

2022 Annual Report

Manning Gardens Public School



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Introduction

The Annual Report for 2022 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	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Working towards Delivering
TEACHING: Data skills and use	Working towards Delivering
TEACHING: Professional standards	Working towards Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Working towards Delivering
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

Socio-economic background: \$420,125.13
AP Curriculum & Instruction: \$180,685.00
Low level adjustment for disability: \$125,966.00
Aboriginal background: \$119,027.33
QTSS release: \$40,337.27
Integration funding support: \$316,446.00

Summary of progress

Normal school operations during the beginning of Term 1 saw changes to procedures in teaching due to a continuation of COVID-19 health procedures. However, as the restrictions eased the intensity of Literacy and Numeracy instruction across all departments increase with students returning to normal school life. We continued to address strategies to increase student achievement, growth and retention in Literacy and Numeracy by focusing on reading strategies and whole number recognition. School Learning Support Officers (SLSOs) implemented a structured approach to listening to students read every day, looking at comprehension strategies and working within a range of strategies to increase instant recall of number facts.

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%.	Due to COVID-19 lock-downs there is no statistical data to compare reported growth for students in Years 3 and 5. In 2022, 17 students in Year 3 and 17 students in Year 5 completed the reading component of NAPLAN. In Year 3, 2 students achieved Band 5, 5 students achieved Band 4 and 9 achieved band 3 or below. In Year 5, 1 Student achieved Band 7, 2 students achieved Band 6, 5 students achieved Band 5 and 9 students achieved Band 4 or below. Trending data indicates that we are on track to achieve targets for 2023.
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	Due to COVID-19 lock-downs there is no statistical data to compare reported growth for Aboriginal students in Years 3 and 5. In 2022, 9 students in Year 3 and 12 students in Year 5 identifying as Aboriginal completed the reading component of NAPLAN.

<p>between the system negotiated target (11.1%) and the system negotiated upper bound target (16.1%)</p>	<p>In Year 3, 4 students achieved Band 4 and 5 achieved band 3 or below.</p> <p>In Year 5, 1 student achieved Band 7, 1 student achieved Band 6, 4 students achieved Bands 4 or 5 and 6 students achieved Band 3 or below.</p> <p>Trending data indicates that we are on track to achieve targets for 2023.</p>
<p>Percentage of students in the top 2 bands for numeracy.</p> <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>Due to COVID-19 lock-downs there is no statistical data to compare reported growth for students in Years 3 and 5.</p> <p>In 2022, 14 students in Year 3 and 16 students in Year 5 completed the numeracy component of NAPLAN.</p> <p>In Year 3, 2 students achieved Band 5, 2 students achieved Band 4 and 10 achieved band 3 or below.</p> <p>In Year 5, 1 student achieved Band 6, 2 students achieved Band 5 and 13 students achieved Band 4 or below.</p> <p>Trending data indicates that we are on track to achieve targets for 2023.</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 7.7% to be above the upper bound system negotiated targets being achieved: Year 3 and Year 5: 7.7%</p>	<p>Due to COVID-19 lock-downs there is no statistical data to compare reported growth for Aboriginal students in Years 3 and 5.</p> <p>In 2022, 9 students in Year 3 and 12 students in Year 5 identifying as Aboriginal completed the numeracy component of NAPLAN.</p> <p>In Year 3, 2 students achieved Band 4 and 6 students achieved band 3 or below.</p> <p>In Year 5, 100% of students achieved Band 4 or below.</p> <p>Trending data indicates that we are on track to achieve targets for 2023.</p>
<p>School Based Improvement measures Literacy</p> <p>PLAN 2 Understanding Texts</p> <p>* 75% of ES1 students achieving levels 1-4 in the sub element Understanding Texts</p> <p>*75% of stage 1 students achieving levels 4-7 in the sub element Understanding Texts</p> <p>* 75% of stage 2 students achieving levels 7-8 in the sub element Understanding Texts</p> <p>*75% of stage 3 students achieving levels 9-10 in the sub element Understanding Texts</p> <p>PLAN 2 Creating Texts</p> <p>* 75% of ES1 students achieving levels 1-5 in the sub element Creating Texts</p> <p>*75% of stage 1 students achieving levels 4-7 in the sub element Creating Texts</p> <p>* 75% of stage 2 students achieving levels 7-8 in the sub element Creating Texts</p>	<p>Understanding texts</p> <ul style="list-style-type: none"> • 0% of Early Stage 1 students have achieved Level 1 & 2 of the Understanding texts sub-element of the Literacy Progressions. • 23.3% of Early Stage 1 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions. • 63.3% of Early Stage 1 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions. • 26.6% 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-19 related illness and parental anxiety. Trending Data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher, Early Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Early Stage 1 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 0% of Stage 1 students have achieved Level 1 & 2 of the Understanding texts sub-element of the Literacy Progressions. • 2.85% of Stage 1 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions. • 42.8% of Stage 1 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions. • 22.85% of Stage 1 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions. • 5.71% 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>71.42% of Stage 1 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending</p>

