Our school at a glance

Manning Gardens Public School, located in the Manning Valley of the North Coast Region, 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 2011 are five 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.

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.

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.

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 varies 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 community and also provided much needed financial support for the school through the P&C Association.

Sue Lestrange
Student representative’s message
The prefects and captains led the Student Representative Council (SRC) throughout the year. Meeting regularly, the SRC was responsible for raising matters of relevance and concern to the students with staff and the school executive.

Matthew Hutton and Tanesha Bolt-Hile

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

<table>
<thead>
<tr>
<th>Gender</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>110</td>
<td>112</td>
<td>105</td>
<td>105</td>
<td>99</td>
</tr>
<tr>
<td>Female</td>
<td>82</td>
<td>83</td>
<td>69</td>
<td>62</td>
<td>60</td>
</tr>
</tbody>
</table>

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
Total school attendance rates have improved in 2011 compared to the previous three years data.

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>83.8</td>
<td>88.1</td>
<td>85.9</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>81.2</td>
<td>88.5</td>
<td>87.7</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>81.3</td>
<td>86.0</td>
<td>88.2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>87.7</td>
<td>84.2</td>
<td>87.5</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>80.7</td>
<td>86.5</td>
<td>88.1</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>81.7</td>
<td>87.2</td>
<td>87.9</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>84.8</td>
<td>81.2</td>
<td>87.2</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>85.7</td>
<td>84.6</td>
<td>85.9</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Management of non-attendance
Attendance rates are addressed through school and regional programs including ensuring class lessons are engaging for students, positive reinforcement for attendance and focused support for families and individual students where regular attendance is a challenge.

Class sizes
Primary class sizes are included in the annual school report in order to provide parents with as much local information as possible. The following table shows our class sizes as reported at the 2011 Class Size Audit conducted on Monday 21 March 2011.
<table>
<thead>
<tr>
<th>Roll class</th>
<th>Year</th>
<th>Total per year</th>
<th>Total In class</th>
</tr>
</thead>
<tbody>
<tr>
<td>K/1C</td>
<td>K</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>KP</td>
<td>K</td>
<td>18</td>
<td>18</td>
</tr>
<tr>
<td>1/2S</td>
<td>1</td>
<td>6</td>
<td>22</td>
</tr>
<tr>
<td>K/1C</td>
<td>1</td>
<td>14</td>
<td>17</td>
</tr>
<tr>
<td>1/2S</td>
<td>2</td>
<td>16</td>
<td>22</td>
</tr>
<tr>
<td>3/4B</td>
<td>3</td>
<td>11</td>
<td>32</td>
</tr>
<tr>
<td>3/4B</td>
<td>4</td>
<td>21</td>
<td>32</td>
</tr>
<tr>
<td>5/6A</td>
<td>5</td>
<td>17</td>
<td>31</td>
</tr>
<tr>
<td>5/6A</td>
<td>6</td>
<td>14</td>
<td>31</td>
</tr>
</tbody>
</table>

**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>
</tr>
</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>4</td>
</tr>
<tr>
<td>Teacher of Moderate and Severe</td>
<td>4</td>
</tr>
<tr>
<td>Intellectual Disabilities</td>
<td></td>
</tr>
<tr>
<td>Teacher of Reading Recovery</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Learning Assistance</td>
<td>1.2</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.4</td>
</tr>
<tr>
<td>Teacher of Preschool</td>
<td>1</td>
</tr>
<tr>
<td>Teacher of Early Intervention</td>
<td>1</td>
</tr>
<tr>
<td>Support Teacher Part time, release and</td>
<td>1.298</td>
</tr>
<tr>
<td>equity programs</td>
<td></td>
</tr>
<tr>
<td>Home School Liaison Officer</td>
<td>1</td>
</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>30.02</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 2010. One staff member retired and another resigned from service both for personal reasons.

Several staff undertook higher duties to replace staff on leave or 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>100</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>52</td>
</tr>
</tbody>
</table>

**Financial summary**

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

A full copy of the school’s 2011 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.
School performance 2011

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 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 including golf, futsal (indoor football), swimming, gymnastics and tennis.

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 student Christmas presentation of Julie Vivas’ “The Nativity” was warmly received by the whole school community.

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)

Literacy – NAPLAN Year 3

Eleven students sat the Year 3 NAPLAN Reading test, 8 were Aboriginal

- 2 out of 11 students performed below National Minimum Standard, 1 of those was Aboriginal
- 1 out of 11 students performed at proficiency levels, that student was Aboriginal
Eleven students sat the **Year 3 NAPLAN Writing** test, *8 were Aboriginal*

- 2 out of 11 students performed below National Minimum Standard, *1 of those was Aboriginal*

- 1 out of 11 students performed at proficiency levels, *no Aboriginal students performed at proficiency*

The above graph shows school average achievement in grammar and punctuation for Year 3 NAPLAN 2008-2011 in bands 5 and 6 to be above the SSG percentage in 2011.

