Our school at a glance

Manning Gardens Public School, located in the Manning Valley of the North Coast Region, is a part of the North Manning Learning Community in the Manning Camden Haven School Education Group. The traditional Aboriginal custodians of this land are the Biripi Nation. We acknowledge and respect all Elders and together we seek to raise strong smart Australians, the future of our country. The school motto “Together We Grow - Stronger Smarter” relates to the growth of our children and the adults that support their learning. We are all lifelong learners.

Our school has a proud tradition of providing high quality educational experiences that prepare our students for life and instil a love of learning. Student well-being and educational achievement for them is the foundation of all we do at Manning Gardens Public School. Together with all families we seek to foster in all our students a Stronger Smarter identity. An identity that is built upon high expectations and a drive to succeed in all areas by staying upon the Stronger Smarter pathway.

Teaching and support staff are fully qualified, enthusiastic, experienced and dedicated professionals. Professional learning opportunities continue to refine and improve the teaching and learning programs being implemented in the school.

Located on the site in 2012 are six K-6 mainstream classes, five Support Unit classes, a Preschool and an Early Intervention class. The school caters for 211 students of which 45% are indigenous.

The school is currently supported by Priority Schools and Priority Action Schools programs and will be supported by National Partnership Low SES in 2012-2014. I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school’s achievements and areas for development.

Messages

Principal’s message

Manning Gardens Public School, located in the beautiful Manning Valley of the Mid North Coast is a proud member of the North Manning Learning Community in conjunction with our partner secondary school, Chatham High. The school has a proud tradition of providing high quality educational experiences that prepare the students for secondary school and instil a love of learning.

The school is strongly focused upon the core beliefs and values that guide our daily practice. They are: Learning Together, Responsibility, Caring, Safety and Respect.

Developed through close community consultation and regularly reaffirmed they provide guidance for our teaching and all interactions between staff, students, family and the wider community.

This report is one of a variety of methods the school uses to report to and communicate with the community we serve.

Ian Reeson

P&C message

This year the P&C Association continued to provide support and encouragement to the students, staff and community to improve the outcomes of schooling for all students enrolled in the various sections of the school.

The P&C operated canteen provided a key avenue to encourage and support family and carer participation in the operation of the school and also provided much needed financial support for the school through the P&C Association.

Sue Lestrange

Student representative’s message

The captains and student leaders led the student body throughout the year. Providing support to staff through modelling the school beliefs and active participation in celebrations and regular assemblies was a feature of the student leader’s contribution throughout the year.

Lindin Tisdell & Courtney Hopton
School context

Student information

It is a requirement that the reporting of information for all students must be consistent with privacy and personal information policies.

Student enrolment profile

Enrolment trends continue with the total number of boys exceeding the number of girls. Enrolments shown do not include preschool or early intervention enrolment. Approximately 45% of students identify as Aboriginal or Torres Strait Islander.

Student attendance profile

Management of non-attendance

Class teachers and executive staff continually monitor student attendance and where necessary make contact with families to address areas of concern and provide support to families.

Regional support staff, including the Home School Liaison Unit, work with the school to support student attendance.

A variety of electronic and paper communication to support attendance and promote the importance of this for student learning is regularly utilised. Excellent attendance is recognised and celebrated at the school assemblies including the Annual Presentation Ceremony.

Staff information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

Staff establishment

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1</td>
</tr>
<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
</tr>
<tr>
<td>Classroom Teachers</td>
<td>5</td>
</tr>
<tr>
<td>Teacher of Moderate and Severe Intellectual Disabilities</td>
<td>4</td>
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<tr>
<td>Teacher of Preschool</td>
<td>1</td>
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<td>Support Teacher Part time, release and equity programs</td>
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<tr>
<td>Early Intervention Teacher</td>
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</tr>
<tr>
<td>Counsellor (Shared across schools)</td>
<td>1</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>10.122</td>
</tr>
<tr>
<td>Total</td>
<td>28.94</td>
</tr>
</tbody>
</table>

The National Education Agreement requires schools to report on Indigenous composition of their workforce.

