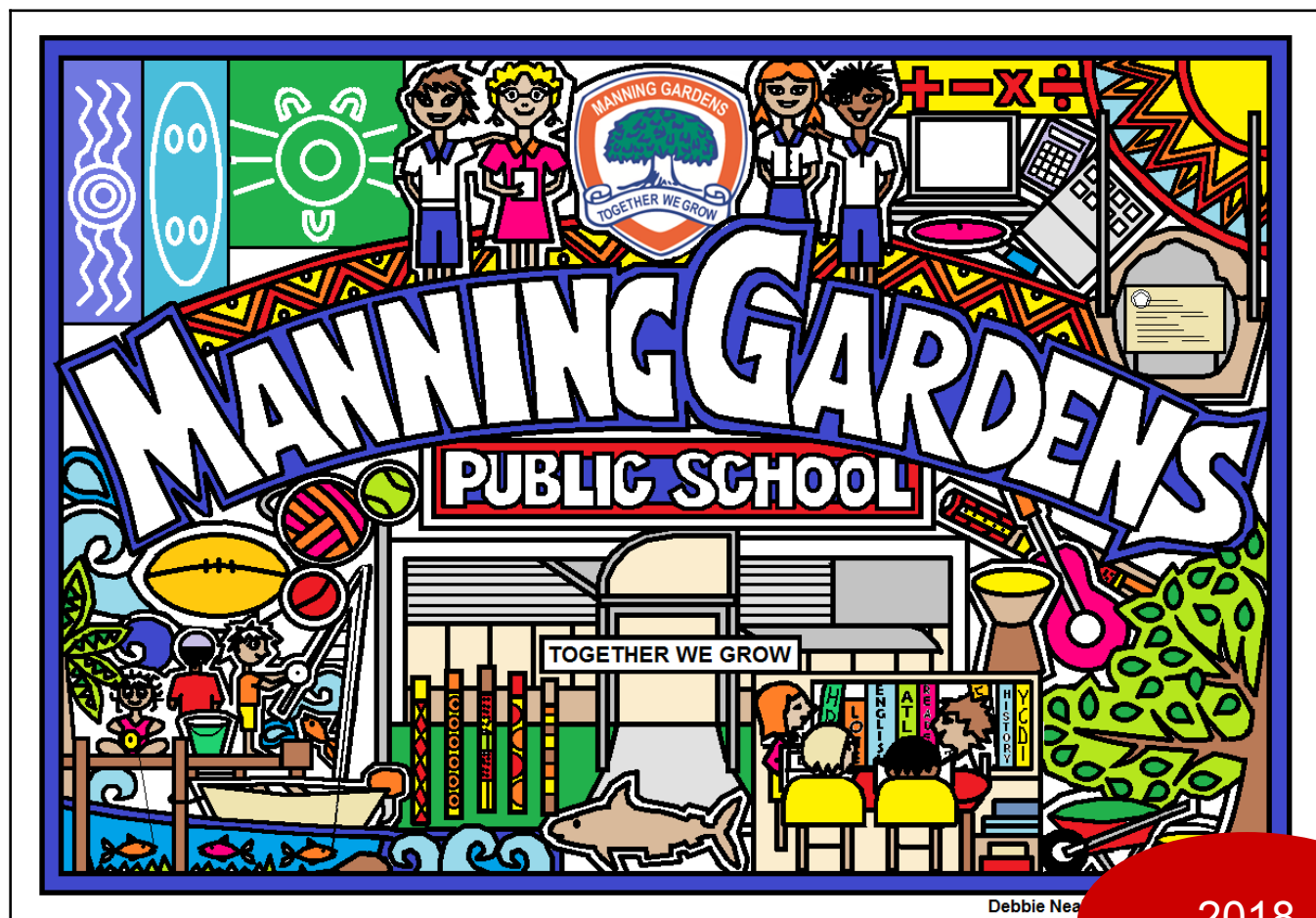


Manning Gardens Public School

Annual Report



2018



4552

Introduction

The Annual Report for **2018** 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.

