

Newbridge Heights Public School Annual Report



2016



4499

Introduction

The Annual Report for 2016 is provided to the community of Newbridge Heights 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.

Mrs Irene Faros

Principal

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Message from the Principal

I am pleased to present the 2016 Annual School Report to the school community. This report reflects upon the advances our school has made towards our school vision— at Newbridge Heights Public School we facilitate a learning community which enables students to be articulate, self motivated lifelong learners who can successfully use and evaluate information in a future focused environment.

As a result of our school initiatives in 2016, students are better aware of the criteria required to move to the next level of learning. Students and teachers together reflect upon student progress. Students peer teach each other and students have become better able to reflect upon their engagement during a lesson and recognise and support other students to become better engaged.

In addition, technology is increasingly utilised to engage students in the process of collaboration, to provide instant recognition, to refine research skills and to present findings in innovative ways.

Our highly dedicated staff work together to provide an inclusive environment where all students are encouraged to achieve their best.

This report also celebrates the outstanding academic results achieved in 2016— a credit to our whole school community.

School background

School vision statement

At NHPS we facilitate a learning community which enables students to be articulate, self motivated life long learners who can successfully use and evaluate information in a future focused environment.

School context

Newbridge Heights Public School plays a vital role in shaping the lives and learning of our students. Our school shares this responsibility with supportive parents, carers and the wider community. Together we nurture the development of the whole child.

The school enjoys a remarkable culture of achievement and this is reflected in its well-deserved pre-eminent status as an excellent educational institution in South West Sydney. Our school provides the best in public education and is committed to the core values of excellence, equity, integrity and respect for all.

While the teaching of literacy and numeracy is the cornerstone of learning for our students, the school provides a broad comprehensive education. Through its diverse curriculum, Newbridge Heights PS contributes significantly to the development of skills in areas such as sport, performing arts, student leadership, personal resilience, social interaction and the use of digital technology.

Our students showcase their talents through the school dance troupe, Hip Hop group, Jump Rope for Heart skipping squad, choirs, music enrichment groups, Footsteps Dance and community of schools concerts. Our sporting program includes interschool sports competition, swimming, athletics, cross country and the development of fundamental movement skills. We actively celebrate student participation and achievement.

The Moorebank Community of Schools (Newbridge Heights Primary School, Chipping Norton Primary School, Nuwarra Primary School and Moorebank High School) work together to provide quality professional learning activities for staff, student interaction, and opportunities, such as the combined schools concert, to showcase student achievements.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued. This year, our school undertook self-assessment using the School Excellence Framework. The framework 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. During 2016 an increased number of staff reflected on the School Excellence Framework as a tool to inform, monitor and evaluate our teaching practice. During the Staff Development Day in Term 4, teachers examined the School Plan 2015–2017 to determine areas of strengths and development as we continue our journey of excellence.

In the domain of learning, our school has primarily focused on the area of Curriculum and Learning. Class programs have been tailored to incorporate differentiation to meet the varied student needs. Formative assessment, primarily through the implementation of data walls, enables students to better understand the next required steps in their learning. Our action research project on student engagement has successfully provided students with the skills to self regulate and improve upon their own engagement.

In the domain of teaching, our focus has been on Learning and Development. As teachers, we have participated in the first full cycle of the Professional Development Plan process in 2016. Teachers negotiated professional goals aligning with the Australian Teaching Standards, participated in formal observations and reflected upon their teaching to further improve. There was a focus on teachers sharing their expertise with other staff.

In the domain of Leading, our school has primarily focused on Leadership. Our 2015 – 2017 School Plan includes for leadership development and succession planning. All staff have an understanding that leadership is defined at Newbridge Heights Public School as a role any staff member can undertake. Interested staff have been supported in their professional leadership endeavours through programs including Growth Coaching, Beginning Teachers Network, Highly Accomplished Teachers network and mentoring. 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

Developing Future – Focused Citizens

Purpose

To build student capacity, within an interactive, global environment, to be creative and to think deeply and logically. Future successful citizens will be collaborative, self – evaluative, innovative and resourceful with strong social connections.

Overall summary of progress

In 2016, a team of teachers attended professional learning in the inquiry based learning process. The inquiry process was implemented via the library program for Years 3–6. All staff participated in inquiry based learning professional learning at the end of Semester 1 and utilised this professional learning in the development of inquiry based History units for Semester 2. A number of classes also participated in Self Organised Learning Environment (SOLE) lessons. The inquiry based learning process was also introduced to K–2 classes as part of implementing the new History and Geography syllabus documents.