There are three full time Indigenous employees at the school and three part-time Indigenous employees are employed through additional support programs.

Staff retention

Staff remained stable in the existing arrangements from 2011.

Several staff undertook higher duties to replace staff on leave or were seconded to regional programs for varying periods throughout the year.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>48</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>52</td>
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Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary 30/11/2012

<table>
<thead>
<tr>
<th>Income</th>
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<tbody>
<tr>
<td>Balance brought forward</td>
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<td>Global funds</td>
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<td>Tied funds</td>
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<td>Canteen</td>
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<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th>Expenditure</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Teaching &amp; learning</td>
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</tr>
<tr>
<td>Key learning areas</td>
<td>$14408.68</td>
</tr>
<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Total expenditure</td>
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<td>Balance carried forward</td>
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</table>

A full copy of the school’s 2012 financial statement is tabled at the annual general meetings of the School Council and/or the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2012

Achievements

Arts

Students participated in a range of cultural activities in and outside the school throughout the year. Such activities included participation in the Taree & District Eisteddfod and the School Aboriginal Dance Troupe who performed across a range of functions locally. Our school choir performed for local groups including aged care facilities through the local area.

Sport

Student teams participated in PSSA and other local competitions across a wide range of sports and activities. The Active After School Program provided another range of sports for students.

Other

A wide range of extra curricula activities added to the comprehensive range of programs available to students. Visits to galleries and local libraries, businesses, radio stations combined with the wide range of performing arts visitors rounded out a very full year of learning.

The annual end of year concert was an outstanding success and enjoyed by all present.

Academic

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.

Yr 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Yr 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Reading – NAPLAN Year 3

![Reading - NAPLAN Year 3 Chart](chart.png)
The school has achieved excellent results in moving students into higher bands through the targeted support for early learning.

**Numeracy – NAPLAN Year 3**

Excellent progress in support for at risk learners now needs to be followed by continuance of this targeted support with extension to move students to higher levels of achievement.

**Reading – NAPLAN Year 5**

Targeted quality teaching in the middle primary years to move student achievement into the higher bands remains a priority.

**Progress in reading**

Factors preventing continued growth beyond Year 3 need to be identified and targeted to ensure growth.
Progress in numeracy

Individual cohort growth for the 2010-2012 period was below expectation.

Significant programs and initiatives

Aboriginal education

Aboriginal Education and the implementation of the Aboriginal Education Policy is the responsibility of all staff at Manning Gardens Public School. The school benefits from the employment of a resource teacher Aboriginal, (part-time), and a full-time Aboriginal Education Officer, who works across the entire school and an Aboriginal School Learning Support Officer working full-time in the preschool. Through support from the DEC Aboriginal Education and Training Directorate the school has employed a temporary Aboriginal Community Engagement Officer to support the engagement of and increased enrolment of Aboriginal families and students in the preschool.

The school has a well-founded tradition of ensuring all students learn about Aboriginal history, culture and current Aboriginal Australia. This is predominantly achieved through planned teaching and learning programs across all subject areas.

A range of programs continued throughout the year which included:

- continued participation in the Stronger Smarter Leadership program and ethos throughout the school;
- the use of Accelerated Literacy, through support from the schools equity funding to implement the English syllabus;
- in-class tuition, employing members of the local Aboriginal community to support individual student learning in literacy and numeracy;
- participation in cultural programs including Sorry Day, World Harmony Day, Reconciliation Day and NAIDOC Week;
- participation in the Dare to Lead project including a School Community Snapshot has provided the school community with a source of rich, validated and independent data source for future direction.

Multicultural education

The school is closely involved in the celebration of major cultural events in a reflection of the community.

Teaching and learning programs support the celebration of major cultural events as reflected in the community.

Anti-racism programs are actively promoted across the school as part of the ongoing teaching and learning programs.