* 75% of stage 3 students achieving levels 9-10 in the sub element Creating Texts

data indicates that Stage 1 students would have been on track. Our Learning and Support teacher, Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 1 teachers to increase and develop students skill set in 2023.

- 0% of Stage 2 students have achieved Level 2 of the Understanding texts sub-element of the Literacy Progressions.
- 4.76% of Stage 2 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions.
- 14.2% of Stage 2 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions.
- 28.5% of Stage 2 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions.
- 33.3% of Stage 2 students have achieved Level 6 of the Understanding texts sub-element of the Literacy Progressions.
- 4.76% of students achieved levels 7-8.

4.76% of Stage 2 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending Data indicates that Stage 2 students would have been on track. Our Learning and Support teacher, Stage 2 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 2 teachers to increase and develop students skill set in 2023.

- 7.69% of Stage 3 students have achieved Level 3 of the Understanding texts sub-element of the Literacy Progressions.
- 30.7% of Stage 3 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions.
- 0% of Stage 3 students have achieved Level 5 of the Understanding texts sub-element of the Literacy Progressions.
- 34.6% of Stage 3 students have achieved Level 6 of the Understanding texts sub-element of the Literacy Progressions.
- 7.69% of Stage 3 students have achieved Level 7 of the Understanding texts sub-element of the Literacy Progressions.
- 0% 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.

0% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 3 students would have been on track. Our Learning and Support teacher, Stage 3 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 3 teachers to increase and develop students skill set in 2023.

Creating texts

- 6.6% of Early Stage 1 students have achieved Level 2 of the creating texts sub-element of the Literacy Progressions.
- 23.3% of Early Stage 1 students have achieved Level 3 of the creating texts sub-element of the Literacy Progressions.
- 43.3% of Early Stage 1 students have achieved Level 4 of the Understanding texts sub-element of the Literacy Progressions.
- 10% 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. Trending data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher will work with Early Stage 1 teachers to increase and develop student skill set in 2023.

- 2.85% of Stage 1 students have achieved Level 1 of the creating texts sub-element of the Literacy Progressions.
- 2.85% of Stage 1 students have achieved Level 2 of the creating texts sub-element of the Literacy Progressions.
- 11.4% of Stage 1 students have achieved Level 3 of the creating texts

