

Manning Gardens Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 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

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	Delivering
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

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.

Improvement Measures

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.

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.

Progress towards achieving improvement measures

Process 1: Effective Classroom Practices

Collegial planning and evaluation of teaching and learning focusing on literacy and numeracy, characterised by teachers setting explicit, challenging and achievable learning goals. Teachers provide timely and effective feedback to support and improve student learning outcomes.

School Learning Support Officers build their knowledge and skills to effectively support targeted students.

Evaluation	Funds Expended (Resources)
<p>Bushfires heavily impacted the momentum achieved at the beginning of term 4.</p> <p>Spelling was successful in the earlier part of the term. Stage 2 & 3 students demonstrated significant growth in spelling outcomes. This is to continue in 2020.</p> <p>Regional writing project came to a halt due to Regional support taking leave. MS & SU APs continued with writing techniques and sprints occurring. Looking to 2020 Regional support to continue with a revised plan to be created.</p> <p>Students participating in TEN demonstrated an increase understanding in the the Additive Strategy and Quantifying number aspects of the Learning Progression. All students are making steady gains with this to increase in 2020.</p> <p>L3 to continue into 2020. L3 pedagogy to be implemented across the whole school. Teaching pedagogies in 3–6 to reflect a highly differentiated curriculum for MGPS learners.</p> <p>Formative Assessment is in its initial learning phase for teachers. With the majority of teachers staying on for 2020, Professional Learning to continue around LI/SC</p>	<p>Funding to cover 2020 L3</p> <p>Funding for IL</p> <p>Ongoing regional support and staffing to cover projects</p>

Process 2: Data Skills and Use

Teachers engaged in collaborative professional learning each term with a focus on the use of data to

Progress towards achieving improvement measures

Process 2: inform teaching practise.

Evaluation	Funds Expended (Resources)
<p>All teachers are making progress in developing their understandings of the Learning Progressions. Further implementation of a Data Wall and professional learning to continue in 2020. Teachers to maintain checklists for students and develop a greater accountability for student learning.</p> <p>Learning Intentions are becoming evident in teaching programs, with a focus for 2020 to be on students using and understanding their learning intentions. Formative assessment to become a stronger focus with more teachers collecting and collating data to inform their teacher judgement.</p> <p>Teaching sprints started to gain momentum within the TENS programs with students making great gains in the Quantifying number sub strand. Professional learning from the IL to focus on guided reading and writing across all stages for 2020.</p>	<p>Regional support and additional staffing to cover project.</p>

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.

Improvement Measures

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).

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.

Progress towards achieving improvement measures

Process 1: Teaching Strategies

Professional learning opportunities support the increase of teacher knowledge and implementation of learning progressions. A wide range of formative assessment practices are utilised for consistency of teacher judgement and differentiated learning.

Evaluation	Funds Expended (Resources)
<p>Regional Office negotiated a new strategic directions in Reading and Writing for MGPS. The school was transferred to the Great Lakes writing project in term 2. This created a shift in Teaching, Learning and Data collection across the Learning Progressions. Moving towards 2020 the school focus will be to continue with whole school writing samples and Whole School reading practices.</p> <p>Data collection will continue with data to be collected across Creating Texts and Understanding Texts. IL to continue to in-service all staff on effective data collections and using to data to inform teaching practice.</p> <p>Phonemic Awareness training assisted teachers to successfully implement Jolly Phonics across the school</p> <p>Bush fires in term 4 had an impact on the momentum towards the finalisation of writing. This will need to continue across into 2020. Regional support will be required to focus on formative assessment and Guided reading/Writing.</p>	<p>Regional funding and professional support</p>

Process 2: Student Performance

Teachers provide quality feedback which supports students to develop learning goals and take increased ownership of their learning.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>After significant effort the school found that we are still Delivering in the themes of Student Growth and Internal and External measures against the Syllabus Outcomes. This is contributed to the large change in teaching staff for 2019. There was a shift in Instructional Leaders with both only completing a semester at MGPS. 2019 saw the appointment of a permanent AP for mainstream which lead to the readjustment of Professional learning for all teaching staff.</p> <p>Regional office shifted the schools focus to reading and writing. MGPS began to gain traction in writing and reading and this is to be continued into 2020.</p>	Ongoing Regional Support

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.

