

2021 Annual Report

Manning Gardens Public School



4552

Introduction

The Annual Report for 2021 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 Strategic Improvement 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 vision

Manning Gardens Public School is a unique educational setting where every student is challenged to be a respectful and engaged learner in an inclusive and high expectations environment. Our vision is to foster strong and effective partnerships with our students, families and the community to lead quality teaching and learning that empowers all our students to being confident, resilient, self-directed and successful learners. High expectations will be the hallmark of everything we do. This will also be underpinned by our commitment to robust and engaging wellbeing and attendance programs that reflect our strong understanding of our local community.

School context

Manning Gardens Public School is located in the Manning Valley on the Mid North Coast of New South Wales. Our school has a current student enrolment of 182. This enrolment figure can be broken down as follows: 134 students in our mainstream K-6 department, 32 students in our support unit K-6 department and 16 children in our early childhood programs (10 children in our preschool and six children in our early intervention class). 60% of students identify as Aboriginal. The school Family Occupation Educational Index (FOEI) is 215, the highest FOEI of any educational setting in our school network.

Our mainstream department consists of 6 classes; one being a regular class and five being composite classes. Our support unit department is made up of five classes; two classes designated for students with moderate and/or severe intellectual disabilities, one class for students with a primary disability of Autism, one multi-categorical class for students with an Autism or mental health diagnosis and one early intervention class for students with a diagnosed disability aged 3-4 years (preschool). We also have a departmental preschool which consists of one preschool room for up to 20 children. Our preschool specialises in providing a quality early childhood curriculum for four year old children.

We have a comparably large staff for the size of our student enrolment. We have a staffing entitlement of 18 teachers, three executive staff and nine school administrative and support staff. A significant portion of our school budget is utilised in providing additional staff; including four teachers and eight school administrative and support staff. The high prevalence of students with intensive funding support allows us to employ six school learning support officers in our mainstream classes. Our Early Action for Success (EaFS) initiative provides additional literacy and numeracy support for our staff and students in preschool to Year 2. Funding is used to employ an Instructional Leader (DP level) for three days per week (0.6 FTE). Our Instructional Leader and mainstream Assistant Principal work collaboratively to ensure continuity of programs in literacy and numeracy across mainstream K-6.

Our students have access to a range of extra-curricula activities that also provide significant opportunities for integration experiences across our mainstream and support unit departments. Students engage in sporting, creative and performing arts activities, social skills programs and Aboriginal cultural experiences that provide a well rounded educational experience. A Positive Behaviour for Learning emphasis is embedded across our school and within the classroom and playground settings. The foundation of our Positive Behaviour for Learning philosophy is our expectations of Be Safe, Be Fair and Be A Learner.

The whole school community, involving students, staff, parents, Parents and Citizens Association and community were consulted in a thorough situational analysis followed by the development of a strategic improvement plan. Through our situational analysis, we have identified a need to develop and use systematic and consistent data driven practices that ensure all students have access to stage appropriate quality teaching and learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs, via data driven practices.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across our mainstream and support unit departments. Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessment will be carried out to assess the impact of this support.

As a whole school, the data from our situational analysis shows a need to focus on a high expectations culture in all areas and aspects of the school. This area of refinement will be enhanced through an emphasis on explicit teaching in all classrooms across our school. The theoretical frame work of Lyn Sharratt will also be utilised to sharpen our work in these areas as we strive to create robust teaching, learning and leading for our students, staff and community.

Analysis of student attendance data indicates that significant action needs to be undertaken to improve whole day student attendance at school. We will develop strategies, processes and actions for monitoring and improving attendance to ensure student absences do not impact on the learning opportunities available to the students at our school. Wellbeing programs will align closely with our attendance and academic initiatives to effect long term, sustainable changes to student sense of belonging, self worth and notion of being a successful learner. Cultural

programs will also strengthen student understanding of self and build a greater rapport and active partnership between home and school.

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 Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement 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	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes in reading and numeracy and ensure students grow in their learning through explicit, consistent and research-informed teaching practices. In order to improve student achievement, we will respond to individual learning needs through consistent, school-wide assessment and intervention practices that are responsive to the learning needs of individual students. This strategic direction focuses on the quality implementation of effective teaching strategies in reading and numeracy

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Literacy
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$35,317.17