<p>School Based Improvement measures Literacy</p> <p>PLAN 2 Understanding Texts</p> <p>* 75% of ES1 students achieving levels 1-4 in the sub element Understanding Texts</p> <p>*75% of stage 1 students achieving levels 4-7 in the sub element Understanding Texts</p> <p>* 75% of stage 2 students achieving levels 7-8 in the sub element Understanding Texts</p> <p>*75% of stage 3 students achieving levels 9-10 in the sub element Understanding Texts</p> <p>PLAN 2 Creating Texts</p> <p>* 75% of ES1 students achieving levels 1-5 in the sub element Creating Texts</p> <p>*75% of stage 1 students achieving levels 4-7 in the sub element Creating Texts</p> <p>* 75% of stage 2 students achieving levels 7-8 in the sub element Creating Texts</p> <p>* 75% of stage 3 students achieving levels 9-10 in the sub element Creating Texts</p>	<p>sub-element of the Literacy Progressions.</p> <ul style="list-style-type: none"> • 48.5% of Stage 1 students have achieved Level 4 of the creating texts sub-element of the Literacy Progressions. • 20% of Stage 1 students have achieved Level 5 of the creating texts sub-element of the Literacy Progressions. • 14.2 of Stage 1 students have achieved Level 6 of the creating texts sub-element of the Literacy Progressions. • 0% of students achieved level 7. <p>82.85% of Stage 1 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 1 students would have been on track. Our Learning and Support teacher, Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 1 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 0% of Stage 2 students have achieved Level 1 of the creating texts sub-element of the Literacy Progressions. • 2.3% of Stage 2 students have achieved Level 2 of the creating texts sub-element of the Literacy Progressions. • 2.3% of Stage 2 students have achieved Level 3 of the creating texts sub-element of the Literacy Progressions. • 21.42 % of Stage 2 students have achieved Level 4 of the creating texts sub-element of the Literacy Progressions. • 21.42% of Stage 2 students have achieved Level 5 of the creating texts sub-element of the Literacy Progressions. • 40.47% Stage 2 of Stage 2 students have achieved Level 6 of the creating texts sub-element of the Literacy Progressions. • 4.76% 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>4.76% of Stage 2 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 2 students would have been on track. Our Learning and Support teacher, Stage 2 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 2 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 7.69% of Stage 3 students have achieved Level 3 of the creating texts sub-element of the Literacy Progressions. • 15.38% of Stage 3 students have achieved Level 4 of the creating texts sub-element of the Literacy Progressions. • 19.23% of Stage 3 students have achieved Level 5 of the creating texts sub-element of the Literacy Progressions. • 11.53% of Stage 3 students have achieved Level 6 of the creating texts sub-element of the Literacy Progressions. • 34.61% of Stage 3 students have achieved Level 7 of the creating texts sub-element of the Literacy Progressions • 11.53% of students achieved levels 8-10. <p>0% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 3 students would have been on track. Our Learning and Support teacher, Stage 3 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 3 teachers to increase and develop students skill set in 2023.</p>
<p>School Based Improvement measures Numeracy</p>	<p>Additive Strategies</p> <ul style="list-style-type: none"> • 3.33% of Early Stage 1 students have achieved Level 1 of the Additive Strategies sub-element of the Numeracy Progressions.

<p>PLAN 2 Additive Strategies</p> <p>* 75% of ES1 students achieving levels 1-3 in the sub element Additive Strategies</p> <p>*75% of stage 1 students achieving levels 4-5 in the sub element Additive Strategies</p> <p>* 75% of stage 2 students achieving levels 6-7 in the sub element Additive Strategies</p> <p>*75% of stage 3 students achieving level 8 in the sub element Additive Strategies</p> <p>PLAN 2 Quantifying Number</p> <p>* 75% of ES1 students achieving levels 1-5 in the sub element Quantifying Number</p> <p>*75% of stage 1 students achieving levels 4-7 in the sub element Quantifying Number</p> <p>* 75% of stage 2 students achieving levels 7-8 in the sub element Quantifying Number</p> <p>*75% of stage 3 students achieving levels 9-12 in the sub element Quantifying Number</p>	<ul style="list-style-type: none"> • 40% of Early Stage students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions. • 40% of Early Stage 1 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions. • 23.33% 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. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher, Early Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Early Stage 1 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 0% of Stage 1 students have achieved Level 1 of the Additive Strategies sub-element of the Numeracy Progressions. • 14.28% of Stage 1 students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions. • 14.28% of Stage 1 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions. • 11.42% of Stage 1 students have achieved Level 4 of the Additive 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. • 5.71% of Stage 1 students have achieved Level 6 of the Additive Strategies sub-element of the Numeracy Progressions. • 5.71% of Stage 1 students have achieved Level 7 of the Additive Strategies sub-element of the Numeracy Progressions. • 0% of Stage 1 students have achieved achieved level 8. <p>34.2% of Stage 1 students achieved our negotiated targets. 5.71% of students achieved above targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 1 students would have been on track. Our Learning and Support teacher, Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 1 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 0% of Stage 2 students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions. • 2.38% of Stage 2 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions. • 2.38% of Stage 2 students have achieved Level 4 of the Additive Strategies sub-element of the Numeracy Progressions. • 16.66% of Stage 2 students have achieved Level 5 of the Additive Strategies sub-element of the Numeracy Progressions. • 2.38% of Stage 2 students have achieved Level 6 of the Additive Strategies sub-element of the Numeracy Progressions. • 19.04% of Stage 2 students have achieved Level 7 of the Additive Strategies sub-element of the Numeracy Progressions. • 45.23% of Stage 2 students have achieved Level 8 of the Additive Strategies sub-element of the Numeracy Progressions. <p>24.42% of Stage 2 students achieved our negotiated targets. 45.23% of students have achieved above expectations. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 2 students would have been on track. Our Learning and Support teacher, Stage 2 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 2 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 3.84% of Stage 3 students have achieved Level 2 of the Additive Strategies sub-element of the Numeracy Progressions. • 0% of Stage 3 students have achieved Level 3 of the Additive Strategies sub-element of the Numeracy Progressions.
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School Based Improvement measures Numeracy

