

Newrybar Public School

Annual Report



2016



2741

Introduction

The Annual Report for 2016 is provided to the community of Newrybar Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

Valley of Small Schools (VOSS)

The VOSS are collaborating to grow and develop capacity of students, teachers, leaders and the community to learn and achieve. VOSS schools will create and develop learning and professional development activities to engage students, staff and the community.

The VOSS will work toward growing capacity in four specific curriculum areas:

- Improving Literacy outcomes and teaching,
- Improving Numeracy outcomes and teaching,
- Identifying and implement Innovative Practice,
- Develop a consistent application of Australian Teaching Standards.
- **Newrybar Public School**

Newrybar Public Schools will provide innovative, individualised learning to meet the needs of all students. We are committed to creating lifelong, 21st century, visible learners in a vibrant, engaging, quality learning environment.

Students will learn in an environment that values creativity, critical thinking, self-motivation, communication, collaboration and innovation. Student growth will be supported by providing diverse, engaging and challenging learning, in a caring, safe and accepting environment so that each student achieves his or her full potential.

School context

Valley of Small Schools (VOSS)

The VOSS is a group of small schools learning in diverse communities across the Brunswick Valley and surrounding area. As a group of seven small schools, resources and collaboration drive the success of learning. Across the breadth of shared experience and learning opportunities of the VOSS will drive the growth of student achievement.

Newrybar Public School

Newrybar Public School is a small school with a long history of providing quality education to the students from the local area. The school population continues to change because of stable demographics of the area, rising land values, deficient and narrow bus transport to access the school and families who continue to explore various school environments for their children. Students come from culturally diverse backgrounds including farming, small business, professional and trades people, single parent families, and families from overseas who share a common commitment to a small school education for their children.

Newrybar PS offers our students and staff a variety of VOSS learning, sporting and cultural opportunities, with a strong literacy and numeracy focus.

Trends from data analysis, surveys, VOSS discussions and teacher feedback indicated the areas for development are

- Writing, across all stages; including spelling, grammar and punctuation.
- Communication and feedback about student learning, growth and expectations
- Accessing quality Professional Learning.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

Innovative Learning **VISIBLE LEARNING**

Purpose

To foster the delivery of a high standard curriculum that inspires all students to achieve, grow and be successful in an innovative learning environment.

Overall summary of progress

Most students are able to articulate what they are learning, how they have achieved this and how they know if they have been successful. All staff and students can use the continuum to identify individual learning goals in writing. Some students are able to utilise the continuum to set goals for future learning and reflect further on their learning. Staff have had the opportunity to engage in professional learning about writing exemplars and 'bump it up walls' and how these can be used to support independent writing improvement for all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All staff will be able to identify a quality writing sample for each cluster and create an annotated exemplar resource for their classroom. All classes will know what is a good learner, using learning intentions, success criteria and individual goals along with feedback in writing sessions. 50% of students will fully understand what these mean and feedback to students will be based around these.		

Next Steps

Students will identify and articulate learning intentions and success criteria in literacy and numeracy.
Students and parents will be able to identify and use the language associated with growth mindset approach to learning.
All students will be able to set a learning goal for literacy and numeracy after feedback.
Students will engage in peer feedback.

Strategic Direction 2

Working Together CONNECT

Purpose

Provide all staff with an opportunity to identify, understand and implement the most effective teaching methods focusing on evidence based teaching. Through VOSS collaboration and team planning, teachers will have the opportunity to use student assessment data to identify student achievement, future progress to inform and develop across stage learning and assessment activities that will be measured against the outcomes of the curriculum. This is linked to the Teaching Domain, collaborative practice element within the School Excellence Framework.

Overall summary of progress

All VOSS schools

- implemented the writing assessment plan
- Writing samples marked against the writing rubric
- CTJ of student writing across schools through dialogue
- improved understanding of using continuum

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All schools plot student achievement using the writing continuums to establish VOSS baseline data. Staff will create one rubric per stage per term and measure and assess a writing sample.	All schools collected data that reflected an average growth across K–6 of 20.3%. The annual average growth per year group ranged between 14.3% to 29.9%. The average growth by strand was 15.5% to 24.9%. Schools created common K–6 rubric, based on NAPLAN marking guide. This was used each term to analyse individual writing samples. Teachers met to discuss interpretation of students writing sample against the rubric. As a result of these activities teachers were more competent to plot students on the continuum.	After-school staff meetings and School Development Days

Next Steps

Continue to build on CTJ of writing samples through Professional Learning about the targetted areas of; sentence structure, punctuation and grammar. VOSS writing data suggested that spelling is also an area for improvement. After further representation other data suggests that spelling skills may be incorrectly represented. Establishment of baseline data to identify spelling skills will occur in 2017.

Strategic Direction 3

Building Leaders LEAD

Purpose

Building leadership capacity in innovative practices to deliver quality essential learning to all teachers and students in schools within the learning community.

Overall summary of progress

Leadership density and capacity has lead to focussed and strategic approaches for guiding professional learning and development of staff.