National partnership programs

The school continued to receive targeted support to improve the outcomes for students especially in the areas of literacy and numeracy and community engagement through equity programs and in 2012 joined the National Partnership program.

The use of lesson study continues to be instrumental to guide improved teaching practices across the school.

Quality Teaching and Accelerated Literacy

Equity and National Partnership funding was integral to our school’s focus on literacy and numeracy programs. Funds were primarily used to release teachers to participate in professional learning of Accelerated Literacy pedagogy. The program supported the continuation of the intensive professional learning for all staff including the impact of technology to enhance engagement and support student achievement, all based upon close evaluation of student learning data.

Continued implementation of the Accelerated Literacy program to close the achievement gap of all students of Manning Gardens PS required focused and intense professional learning, mentoring and collegial support in planning and
practice. Purchase of resources to support this program was also required to contribute to its successful implementation. The professional learning matrix was used by the school to measure, record and evaluate transference of professional learning into classroom practice.

**Numeracy**

A continuation of the sustained focus on quality teaching in numeracy practice, across all strands in each classroom was a dominate feature of teaching and learning in every classroom in 2012. This included professional learning on the numeracy continuum K-6 to track and monitor student progress ensuring the teaching / learning cycle was an integral part of all classroom practice. Early learning and intervention programs including Best Start and TEN (Targeting Early Numeracy) were utilised to support high quality, engaging evidence based teaching.

Resources were purchased to support this program. The professional learning matrix was refined by the school to measure, record and evaluate transference of professional learning into classroom practice.

**Progress on 2012 targets**

**School priority 1**

**Outcome for 2012–2014**

The provision of high quality, evidenced based and culturally inclusive education programs for all students P-6, which will result in increased levels of literacy and numeracy achievement in line with school, region and state targets.

2012 Targets to achieve this outcome include:

To increase the percentage of Year 7 students who achieve expected growth in NAPLAN reading and numeracy data (see School Plan for target detail).

Our achievements include:

- The Early Years team and executive staff completed Transition to School Planning and Implementation Matrix pre and post to determine movement across all key aspects. Post evaluations indicate movement across the continuum from level 2 to level 3 in key aspect 1 – Building relationships through the transition process.
The percentage of Year 5 students achieving expected growth in numeracy was 12.5% in 2012. This was 22.5% below the expected target of 35%.

To improve the literacy and numeracy achievement of all students, evidenced by performance in NAPLAN assessments (see School Plan for target detailed).

Our achievements include:

- In reading, 57.1% of Year 3 students performed above NMS which exceeded the 2012 target of 48% by 9.1%.
- In reading, 35.3% of Year 5 students performed above NMS which was 20.7% below the expected target in 2012.
- In writing, 71.5% of Year 3 students performed above NMS exceeding the school target of 70% for 2012.
- In writing, 47.1% of Year 5 students performed above NMS compared to 44% in 2011.
- In numeracy 67.2% of Year 3 students performed above NMS exceeding the school target of 48%.
- In numeracy 37.5% of Year 5 students performed above NMS compared to 31% in 2011. This was slightly below the expected target for 2012 of 43%.

School priority 2

Outcome for 2012–2014

The development of highly skilled teachers and leaders, with a strong understanding of quality teaching, who are effective in supporting students to become successful learners, confident and creative individuals and informed citizens.

2012 Targets to achieve this outcome include:

100% executive staff completes the Team Leadership for School Improvement professional learning.

Our achievements include:

- 100% of existing executive staff completed the Team Leadership for School Improvement.

To increase the school performance on the analytical framework from level 1 to level 2, in the 4 lowest aspects.

Our achievements include:

- Data indicates movement from Level 1 to Level 2 on the Analytical framework in all four aspects.

All curriculum based professional learning includes the NSW Quality Teaching Framework with a specific focus on the Intellectual Quality Dimension.