PLAN 2 Additive Strategies

* 75% of ES1 students achieving levels 1-3 in the sub element Additive Strategies

*75% of stage 1 students achieving levels 4-5 in the sub element Additive Strategies

* 75% of stage 2 students achieving levels 6-7 in the sub element Additive Strategies

*75% of stage 3 students achieving level 8 in the sub element Additive Strategies

PLAN 2 Quantifying Number

* 75% of ES1 students achieving levels 1-5 in the sub element Quantifying Number

*75% of stage 1 students achieving levels 4-7 in the sub element Quantifying Number

* 75% of stage 2 students achieving levels 7-8 in the sub element Quantifying Number

*75% of stage 3 students achieving levels 9-12 in the sub element Quantifying Number

- 7.69% of Stage 3 students have achieved Level 4 of the Additive Strategies sub-element of the Numeracy Progressions.
- 7.69% of Stage 3 students have achieved Level 5 of the Additive Strategies sub-element of the Numeracy Progressions.
- 19.23% of Stage 3 students have achieved Level 6 of the Additive Strategies sub-element of the Numeracy Progressions.
- 34.61% of Stage 3 students have achieved Level 7 of the Additive Strategies sub-element of the Numeracy Progressions.
- 19.23% of Stage 3 students have achieved Level 8 of the Additive Strategies sub-element of the Numeracy Progressions

19.23% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 3 students would have been on track. Our Learning and Support teacher, Stage 3 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 3 teachers to increase and develop students skill set in 2023.

Quantifying Number

- 6.66% of Early Stage 1 students have achieved Level 2 of the Quantifying Number sub-element of the Numeracy Progressions.
- 23.3% of Early Stage 1 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions.
- 50% of Early Stage 1 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions.
- 30% of Early Stage 1 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions.

100% of Early Stage 1 students achieved our negotiated targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Early Stage 1 students would have been on track. Our Learning and Support teacher, Early Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Early Stage 1 teachers to increase and develop students skill set in 2023.

- 2.85% of Stage 1 students have achieved Level 1 of the Quantifying Number sub-element of the Numeracy Progressions.
- 2.85% of Stage 1 students have achieved Level 2 of the Quantifying Number sub-element of the Numeracy Progressions.
- 5.71% of Stage 1 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions.
- 22.85% of Stage 1 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions.
- 11.42% of Stage 1 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions.
- 8.57% of Stage 1 students have achieved Level 6 of the Quantifying Number sub-element of the Numeracy Progressions.
- 14.28% of Stage 1 students have achieved Level 7 of the Quantifying Number sub-element of the Numeracy Progressions.
- 2.85% of Stage 1 students have achieved Level 8 of the Quantifying Number sub-element of the Numeracy Progressions.
- 8.57% of Stage 1 students have achieved Level 9 of the Quantifying Number sub-element of the Numeracy Progressions.