Integration funding support: \$335,630.00

Socio-economic background: \$266,022.36

Low level adjustment for disability: \$34,246.48

Professional learning: \$26,834.72

Literacy and numeracy: \$4,780.05

Early Action for Success (EaFS): \$102,907.78

Summary of progress

The second year of COVID-19 disruptions to normal school operations had a direct impact on the achievements of students. Staff, students and community were impacted by COVID-19 lockdowns and periods of working from home. This made it difficult to sustain the intensity of Literacy and Numeracy instruction. Despite this, we continued to address strategies to increase student achievement, growth and retention in Literacy and Numeracy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Percentage of students in the top 2 bands for reading. * Improvement in the percentage of students achieving in the top 2 bands of NAPLAN in reading from 3.6% to be at or above the lower bound system negotiated targets being achieved: Year 3 and Year 5: 11.1% Percentage of Aboriginal students in the top 3 bands for reading * Improvement in the percentage of students achieving in the top 3 bands of NAPLAN in reading from 3.6% to be at or above the lower bound system negotiated targets being achieved: Year 3 and Year 5: 11.1%	The proportion of Year 3 students achieving growth in NAPLAN reading is 33%. Results are comparable between 2019 and 2021. The proportion of Year 5 students achieving growth in NAPLAN reading is 21%. Results are comparable between 2019 and 2021. COVID tutoring and individualised support with our Year 3 and Year 5 students continued throughout the year. Lockdowns hindered the progress throughout the later part of the year. Trending data indicates that we are on track to achieve targets for 2022.
Percentage of students in the top 2 bands for numeracy.	The proportion of Year 3 students achieving growth in NAPLAN numeracy is 50%. Results are compared between 2019 and 2021.

<p>* Improvement in the percentage of students achieving in the top 2 bands of NAPLAN in numeracy from 0% to be at or above the lower bound system negotiated targets being achieved: Year 3 and Year 5: 7.7%</p> <p>Percentage of Aboriginal students in the top 3 bands for numeracy.</p> <p>* Improvement in the percentage of students achieving in the top 3 bands of NAPLAN in numeracy from 0% to be at or above the lower bound system negotiated targets being achieved: Year 3 and Year 5: 7.7%</p>	<p>The proportion of Year 5 students achieving growth in NAPLAN numeracy is 21%. Results are compared between 2019 and 2021.</p> <p>COVID tutoring and individualised support with our Year 3 and Year 5 students continued throughout the year.</p> <p>Lockdowns hindered the progress throughout the later part of the year.</p> <p>Trending data indicates that we are on track to achieve targets for 2022.</p>
<p>School Based Improvement measures literacy</p> <p>PLAN 2 Understanding Texts</p> <p>* 65% of ES1 students achieving levels 1-5 in the sub element Understanding Texts</p> <p>* 65% of Stage 1 students achieving levels 4-7 in the sub element Understanding Texts</p> <p>* 65% of Stage 2 students achieving levels 4-8 in the sub element Understanding Texts</p> <p>* 65% of Stage 3 students achieving levels 7-10 in the sub element Understanding Texts</p> <p>PLAN 2 Creating Texts</p> <p>* 65% of ES1 students achieving levels 1-5 in the sub element Creating Texts</p> <p>* 65% of Stage 1 students achieving levels 4-7 in the sub element Creating Texts</p> <p>* 65% of Stage 2 students achieving levels 5-8 in the sub element Creating Texts</p> <p>* 65% of Stage 3 students achieving levels 7-10 in the sub element Creating Texts</p>	<p>Understanding texts</p> <ul style="list-style-type: none"> • 5.2% of Early Stage 1 students have achieved Level 2 of the Understanding texts sub-element of the Literacy Progressions. • 36.8% of Early Stage 1 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions. • 57.8% of Early Stage 1 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions. • 0% of Early Stage 1 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions. <p>100% of Early Stage 1 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022.</p> <ul style="list-style-type: none"> • 3% of Stage 1 students have achieved Level 1 of the Understanding texts sub-element of the Literacy Progressions. • 15% of Stage 1 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions. • 30% of Stage 1 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions. • 24.2% of Stage 1 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions. • 27.7% of Stage 1 students have achieved Level 6 of the Understanding texts sub-element of the Literacy Progressions. • 0% of students achieved level 7. <p>81.9% of Stage 1 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022.</p> <ul style="list-style-type: none"> • 2.9% of Stage 2 students have achieved Level 2 of the Understanding texts sub-element of the Literacy Progressions. • 17.% of Stage 2 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions. • 23.5% of Stage 2 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions. • 41% of Stage 2 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions. • 20.5% of Stage 2 students have achieved Level 6 of the Understanding texts sub-element of the Literacy Progressions. • 0% of students achieved levels 7-8.