Our achievements include:

- Supervision of class teaching programs indicates inclusion of most elements of the Quality of Teaching framework in 50% of teaching programs.
- 100% of curriculum based professional learning included reference to the Quality Teaching Framework.

Increase the percentage of teachers who have participated in Connecting to Country training from 24% in 2011 to 48% in 2012.

School priority 3

Outcome for 2012–2014

The engagement of students, staff and community in establishing a collective commitment to hold high expectations for all students and foster learning environments which are culturally safe and supportive.

2012 Targets to achieve this outcome include:

Engage with the community to develop a written Partnership Agreement with the local AECG.

Our achievements include:

- Local AECG are currently undertaking a review of the Partnership Agreement to include local tertiary institutions. The school has agreed in principle with the draft agreement and are waiting for the AECG to finalise the agreement.

Increase the percentage of PLPs containing literacy, numeracy and attendance goals from 0% in 2011 to 100% in 2012.

Our achievements include:
School evaluation

NSW public schools conduct evaluation to support the effective implementation of the school plan.

Background

In conducting the annual school self-evaluation the school evaluation team methodology used included:

- Through the Dare to Lead Snapshot process interviews were conducted with randomly selected members of the school community, including the following:
  - members of staff including the principal and all executive staff
  - students
  - parents and family members
  - community members
  - focus groups
- Analysis of policies and programs, plans, budgets, communications, teaching program evaluations
- Classroom observations
- Surveys
- Analysis of student achievement data, including detailed BEST START and NAPLAN analysis using SMART and school based assessment data using the numeracy and literacy continuums.

Findings and conclusions

School priority 1

Outcome for 2012–2014

The provision of high quality, evidenced based and culturally inclusive education programs for all students P-6, which will result in increased levels of literacy and numeracy achievement in line with school, region and state targets.

2012 Targets to achieve this outcome include:

Target 1

To increase the levels of transition practices measured against the Extended Transition to School Programs matrix from 2 to 3 in each aspect.

Target 2

- 42% of Aboriginal students have a PLP containing literacy, numeracy and attendance goals.
- 100% Aboriginal students have PLPs.

Increase the number of parents who attend parent forums (Yarn Ups) from 7% in 2011 to 14% in 2012 with a corresponding growth each successive year to 2014.

Our achievements include:

- 12% of Aboriginal parents attended Yarns Ups in 2012 compared to 7% in 2011.

Increase the attendance of all students from 88% in Semester 1, 2011 to 90% in 2012.

Our achievements include:

- The percentage attendance for all students remained static in Semester 1, 2012.

Increase attendance of Indigenous students from 4% below non Indigenous students in 2011 to match or exceed non Indigenous students in 2012.

Our achievements include:

- The attendance (Semester 1 comparison) of Indigenous students increased by 1.9%. This reduced the gap between Indigenous and non-Indigenous student attendance to 2.1% across the first semester data.

Increase enrolments of in zone students from 211 in 2011 to 220 in 2012 including capturing all eligible Manning Gardens preschool students.

Our achievements include:

- Enrolment mid-term 4 2012 is 219 across entire school.

In 2012 there are 20 preschool children transitioning to Kinder. The destination for 2013 for these children is:

  - 14 who live in zone are coming to MGPS;
  - 3 in zone are not coming to MGPS;
  - 3 not in zone are not coming to MGPS
  - Three children are returning to preschool.
To increase the Best Start entry level for all students and accelerate the progress of indigenous students to match or exceed non indigenous students (see School Plan for targets detail).

- Parent surveys indicate that our preschool provides a quality educational program prior to school.
- Surveys of teaching staff indicate stronger links between our preschool program and the kindergarten program through sharing of curriculum knowledge of the Early Years Learning Framework, the Best Start Assessment and the ES1 content.
- Staff surveys indicate the establishment of an Early Years Leader has developed a more cohesive student focussed approach and established positive partnerships with key stakeholders.
- A transition to school program has been developed between our preschool, kindergarten and other prior to school / community providers.
- The Early Years team and executive staff completed Transition to School Planning and Implementation Matrix pre and post to determine movement across all key aspects. Post evaluations indicate movement across the continuum from level 2 to level 3 in key aspect 1 – Building relationships through the transition process.