57.14% of Stage 1 students achieved our negotiated targets or higher. 11.42% of students achieved higher than required targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 1 students would have been on track. Our Learning and Support teacher, Stage 1 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 1 teachers to increase and develop students skill set in 2023.

<p>School Based Improvement measures Numeracy</p> <p>PLAN 2 Additive Strategies</p> <p>* 75% of ES1 students achieving levels 1-3 in the sub element Additive Strategies</p> <p>*75% of stage 1 students achieving levels 4-5 in the sub element Additive Strategies</p> <p>* 75% of stage 2 students achieving levels 6-7 in the sub element Additive Strategies</p> <p>*75% of stage 3 students achieving level 8 in the sub element Additive Strategies</p> <p>PLAN 2 Quantifying Number</p> <p>* 75% of ES1 students achieving levels 1-5 in the sub element Quantifying Number</p> <p>*75% of stage 1 students achieving levels 4-7 in the sub element Quantifying Number</p> <p>* 75% of stage 2 students achieving levels 7-8 in the sub element Quantifying Number</p> <p>*75% of stage 3 students achieving levels 9-12 in the sub element Quantifying Number</p>	<ul style="list-style-type: none"> • 0% of Stage 2 students have achieved Level 1 & 2 of the Quantifying Number sub-element of the Numeracy Progressions. • 4.76% of Stage 2 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions. • 4.76% of Stage 2 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions. • 2.38% of Stage 2 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions. • 14.28% of Stage 2 students have achieved Level 6 of the Quantifying Number sub-element of the Numeracy Progressions. • 7.14% of Stage 2 students have achieved Level 7 of the Quantifying Number sub-element of the Numeracy Progressions. • 16.6% of Stage 2 students have achieved Level 8 of the Quantifying Number sub-element of the Numeracy Progressions. • 30.09% 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>61.9% of Stage 2 students achieved our negotiated targets. 30.09% of students achieved higher than required targets. Success has been hindered by COVID-19 related illness and parental anxiety. Trending data indicates that Stage 2 students would have been on track. Our Learning and Support teacher, Stage 2 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 2 teachers to increase and develop students skill set in 2023.</p> <ul style="list-style-type: none"> • 3.84% of Stage 3 students have achieved Level 3 of the Quantifying Number sub-element of the Numeracy Progressions. • 0% of Stage 3 students have achieved Level 4 of the Quantifying Number sub-element of the Numeracy Progressions. • 7.69% of Stage 3 students have achieved Level 5 of the Quantifying Number sub-element of the Numeracy Progressions. • 15.38% of Stage 3 students have achieved Level 6 of the Quantifying Number sub-element of the Numeracy Progressions. • 19.23% of Stage 3 students have achieved Level 7 of the Quantifying Number sub-element of the Numeracy Progressions. • 30.76% of Stage 3 students have achieved Level 8 of the Quantifying Number sub-element of the Numeracy Progressions. • 23.07% of Stage 3 students have achieved Level 9 of the Quantifying Number sub-element of the Numeracy Progressions. • 0% of Stage 3 students have achieved Levels 10-12 of the Quantifying Number sub-element of the Numeracy Progressions.. <p>26.84% of Stage 3 students achieved our negotiated targets. Success has been hindered by COVID related illness and parental anxiety. Trending Data indicates that Stage 3 students would have been on track. Our Learning and Support teacher, Stage 3 Assistant Principal and Assistant Principal Curriculum & Instruction will work with Stage 3 teachers to increase and develop students skill set in 2023.</p>
<p>Expected growth data unavailable due to COVID-19. Internal assessment measures used to monitor progress.</p>	<p>Due to COVID-19 restrictions NAPLAN growth was not tracked for the Year 3 to Year 5 Cohort.</p>
<p>Expected growth data unavailable due to COVID-19. Internal assessment measures used to monitor progress.</p>	<p>Due to COVID-19 restrictions NAPLAN growth was not tracked for the Year 3 to Year 5 Cohort.</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