School Based Improvement measures literacy

PLAN 2 Understanding Texts

* 65% of ES1 students achieving levels 1-5 in the sub element Understanding Texts

* 65% of Stage 1 students achieving levels 4-7 in the sub element Understanding Texts

* 65% of Stage 2 students achieving levels 4-8 in the sub element Understanding Texts

* 65% of Stage 3 students achieving levels 7-10 in the sub element Understanding Texts

PLAN 2 Creating Texts

* 65% of ES1 students achieving levels 1-5 in the sub element Creating Texts

* 65% of Stage 1 students achieving levels 4-7 in the sub element Creating Texts

* 65% of Stage 2 students achieving levels 5-8 in the sub element Creating Texts

* 65% of Stage 3 students achieving levels 7-10 in the sub element Creating Texts

81.5% of Stage 2 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that S2 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022.

- 4.1% of Stage 3 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions.
- 4.1% of Stage 3 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions.
- 33.3% of Stage 3 students have achieved Level 6 of the Understanding texts sub-element of the Literacy Progressions.
- 33.3% of Stage 3 students have achieved Level 7 of the Understanding texts sub-element of the Literacy Progressions.
- 25% of Stage 3 students have achieved Level 8 of the Understanding texts sub-element of the Literacy Progressions.
- 0% of students achieved levels 9-10.

58.3% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 3 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022.

Creating texts

- 35.2% of Early Stage 1 students have achieved Level 2 of the creating texts sub-element of the Literacy Progressions.
- 47% of Early Stage 1 students have achieved Level 3 of the creating texts sub-element of the Literacy Progressions.
- 17.6% of Early Stage 1 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions.
- 0% of Early Stage 1 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions.

100% of Early Stage 1 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022.

- 3% of Stage 1 students have achieved Level 1 of the creating texts sub-element of the Literacy Progressions.
- 11.4% of Stage 1 students have achieved Level 2 of the creating texts sub-element of the Literacy Progressions.
- 5.7% of Stage 1 students have achieved Level 3 of the creating texts sub-element of the Literacy Progressions.
- 28.5% of Stage 1 students have achieved Level 4 of the creating texts sub-element of the Literacy Progressions.
- 34.2% of Stage 1 students have achieved Level 5 of the creating texts sub-element of the Literacy Progressions.
- 17.1% of Stage 1 students have achieved Level 6 of the creating texts sub-element of the Literacy Progressions.
- 0% of students achieved level 7.

79.8% of Stage 1 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022.

- 5.5% of Stage 2 students have achieved Level 1 of the creating texts sub-element of the Literacy Progressions.

<p>School Based Improvement measures literacy</p> <p>PLAN 2 Understanding Texts</p> <p>* 65% of ES1 students achieving levels 1-5 in the sub element Understanding Texts</p> <p>* 65% of Stage 1 students achieving levels 4-7 in the sub element Understanding Texts</p> <p>* 65% of Stage 2 students achieving levels 4-8 in the sub element Understanding Texts</p> <p>* 65% of Stage 3 students achieving levels 7-10 in the sub element Understanding Texts</p> <p>PLAN 2 Creating Texts</p> <p>* 65% of ES1 students achieving levels 1-5 in the sub element Creating Texts</p> <p>* 65% of Stage 1 students achieving levels 4-7 in the sub element Creating Texts</p> <p>* 65% of Stage 2 students achieving levels 5-8 in the sub element Creating Texts</p> <p>* 65% of Stage 3 students achieving levels 7-10 in the sub element Creating Texts</p>	<ul style="list-style-type: none"> • 2.9% of Stage 2 students have achieved Level 2 of the creating texts sub-element of the Literacy Progressions. • 22% of Stage 2 students have achieved Level 3 of the creating texts sub-element of the Literacy Progressions. • 36.1% of Stage 2 students have achieved Level 4 of the creating texts sub-element of the Literacy Progressions. • 22% of Stage 2 students have achieved Level 5 of the creating texts sub-element of the Literacy Progressions. • 2.7% Stage 2 of Stage 2 students have achieved Level 6 of the creating texts sub-element of the Literacy Progressions. • 2.7% of Stage 2 students have achieved Level 7 of the creating texts sub-element of the Literacy Progressions. • 0% of students achieved level 8. <p>27.4% of Stage 2 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 2 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022.</p> <ul style="list-style-type: none"> • 8.3% of Stage 3 students have achieved Level 4 of the creating texts sub-element of the Literacy Progressions. • 33% of Stage 3 students have achieved Level 5 of the creating texts sub-element of the Literacy Progressions. • 25% of Stage 3 students have achieved Level 6 of the creating texts sub-element of the Literacy Progressions. • 33% of Stage 3 students have achieved Level 7 of the creating texts sub-element of the Literacy Progressions • 0% of students achieved levels 8-10. <p>33% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 3 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022.</p>
<p>School Based Improvement measures numeracy</p> <p>PLAN 2 Additive Strategies</p> <p>* 65% of ES1 students achieving levels 1-3 in the sub element Additive Strategies</p> <p>* 65% of Stage 1 students achieving levels 3-7 in the sub element Additive Strategies</p> <p>* 65% of Stage 2 students achieving levels 5-8 in the sub element Additive Strategies</p> <p>* 65% of Stage 3 students achieving level 8 in the sub element Additive Strategies</p> <p>PLAN 2 Quantifying Number</p> <p>* 65% of ES1 students achieving levels 1-6 in the sub element Quantifying Number</p>	<p>Additive Strategies</p> <ul style="list-style-type: none"> • 5.2% of Early Stage 1 students have achieved Level 1 of the Additive Strategies sub-element of the Numeracy Progressions. • 47.3% of Early Stage students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions. • 21% of Early Stage 1 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions. • 26.3% of Early Stage 1 students have achieved Level 4 of the Additive Strategies sub-element of the Numeracy Progressions. <p>100% of Early Stage 1 students achieved our negotiated targets. 26.3% of students achieved above required targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 students to increase and develop their skill set in 2022.</p> <ul style="list-style-type: none"> • 2.8% of Stage 1 students have achieved Level 1 of the Additive Strategies sub-element of the Numeracy Progressions. This child is diagnosed I.M and has a number of developmental delays. • 2.8% of Stage 1 students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions. • 8.7% of Stage 1 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions. • 25.7% of Stage 1 students have achieved Level 4 of the Additive