Improvement Measures

Professional Learning

100% of teaching staff engaging in professional learning communities through the Quality Teaching Round process.

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).

Community

Achieve positive shift from sustaining and growing to excelling against the School Excellence Framework in the themes of community engagement and community satisfaction.

Progress towards achieving improvement measures

Process 1: Professional Learning

Teachers initiate collaborative relationships to expand professional learning opportunities and engage in action research based on the school's strategic plan.

Evaluation	Funds Expended (Resources)
<p>School staff in our mainstream and support unit departments enthusiastically embraced the network writing project. We initially struggled to find staff to meet the criteria for participation in this project but the staff put forward eventually did an amazing job of attending the workshops at Forster Office and then engaging in a 'train the trainer' model of bringing new learning back and sharing this with our staff at weekly staff meetings. Staff implemented the professional learning and worked intensively to increase student ability to write cohesive sentences independently. The network writing project is in a holding pattern as we await the full-on launch in 2020.</p> <p>Compared to 2018, staff had greater access to and also engaged more fully with collaborative practices to enhance their teaching professional learning. The hesitancy that previously existed with our staff diminished quite considerably. Our Assistant principal's played a key role as curriculum leaders to embed strong collaborative practices that are becoming self maintaining.</p>	<p>In school PL after hours – no cost.</p> <p>Some attendance at PL activities at Forster Office – casual relief costs for staff involved.</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$6000.00)

Process 2: Staff Leadership

The school will develop plans to increase and strengthen student attendance, transition to Kindergarten and high school and the integration of students between mainstream and support unit.

Evaluation	Funds Expended (Resources)
<p>The school has been most successful in devising and implementing our attendance action plan in 2019. Whilst the data does not reflect the effort, we</p>	<p>0.2 staffing allocation</p>

Progress towards achieving improvement measures

believe we are making significant headway and will turn around the attendance data so it improves in 2020. This year's data was hugely distorted by 5–10 students who can only be described as chronic non-attenders. With a small student population, this will always impact on our attendance data.

Integration occurred but not to the levels required for 2019. Our integration programs are based around play breaks and social activities. Next year the focus needs to be on integration into the classroom and a academic focus.

Transition to school initiatives at our school have been successful and well planned with our community in mind. The evidence that we are starting to 'turn things around' can be seen in our increasing enrolments.

Leadership from APs and LaST.

Funding Sources:

- Aboriginal background loading (\$3000.00)

Process 3: Community

The school creates opportunities to develop and maintain strong collaborative and consultative partnerships with the wider school community.

Evaluation	Funds Expended (Resources)
<p>Did we develop and build strong collaborative partnerships in 2019? Yes we did via Children's University with University of Newcastle, PCYC Attendance Project with Taree PCYC, a strengthened P&C and better communication with parents and stakeholders.</p> <p>Data from this year's TTFM parent survey showed that with many questions, our parents ranked and scored our school very high on welcoming, communication and inclusiveness. our scores were on a whole higher than the NSW govt norms.</p> <p>Our P&C is going from strength to strength and their feedback shows that there is now increasing goodwill being developed by the school with our parents and community.</p> <p>Service providers working with our school have indicated that they believe our procedures and processes have strengthened and helped to maintain many partnerships. We are planning to create a school procedure for external providers in 2020 to assist with the increase of visitors to our school via NDIS.</p>	<p>\$1500 catering</p>