Target 3
To increase the percentage of Year 7 students who achieve expected growth in NAPLAN reading and numeracy data (see School Plan for target detail).

- The establishment of a Middle Years Leader has resulted in strong links being developed with the feeder high school and other local primary schools. This has resulted in sharing of curriculum knowledge and a deeper understanding among Stage 3 & 4 teachers. Lesson observations have occurred across all settings, with Stage 3 & 4 teachers reflecting on lessons observed and engaging in professional dialogue of how best to support the transition to a high school setting for all students and in particular at risk students. An action plan has been developed.
- A unit of work has been developed by the middle year’s school team (Stage 3 & 4 teachers) which students will commence in Year 6 and conclude in Year 7.
- A detailed transition program has been developed involving key stakeholders.

Target 4
To increase the expected growth of Year 5 students in reading and numeracy (see School Plan for target detailed).

Target 5
To improve the literacy and numeracy achievement of all students, evidenced by performance in NAPLAN assessments (see School Plan for target detailed).

- Staff surveys highlighted the effectiveness of the Literacy and Numeracy leader’s role in providing professional learning to build the capacity of staff members to plan and implement high quality lessons.
- Use of external mentors to provide expert guidance and support in Accelerated Literacy improved the capacity of literacy leaders to mentor and train all staff.
- The development of student data walls to make visible student growth across the Literacy and Numeracy continuums enabled regular professional dialogue at staff meetings to occur. This process identified the importance of teacher consistency when moving students along the continuums.
- Professional learning and in class support and mentoring built the capacity of teachers to cater for the needs of all students in an inclusive way. This was reflected in teaching programs and in the development of learning plans for targeted students.
- The implementation of Targeted programs and pedagogy including Focus on Reading, Accelerated Literacy, Targeting Early Numeracy and Quicksmart has resulted in student progress along the literacy and numeracy continuums.
- Teacher surveys indicated that school timetabling to embed professional learning into whole school organisation resulted in
professional learning being delivered in a systematic, timely and focussed way.

- The regional training provided to literacy leaders in Focus on Reading has enabled the leaders to commence the delivery of Phase 1 to all K-6 staff.

- This has resulted in all students K-6 being plotted on the comprehension strand of the literacy continuum. This will form the baseline data for 2013 targets.

- Teacher surveys indicated that staff felt the lesson study model in literacy and numeracy provided professional dialogue and constructive feedback leading to improved teacher practice and student outcomes.

- Data collected by executive staff indicated an increase in the quality of lessons delivered using the QT framework to code lessons.

- Executive staff also noted an increase in professional dialogue amongst staff as a result of the lesson study model.

School priority 2

Outcome for 2012–2014

The development of highly skilled teachers and leaders, with a strong understanding of quality teaching, who are effective in supporting students to become successful learners, confident and creative individuals and informed citizens.

2012 Targets to achieve this outcome include:

Target 6

100% executive staff complete the Team Leadership for School Improvement professional learning.

- The Quality Teaching and Learning Regional Consultant provided Professional Learning in analysing needs, goal setting and suggested relevant numeracy and literacy strategies.

- Executive staff participated in regional training.

- School executive team provided professional learning in relevant modules from the Team Leadership for school improvement to build the leadership capacity of all staff.

Target 7

To increase the school performance on the analytical framework from level 1 to level 2, in the 4 lowest aspects.

- 100% teachers completed a class situational analysis. 75% staff translated school goals and targets into class programs.

- Evidence in teacher surveys indicated teacher’s knowledge of school goals and expectations.

- The establishment of a “Learning Hub” as a centre for Professional Learning was highly effective in providing a space where the school plan, actions to achieve targets and school progress towards achieving goals (data) is displayed and discussed regularly.

