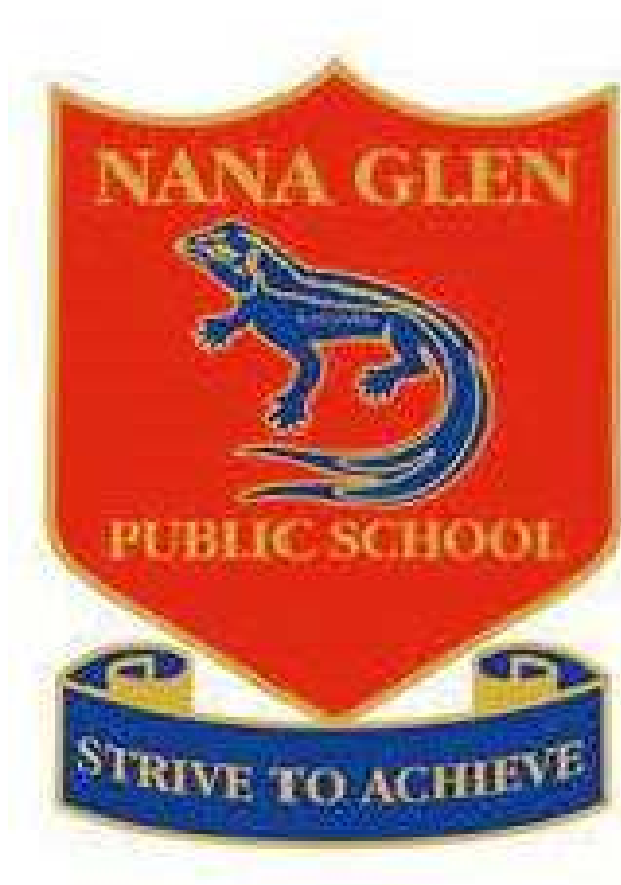


2020 Annual Report

Nana Glen Public School



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Introduction

The Annual Report for 2020 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

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School vision

At Nana Glen Public School we are proactive 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 preschool 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 135 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 one permanent New Scheme Teacher for 2020. 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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/school-excellence>

Strategic Direction 1

Successful Learners

Purpose

Student learning is underpinned by consistent quality teaching practices. Lessons are differentiated and evidence based. Ongoing 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 ongoing improvement.

Improvement Measures

To increase the % of students in the top two bands of Reading from 41.3% to 46.3% by the end of 2022.

To increase the % of students in the top two bands of Numeracy from 28.3% to 33.3% by the end of 2022.

To increase the number of students who report positive wellbeing from 89.7% to 94.7%.

Progress towards achieving improvement measures

Process 1: • Consistent diagnostic reading assessment and monitoring through K-6 Lexia program.

Evaluation	Funds Expended (Resources)
Post assessments to compare pre and post data found growth in many areas and the introduction of on-line assessment and data analysis processes enabled more efficient and timely interventions to be put in place for both classroom and intervention teachers.	Total Funds expended Funding Sources: <ul style="list-style-type: none">• Aboriginal background loading (\$6876.00)• English language proficiency (\$6908.00)• Operational Funds (\$21824.00)

Process 2: • Staff participate in professional learning in Numeracy, building capacity of targeted teaching strategies to meet student needs.

Evaluation	Funds Expended (Resources)
Due to COVID restrictions, we saw many outside and DoE planned Professional Learning not available to staff. Internal professional learning continued and supported staff as well as seeing the introduction of online platforms to not only support lesson planning but also to monitor progress and support intervention measures. These online platforms will continue in 2021.	Total Funds expended Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$6000.00)

Process 3: • Consistent school wide practices to support wellbeing across the school.

Evaluation	Funds Expended (Resources)
Evaluation of PAT wellbeing surveys and in school surveys we saw a steady rise in student wellbeing. Positive behaviours increased to the level of minimal to zero behavioural interventions required on a weekly basis. These programs will continue in 2021.	Total Funds expended Funding Sources: <ul style="list-style-type: none">• Low level adjustment for disability (\$4707.00)• Socio-economic background (\$4500.00)

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 formative/summative assessments, PLAN 2 data to differentiated teaching and learning programs.

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

Attendance data will improve from 75.4% daily attendance to at or above 80.4% daily attendance.

Progress towards achieving improvement measures

Process 1: • Embedding school wide practices in formative and summative assessment data to analyse and utilise in differentiating teaching and learning programs.

Evaluation	Funds Expended (Resources)
All class programs have evidence of formative and summative assessment practices that have been utilised to drive student learning and differentiation across all KLA's.	Nil school costs

Process 2: • PL and shared dialogue to embed quality teaching processes and pedagogy in lesson planning, explicit teaching & feedback practices.

Evaluation	Funds Expended (Resources)
All staff are embedding into class programs and learning task in all KLA's, the pedagogical characteristics of Challenge Learning.	Nil school cost.

Process 3: • Embed whole school processes to monitor and follow up students attendance.

Evaluation	Funds Expended (Resources)
All staff are engaged in the process of monitoring and following up student attendance. We have seen a dramatic increase in the daily and weekly attendance levels. We are still seeing many students away for part days and holidays which impacts this data.	Nil School cost

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 lifelong 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 for its excellence and responsiveness by the local community for embedding best practice into a culture of high expectations, and effectively catering for the range of equity issues in the school.

