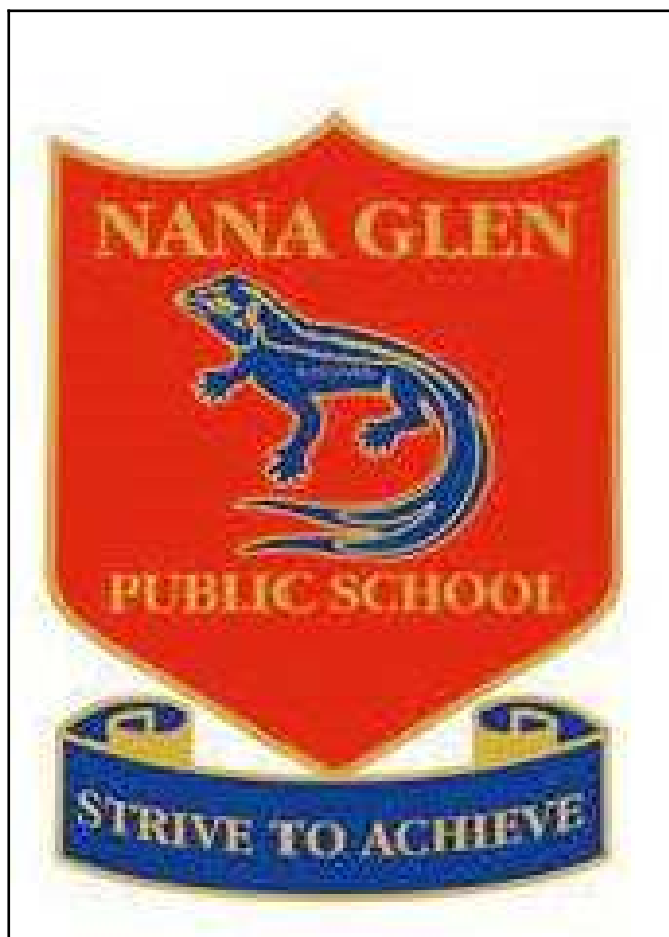


# Nana Glen Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 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.

### 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 Public School is a P1 school of 133 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 61% 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 SAM, SAO, a LaST, SLSO and RFF staff. We have two New Scheme Teachers for 2019, 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 111 from 2019. This is the Family Occupation and Educational Index indicating we are more disadvantaged compared to other public schools with the state mean being 100.

In 2019 Nana Glen staff have been accepted into Quality Teaching Rounds (QTR) with two other schools in the Orara Valley Learning Community in association with the University of Newcastle. This program is linked to our literacy and numeracy plan to enable staff to build capacity to cater for student needs. All staff K-6 are involved in a Community of Practice program working on improving writing skills. Professional learning is continuing on Challenge Learning.

## Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

### Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## 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.

#### Improvement Measures

10% increase of students in the top 2 bands in NAPLAN writing.

55% of students achieving at or above expected growth in Numeracy.

#### Progress towards achieving improvement measures

**Process 1:** • Staff PL in differentiation, Visible Learning – LI/SC, effective assessment practices and Challenge – Dialogue, deep questioning, feedback, creating challenge and language of learning.

Evaluation	Funds Expended (Resources)
100% classes utilising these strategies. Continued support required to embed to ensure are part of the pedagogical foundation of all learning.	Total Costing  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$14115.50)</li></ul>

**Process 2:** • Staff plan and differentiate syllabus to meet student needs.

Evaluation	Funds Expended (Resources)
All staff are actively differentiating for all KLA's. This is evident in class programs and class observation and feedback sessions.	total costing  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$9341.04)</li><li>• English language proficiency (\$10093.00)</li><li>• Low level adjustment for disability (\$19647.25)</li><li>• Socio-economic background (\$10000.00)</li></ul>

**Process 3:** • Consistent school wide practices for assessment are embedded across the school..

Evaluation	Funds Expended (Resources)
100% staff utilising PLAN 2. Further Professional Learning and implementation of further strategies to ensure consistency across the school.	total funding  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$2000.00)</li></ul>

## 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.

#### Improvement Measures

100% staff utilising PLAN 2 data to differentiated teaching and learning programs.

100% staff utilising formative and summative assessments to monitor student progress.

100% staff participate and engage in PL and implement Visible Learning practices and Challenge Learning pedagogy is evident all class programs and practices.

#### Progress towards achieving improvement measures

**Process 1:** • PL and shared dialogue to embed quality teaching processes and pedagogy in lesson planning, explicit teaching & feedback practices.

Evaluation	Funds Expended (Resources)
End of year evaluations. program reviews. Classroom Observations demonstrate growth over the year.	Total Costing  Professional Learning \$6000  <b>Funding Sources:</b> • Support for beginning teachers (\$11081.00)

**Process 2:** • Embedding school wide data processes to analyse and utilise in differentiating teaching and learning programs.

