

# 2020 Annual Report

## Manning Gardens Public School



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## Introduction

The Annual Report for 2020 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.

### School contact details

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Manning Gardens Public School

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## School vision

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>

### Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## 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.

#### Overall summary of progress

There was significant teacher collaboration across stage teams to share curriculum knowledge, data, feedback and other information about student progress and achievement. Quality evidence based programs and lessons were designed to meet the needs of all students. Teachers utilised the Check-In assessment to compare against internal measure to create consistent and comparable judgement of student learning.

#### 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)
Remote learning associated with COVID-19 presented the school with some issues. Our school community does not have access to a wide range of technology. Students benefited from face to face learning provided when the school opened up after the COVID-19 closure.	Early Action for Success funding (staffing allocation (0.6) \$100,500.
Our Instructional Leader continued to work closely with classroom teachers to ensure balanced literacy programs were in place throughout the school year. This ensured our students had access to quality teaching and learning.	Professional Learning funds \$26,000.
Targeting Early Numeracy (TEN) pedagogy was utilised to increase student's understanding in all area of Number. Growth was indicated across the board for the majority of students.	Aboriginal Education Officer (staffing allocation) \$69,000.
Our school utilised the Check-In assessment for the first time. Our Check-In assessment data was used to track student understanding as an external data source. This information was then used to inform teacher practice to provide high quality teaching programs.	Integration Funding Support \$111,000.

##### Process 2: Data Skills and Use

## Progress towards achieving improvement measures

**Process 2:** Teachers engaged in collaborative professional learning each term with a focus on the use of data to inform teaching practise.

Evaluation	Funds Expended (Resources)
COVID-19 heavily impacted teaching and learning for 2020. Students came back to school during Term 3 and had to have routines re-established. Teacher professional learning moved to remote access which affected our impact.	Early Action for Success funding (staffing allocation (0.6) \$100,500.  Professional Learning funds \$26,000.
L3 continued to face technical difficulty, however all staff continued with their learning through remote and face to face instruction with the Instructional Leader.	Aboriginal Education Officer (staffing allocation) \$69,000.  Integration Funding Support \$111,000.

## Next Steps

Data from 2020 was used by school staff to create a situational analysis to formulate our directions for our 2021 - 2024 school plan.

In 2021 we will be focusing on the themes of high expectations and explicit teaching to enhance quality teaching and learning.

## 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:

**Creating Texts & Understanding Texts** across K-6 from 28% (in 2017) to 65% (in 2020).

**Quantifying Number & Additive Strategies** 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.

#### Overall summary of progress

COVID-19 hindered the implementation of specific writing strategies and initiatives.

When students returned to face to face learning they were made aware of their writing goals.

They were able to clearly articulate their area of need in writing.

Students demonstrated growth in the area of writing towards the end of 2020.

#### Progress towards achieving improvement measures

##### Process 1: Teaching Strategies

A wide range of formative & summative assessment practices are implemented for consistency of teacher judgement and the application of differentiated teaching and learning.

Evaluation	Funds Expended (Resources)
Progress in this improvement measure was sporadic and heavily impacted by COVID-19.	Early Action for Success funding (staffing allocation (0.6) \$100,500.
Professional learning continued around the successful creation of high quality learning Intentions and student based success criteria.	Professional Learning funds \$26,000.
Teachers collaboratively worked on the implementation of Guided Reading sheets to enhance the Balanced Literacy sessions.	Aboriginal Education Officer (staffing allocation) \$69,000.
Data wall tracking of students writing ability was hampered by the impact of COVID-19.	Integration Funding Support \$111,000.

##### 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 (Resources)
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## Progress towards achieving improvement measures

Progress was hampered by the COVID-19.

Intensive curriculum support led to improved teaching and learning programs in writing.

Early Action for Success funding (staffing allocation (0.6) \$100,500.

Professional Learning funds \$26,000.

Aboriginal Education Officer (staffing allocation) \$69,000.

Integration Funding Support \$111,000.

## Next Steps

Data from 2020 was used by school staff to create a situational analysis to formulate our directions for 2021 -2024 School Plan. In 2021 we will be focusing on the themes of high expectations and explicit teaching. We will be increasing our use of comprehensive external assessment practices to monitor and track student progress and achievement against syllabus outcomes.



### 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

##### Staff Leadership

Growth in student attendance from 84% (2017) to 90% (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.

#### Overall summary of progress

This strategic direction was severely impacted by COVID-19. Despite this, initiatives and processes were established that would lead to positive change in 2021.

#### Progress towards achieving improvement measures

**Process 1:** Not applicable in 2020.

Evaluation	Funds Expended (Resources)
Our current attendance rate is 78.6%. This is an improvement on 2019 (76.5%). Currently 33% of students attend greater than 90% of the time. This figure is comparable to 2019 data.  14% of students have an attendance rate of between 85-90%. 53% of students have attendance below 85%. Years 1, 2 and 4 have the highest rates of absence from school. Year 6 and preschool have the lowest rates of absence from school.	Attendance resources and rewards \$15,000.  Community initiatives \$10,000.  Additional staffing \$200,000.  Additional SAS staffing via SLSOs \$210,000.