**Numeracy – NAPLAN Year 3**

Eleven students sat the **Year 3 NAPLAN Numeracy** test, *8 were Aboriginal*

- 1 out of 11 students performed below National Minimum Standard, *this student was Aboriginal*

- No students performed at proficiency levels
Sixteen students sat the Year 5 NAPLAN Reading test, 8 were Aboriginal

- 6 out of 16 students performed below the National Minimum Standard, 2 of those were Aboriginal
- No students performed at proficiency levels

Sixteen students sat the Year 5 NAPLAN Writing test, 8 were Aboriginal

The above graph shows student achievement in Year 5 Spelling NAPLAN for 2011 is predominantly in bands 3 and 5.

The above graph shows student achievement in grammar and punctuation NAPLAN 2011 to be closely aligned to the school average for 2008-2011.
Sixteen students sat the Year 5 NAPLAN Numeracy test, 8 were Aboriginal

- 4 out of 16 students performed below the National Minimum Standard, 2 of those were Aboriginal
- No students performed at proficiency levels

**Progress in literacy**

**Growth** in Reading from the NAPLAN results shown on the DEC SMART data site indicates:

- Year 3 to Year 5 average growth is 96.7, which is 22.7 above the State average growth.
- Year 5 to Year 7 average growth is 56.8, which is 15.9 above the State average growth. This growth represents the highest in the SEG

- The percentage of students in Year 5 achieving expected growth is 35.7%
- The percentage of students in Year 7 achieving expected growth is 45.5%

The above graph shows the average progress in spelling to be slightly below the State DET and SSG progress.

**Note:** Average progress for Writing 2009-2011 is not displayed due to the change in the Writing scale from Narrative to Persuasive.
Progress in numeracy

Growth in Numeracy indicates:

- Year 3 to Year 5 average growth is 104.9, which is 9.1 above the State average growth.
- Year 5 to Year 7 average growth is 53.5, which is 9.4 above the State average growth.
- The percentage of students in Year 5 achieving expected growth is 28.6%
- The percentage of students in Year 7 achieving expected growth is 41.7%

Minimum standards

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards are reported below.

The tables below do not give an accurate picture of the school or individual student achievement in the 2011 NAPLAN tests as the results displayed include all students withdrawn from the tests who are enrolled in the Support Unit that forms a part of our school.

All students enrolled in the support unit meet the requirements of either a moderate or severe intellectual disability. It is unsound from several viewpoints to include these students in the NAPLAN test. However, where appropriate they can and do participate in the NAPLAN tests. Two students enrolled in the support unit in 2011 participated in the NAPLAN tests.

Percentage of Year 3 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>42.9</td>
</tr>
<tr>
<td>Writing</td>
<td>42.9</td>
</tr>
<tr>
<td>Spelling</td>
<td>38.1</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>47.6</td>
</tr>
<tr>
<td>Numeracy</td>
<td>47.6</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students included)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>40.0</td>
</tr>
<tr>
<td>Writing</td>
<td>48.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>40.0</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>40.0</td>
</tr>
<tr>
<td>Numeracy</td>
<td>48.0</td>
</tr>
</tbody>
</table>

The tables below show the school and student achievement in the 2011 NAPLAN tests without results for students withdrawn from the tests.

Percentage of Year 3 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>81.8</td>
</tr>
<tr>
<td>Writing</td>
<td>81.8</td>
</tr>
<tr>
<td>Spelling</td>
<td>72.7</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>90.9</td>
</tr>
<tr>
<td>Numeracy</td>
<td>90.9</td>
</tr>
</tbody>
</table>

Percentage of Year 5 students achieving at or above minimum standard (exempt students excluded)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
<td>62.5</td>
</tr>
<tr>
<td>Writing</td>
<td>75.0</td>
</tr>
<tr>
<td>Spelling</td>
<td>62.5</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
<td>62.5</td>
</tr>
<tr>
<td>Numeracy</td>
<td>75.0</td>
</tr>
</tbody>
</table>

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 (Priority Schools Program, PSF & PAS) 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.

**Multicultural education**

The school is closely involved in 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.

**Priority Schools Program (PSP) and Priority Action School (PAS)**

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 the Priority Schools Program (PSP).

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

**Quality Teaching and Accelerated Literacy**

PSP and PAS 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 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 2011. This included professional learning on the Learning Framework in Number 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 2011 targets

Target 1

*Increase the percentage of Year 3 students at or above minimum national benchmark standard in 2011 NAPLAN writing from 91.7% (2010) to the State DET average (2010 - 97%).*

Our achievements include:

- Continued implementation of Accelerated Literacy professional learning program, including the school Lesson Study model for teachers with a focus upon writing.
- Employ Effective Teaching consultancy to support school implementation of English syllabus.
- Continue to track and monitor student and teacher learning.