* 65% of Stage 1 students achieving levels 5-7 in the sub element Quantifying Number

* 65% of Stage 2 students achieving levels 7-11 in the sub element Quantifying Number

* 65% of Stage 3 students achieving levels 10-12 in the sub element Quantifying Number

Strategies sub-element of the Numeracy Progressions.

- 22.85% of Stage 1 students have achieved Level 5 of the Additive Strategies sub-element of the Numeracy Progressions.
- 17.14% of Stage 1 students have achieved Level 6 of the Additive Strategies sub-element of the Numeracy Progressions.
- 17.14% of Stage 1 students have achieved Level 7 of the Additive Strategies sub-element of the Numeracy Progressions.
- 2.8% of Stage 1 students have achieved achieved level 8.

91% of Stage 1 students achieved our negotiated targets. 2.8% of students achieved above targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022.

- 13.8% of Stage 2 students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions.
- 8.3% of Stage 2 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions.
- 27.7% of Stage 2 students have achieved Level 4 of the Additive Strategies sub-element of the Numeracy Progressions.
- 8.3% of Stage 2 students have achieved Level 5 of the Additive Strategies sub-element of the Numeracy Progressions.
- 27.7% of Stage 2 students have achieved Level 6 of the Additive Strategies sub-element of the Numeracy Progressions.
- 11.1% of Stage 2 students have achieved Level 7 of the Additive Strategies sub-element of the Numeracy Progressions.
- 2.8% of Stage 2 students have achieved Level 8 of the Additive Strategies sub-element of the Numeracy Progressions.

49.8% of Stage 2 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 2 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022.

- 4.1% of Stage 3 students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions.
- 4.1% of Stage 3 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions.
- 4.1% of Stage 3 students have achieved Level 5 of the Additive Strategies sub-element of the Numeracy Progressions.
- 32% of Stage 3 students have achieved Level 6 of the Additive Strategies sub-element of the Numeracy Progressions.
- 32% of Stage 3 students have achieved Level 7 of the Additive Strategies sub-element of the Numeracy Progressions.
- 24% of Stage 3 students have achieved Level 8 of the Additive Strategies sub-element of the Numeracy Progressions.
- 0% of students achieved levels 9-10.

24% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 3 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022.

Quantifying Number

- 21% of Early Stage 1 students have achieved Level 2 of the Quantifying Number sub-element of the Numeracy Progressions.
- 42.3% of Early Stage 1 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions.
- 15.7% of Early Stage 1 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions.
- 21% of Early Stage 1 students have achieved Level 5 of the Quantifying