Professional learning: \$28,645.47

Aboriginal background: \$45,000.00

Summary of progress

Normal school operations during the beginning of Term 1 saw changes to procedures in teaching due to a continuation of COVID-19 health procedures and had a direct impact on the implementation and reflection of Quality Teaching and Learning strategies. The changes to teaching practices 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
<p>* 50% of teachers have participated in the refinement of a whole school assessment schedule.</p> <p>* 50% of teachers use the assessment schedule to deliver explicit teaching.</p>	<p>Assessment schedule revised and changes implemented.</p> <p>Reflection on data collection implemented.</p> <p>Student assessment boxes implemented.</p> <p>Staff were lead through a series of activities to create the assessment schedule for Manning Gardens Public School.</p> <p>Consultation with all mainstream staff was held around the ratification of the assessment schedule.</p> <p>Quantifying Number and Additive Strategies tracking books implemented and used by all mainstream teachers.</p>
<p>* 50% 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.</p> <p>* ES1 & S1 teachers successfully record and track data in the Learning Progressions sub-levels of Understanding Texts, Creative Texts, Additive Strategies and Quantifying</p>	<p>Tracking of student data was highly effective. Tracking of Additive Strategy levels and reading levels occurred in a 5 weekly cycle. Teacher tracking books implemented.</p> <p>Data tracking needs to be included as a continual part of team meeting time every 5 weeks.</p> <p>Student assessment boxes implemented, however further professional learning required.</p>

<p>Number. This will be evidenced by the quality of student movement of the schools data walls</p>	
<p>* 50% of teachers demonstrate skills in formative and summative assessment strategies and use to ensure literacy and numeracy growth across K-6.</p> <p>* 50% of teachers hold high expectations of themselves as professionals and of their students learning capabilities.</p>	<p>Staff are continuing 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 documented in teaching programs.</p> <p>Professional learning began with consistent teacher judgement implemented to ensure 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 2023 inline with the implementation of the new English and Mathematicss Syllabi. 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>

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

Aboriginal background: \$60,000.00

Location: \$1,512.00

Socio-economic background: \$140,000.00

Summary of progress

During the 2022 school year staff worked tirelessly to address attendance matters and enhance wellbeing. Attendance data continued to be heavily impacted by residual COVID-19 absences and the use of COVID-19 as an explanation for student non-attendance. COVID-19 anxiety in the community meant most students and staff have more time off work and school than in previous years.

The school experienced considerable success with our wellbeing initiatives throughout the 2022 school year. Mid-way through 2022 we began our journey improving and addressing behaviour at our school, via participation in the Department's school strategic support program. Whilst a lot of work for the school leadership team, the outcomes were impressive and have set our school up for a great 2023.

