attendance of individuals may be referred to the Home School Liaison Officer. DoE policies and procedures are actively followed and fortnightly reviews

are monitored on SPARO to enable quick responses to any prolonged absence.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	5.77
Teacher of Reading Recovery	0.11
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
School Administration and Support Staff	1.71

\*Full Time Equivalent

Currently we do not have any Aboriginal staff employed at the school. We do access the Language and Culture Nest for Cultural and Language classes and utilise the skills of a local Gumbaynggirr woman for the nest to support our programs.

### 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

The school has a targeted Professional Learning program to support every teacher. We focus on collaboration and building the capacity of all teachers. This year we had 4 New Scheme teachers with one teacher achieving Accreditation and one having completed the process and awaiting results. We also had a long term casual achieve her teacher accreditation through our school. All other staff are deemed proficient in line with the Australian Professional Standards for Teachers.

Teacher mentoring practices, including observations with reflective feedback as well as lesson study practices have been beneficial to all participating staff.

Professional Learning on Challenge Learning practices

has been very successful with the building of staff knowledge enabling the school to implement many processes in 2018. We have continued to provide an open invitation to all our regular casual staff to participate in SDD as well as weekly professional learning experiences.

All staff have completed the mandatory training in regards to anaphylaxis, child protection, emergency care and cardiopulmonary resuscitation.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	125,066
<b>Revenue</b>	1,465,867
Appropriation	1,412,754
Sale of Goods and Services	6,922
Grants and Contributions	44,283
Gain and Loss	0
Other Revenue	500
Investment Income	1,407
<b>Expenses</b>	-1,419,890
Recurrent Expenses	-1,419,890
Employee Related	-1,264,449
Operating Expenses	-155,441
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	45,977
<b>Balance Carried Forward</b>	171,043

This year we have seen Nana Glen Public School implement a new Comprehension program across the school from years 1–6. All evaluations of this program have been positive and will continue into 2019.

Outstanding funds have been targeted to a number of projects that were not completed due to process in 2018. The school electronic sign was not installed until 2019, the removal of dangerous trees, and the construction of a new shed to house school resources is still to come in 2019.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	1,187,032
Base Per Capita	24,365
Base Location	38,340
Other Base	1,124,327
<b>Equity Total</b>	117,975
Equity Aboriginal	8,931
Equity Socio economic	30,246
Equity Language	8,722
Equity Disability	70,076
<b>Targeted Total</b>	16,384
<b>Other Total</b>	33,981
<b>Grand Total</b>	1,355,371

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.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

The My School Website provides detailed information and data for national literacy and numeracy testing through NAPLAN.

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.

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The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Our school results have clearly indicated that we are committed to working towards the Premiers Priorities of:

- Improving education results, and
- Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

## Parent/caregiver, student, teacher satisfaction

The school participates in the Student, Parent and Staff Tell Them From Me external survey to gain input from all stakeholders and feedback was overwhelmingly positive. Communication continues to be an area to target and focus on. Parents felt the school was working hard to improve best practice, that staff were approachable and knew their child's needs, school reports provide clear information on students progress, and parents feel very welcome in the school and feel part of the school community.

Students feel they are supported in their learning and that they could approach their teachers is required. Students also stated that they were feeling that they were more active in their learning by setting their goals and knowing how to achieve them.

Internal surveys received the same results with positive feedback from all stakeholders in the Nana Glen School Community. Parents feel welcome and part of the school community. Through working closely with all stakeholders and our P&C we aim to continue to grow in our commitment to have a strong Nana Glen School Community where our students are safe and parents

and community members are welcome as part of our team.

## 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 also working towards the establishment of a flag pole so that the Aboriginal Flag could be proudly flown beside the Australian Flag. A smoking ceremony was conducted at the school Annual Presentation Night. The flying of the Aboriginal Flag is very significant for our students and community as this is the first time it has been flown in the school. Students were very proud of this achievement.

Support was provided to all our Aboriginal students through our targeted funding which enabled students to make growth, on par or greater than peers in their grades. Staff also attended Connecting to Country training to build the capacity of staff understanding of local Aboriginal culture.

### Multicultural and anti-racism education

All classes implemented Multicultural Perspectives and syllabus outcomes into class programs K–6. Students in 3–6 participated in the Premiers Multicultural Perspectives Public Speaking Competition.

All students from K–6 participated successfully in a Multicultural day at Ulong to Celebrate Harmony Day 2018. There was significant positive feedback from staff and pupils on the participation and understanding gained on this day.