<p>School Based Improvement measures numeracy</p> <p>PLAN 2 Additive Strategies</p> <p>* 65% of ES1 students achieving levels 1-3 in the sub element Additive Strategies</p> <p>* 65% of Stage 1 students achieving levels 3-7 in the sub element Additive Strategies</p> <p>* 65% of Stage 2 students achieving levels 5-8 in the sub element Additive Strategies</p> <p>* 65% of Stage 3 students achieving level 8 in the sub element Additive Strategies</p> <p>PLAN 2 Quantifying Number</p> <p>* 65% of ES1 students achieving levels 1-6 in the sub element Quantifying Number</p> <p>* 65% of Stage 1 students achieving levels 5-7 in the sub element Quantifying Number</p> <p>* 65% of Stage 2 students achieving levels 7-11 in the sub element Quantifying Number</p> <p>* 65% of Stage 3 students achieving levels 10-12 in the sub element Quantifying Number</p>	<p>Number sub-element of the Numeracy Progressions.</p> <p>100% of Early Stage 1 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022</p> <ul style="list-style-type: none"> • 2.8% of Stage 1 students have achieved Level 1 of the Quantifying Number sub-element of the Numeracy Progressions. • 2.8% of Stage 1 students have achieved Level 2 of the Quantifying Number sub-element of the Numeracy Progressions. • 8.5% of Stage 1 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions. • 11.4% of Stage 1 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions. • 14.2% of Stage 1 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions. • 5.7% of Stage 1 students have achieved Level 6 of the Quantifying Number sub-element of the Numeracy Progressions. • 28.5% of Stage 1 students have achieved Level 7 of the Quantifying Number sub-element of the Numeracy Progressions. • 20% of Stage 1 students have achieved Level 8 of the Quantifying Number sub-element of the Numeracy Progressions. • 5.7% of Stage 1 students have achieved Level 9 of the Quantifying Number sub-element of the Numeracy Progressions. <p>70.1% of Stage 1 students achieved our negotiated targets or higher. 25.7% of students achieved higher than required targets Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 1 students would have been on track. Our Learning and Support teacher will work with Stage 1 to increase and develop their skill set in 2022</p> <ul style="list-style-type: none"> • 3.1% of Stage 2 students have achieved Level 1 of the Quantifying Number sub-element of the Numeracy Progressions. • 12.5% of Stage 2 students have achieved Level 2 of the Quantifying Number sub-element of the Numeracy Progressions. • 6.25% of Stage 2 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions. • 15.6% of Stage 2 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions. • 25% of Stage 2 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions. • 15.6% of Stage 2 students have achieved Level 6 of the Quantifying Number sub-element of the Numeracy Progressions. • 15.6% of Stage 2 students have achieved Level 7 of the Quantifying Number sub-element of the Numeracy Progressions. • 2.8% of Stage 2 students have achieved Level 8 of the Quantifying Number sub-element of the Numeracy Progressions. • 2.8% of Stage 2 students have achieved Level 9 of the Quantifying Number sub-element of the Numeracy Progressions. • 0% of students achieved level 10 or higher. <p>21.2% of Stage 2 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 2 students would have been on track. Our Learning and Support teacher will work with Stage 2 to increase and develop their skill set in 2022</p>
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<p>School Based Improvement measures numeracy</p> <p>PLAN 2 Additive Strategies</p> <p>* 65% of ES1 students achieving levels 1-3 in the sub element Additive Strategies</p> <p>* 65% of Stage 1 students achieving levels 3-7 in the sub element Additive Strategies</p> <p>* 65% of Stage 2 students achieving levels 5-8 in the sub element Additive Strategies</p> <p>* 65% of Stage 3 students achieving level 8 in the sub element Additive Strategies</p> <p>PLAN 2 Quantifying Number</p> <p>* 65% of ES1 students achieving levels 1-6 in the sub element Quantifying Number</p> <p>* 65% of Stage 1 students achieving levels 5-7 in the sub element Quantifying Number</p> <p>* 65% of Stage 2 students achieving levels 7-11 in the sub element Quantifying Number</p> <p>* 65% of Stage 3 students achieving levels 10-12 in the sub element Quantifying Number</p>	<ul style="list-style-type: none"> • 3.84% of Stage 3 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions. • 7.69% of Stage 3 students have achieved Level 6 of the Quantifying Number sub-element of the Numeracy Progressions. • 3.8% of Stage 3 students have achieved Level 7 of the Quantifying Number sub-element of the Numeracy Progressions. • 42.3% of Stage 3 students have achieved Level 8 of the Quantifying Number sub-element of the Numeracy Progressions. • 15.38% of Stage 3 students have achieved Level 9 of the Quantifying Number sub-element of the Numeracy Progressions. • 23% of Stage 3 students have achieved Level 10 of the Quantifying Number sub-element of the Numeracy Progressions. • 3.8% of Stage 3 students have achieved Level 11 of the Quantifying Number sub-element of the Numeracy Progressions. • 0% of Stage 3 students achieved level 12. <p>26.84% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID lockdowns in the later part of 2021. Trending Data indicates that Stage 3 students would have been on track. Our Learning and Support teacher will work with Stage 3 to increase and develop their skill set in 2022</p>
<p>Increase the percentage of students achieving positive growth in NAPLAN literacy and numeracy to trend towards 60%, with a particular emphasis on Aboriginal students.</p>	<p>85% of Aboriginal students in Yr 3 made positive growth in NAPLAN 2021 in both Reading and Numeracy.</p> <p>100% of Aboriginal students in Yr 5 made a 2 band positive growth in NAPLAN 2021 in both Reading and Numeracy</p> <p>17.6% of Aboriginal students in year 3 achieved between bands 3-5 in reading.</p> <p>22% of Aboriginal students in year 5 achieved between bands 4-6 in reading.</p> <p>47% of Aboriginal students in year 3 achieved between bands 3-5 in numeracy</p> <p>11.5% of Aboriginal students in year 5 achieved between bands 4-6 in numeracy.</p>