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 system negotiated lower bound target of 54.1%.	<p>The number of students attending greater than 90% of the time or more has remained steady, compared to 2021 at 22.4%. Our attendance data was once again impacted by COVID-19 related illnesses and parental anxiety. This resulted in very high levels of student absences from school.</p> <p>Our overall attendance rate for 2022 was 76.41%, an improvement on 2021 (62.38%) and 2020 (75.64%).</p>
* Increase parental perception of their child's safety at school, as indicated on the Tell Them From Me (TTFM) parent survey, from 38% to 63%.	<p>Data from the Tell Them From Me parent survey indicated that Manning Gardens Public School achieved a mean of 7.7 for safety at school against a NSW Government norm score of 7.4. Parents indicated via this survey that behaviour issues are dealt with in a timely manner, my child feels safe at school, my child feels safe going to and from school and the school helps prevent bullying. All norms in these areas were at or above NSW Government norms.</p>
* Proportion of students reporting Expectations for Success improving to or above NSW Government norm of 8.7 (TTFM).	<p>Our result on the 2022 Tell Them From Me student survey was 7.4, which is below the NSW Government norm of 8.7.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$316,446.00</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"> • Numeracy <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 <p>The allocation of this funding has resulted in the following impact: Students with additional needs were given time and resourcing in numeracy and literacy.</p> <p>After evaluation, the next steps to support our students will be: To continue to review and evaluate our teaching and learning processes and procedures to provide cutting-edge learning for students with additional needs.</p>
<p>Socio-economic background</p> <p>\$560,125.13</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"> • Literacy • Numeracy • Attendance • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff in all aspects of teaching and learning relating to literacy and numeracy and the conceptual idea of maintaining a classroom categorised by consistent quality teaching underpinned by systemic assessment and evaluation. This professional learning included class teachers being released from classroom duties to work one to one with our APCI for intensive mentoring. • resourcing to increase equity of resources and services. The school's resources in literacy and numeracy were reviewed and a stocktake undertaken. Teaching and learning materials were purchased in sufficient quantities to ensure all classrooms across the entire school could successfully implement curriculum in their daily teaching programs. <p>The allocation of this funding has resulted in the following impact: We observed increased student learning outcomes in literacy and numeracy as a result of the significant increase in teacher professional learning, teacher release to reflect on practice and the purchase of quality resources in literacy and numeracy. Funds were also utilised to enhance our staffing ratios across the mainstream and support unit departments to allow for higher levels of personalised and intensive learning.</p> <p>After evaluation, the next steps to support our students will be: We will continue to develop the literacy and numeracy skills of our school staff, based on the results of surveys and feedback from key stakeholders. Considerable professional learning will be directed towards the successful implementation of the new English and Maths syllabus documents to be released in 2023.</p>

<p>Aboriginal background</p> <p>\$303,630.33</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 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"> • Literacy • Explicit teaching • Attendance • 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 staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: Target was to improve student comprehension and decoding skills. SLSOs employed to increase student understanding of relevant texts. Strategies implemented to increase Aboriginal retention.</p> <p>After evaluation, the next steps to support our students will be: Continue with SLSO in classrooms to increase student understanding.</p>
<p>Low level adjustment for disability</p> <p>\$125,966.00</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 • Numeracy <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 SLSOs in our mainstream and support unit departments. • targeted students are provided with intensive and high quality one to one assistance to embed core literacy and numeracy strategies. • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs in both our mainstream and support unit departments. <p>The allocation of this funding has resulted in the following impact: Students worked closely with SLSO's to increase reading and numeracy skills. Students worked 1:1 to develop greater comprehension skills and a deeper understanding of whole number properties.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the intensive support for all students, with a particular focus on increasing student understanding.</p>
<p>Location</p> <p>\$1,512.00</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>Location</p> <p>\$1,512.00</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Equitable outcomes for all students. All students have had fair and reasonable access and inclusion in a wide range of activities, that if they were not subsidised, some students would not have been able to participate in due to a variety of reasons, predominatnly linked to low socio-economic status.</p> <p>After evaluation, the next steps to support our students will be: We will continue to implement funds in this way moving forward.</p>
<p>Professional learning</p> <p>\$28,645.47</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"> • High Expectations • Explicit teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative planning with all teachers to ensure that High Quality lessons are provided. Teachers implemented explicit teaching strategies to ensure that students begin to understand the purpose behind their learning. <p>The allocation of this funding has resulted in the following impact: Teachers developed a greater understanding of how High Quality lessons impact all aspects of their classrooms. Students developed a greater understanding of "why" they are learning the content.</p> <p>After evaluation, the next steps to support our students will be: Further development of the What Works Best (WWB) strategies to ensure student growth is maintained.</p>
<p>QTSS release</p> <p>\$40,337.27</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"> • Literacy <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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Two Assistant Principals released for 0.5 per fortnight to support classroom teachers in the implementation of quality lessons. Lesson quality demonstrated improvement and students demonstrated growth.</p>