- The alignment of school resources to key areas ensured support was targeted appropriately.

- 80% of class teaching programs demonstrate use of explicitly designed literacy and numeracy proforma, which embed the elements of the QT framework.

- Classroom observations and lesson study data indicate transference of professional learning into classroom practice.

- 100% of Executive staff completed training in the use of SMART data resulting in 80% staff receiving PL on the use of SMART data to interpret and analyse NAPLAN data.

- A computerised student data base (SENTRAL) was purchased which enabled teachers to access student data more readily to share with parents and students.

Target 8

All curriculum based professional learning includes the NSW Quality Teaching Framework with a specific focus on the Intellectual Quality Dimension.

- Staff surveys indicate targeted professional learning from Literacy and Numeracy Leaders has led to an increased understanding of elements of the QT framework.

Target 9

Increase the percentage of teachers who have participated in Connecting to Country training from 24% in 2011 to 48% in 2012.
The Connecting to Country Training was not available in the Taree area in 2012.

School priority 3

Outcome for 2012–2014

The engagement of students, staff and community in establishing a collective commitment to hold high expectations for all students and foster learning environments which are culturally safe and supportive.

2012 Targets to achieve this outcome include:

Target 10

Engage with the community to develop a written Partnership Agreement with the local AECG.

- Local AECG are currently undertaking a review of the Partnership Agreement to include local tertiary institutions. The school has agreed in principle with the draft agreement and are waiting for the AECG to finalise the agreement.

Target 11

Increase the percentage of PLPs containing literacy, numeracy and attendance goals from 0% in 2011 to 100% in 2012.

- 100% teachers held PLP meetings with parents.
- Parent interviews indicate that parents of Aboriginal students feel more comfortable to discuss their child’s progress and develop goals with the school.

Target 12

Increase the number of parents who attend parent forums (Yarn Ups) from 7% in 2011 to 14% in 2012 with a corresponding growth each successive year to 2014.

- Personal contact made with families by key personnel.

Target 13

Increase the attendance of all students from 88% in Semester 1, 2011 to 90% in 2012.

Target 14

Increase attendance of Indigenous students from 4% below non Indigenous students in 2011 to match or exceed non Indigenous students in 2012.

Target 15

Increase enrolments of in zone students from 211 in 2011 to 220 in 2012 including capturing all eligible Manning Gardens preschool students.

- Use of data base by teachers assisted deliver evidence based, timely and proactive interventions to promote attendance.
- Senior students were involved in reviewing data and setting personal attendance goals
- Guidance from Aboriginal staff, and other staff who have attended Stronger Smarter Leadership and Connecting to Country programs deepened the cultural understandings of all staff.
- Recognising excellent attendance and addressing concerns through the PLP process was effective in contributing to the improved attendance for indigence students.
- Preschool promotion and publicising the strong bonds between preschool and kinder classes along with the benefits to children who attend the preschool in terms of readiness for school has assisted in ensuring parents choose MGPS over non-government schools.

Parent, student, and teacher satisfaction

In 2012 the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.

See Dare to Lead Snapshot report available from the school for a detailed report in this area.

Professional learning

- Implementation of the Team Leadership for School Improvement program with class teachers and support staff utilising appropriate modules.
- All mainstream teaching staff have participated in Lesson Study involving teaching literacy and numeracy.
- All teaching staff members have received mentoring and in-class support around implementing Accelerated Literacy pedagogy.
• Key focus for professional learning in 2012 was continuing the implementation of the Accelerated Literacy pedagogy. Targets included:
  — Ensuring all new staff were trained.
  — Focus on developing the expertise of teachers in the delivery of the teaching sequence.
  — Focus on catering for the needs of individual students.
  — Evidence based teaching.

Funding dissections supporting professional learning:
• 96% Equity Funding (PAS & PSF).
• 100% Teacher Professional Learning Funds.
• 70% for teaching staff and 30% for SASS staff of the global dissection “Professional Learning” funds.