Improvement Measures

- 100% of staff have a PDP aligned to their professional learning needs.
- 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)
Through evaluations of personal growth and student data, we found clear improvement in school data in focus areas. Consistency of teacher judgement and expectation also increased across the school.	Total funds expended Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$10000.00)

Process 2: • Embedding instructional leadership across the school.

Evaluation	Funds Expended (Resources)
100% engagement and implementation of new ideas and strategies by all staff. Individual goals met and reviewed and staff ready for continued learning in 2021.	Total cost expended Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$25268.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Total funds expended in 2020.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$15 361.00) 	<p>The implementation of strategic processes has enhanced the engagement of our Aboriginal students with some students now acknowledging their Aboriginal heritage. Significant improvement in attendance has occurred but needs to be maintained in 2021. Support in classrooms, targeted specific needs and saw students move through personal goals in a more consistent manner.</p>
English language proficiency	<p>Total funds expended 2020.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$13 818.00) 	<p>This support has been very valuable to ESL students to support them with individual needs in the classroom setting. Goals have been set for the beginning of 2021 so that consistent learning will continue to occur.</p>
Low level adjustment for disability	<p>Total funds expended</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$21 230.00) 	<p>Student wellbeing appeared to be the greatest need in 2020 as well as maintaining their educational needs. Due to the many different reactions to the COVID pandemic this year, with different students, on top of bushfires and floods we saw grades fluctuate. The SLSO support was essential for these students and this support process will continue in 2021.</p>
Quality Teaching, Successful Students (QTSS)	<p>Total funds expended.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$25 268.00) 	<p>This program has been highly successful in supporting the growth of both teacher knowledge and understanding of syllabus and use of data to drive learning, but also in supporting staff with the extra workload through the COVID period.</p>
Socio-economic background	<p>Total Funds expended</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$73 531.00) 	<p>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.</p> <p>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.</p> <p>SLSO support has been provided to classrooms where targeted needs have been identified, especially on the return from COVID home schooling. We also identified a need for an intervention program to review sound and phoneme knowledge which the SLSO team supported. By the end of the year more than 60% students originally identified were working at or above grade expectation in this area. This program will continue term 1 2021 and then be reviewed to determine whether further intervention is required.</p> <p>The purchase of laptops allowed every</p>

Socio-economic background	<p>Total Funds expended</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$73 531.00) 	<p>student to have quality of access while homeschooling and has ensured continued access to ICT across the whole school on return to school learning.</p> <p>The support for Aboriginal students has seen significant increase in attendance and willingness to engage in a variety of school based activities. This intervention and connection to families will continue in 2021.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	62	66	71	64
Girls	64	65	72	71

Student attendance profile

School				
Year	2017	2018	2019	2020
K	93.3	91.9	93.2	88.8
1	93.5	89.4	92.6	84.8
2	92.7	91.7	92.5	88
3	95.6	90.4	92	87.7
4	94.7	91.7	91.5	83.1
5	96.3	92.6	90.7	85
6	92.7	91.1	91.4	87.8
All Years	94	91.2	92	86.3
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	5.78
Literacy and Numeracy Intervention	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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	213,095
Revenue	1,709,267
Appropriation	1,683,873
Sale of Goods and Services	2,147
Grants and contributions	22,857
Investment income	289
Other revenue	100
Expenses	-1,702,877
Employee related	-1,478,101
Operating expenses	-224,776
Surplus / deficit for the year	6,389
Closing Balance	219,484

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.

	2020 Approved SBA (\$)
Targeted Total	50,425
Equity Total	178,632
Equity - Aboriginal	15,361
Equity - Socio-economic	73,531
Equity - Language	13,818
Equity - Disability	75,922
Base Total	1,278,770
Base - Per Capita	34,392
Base - Location	45,593
Base - Other	1,198,785
Other Total	65,604
Grand Total	1,573,431

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

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.

Parent Satisfaction: After extensive feedback from parents through, TTFM, home surveys, and phone calls to ensure feedback from majority of families, the following results were evident:

- Families were very happy with the support and dedication provided by staff over this difficult year, especially in light of the COVID home schooling period.
- Parents felt that communication over the year had not been at previous standards and they wanted to know where their child was presently performing and what to do next. The school followed up with a survey on sources of communication most utilised and found a range with the school newsletter, facebook, email and phone calls being the strongest and preferred formats. Term four, the school implemented fortnightly communication emails to class groups with an initial uptake of over 70% which has increased to approximately 94% intake at the beginning of 2021. Parents have also reported that they appreciate the opportunity to email teachers directly. This process will continue in 2021.

The school implemented a new reporting format and the feedback from parents was very positive. this will be extended in 2021.

- Parents understood that they could not enter the school under COVID restrictions, however felt this an area they were struggling with as previously they felt part of the school team. They are looking forward to returning to more school events in 2021.

Student Satisfaction:

Student feedback indicated that they were worried about more issues than previously but had enjoyed the wellbeing programs this year. All students felt that they understood their feelings and could verbalise their thoughts. Many felt they still needed to practice the skills they had learned this year.

Engagement and confidence of students to be active in their own learning has continued to grow and students take a much more active role in activities and decisions. Students are highly valued as learners and individuals in the school.

Teacher Satisfaction:

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.