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Teacher staffing \$53,000 per annum</p> <p>SLSO staffing \$174,000 per annum.</p> <p>Teacher relief \$106,000 per annum.</p>	The additional staffing has allowed for intensive student support in our mainstream and support unit departments. Mentoring occurred for our new and early career teachers. Staffing was used to support the achievement of school's strategic priorities.
Low level adjustment for disability	\$37,046 per annum.	This funding has allowed our LaST to work a full week 1.0 FTE instead of 0.8 FTE.
Quality Teaching, Successful Students (QTSS)	\$32,335 per annum	As curriculum leaders, our APs have been mentoring class teachers to improve and enhance literacy and numeracy outcomes. Our APs have worked shoulder to shoulder with our IL and other key staff to support class teachers. The effectiveness of this funding was impacted by our regular difficulty in not being able to source casual teacher relief.
Socio-economic background	<p>Teacher staffing \$106,000 per annum</p> <p>SLSO staffing \$53,000 per annum (\$318,000)</p> <p>TRS staffing \$106,000</p>	<p>Behavioural incidents are decreasing in classroom settings and student engagement is increasing due to the allocation of significant funding for staffing. We have also managed a decrease in student suspensions over the course of the entire year. Funds in this area supported an additional classroom teacher in our mainstream department as well as school learning support officers in all of our mainstream departments.</p> <p>Students are gaining more 1:1 support in the areas of Literacy and Numeracy. As a result we are making some positive progress in strengthening student learning outcomes. As stated previously, engagement levels have also started to improve. The tone in general across our entire school has become more positive and work focused.</p>
Support for beginning teachers	<p>BT funding for Teacher A \$11,304 (whole year)</p> <p>BT funding for Teacher B \$14,200 (whole year)</p>	Expenditure of funds in this program continues to be somewhat problematic when we are receiving funds after Term 1. Nevertheless, our APs, as curriculum leaders, were instrumental in supporting these beginning teachers to focus and engage in professional learning activities that supported their PDP and also their roles in the classroom. There was also a whole school benefit as these beginning teachers shared their new knowledge and understandings in a collegial manner with our entire staff. We were most thankful for receiving these funds in 2019.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	77	63	68	86
Girls	54	43	59	62

Student attendance profile

School				
Year	2016	2017	2018	2019
K	88	85.8	84.3	83.1
1	80	78.2	74.1	77
2	82.8	75.6	87.1	69.8
3	84.6	87.7	74.8	80.1
4	86.2	87.2	77.5	73.3
5	89.1	81	88	77.3
6	83.3	82	86.7	78.7
All Years	84.5	81.7	81.2	76.9
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)	2
Classroom Teacher(s)	10.38
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8.81
Other Positions	1

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	333,077
Revenue	3,799,324
Appropriation	3,772,260
Sale of Goods and Services	7,265
Grants and contributions	17,147
Investment income	2,652
Expenses	-3,851,730
Employee related	-3,570,306
Operating expenses	-281,423
Surplus / deficit for the year	-52,406

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 Approved SBA (\$)
Targeted Total	978,601
Equity Total	775,460
Equity - Aboriginal	272,638
Equity - Socio-economic	380,403
Equity - Language	0
Equity - Disability	122,419
Base Total	1,199,779
Base - Per Capita	36,904
Base - Location	2,075
Base - Other	1,160,800
Other Total	657,515
Grand Total	3,611,355

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.

Literacy and Numeracy Graphs

Literacy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Numeracy data – The information in this report must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort, summary statistics or graphical representation of student performance is not available. The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Throughout the year we seek the opinions of parents, students and teachers as part of our ongoing data collection and analysis. We believe improvement can only be achieved through authentic and deep reflection. Here are some of our findings:

Parent Satisfaction

We conducted the Tell Them From Me survey with our parents in 2019. When we asked parents what we did well at MGPS, these were the summary of their responses:

Overall we have a high level of satisfaction. We believe that the staff are caring, they support the naughty kids and they are friendly and fair. There is now less fights at the school and this deserves a 'well done' to the principal. The school leaders are very good and committed. We especially like the assemblies, the school Facebook page and the class newsletters.

Student satisfaction

Our students completed the Tell Them From Me annual survey in two parts, once in Semester 1 and again in Semester 2. 69% of our students have a positive sense of belonging and 68% of our students indicated they have positive relationships. With regard to intellectual engagement, 93% of our students said they were interested and motivated in class, 90% said they showed effort in class and 85% of students indicated they were receiving quality instruction in their classroom.

Teacher Satisfaction

Teachers were asked about the quality of engagement at Manning Gardens PS. Feedback included comments that students were known, valued and cared for. There was purposeful and positive connections with students in the playground. Learning in English is differentiated and there are learning opportunities for students in a variety of modes, whole class, small group and individual learning. Teachers are implementing trauma informed practices and caring for the wellbeing of all students. Teachers said they have quality interactions with students and engage in visible learning.

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.