Implications for future professional learning:
• Teachers who attend professional learning programs need to lead the learning of that program in the school context.
• Comprehensive and coordinated whole school plan for the preparation and implementation of the Australian Curriculum in English and Mathematics in 2014.
• Strategies to transfer professional learning to classroom practice are required in all aspects of professional learning.
• Ensure all teachers have a deep understanding of all elements of the Quality Teaching Framework and that the transference of this knowledge is evident in class programs and practice, including the research supporting the effectiveness of the QT Framework for indigenous students.
• Preschool implementing Quality Improvement Plan, with accreditation at or above National Quality Standard by the end of 2014.
• Professional learning needs to be linked to student achievement.
• Strengthen TARS, EARS and PARS processes to align with National and State Teaching Standards.

• Leadership Team continues to implement Team Leadership for School Improvement.
• Importance of reflection on teaching practice and student achievement.
• All teachers are engaging students in well prepared and focussed learning however the intricacies required to ensure independent demonstration of Stage Standards have not yet been mastered.

School planning 2012—2014

The school planning policy provides direction for the preparation and implementation of school plans including the identification of priority areas, intended outcomes and targets that are consistent with the NSW State Plan and the Department’s planning documents.

School priority 1 – Literacy and Numeracy

Outcome for 2012–2014

The provision of high quality, evidenced based and culturally inclusive education programs for all students P-6, which will result in increased levels of literacy and numeracy achievement in line with school, region and state targets.

2013 Targets to achieve this outcome include:

• To increase the expected growth of Year 5 students in reading and numeracy

<table>
<thead>
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<th>Year 5</th>
<th>From 2012</th>
<th>To 2013</th>
<th>To 2014</th>
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<tbody>
<tr>
<td>Reading</td>
<td>48%</td>
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<tr>
<td>Numeracy</td>
<td>12%</td>
<td>35%</td>
<td>48%</td>
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• To improve the literacy and numeracy achievement of all students, evidenced by achievement plotted against Literacy and Numeracy Continuums in:
Strategies to achieve these targets include:

- Nominate a school-based Literacy Leader to deliver high quality professional learning which focuses on:
  - Employ an ICT teacher to support classroom teachers to embed ICT into literacy lessons.
  - Whole school focus on improving writing for a variety of purposes.
  - Set up processes for the Literacy Leader to meet regularly with teachers to ensure that assessment data is driving teaching and learning programs leading to improved teacher accountability and consistency of teacher judgement to ensure that expected student growth occurs.
  - All staff to receive training in preparation for implementation of the national curriculum.
  - Staff develop rich assessment tasks for each stage.
  - Literacy programs are adequately resourced, clearly linked to school plan and embedded with ICT.
- Nominate a school-based Numeracy Leader to deliver high quality professional learning which focuses on:
  - syllabus expectations, stage standards and DEC continuums of learning,
  - the proficient planning and delivery of the Balanced Numeracy Session in all aspects of the continuum, embedded with NSW Quality Teaching Model,
  - Provide additional support for students at risk through targeted programs including the Quicksmart program and booster groups in numeracy.
  - differentiated programs to support the needs of all students, and
  - Whole school tracking and monitoring to enhance evidenced based teaching and learning.
  - Numeracy programs are adequately resourced, clearly linked to school plan and embedded with ICT.
  - Employ an ICT teacher to support classroom teachers to embed ICT into literacy lessons.
  - Set up processes for the Numeracy Leader to meet regularly with teachers to ensure that assessment data is driving teaching and learning programs leading to improved teacher accountability and consistency of teacher judgement to ensure that expected student growth occurs.