Strategic Direction 2: Quality Teaching and Learning

Purpose

To improve student achievement, growth and performance in literacy and numeracy through establishing a culture of high expectations and explicit teaching practices.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- High Expectations
- Explicit teaching

Resources allocated to this strategic direction

QTSS release: \$39,353.42

Summary of progress

COVID-19 disruptions to normal school operations had a direct impact on the implementation and reflection of Quality Teaching and Learning strategies. Staff were impacted by COVID-19 lockdowns and periods of working from home making professional learning difficult to implement. Extensive lockdowns made it difficult to sustain the intensity of implementing and establishing a culture of High Expectations and Explicit teaching practices. Despite this, we continued to address strategies to draw upon explicit teaching practices to increase student achievement, growth and retention in Literacy and Numeracy.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none">* 25% of teachers have participated in the refinement of a whole school assessment schedule.* 25% of teachers use the assessment schedule to deliver explicit teaching.	<p>Assessment schedule implemented.</p> <p>Changes to be included for the 2022 implementation.</p> <p>Staff were lead through a series of activities to create the assessment schedule for MGPS</p> <p>Consultation with all mainstream staff was held around the ratification of the assessment schedule</p>
<ul style="list-style-type: none">* 25% of teachers will be implementing, evaluating, recording and analysing formative and summative data to improve learning outcomes. This will be evidenced by the level of data that is being tracked in student assessment folders.* ES1 teachers successfully record and track data in the Learning Progressions sub-levels of Understanding Texts, Creative Texts, Additive Strategies and Quantifying Number. This will be evidenced by the quality of student movement of the schools data walls	<p>Tracking of student data was highly effective until the end of term 3 due to COVID lockdown. Tracking of Additive strategy levels and reading levels occurred n a 5 weekly cycle.</p> <p>Data tracking needs to be included as a continual part of team meeting time every 5 weeks.</p> <p>Future direction will be to implement student assessment boxes for 2022.</p>
<ul style="list-style-type: none">* 25% of teachers demonstrate skills in formative and summative assessment strategies and use to ensure literacy	<p>Progress has been made with staff beginning to implement a range of formative and summative strategies to track student growth. Executive staff review teaching programs to ensure that strategies are being trialed and</p>

<p>and numeracy growth across K-6.</p> <p>* 25% of teachers hold high expectations of themselves as professionals and of their students learning capabilities.</p>	<p>documented in teaching programs.</p> <p>Professional learning began with consistent teacher judgement implemented to ensure that assessment tasks across grades were fair and consistent. Stage teams worked together to identify summative assessments required and began building a bank of resources for future implementation.</p> <p>Formative assessment strategies to be addressed in 2022. Staff to engage in collaborative planning days focusing on teaching and assessing strategies.</p> <p>Professional learning occurred around the What Works Best in Practice pedagogy. Posters on High Expectations were implemented into all classrooms. Collaborative discussions held with staff and students on the expectations on student learning. Students were surveyed on what they believed were the expectations from teachers on their learning.</p>
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Strategic Direction 3: Engagement and positive relationships

Purpose

To increase student attendance and sense of belonging through a planned approach to developing whole school wellbeing processes, that support high levels of wellbeing and engagement.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$26,211.80

School support allocation (principal support): \$13,604.80

Location: \$1,680.53

Summary of progress

The 2021 school year will be remembered for being the second year of COVID-19 disruptions to normal school operations. Staff, students and community were impacted by COVID-19 lockdowns and periods of working from home. Despite this, we continued to address strategies to increase student attendance and enhance staff and student wellbeing.