This was achieved through;

- The craft of writing
- L3
- Visible learning
- TOWN

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>The indicators of success will be evident in improved learning outcomes through:</p> <p>* Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the four VOSS project portfolios.</p> <p>* Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.</p>	<p>Four Portfolios is too broad and in 2017 we will focus on one main leadership project to sit under one portfolio of 'Innovative Practices'. Project 1 Literacy. Interested staff utilised 'Craft of Writing' teaching resources to improve the quality of student writing. All kinder teachers continued implementation of L3. Project 2 Numeracy. Targeted staff participated in TOWN training. Project 3 Innovative Practices – Workshops to enhance understanding of learning intentions and success criteria, facilitated students setting individual learning goals. Bump it up walls and writing exemplars were introduced as a tool to support students in this process.</p>	<p>VOSS meetings</p>

Next Steps

After evaluation of efficiency and effectiveness of leadership areas we have refined the leadership projects to sit under one heading, 'Innovative practices'.

Within this area, each area portfolio has an individual action plan, (Literacy, Numeracy, STEM and Visible Learning). This will ensure sustainability across the learning network through clear, achievable goals for leadership teams.

Continue/increase the leadership capacity for all staff members embedded in each action plan.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	20	19	14	14
Girls	14	10	13	15

Enrolments have been stable for the past two years.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96	95.7	93.8	95.7
1	88.4	97.2	89.1	94.4
2	95.9	98	95.8	96.1
3	96.3	98.6	96.8	97.1
4	92.1	98.9	93	97.8
5	95	97.3	94	95.3
6	89.9	99.5	91.2	91.9
All Years	92.8	97.5	93.5	95.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Management of non-attendance

At the beginning of each year parents are notified that all students are expected to attend every day unless absent for a bona fide reason. Attendance data is regularly checked. Questionable attendance is discussed with parents. For continuing or unresolved attendance problems, a Learning Support Team meeting, involving the Home School Liaison officer is convened.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Classroom Teacher(s)	1.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration & Support Staff	0.9
Other Positions	0.01

*Full Time Equivalent

There are no teachers who identify as ATSI.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	

Professional learning and teacher accreditation

All staff were involved in Professional learning activities accessed via adobe connect sessions, school based, as part of our learning community, DoE registered and accredited courses conducted by outside agencies during 2016. This consolidated and extended areas of learning for staff K-6 in key focus areas. Mandatory training was undertaken when required. Where possible, training was scheduled on MyPL@det to ensure accuracy of training data and records. Expertise within the school was used to support staff in the majority of professional learning and in the development of skills.

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to 1st December 2016 and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Income	\$
Balance brought forward	55 173.71
Global funds	56 504.61
Tied funds	45 116.63
School & community sources	25 056.43
Interest	1 217.19
Trust receipts	2 667.40
Canteen	0.00
Total income	185 735.97
Expenditure	
Teaching & learning	
Key learning areas	14 571.90
Excursions	6 531.86
Extracurricular dissections	8 723.10
Library	2 082.52
Training & development	54.55
Tied funds	54 150.46
Short term relief	11 023.15
Administration & office	22 234.01
School-operated canteen	0.00
Utilities	7 135.54
Maintenance	6 836.10
Trust accounts	2 667.40
Capital programs	0.00
Total expenditure	136 010.59
Balance carried forward	49 725.38

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Due to the small numbers of students enrolled in each

grade and to maintain privacy of results the My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

Delete text not required.

Parent/caregiver, student, teacher satisfaction

Parents are committed to supporting the academic, social and wellbeing programs offered at Newrybar Public School. There is a high level of parent involvement in the school as a community. Parents and family participation in functions such as school assemblies, Book and Easter Hat parade and Presentation night is consistently over 90% with 100% of families involved regularly. Areas of concern for parents continue to be bus availability and negative misperceptions in the broader community about the school, especially regarding long term viability and access to extra curricula programs including music and sport. Communication to parents has been discussed regularly and increasing communication via social media will be investigated in 2017.

Staff speak positively about Newrybar and are here by choice. It is considered to be a well resourced, supportive and innovative school offering a vast range of academic and extra curricula opportunities for all students. Staff speak positively about learning opportunities for all students. Access to researched based, best practice professional learning and pedagogy is another feature of the school highly regarded.

Students enjoy coming to school, can talk to teachers freely, feel that the teachers know them well and care for them and "don't understand why anyone would ever want to be leave here". Students like the range of learning opportunities they can choose, like the freedom to play outside with children of all ages and feel safe and happy at Newrybar.

Policy requirements

Aboriginal education

Aboriginal perspectives are included across all Key Learning Areas. Students learn about and develop a knowledge of contemporary and traditional Aboriginal culture through integrated units in literacy, numeracy, geography, history, games and creative arts. A high light of the year was to participate in the Dolphin Dreaming experience at Byron Bay.

Multicultural and anti-racism education

Tolerance and respect for all people is specifically addressed through Wellbeing and Values programs. Understanding of different cultures and Australia as a multicultural nation is taught in integrated units. Quality literature, counting systems from other countries and developing and understanding of our Asian neighbours are examples of these. Newrybar has a trained ARCO.