**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)
Despite COVID-19, the school implemented, established and maintained attendance and transition systems and processes. We built stronger links with our local high school, resulting in an improved transition to high school process. Our Early Learning team has established strong links with local early childhood services and this has seen our kindergarten enrolment increase. We have also seen relationships with our parents and local school community strengthen as a result of the strategies implemented.	Resources and promotion \$5,000  Staffing \$20,000

**Process 3:** Not applicable in 2020.

Evaluation	Funds Expended
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### Progress towards achieving improvement measures

Evaluation	(Resources)
Not applicable in 2020.	No funds expended.

### Next Steps

Data from 2020 was used by school staff to create a situational analysis to formulate our directions for our 2021 - 2024 School Plan. In 2021 we will be focusing on increasing student attendance to meet predetermined state targets. We will continue to support initiatives to strengthen and enhance student, staff and parent wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	AEO position \$76,000.  Flexible funding \$270,313.	Initiatives in this area were heavily impacted by COVID-19 in 2020.  Significant impact was achieved as follows: Improving and increased student enrolments, a significant reduction in student suspensions and high levels of student, parent and staff wellbeing as evidenced by our Tell Them From Me survey data.
<b>Low level adjustment for disability</b>	Learning and Support teacher (4 days per week) \$88,000.  Additional Learning and Support teacher funding \$120,000.  Flexible funding for initiatives \$34,200.	Initiatives in this area were heavily impacted by COVID-19 in 2020.  Significant impact was achieved as follows: Improving and increased student enrolments, a significant reduction in student suspensions and high levels of student, parent and staff wellbeing as evidenced by our Tell Them From Me survey data.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS funds \$38,394.	Initiatives in this area were heavily impacted by COVID-19 in 2020.  Significant impact was achieved as follows: Improving and increased student enrolments, a significant reduction in student suspensions and high levels of student, parent and staff wellbeing as evidenced by our Tell Them From Me survey data.
<b>Socio-economic background</b>	Funds \$459,554.	Initiatives in this area were heavily impacted by COVID-19 in 2020.  Significant impact was achieved as follows: Improving and increased student enrolments, a significant reduction in student suspensions and high levels of student, parent and staff wellbeing as evidenced by our Tell Them From Me survey data.

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	63	68	86	82
Girls	43	59	62	64

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	85.8	84.3	83.1	85.3
1	78.2	74.1	77	80.1
2	75.6	87.1	69.8	77.5
3	87.7	74.8	80.1	77
4	87.2	77.5	73.3	77.9
5	81	88	77.3	77.7
6	82	86.7	78.7	85.1
All Years	81.7	81.2	76.9	79.7
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

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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)	10.42
Literacy and Numeracy Intervention	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, 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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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

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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

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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 <b>Actual</b> (\$)
<b>Opening Balance</b>	280,672
<b>Revenue</b>	4,049,017
Appropriation	4,010,864
Sale of Goods and Services	6,693
Grants and contributions	15,575
Investment income	886
Other revenue	15,000
<b>Expenses</b>	-3,897,249
Employee related	-3,498,982
Operating expenses	-398,267
<b>Surplus / deficit for the year</b>	151,768
<b>Closing Balance</b>	432,440

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	156,220
<b>Equity Total</b>	927,898
Equity - Aboriginal	346,590
Equity - Socio-economic	459,554
Equity - Language	0
Equity - Disability	121,754
<b>Base Total</b>	2,162,362
Base - Per Capita	42,988
Base - Location	1,867
Base - Other	2,117,507
<b>Other Total</b>	667,801
<b>Grand Total</b>	3,914,281

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](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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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

Our school participates in the annual Tell Them From Me surveys with parents, students and teachers. This valuable information is used to evaluate the effectiveness of programs and initiatives undertaken at our school.

In 2020 we surveyed parents in Terms 3 and 4. With regard to questions about how school staff support student behaviour, parents reported that the school did reasonably well in this area. Our school result was 7.6 which is above the statewide norm of 6.7. Parents indicated that the teachers at Manning Gardens Public school understood the learning needs of students with special needs, scoring 8.1 against 6.7 for the State wide norm.

We surveyed our senior students in Term 1 and Term 4. Data indicated that 58% of the students surveyed felt good about their culture and 64% of students indicated that their teachers understood their culture. For our school, this meant that our targeted initiatives were hitting the mark. With regard to pride in our school, the vast majority of students were very positive with their feelings about Manning Gardens Public School.

We surveyed teachers at our school in Term 3 and Term 4. Teacher voice is very important as it enhances the overall leadership process within the school. With regard to teacher support, we scored a result of 8.3 on the question of school leaders have helped me establish challenging and visible learning goals for students. This result exceeded the state wide norm of 7.1. With regard to collegial support and working as a team, the data indicated a norm of 9.0. This showed that the majority of teachers felt they were being adequately supported with regard to creating a safe and orderly classroom environment that fosters and nurtures quality teaching and learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.