<table>
<thead>
<tr>
<th>Literacy Continuum</th>
<th>Aspect</th>
<th>From 2012</th>
<th>To 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>Reading Texts</td>
<td>26%</td>
<td>46%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>26%</td>
<td>46%</td>
</tr>
<tr>
<td>Year 1</td>
<td>Reading Texts</td>
<td>12%</td>
<td>42%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>0%</td>
<td>30%</td>
</tr>
<tr>
<td>Year 2</td>
<td>Reading Texts</td>
<td>36%</td>
<td>66%</td>
</tr>
<tr>
<td></td>
<td>Writing</td>
<td>6%</td>
<td>36%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Numeracy Continuum</th>
<th>Aspect</th>
<th>From 2012</th>
<th>To 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kinder</td>
<td>Counting Sequence</td>
<td>43%</td>
<td>63%</td>
</tr>
<tr>
<td></td>
<td>Counting as a problem solving process</td>
<td>30%</td>
<td>50%</td>
</tr>
<tr>
<td>Year 1</td>
<td>Counting Sequence</td>
<td>23%</td>
<td>53%</td>
</tr>
<tr>
<td></td>
<td>Counting as a problem solving process</td>
<td>12%</td>
<td>42%</td>
</tr>
<tr>
<td>Year 2</td>
<td>Counting Sequence</td>
<td>43%</td>
<td>73%</td>
</tr>
<tr>
<td></td>
<td>Counting as a problem solving process</td>
<td>18%</td>
<td>48%</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Literacy Continuum - Comprehension</th>
<th>From 2012</th>
<th>To 2013</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year 3</td>
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<td>68%</td>
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<tr>
<td>Year 4</td>
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<td>25%</td>
</tr>
<tr>
<td>Year 5</td>
<td>50%</td>
<td>62%</td>
</tr>
<tr>
<td>Year 6</td>
<td>22%</td>
<td>34%</td>
</tr>
</tbody>
</table>
— Provide PL in developing word problems that extend student thinking in mathematics.
— Staff develop rich mathematical assessment tasks for all stages and across all strands.
— All staff to receive training in preparation for implementation of the national curriculum.

School priority 2 - Leadership, Quality Teaching and Professional Learning

Outcome for 2012–2014

The development of highly skilled teachers and leaders, with a strong understanding of quality teaching, who are effective in supporting students to become successful learners, confident and creative individuals and informed citizens.

2013 Targets to achieve this outcome include:

- 100% teaching staff complete relevant modules from the Team Leadership for School Improvement professional learning
- To increase the school performance on the analytical framework by 1 level, in the 4 targeted aspects
- All curriculum based professional learning includes the NSW Quality Teaching Framework with a specific focus on the Intellectual Quality Dimension
- Increase the percentage of teachers who have participated in Connecting to Country training from 24% in 2012 to 48% in 2013

Strategies to achieve these targets include:

- All teachers to complete relevant modules as detailed Team Leadership for School Improvement professional learning plan.
- Implement strategies from “A set of practical measures NSW DET Analytical Framework for effective leadership and school improvement in literacy and numeracy”. Review levels on all aspects of the Analytical framework to inform future planning.
- Ensure all teachers have a deep understanding of all elements of the Quality Teaching Framework and that the transference of this knowledge is evident in class programs and practice, including the research supporting the effectiveness of the QT Framework for indigenous students.

- Strengthen and embed TARS, EARS and PARS processes to align with National and State Teaching Standards.
- Executive staff engage in Stronger Smarter leadership practices and provide professional learning for all staff in Stronger Smarter Leadership practices.
- Targeted staff participate in Connecting to Country training.
- Keep goals and expectations “fresh” and in focus by using signage, regular meetings with staff and links on programming proforma which focus on translating intended outcomes and targets into practice.
- Develop school processes that ensure all staff members are clear about their roles and responsibilities in meeting schools’ targets.
- Provide Professional Learning, including online learning, on the impact of goals and expectations.
- Development of a whole school scope and sequence of Thinking Skills.
- All staff engage in PL on how to embed thinking skills into daily classroom practice.
- Teachers explicitly teach higher order thinking skills through the provision of rich, student centred, quality tasks.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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