The school commenced updating and enhancing school based attendance documentation and procedures. With regard to wellbeing, 76% of staff indicated they had positive connection with the school. This engagement data was 15% higher than in 2020.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
* Increase the percentage of students attending school 90% of the time or more to be above the baseline data of 43.9%.	The number of students attending greater than 90% of the time or more has decreased by 16.7% to 27.2%, compared to the department determined aspirational target of 43.9%. The COVID-19 pandemic saw us experience sustained periods of lockdowns, students working from home and families being highly anxious about their children being on site. This resulted in very high levels of student absence from school.
* Increase staff and community knowledge and understanding of school Positive Behaviour for Learning (PBL).	Data collected from staff and the community indicated an increased knowledge and understanding of our school's behaviour procedure, incorporating our Positive Behaviour for Learning initiative. The Tell Them From Me parent survey data indicates that there was strong uplift with regard to questions around the school supporting positive behaviour (increase of 1.1 from 2020) and their understanding and perception of their children being safe at school (increase of 2.0 from 2020). Our school scores on both these key indicators were above NSW Government school norms in 2021. This parent data correlates well with student Tell Them From Me data which showed a reduction in bullying (below NSW government schools norm) and an increase in positive student learning climate from 2020 data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$335,630.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Manning Gardens Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in: The school being able to have two educators in every mainstream classroom; a qualified teacher and Student Learning Support Officer (SLSO). The SLSOs in the mainstream classrooms provide funded support to identified students and also provide daily personalised learning via 1:1 interactions with all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to utilise these funds to target learning for funded students and to continue our personalised learning strategy across all mainstream classes.</p>
<p>Socio-economic background</p> <p>\$524,234.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Manning Gardens Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional school staffing, including teachers and SLSOs. • Additional school admin time in the school office. • Resourcing for students and strategic initiatives across the school. <p>The allocation of this funding has resulted in: Improved student learning outcomes in all key learning areas. Improved school operations as a result of additional staffing. The equitable access for students to resources and activities to enhance their educational outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use these funds to enhance and strengthen student learning across the school. Funds will also be used to resource our successful initiatives.</p>
<p>Aboriginal background</p> <p>\$314,030.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Manning Gardens Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$314,030.80</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of a Learning and Support teacher to support Aboriginal students. • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Improved student attendance at school. Improved and enhanced student engagement with learning across all key learning areas. Greater engagement with our local community. More opportunities for students to achieve stage appropriate outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued work in the areas of attendance, wellbeing and engagement. Funds will also be utilised to increase student learning outcomes in literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$123,940.88</p>	<p>Low level adjustment for disability equity loading provides support for students at Manning Gardens Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in: Enhanced learning opportunities for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued employment of additional staff to support students with additional needs.</p>
<p>Location</p> <p>\$1,680.53</p>	<p>The location funding allocation is provided to Manning Gardens Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing

<p>Location</p> <p>\$1,680.53</p>	<p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in: Greater participation and engagement by all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student wellbeing is enhanced via our location funding which allows all students to engage in extracurricula activities and also engage with technology on a equitable basis.</p>
<p>Professional learning</p> <p>\$26,834.72</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Manning Gardens Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Providing access to off-site professional learning opportunities for administrative and teaching staff. • Funds were used to employ casual relief to allow staff to engage in professional learning activities both onsite and off-site. <p>The allocation of this funding has resulted in: Staff being able to successfully achieve their performance development plan goals. Staff were able to undertake and successfully complete relevant high quality professional learning activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: Initiatives were severely impacted by COVID-19 in 2021. As such, the school will continue to maintain equitable access to professional learning for all staff to meet their personal learning goals and to enhance the learning outcomes of students.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Manning Gardens Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Attendance <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional school administration staff (SAS) to manage attendance data collection on a daily basis. <p>The allocation of this funding has resulted in: A dedicated staff member collated daily attendance data as part of our attendance strategy to improve student attendance outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will look at employing a dedicated attendance officer into the future.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$4,780.05</p>	<p>literacy and numeracy learning needs of students at Manning Gardens Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: These funds were used to support teaching and learning through the provision of professional learning activities and resourcing, such as the purchase of assessments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds will continue to be used to support literacy and numeracy as per departmental guidelines and best practice principles.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Manning Gardens Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Improvements in teaching and learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: The Instructional Leader role at our school will cease to exist in 2022 as part of Department of Education changes to literacy and numeracy funding moving forward.</p>
<p>QTSS release</p> <p>\$39,353.42</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Manning Gardens Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in: Our Assistant principals becoming curriculum leaders in their respective departments.</p>