Digital Citizenship was a focus of student learning early in 2016 which was complemented with a well attended parent information session. The school infrastructure continued to be upgraded with the purchase of additional ipads and laptops and the wireless capability of the school was upgraded. Staff continued to participate in professional learning to utilise technology in a variety of ways in the classroom including Google Apps, Google Drive and Google Classroom.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased percentage of classrooms incorporating Inquiry Based Learning in their practice.	A number of staff attended professional learning in the Inquiry Based Learning process resulting in this pedagogy being increasingly introduced in most K–6 classrooms.	Professional learning \$7500
By the end of 2017 the BYOD policy will be trialled with at least 2 classes across 3–6, using technology in innovative ways to connect with and deliver content.	Upgrade of technology and wireless capability including 3 interactive whiteboards replaced, purchase of additional laptops and Ipads and increasing the wireless connectivity in the library and the 3–6 classrooms. Staff professional learning in innovative use of technology to support learning.	Interactive whiteboards , iPads, laptops and infrastructure for increased wireless connectivity 3–6. \$18000

Next Steps

In 2017 we will aim to provide professional learning in inquiry based learning to additional staff to support the delivery of inquiry questions in the History, Geography and Science and Technology syllabus documents. In particular Science and Technology programs will be reviewed to ensure working technologically and working scientifically outcomes are incorporated. We will provide opportunities for the community to develop an understanding of SOLE learning. Finally, in order to develop our students inquiry skills we will be investigating the implementation of STEM (A program incorporating Science, Technology, Engineering and Mathematics) in other schools and trialling it with a number of classes at Newbridge Heights PS.

Strategic Direction 2

Challenging and Engaging Curriculum

Purpose

To deliver explicit, high level educational practices where there is sustained improvement in all student learning through informed teaching practices and a deep understanding of curriculum.

Overall summary of progress

Staff utilise various formative assessment strategies to check for student understanding during a lesson. Staff implement visual tracking via data walls or 'I Can' books so students are aware of the next teaching steps.

The second project was supporting the implementation of the recently introduced syllabus documents. This year our two twilight professional learning sessions was focused on Mathematics, and the staff were also supported in the implementation of the History and Geography syllabus documents with the development of a scope and sequence chart.

The third project enabled staff to further develop capacities to differentiate class programs to meet the varied ability needs of the class and this project on differentiation was supported by the existing and additional Learning and Support and English as an Additional Language staffing allocation.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Data from formative assessment shows increased effective application of teaching strategies supports improved student learning outcomes.	Professional learning for all staff in formative assessment strategies K–6 Implementation of data walls K–6 which are displayed in each classroom.	
School Excellence Framework data indicates an improvement in the delivery of curriculum in a well sequenced manner supporting improved student learning outcomes.	Professional learning for all staff in the areas of place value, measurement, poetry, TEN (targeting Early Numeracy) and TOWN (Taking off With Numeracy) leading to teaching and learning sequences that incorporate all syllabus outcomes and staff being better able to target student need.	Subscription to 'A Learning Place' website \$7500 Maths consultancy \$2000 TEN and TOWN training \$2000
School effect size indicates a year's improvement for 80% or more of our identified cohort.	Professional learning for staff in the areas of differentiation and data gathering. Existing and additional EAL and Learning and Support staffing employed.	\$200 000 for EAL and Learning and Support staffing.

Next Steps

In 2017, we will refine our formative assessment practices with a focus on a different formative assessment strategy each term. We will identify a middle cohort within each stage and provide additional professional learning and learning and support time to ensure these students gain appropriate growth. To delivery of the Science and technology program will be reviewed to ensure Working Scientifically and Working Technologically outcomes are also included and we will begin to use our alliance with local schools to examine the use of textual concepts to deliver the English syllabus.

Strategic Direction 3

Dynamic Learning Community

Purpose

To build a learning community focused on professional learning to increase educator effectiveness, develop leadership capacity and the results for all students. Members of the learning community are committed to continuous improvement, collective responsibility, and goal alignment.

Overall summary of progress

To build the capacity of our teaching staff, we have focused on our whole school initiatives to drive teacher professional learning. Predominantly, this has been in the following areas: maths, differentiation, formative assessment, Google Apps, Inquiry Based Learning, the History Syllabus and the Action Learning for Innovation project centred around student engagement.

Staff seeking leadership opportunities or opportunities to develop their leadership capacity, were offered numerous opportunities. These included: growth coaching training and opportunities to coach colleagues, mentoring professional learning and the Action Learning for Innovation project with opportunities to lead the project in the school and to work with colleagues to analyse practice through observations and collegial discussions .