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School background

School vision statement

To be a proud and inclusive school; valuing diversity, respect and academic achievement. Teachers are professional, inspired and committed to improved classroom practice. Students are engaged and challenged to become confident and creative individuals who strive for excellence. Students develop a strong foundation in literacy and numeracy through deep content knowledge and confidence in their ability to learn. Manning Gardens Public School is committed to fostering a school-wide culture of high expectations and a shared sense of responsibility.

School context

Manning Gardens Public School is an inclusive public school in Taree on the NSW mid north coast.

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. We proudly acknowledge the Biripi people as the traditional owners of the land on which our school is located. We actively promote cultural inclusivity. Students learn about the local culture and have exposure to the Aboriginal language of Gathang.

We have approximately 125 students enrolled from preschool to Year 6. We are a unique public education facility in the Manning Valley. We have a Department of Education preschool and early intervention class on site. Five support unit classes cater for students with disabilities from early intervention to Year 6. We have four classes in the mainstream area of our school.

Student wellbeing is catered for in a warm and nurturing environment. Student Individual Education Plans and Personalised Learning Pathways are implemented across the school. We have the Positive Behaviour for Learning (PBL) strategy embedded throughout our school. We believe in and explicitly teach the core beliefs of Be Safe, Be Fair and Be a Learner.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that in the School Excellence Framework domain of Learning: Delivering.

We have focused our strategies and initiatives on ensuring every student is known, valued and cared for. To achieve this, staff have embraced wellbeing practices, differentiation, sound assessment practices and the delivery of quality feedback. We have worked strategically via quality professional learning and collaborative practices to make our focus very much student centred. As such, we have been able to support students by building respectful relationships, valuing diversity and promoting the shared belief that we are a proud and inclusive school. We have been striving to create a learning culture that is warm, caring and nurturing across the entire school which results in our students feeling safe and supported. To move towards Sustaining and Growing, we will be developing a more strategic approach focused on inclusive practices to help our students be confident and successful learners across all key learning areas.

The results of this process indicated that in the School Excellence Framework domain of Teaching: Sustaining and Growing.

In the domain of Teaching we have identified ourselves as *Sustaining and Growing* with a focused effort on *Explicit Teaching*, *Collaborative Practice* and *Learning and Development*. This focus has fostered an open professional learning culture, which has ensured innovative evidence-based practices are circulated throughout our whole school setting. Professional growth and development is embedded into everyday experiences. As teachers and leaders develop an extensive knowledge and understanding of the impact of pedagogy within the teaching and learning cycle, they have been supported to explore and investigate best practice within our school and gather data that is explicitly linked to ensuring optimum teacher and student learning. To move towards Excelling we need to expand our culture and practice of lesson planning and continue to build teacher capacity to utilise assessments and data to effectively evaluate student understanding.

The results of this process indicated that in the School Excellence Framework domain of Leading: Sustaining and Growing.

In the domain of Leading, we have identified our school as Delivering against the School Excellence Framework. The principal and the executive, as the educational leadership team have been working to develop a culture of high expectations and positive engagement via strong and effective consultation and collaboration. The efforts of the school's educational leadership team have been focused on achieving whole school improvement based on sound planning, implementation of key strategies and initiatives, data collection and analysis. This has enhanced whole school improvement and strengthened our links with all key stakeholders.

In moving towards Excelling in the Leading domain, we will be striving to embed a greater emphasis on a culture of high performance, increasing student performance and implementing best practice with students, staff and community.

Our self-assessment and the external validation 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

Teaching

Purpose

To build the capacity of teaching staff to provide and implement purposeful, explicit and evidence-based pedagogy. Hallmarks of the quality teaching philosophy at Manning Gardens PS are collaboration, high expectations, inclusivity, data-driven and a future-focused approach that builds and sustains quality teacher and student relationships.