Target 2

*Increase the percentage of Year 3 students at or above minimum national benchmark standard in 2011 NAPLAN numeracy from 91.3% (2010) to the State DET average (2010 – 95.9%).*

Our achievements include:

- Continued implementation of professional learning program, including the school Lesson Study model for teachers.
- Continued implementation of TEN program.
- Continued to tracking and monitoring of student and teacher learning.

Key evaluations

It is a requirement for all NSW public schools to conduct at least two annual evaluations – one related to educational and management practice and the other related to curriculum. In 2011 our school carried out evaluations of culture and literacy and numeracy.

Educational and management practice

Background

Through surveys and focus groups the school examined the views of staff, parents and students about attitudes and engagement of students.

Findings and conclusions

Student Survey on attitudes and learning experiences in Numeracy administered to students in Years 3 – 6 indicate:

- The majority of students believe Mathematics is an important subject and that the school and their parents expect them to do well in Mathematics.
- At least 25% students would like criteria for assessment to be explained to them.
- 23% students do not believe they have sound space and measurement skills.
- Only 50% students believe that the skills they learn in Maths are used in other subjects.

Student Survey on attitudes and learning experiences in Literacy administered to students in Years 3 – 6 indicate:

- The majority of students believe they try their best and take pride with learning.
- 20-25% students do not believe their teacher tells them what they need to do to improve their results in English or what areas they are doing well in English.
- At least 17% students would like criteria for assessment to be explained to them.

Parents’ beliefs about attitudes and engagement of students indicate:

- 92% parents surveyed believe that information about student learning is shared between the home and school.
- 88% of parents surveyed believe that class activities are interesting and engage students in learning.
• 17% parents surveyed do not believe that learning activities are connected to family and community contexts.

Parents’ beliefs about aspects of school operations indicate:
• 96% parents surveyed believe that the backgrounds of all cultural groups are reflected in school practices and activities.
• 92% parents surveyed believe this is a school where information is regularly communicated to them.
• 92% parents surveyed believe that members of the community are regularly invited to meet with school leaders.
• Over 83% parents surveyed believe that parents, carers and community members including the local AECG are involved in the development and monitoring of the school plan and are encouraged to take on leadership roles within the school.
• 21% parents surveyed do not know if school leaders are active members of community committees related to education and training.

Parents’ beliefs about home / school partnerships indicate:
• 100% parents surveyed believe teachers and families work in partnership to support student learning.
• 96% parents surveyed believe that members of the school community are supported to contribute to its success.
• 92% parents surveyed believe that parents and carers are encouraged to be involved in their child’s learning and in classroom and school activities.
• 88% parents surveyed believe that this is a school where members of the community come together regularly to support student learning.
• 83% parents surveyed believe that positive relationships exist between the school and its community.
• 13% parents surveyed do not believe that this is a school where parents and carers are supported to assist their child’s learning at home.

Future directions
• Explore the reasons for the decline in enrolment and implement programs which raise the profile of the school in the wider community.
• Investigate further strategies and other community agencies to implement attendance programs and/or incentives.
• Deeper examination of attendance data for gender, grade and partial attendance patterns.
• Utilise the QSL tools to deepen understandings of why students do and don’t attend school.
• Target strategies within Level 3 of the Transition to School Planning and Implementation Matrix in all key aspects.
• Investigate Dare to Lead Snapshot.
• Continue to focus on community connections and cultural awareness.
• Expand leadership opportunities and build capacity of leaders and teachers as leaders.

Curriculum
Background
As part of the preparation for inclusion in the Low SES National Partnership Program the school conducted an across school comprehensive self evaluation. Some findings and conclusions from that process are included here.

Findings and conclusions
Overall areas of strength for Literacy:
• In NAPLAN significant upward trend for Aboriginal students in Year 3 in Grammar and Punctuation from 2009. The gap between the state and school has decreased from 122.5 to 85.9 scaled score points, a one third reduction.
• IN NAPLAN Aboriginal Students in Year 5 have decreased the gap between the state and school in reading from 128 points to 85.5 points.
• In Year 5 NAPLAN the growth of matched students in reading was 24.46 scaled score points above the state average.

Areas for further development in Literacy:
A whole school focus on developing student’s vocabulary and reading texts.

Focus on spelling especially visual and morphemic spelling strategies.

Focus on writing longer text with an emphasis on the use of complex sentences.

Focus on segmenting texts into paragraphs.

Investigate strategies to address the disparity between Indigenous and Non-Indigenous students in writing and reading progress.