<p>QTSS release</p> <p>\$40,337.27</p>	<p>After evaluation, the next steps to support our students will be: Continuation of Assistant Principal release to improve teacher knowledge of quality reading and writing strategies across the school. Implementation of a high quality writing program.</p>
<p>COVID ILSP</p> <p>\$200,599.00</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 2022.</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"> • employment of teachers/educators to deliver small group tuition across the mainstream K-6 classes. • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups, including updating data records and our school's data wall. • providing targeted, explicit instruction for student groups in literacy/numeracy, around examining results of NAPLAN and supporting specific student needs in literacy and numeracy. • providing intensive small group tuition for identified students where data indicated these students required additional literacy and numeracy support. <p>The allocation of this funding has resulted in the following impact: Tracking of student data allowed targeted interventions and greater support in Literacy and Numeracy. Teaching staff and the Paraprofessional worked closely to design and implement targeted support for students across all stages. Increased student self esteem and wellbeing as they experienced greater success with their learning in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continuation of targeted support for students identified through targeted Data collection.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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 <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Mentored and supported teachers in Early stage 1 and Stage 1 in the Mainstream and Support Unit Departments to implement targeted and strategic learning in literacy and numeracy. <p>Managed data collection across the school. Developed a whole school approach to implementing high quality teaching and learning programs in all departments across our school. Managed our school SLSO initiative and the implementation of quality and strategic intensive learning in a classroom setting.</p> <p>The allocation of this funding has resulted in the following impact: There was an increase in Early Stage 1 and Stage 1 ability to decode unknown words. There was an increase in student understanding of whole number and additive strategies across all Stages.</p> <p>After evaluation, the next steps to support our students will be:</p>

AP Curriculum & Instruction \$180,685.00	We will continue to work in additive strategies and then move to multiplicative strategies in Stage 2 and Stage 3.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	86	82	99	95
Girls	62	64	68	68

Student attendance profile

School				
Year	2019	2020	2021	2022
K	83.1	85.3	79.4	79.4
1	77.0	80.1	78.8	76.6
2	69.8	77.5	80.9	80.3
3	80.1	77.0	68.4	80.8
4	73.3	77.9	74.9	68.3
5	77.3	77.7	64.7	74.3
6	78.7	85.1	70.6	66.5
All Years	76.9	79.7	74.7	76.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4.2
Classroom Teacher(s)	10.47
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8.82
Other Positions	1

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	272,173
Revenue	4,993,536
Appropriation	4,961,639
Sale of Goods and Services	8,978
Grants and contributions	17,472
Investment income	2,483
Other revenue	2,963
Expenses	-4,899,002
Employee related	-4,091,604
Operating expenses	-807,398
Surplus / deficit for the year	94,533
Closing Balance	366,707

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.

	2022 SBAR Adjustments (\$)
Targeted Total	316,446
Equity Total	989,721
Equity - Aboriginal	303,630
Equity - Socio-economic	560,125
Equity - Language	0
Equity - Disability	125,966
Base Total	2,386,703
Base - Per Capita	50,258
Base - Location	1,512
Base - Other	2,334,933
Other Total	819,280
Grand Total	4,512,150

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

In 2022 we sought the opinion and views of parents/caregivers, students and teachers to analysis our service delivery and make improvements to how we operate as a Department of Education school.

Parents and caregivers indicated that they liked the school leadership team and how we operate across the school. They stated via the Tell Them From Me survey that the school leaders are friendly, informative and honest in their communication. Parents also communicated their joy and happiness about the return of school special events and access to the school site.

Students also participated in the Tell Them From Me Survey in Term 4. Our students liked having good teachers, enjoyed having lots of friends and commented positively on our beautiful and spacious surrounds at Manning Gardens Public School. Students also pointed out they disliked the naughty children that disrupted their learning and bullying.

Each year we survey our teachers via the annual Tell Them From Me survey. We surveyed teachers about how we support staff wellbeing. Our teachers told us that they appreciated our locally devised wellbeing strategies such as staff breakfasts, regular discussions about wellbeing and having supportive leaders who take the time to listen and also show appreciation for effort and achievement.

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.