Overall summary of progress

In the domain of Teaching we have identified ourselves as *Sustaining and Growing* with a focused effort on *Explicit Teaching*, *Collaborative Practice* and *Learning and Development*. This focus has fostered an open professional learning culture, which has ensured innovative evidence-based practices are circulated throughout our whole school setting. Professional growth and development is embedded into everyday experiences. As teachers and leaders develop an extensive knowledge and understanding of the impact of pedagogy within the teaching and learning cycle, they have been supported to explore and investigate best practice within our school and gather data that is explicitly linked to ensuring optimum teacher and student learning. To move towards Excelling we need to expand our culture and practice of lesson planning and continue to build teacher capacity to utilise assessments and data to effectively evaluate student understanding.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Effective Classroom Practices Move from working towards delivering to sustaining and growing against the School Excellence Framework in the themes of lesson planning, explicit teaching and feedback.	Staffing costs: \$305,000	Significant shift positive progress has been made in regards to enhancing effective classroom practices. This improvement measure will be continued in 2019.
Data Skills and Use All class teachers collate and analyse student progress and achievement data for insight into student learning and discuss results with colleagues.	Staffing \$8,000	More teachers are collating and analysing evidence based data in their daily practice. This improvement measure will continue in 2019.

Next Steps

The improvement measures from 2018 will continue to be a focus in 2019.

Strategic Direction 2

Learning

Purpose

To ensure every student is known, valued and cared for. Hallmarks of the quality learning philosophy at Manning Gardens PS are differentiated, visible, purposeful and inclusive pedagogy that builds inspired, successful learners.

Overall summary of progress

We have focused our strategies and initiatives on ensuring every student is known, valued and cared for. To achieve this, staff have embraced wellbeing practices, differentiation, sound assessment practices and the delivery of quality feedback. We have worked strategically via quality professional learning and collaborative practices to make our focus very much student centred. As such, we have been able to support students by building respectful relationships, valuing diversity and promoting the shared belief that we are a proud and inclusive school. We have been striving to create a learning culture that is warm, caring and nurturing across the entire school which results in our students feeling safe and supported. To move towards Sustaining and Growing, we will be developing a more strategic approach focused on inclusive practices to help our students be confident and successful learners across all key learning areas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching Strategies Increase the % of students demonstrating growth against learning progressions to match syllabus outcomes in: Speaking and Listening across K–6 from 28% (in 2017) to 65% (in 2020). Numeracy across K–6 from 33% (in 2017) to 66% (in 2020).	Staffing and resources \$265,000	Evidence showed increased student engagement during literacy around the school. Staff want to continue to develop Quality Teaching Rounds.
Student Performance Moving from delivering to sustaining and growing against the School Excellence Framework in the themes of student growth and internal and external measures against syllabus standards.	Staffing \$10,000	Students are taking ownership of their learning and the teachers are feeling more confident to implement learning goals.

Next Steps

The improvement measures from 2018 will continue to be a focus in 2019.

Strategic Direction 3

Leading

Purpose

To enhance leadership across the whole school community. Hallmarks of the quality leadership philosophy at Manning Gardens PS are planning, implementing and reporting on school priorities and strategic processes in order to promote and strengthen home, school and community partnerships.

Overall summary of progress

In the domain of Leading, we have identified our school as Delivering against the School Excellence Framework. The principal and the executive, as the educational leadership team have been working to develop a culture of high expectations and positive engagement via strong and effective consultation and collaboration. The efforts of the school's educational leadership team have been focused on achieving whole school improvement based on sound planning, implementation of key strategies and initiatives, data collection and analysis. This has enhanced whole school improvement and strengthened our links with all key stakeholders.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Professional Learning 100% of teaching staff engaging in professional learning communities through the Quality Teaching Round process.	Staffing \$7,000	Progress in this improvement measure was heavily impacted by a lack of casual staff.
Staff Leadership Growth in student attendance from 84% (2017) to 95% (2020). Increase the proportion of students integrating between the support unit and mainstream from 13% (2017) to 50% (2020).	Staffing \$9,000	Our attendance target was not met. We were working towards meeting our integration target.
Community Achieve positive shift from sustaining and growing to excelling against the School Excellence Framework in the themes of community engagement and community satisfaction.	Resourcing \$15,000	We now have a strong P&C operating in our school. We are observing more parental and community involvement at school.