Evaluation	Funds Expended (Resources)
Evident in all programs and classroom observations and feedback sessions.	

**Process 3:** • Embed practices utilising formative and summative assessment practices.

Evaluation	Funds Expended (Resources)
Staff participated in Professional Learning and have been implemented strategies covered. Further research and Professional Learning required in 2020.	<b>Funding Sources:</b> • Quality Teaching, Successful Students (QTSS) (\$23371.00)

### 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.

#### Improvement Measures

- 100% of staff have a PDP aligned to their professional learning needs.
- Teacher mentoring processes embedded and evidence of all staff engagement.
- Embedded professional development processes evident in informal and formal classroom observations for all staff.

#### Progress towards achieving improvement measures

**Process 1:** • Embedded professional learning focused on continuous improvement of best practice.

Evaluation	Funds Expended (Resources)
Staff engaged professionally and consistently in Instructional Leadership program to enable class observations, collegial feedback and Lesson Study opportunities to ensure consistent teaching practice is evident in all classrooms.	Total Costing  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$4000.00)</li></ul>

**Process 2:** • Embedding instructional leadership across the school.

Evaluation	Funds Expended (Resources)
100% engagement and participation. Has seen consistent growth across staff.	Total Costing  <b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$23371.00)</li></ul>

**Process 3:** • Shared vision and understanding developed.

Evaluation	Funds Expended (Resources)
All staff engage consistently in collegial dialogue, reviews and evaluations to ensure that a clear vision is established.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	SLSO Costing  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$10 236.00)</li> </ul>	On-going support essential and targeted needs focused through individual learning plans.  Successful support utilised in all classrooms with equal or above improvement to peers of non-Aboriginal descent.
<b>English language proficiency</b>	Nil  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• English language proficiency (\$10 093.00)</li> </ul>	Successful support utilised in all classrooms with equal or above improvement to peers without EALD.
<b>Low level adjustment for disability</b>	Nil  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$22 832.00)</li> </ul>	Successful support utilised in all classrooms. Feedback indicates strong on-going need in 2020.
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher Costing  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$23 371.00)</li> </ul>	Feedback from staff has been exceedingly positive and appreciated that the process took into account feedback from staff review at the end of 2018. 100% staff want the support model to continue in 2020.
<b>Socio-economic background</b>	Nil  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>• Socio-economic background (\$38 432.00)</li> </ul>	In annual review, resources have been utilised equitably across the school and all targeted initiatives have been supported. Feedback indicates positive responses from all stakeholders.  100% engagement of Staff in Professional Learning time and evidence of capacity building is present during collegial dialogue, class programs and classroom observations.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	62	62	66	71
Girls	58	64	65	72

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.8	93.3	91.9	93.2
1	92.9	93.5	89.4	92.6
2	94.9	92.7	91.7	92.5
3	94.4	95.6	90.4	92
4	95.3	94.7	91.7	91.5
5	90.5	96.3	92.6	90.7
6	94.3	92.7	91.1	91.4
All Years	93.5	94	91.2	92
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

### Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## 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	0.4
School Administration and Support Staff	1.71

\*Full Time Equivalent

### Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

### Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 <b>Actual</b> (\$)
<b>Opening Balance</b>	171,043
<b>Revenue</b>	1,581,125
Appropriation	1,512,496
Sale of Goods and Services	5,289
Grants and contributions	62,402
Investment income	938
<b>Expenses</b>	-1,539,073
Employee related	-1,306,602
Operating expenses	-232,471
<b>Surplus / deficit for the year</b>	42,052

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.

## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	46,554
<b>Equity Total</b>	134,951
Equity - Aboriginal	10,236
Equity - Socio-economic	38,432
Equity - Language	10,093
Equity - Disability	76,190
<b>Base Total</b>	1,228,274
Base - Per Capita	30,738
Base - Location	40,985
Base - Other	1,156,552
<b>Other Total</b>	71,740
<b>Grand Total</b>	1,481,519

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.

## 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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

### NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Annual reviews are held to seek feedback from students, staff and parents/caregivers. Tell Them From Me and internal surveys all indicate a positive view of the school culture and performance from all stakeholders.

Student sense of belonging is growing each year. Leadership skills are promoted from Kindergarten through to year 6. Engagement and confidence of students to be active in their own learning has made significant gains. Students are highly valued as learners and individuals in the school.

Parents/caregivers feel they are valued members of the school community, are welcome at the school and are included in the decision making processes of the school. Parents/caregivers are highly valued participants in out school team.

Staff collegial sharing and support has continued to grow and 100% staff express the school has a positive and supportive culture where their wellbeing and professional input and growth is highly valued. Staff also felt the PL and instructional leadership processes, including lesson study should continue in 2020.

# Policy requirements

## Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.