Overall areas of strength for Numeracy:

- NAPLAN average growth in all cohorts was above State average growth by at least 9 scaled score points.
- The school growth was the highest in the SEG for Numeracy in NAPLAN 2011.
- 55% students in Year 3 are achieving at or above expected grade level for mental computation (Fast Maths) program with 67% indigenous students performing at or above grade level compared to 40% non-indigenous students.

Area for further development in Numeracy:

- NAPLAN Item Analysis data indicates areas of need in all strands, with a particular focus required in Space and Geometry and Data strands.
- The high percentage of students in Years 3-5 not achieving expected grade level in Place Value and Multiplication & Division.
- Explicit teaching of solving word problems and interpreting meaning from graphs, tables and data depicted in different ways needs to continue to be a whole school focus.
- School data indicates mental recall of number facts is an issue K-5. Whole school focus on developing mental computation strategies.
- Area of concern for students exiting Kindergarten with 72% students below grade levels in Early Arithmetic Strategies and mental computation skills (Fast Maths).

Future directions

- Identify teaching and learning strategies to improve outcomes of higher/lower achieving students.

- Professional Learning and mentoring for teachers in best practices and understanding pedagogical issues for teaching low SES and low achieving students to meet Stage standards and expectations.

- Provide professional learning to 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.

- Investigate the links between the Early Years Framework and the ES1 curriculum.

- Develop a shared understanding in the Early Years Framework by all teachers.

Parent, student, and teacher satisfaction

In 2011 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

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- 88% parents surveyed believe that this is a school where members of the community come together regularly to support student learning.
- 83% parents surveyed believe that positive relationships exist between the school and its community.
- 13% parents surveyed do not believe that this is a school where parents and carers are supported to assist their child’s learning at home.

Staff survey on School Leadership indicate:

- 96% staff believe that school leaders build relationships based on trust, collegiality and mutual respect.
- 96% staff believe that school leaders motivate and inspire learners and demonstrate an interest in, and an accountability for student learning outcomes.
- 96% staff believe that school leaders encourage teachers to reflect on their practices and actively seek professional learning to improve them.

Professional learning

- Executive staff have trained in the Stronger Smarter Leadership Program. The principal has trained as a facilitator in this program.
- Five teachers have participated in Connect to Country training.
- 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 2010 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.
- 72% for teaching staff and 28% 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.
- 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.
- 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 implements 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

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 levels of transition practices measured against the Extended Transition to School Programs matrix from 2 to 3 in each aspect.
- 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).
- To increase the percentage of Year 7 students who achieve expected growth in NAPLAN reading and numeracy data (see School Plan for target detailed).

- To increase the expected growth of Year 5 students in reading and numeracy (see School Plan for target detailed).
- To improve the literacy and numeracy achievement of all students, evidenced by performance in NAPLAN assessments (see School Plan for target detailed).

Strategies to achieve these targets include:

- Nominate a school-based Literacy Leader to deliver high quality professional learning.
- 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.
- Numeracy programs are adequately resourced, clearly linked to school plan and embedded with ICT.

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 complete the Team Leadership for School Improvement professional learning.
- To increase the school performance on the analytical framework from level 1 to level 2, in the 4 lowest 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 2011 to 48% in 2012.

Strategies to achieve these targets include:

- Executive staff to complete Team Leadership for School Improvement professional learning and to deliver appropriate sessions from
Team leadership for school improvement package.

- Implement strategies from *A set of practical measures NSW DET Analytical Framework for effective leadership and school improvement in literacy and numeracy*.

- 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.

**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.

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

- 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.

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

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

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

**Strategies to achieve these targets include:**

- Enhance Community Participation through the establishment of Family Forums and increase parent participation in Yarn Ups, which inform and enhance the operation of the school.

- Personalised Learning Plans
  - New staff members receive professional learning in the development of PLPs.
  - Further develop the implementation processes for PLPs to include focus on attendance and learning goals.

- Engage with local AECG to negotiate a formal Partnership Agreement.

- Executive staff engage in Stronger Smarter leadership practices and provides professional learning for all staff in Stronger Smarter Leadership practices.

- Targeted staff participate in Connecting to Country training.

- Develop an evidence based enrolment and attendance strategy in consultation with parents and the Aboriginal community, which includes targets for improved attendance and reflects how the school responds to and seeks to enhance the linguistic, cultural and conceptual resources that students bring to their schooling. Utilise data base to track and monitor attendance, well being and academic achievement.

- Evaluate and refine existing attendance programs, including: PLPs to include attendance target, phone calls to family by class teacher, daily breakfast club, Active Before School program, targeted health and well being programs.

- Utilise regional support to develop and implement a school promotions plan.
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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Parents can find out more information about Annual School Reports, how to interpret information in the reports and have the opportunity to provide feedback about these reports at: http://www.schools.nsw.edu.au/asr