Next Steps

The improvement measures from 2018 will continue to be a focus in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing \$60,000. Resources \$10000.	This year we had greater Indigenous parent engagement across the school. Our Indigenous dance group has been a major success.
Low level adjustment for disability	Staffing \$212,800	Funds were successfully utilised to support student learning across the school. Funds were strategically targeted to support students with the greater need.
Quality Teaching, Successful Students (QTSS)	QTSS \$30,193 Staffing \$241,807	QTSS was a huge success in 2018.
Socio-economic background	Staffing \$119,600	We struggled to the end of the year without any casual teachers. It has been a real challenge but we pulled together as a team to get over the line with all projects and initiatives. We had 3 teachers receive their L3 certification. The first time this has ever occurred at MGPS.
Support for beginning teachers	BT Funds \$13,786	Sadly, we were not able to provide the quality support to our two beginning teachers due to a lack of casual staff. Regional office and our DEL need to provide some support in this area. Words of concern do not help us with a casual teacher shortage.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	91	77	63	68
Girls	64	54	43	59

Student attendance profile

School				
Year	2015	2016	2017	2018
K	80.1	88	85.8	84.3
1	84.1	80	78.2	74.1
2	87.3	82.8	75.6	87.1
3	88.7	84.6	87.7	74.8
4	93.4	86.2	87.2	77.5
5	84.1	89.1	81	88
6	90.3	83.3	82	86.7
All Years	86.2	84.5	81.7	81.2
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

Our school has a an attendance action plan that is being implemented across the school.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	9.22
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.2
School Counsellor	1
School Administration and Support Staff	8.61
Other Positions	1

*Full Time Equivalent

We have several staff at our school who identify as being of an Aboriginal background.

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

All staff engage in professional learning throughout the year. All staff are expected to Performance Development Plans. All teachers must mandatory teacher accreditation standards.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	493,180
Revenue	3,465,529
Appropriation	3,436,883
Sale of Goods and Services	3,233
Grants and Contributions	21,938
Gain and Loss	0
Other Revenue	0
Investment Income	3,474
Expenses	-3,625,631
Recurrent Expenses	-3,625,631
Employee Related	-3,318,466
Operating Expenses	-307,166
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-160,103
Balance Carried Forward	333,077

The school has expended resources in 2018 in accordance with departmental guidelines.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	1,049,249
Base Per Capita	26,731
Base Location	2,305
Other Base	1,020,213
Equity Total	678,885
Equity Aboriginal	246,771
Equity Socio economic	311,778
Equity Language	0
Equity Disability	120,337
Targeted Total	942,544
Other Total	553,216
Grand Total	3,223,895

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.

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.

NAPLAN Numeracy

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.

The school is actively working to improve the learning outcomes of Aboriginal students at our school.

Parent/caregiver, student, teacher satisfaction

In 2018 the school participated in the Tell Them From Me Surveys. Students completed two surveys

throughout the year. Parents and teachers completed one survey each in Semester 2.

Students indicated that they liked the varied and dynamic learning experiences provided at our school. They particularly liked the outdoor literacy sessions. Students want the school to work on behaviour and ensure they have a safe place to learn. Students also wanted more participation in sport.

Our parents are showing an increased awareness of the programs operating at our school. The majority of parents surveyed could identify what PBL stood for. Parents have identified the high level of collegiality at the school and the team approach they see all the time as strong positives. They feel that Aboriginal culture is always highlighted and honoured. Parents indicated that want to see more wellbeing strategies implemented across the school.

Staff were surveyed about our Early Action for Success (EAfS) initiative at our school. Teachers were overwhelming happy with our EAfS program. Teachers commented on the strong emphasis on Aboriginal culture and the way we put the needs of students at the forefront of all decision making. There is consensus that we are making progress in the areas of teaching and learning.

Policy requirements

Aboriginal education

Aboriginal education is very important at our school. All students have exposure to Aboriginal education and culture throughout the year. The school has an active Aboriginal education team and staff members regularly attend local AECG meetings.

Multicultural and anti-racism education

The school complies with all departmental requirements in multicultural and anti-racism education.

The school has two trained and qualified anti-racism officers.