<p>QTSS release</p> <p>\$39,353.42</p>	<p>After evaluation, the next steps to support our students with this funding will be:</p> <p>We will continue to have our school leaders off class as much as possible to enhance the teaching and learning at our school.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Manning Gardens Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in:</p> <p>Our Early Action for Success strategy continued to provide quality teaching and learning to students and professional learning for school staff.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The Early Action for Success initiative has ceased. Despite this, funds will be used to employ experienced staff to support student learning and provide quality professional learning for staff in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$167,166.34</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Paraprofessional work with small groups of students on a range of Literacy decoding strategies and word problem analysis. • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy focusing on Additive Strategies, Quantifying Number, Creating Texts and Understanding Texts from the National Literacy and Numeracy Progressions. • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in:</p> <p>The school has employed a full time paraprofessional and funded a Teacher to support students 4 days per week. All students Year 1 - 6 were assessed against Plan 2 markers and individualised instruction was begun. COVID teachers/paraprofessional focused on upskilling all students in the areas of Literacy and Numeracy, specifically the substrands Understanding Text, Additive strategies and Quantifying number.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>COVID ILSP</p> <p>\$167,166.34</p>	<p>funding will be: Continue with the established program to look at building on the comprehension, decoding and inferencing skill sets with all students in years 1 - 6.</p> <p>Implementation of regular assessment in literacy to reflect upon where the students are at and where to next. Consolidating classroom learning. Working on strategies pre taught by classroom teacher.</p> <p>Collaborative conversations between COVID team and classroom teachers to ensure consistency of understanding of student skill set.</p> <p>Word problems of the day/Newmans analysis to be implemented on a daily basis across the whole school, focusing on mathematical language.</p> <p>Inferencing skills by all students K-6. In school professional learning around teachers implementing inferencing tasks with their students.</p>
<p>Per capita</p> <p>\$43,953.94</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Manning Gardens Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Student resources for use in the classroom. • The enhancement of school facilities for the wellbeing of students, staff and the local community. <p>The allocation of this funding has resulted in: All students having equitable access to school resources in their classroom, so they can achieve success with their learning. Enhanced facilities at our school and an overall enhanced appearance for our school to increase student enrolments.</p> <p>After evaluation, the next steps to support our students with this funding will be: We will continue to use these funds to provide all students with equitable access to resources. We will continue to upgrade infrastructure and add improved facilities for students, parents and staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	68	86	82	99
Girls	59	62	64	68

Student attendance profile

School				
Year	2018	2019	2020	2021
K	84.3	83.1	85.3	79.4
1	74.1	77	80.1	78.8
2	87.1	69.8	77.5	80.9
3	74.8	80.1	77	68.4
4	77.5	73.3	77.9	74.9
5	88	77.3	77.7	64.7
6	86.7	78.7	85.1	70.6
All Years	81.2	76.9	79.7	74.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	11.47
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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	432,440
Revenue	4,812,240
Appropriation	4,781,394
Sale of Goods and Services	12,275
Grants and contributions	18,203
Investment income	370
Expenses	-4,661,190
Employee related	-4,075,243
Operating expenses	-585,947
Surplus / deficit for the year	151,050
Closing Balance	583,490

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.

	2021 SBAR Adjustments (\$)
Targeted Total	335,630
Equity Total	962,206
Equity - Aboriginal	314,031
Equity - Socio-economic	524,234
Equity - Language	0
Equity - Disability	123,941
Base Total	2,304,289
Base - Per Capita	43,954
Base - Location	1,681
Base - Other	2,258,654
Other Total	710,567
Grand Total	4,312,692

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.

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 Semester 2. Significant uplift was shown with regards to; parents feeling welcome at the school, parents being informed about school events and practices, the notion that the school supports student learning, that the school supports positive behaviour through our PBL initiative, that students are safe at school and that Manning Gardens Public School is an inclusive school community. Parent comments from this survey include; The school is the best school in the area because of the school leaders, I think the school sends consistent messages, I like the newsletters and the leaders are very friendly.

We surveyed our senior students in Term 1 and Term 4. Data indicated that 65% of students surveyed felt comfortable seeking help if they were being bullied. They also indicated they knew where to go for help in this situation. 100% of students were able to indicate where they felt safe at Manning Gardens Public School, with the majority of respondents suggesting their classroom was very safe. When questioned regarding how they demonstrate their understanding of learning in the classroom, the majority of respondents could articulate engaging with their teacher and/or seeking feedback via demonstrations or questioning.

We surveyed teachers at our school in Semester 2. With regards to educational programs, 72% of teachers felt they were confident in their capacity to meet the needs of Aboriginal students. 67% of teachers agreed or strongly agreed that they had the required knowledge to engage with students on Aboriginal culture. All teachers indicated that Manning Gardens Public School is a welcoming and culturally safe place for all students. Finally, when asked about school leadership, 83% of teachers said that the school leaders were leading improvement and change in a positive manner.

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.