To build authentic partnerships with the parents and the community, we have focused on a few initiatives to encourage parent involvement in their child's learning. There were numerous opportunities for parents to participate in workshops. Parents learned along side staff for some of the workshops. An identified area for review, was the school Homework Policy. To ensure its authenticity, parents were asked to join the committee. Staff and parents worked closely together to prepare surveys to gather data from the community, analyse data, write a draft policy document ,devise a procedures document to work alongside the newly written policy and to trial the new homework format in selected classes across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Increased number of staff involved in working towards higher levels of accreditation and Principal Credentials. In creased number of staff leading school initiatives.	9 staff trained as growth coaches 4 staff supported via the mentoring program 6 staff working towards accreditation 1 staff member attending lead accreditation meetings	Growth Coaching \$5000 QTSS funding \$20000
An increase in the number of school initiatives the whole school community consults in.	Parent information sessions on Digital Citizenship and students with additional learning needs. Parent participation on one merit selection panel. Parent representation on the Homework Policy review committee which has resulted in a new policy for 2017.	

Next Steps

In 2017 we will expand networks with authentic purpose to further develop teaching practice and enhance teacher and leadership capacity through our leadership of the Beginning Teacher Network and encouraging staff to participate in the Principal Credentials Program. We will update our school's website and we will introduce a school Facebook page to enhance communication. We will also participate in the Tell Them From Me Survey which will provide us with additional information to utilise authentic student voice and community consultation. In 2017 we will consult with parents as part of the student welfare review.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Funding was used to support the development and monitoring of Personalised Learning Pathways. Our data indicates that 100% are achieving at stage appropriate outcomes or above.	\$5 000
English language proficiency	Funding was used to employ classroom teachers to support EAL/D programs.	\$114 000
Low level adjustment for disability	<p>All students requiring adjustments and accommodations are catered for within the school.</p> <p>106 students required adjustments to cater for a disability. 65 students required quality teaching adjustments, 36 students required supplementary and 3 students required substantial levels of adjustments. Most of these students were able to achieve stage appropriate outcomes or above.</p> <p>Funds were allocated to employ Learning and Support staff and School Learning Support Officers to assist the delivery of differentiated programs within the classroom and social skills in the playground.</p>	\$137 000
Quality Teaching, Successful Students (QTSS)	4 identified staff members in their beginning years of teaching were aligned with a mentor. 5 teachers were supported with their accreditation requirements with 2 staff completing their accreditation.	Semester 2, 2 days per week teaching allocation
Socio-economic background	Additional classroom teachers were employed to support class programs and EAL/D programs.	\$24 000
Support for beginning teachers	Two staff members were eligible for support through this funding in 2017. Additional planning time and, where appropriate, mentoring relationships were established, reduced roles and responsibilities were catered for and opportunities to view more experienced teachers was provided.	\$26 000
Targeted student support for refugees and new arrivals	All students identified as New Arrival were identified and assessed for additional English Language Support.	1 day per fortnight teaching allocation for eligible students for three terms.

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	284	300	310	314
Girls	300	308	308	313

Newbridge Heights Public School continues to enjoy an excellent reputation as a school of choice in the local area and therefore the school continues to experience stable enrolment numbers.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	96.9	95.8	94.7	95.2
1	95.1	94.6	95.1	95
2	96.7	95.7	95.5	95.3
3	96.2	95.1	94.6	94.6
4	95.5	96.4	95.2	94.7
5	95.3	94.9	94.6	95
6	93.7	94.7	94.1	94.7
All Years	95.6	95.3	94.8	94.9
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

Class sizes

Class	Total
KP	22
KI	22
KB	21
KR	22
1/2B	25
1L	26
1J	25
1D	26
2E	24
2S	24
2P	24
3M	26
3J	26
3/4C	30
3T	26
4G	29
4F	29
4D	30
5R	24
5K	23
5/6N	28
5/6D	30
6A	27
6J	27

Management of non-attendance

The student attendance at Newbridge Heights continues to be above state average. Even so, our school is proactive in managing student non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored through consistent communication with parents, meetings with the Class teacher and/or Deputy Principal and stringent adherence to HSLO procedures.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	0.8
School Administration & Support Staff	4.06
Other Positions	0

*Full Time Equivalent

In 2016 3% of our workforce identified as Aboriginal.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	60
Postgraduate degree	40

Professional learning and teacher accreditation

At Newbridge Heights PS we currently have six staff working towards gaining their accreditation at the proficient level. There are 10 staff members currently working towards maintaining their accreditation. One staff member is working towards gaining a higher level of accreditation. In 2016 \$23 000 was spent on teacher professional learning. All school staff participated in Staff Development Days at the beginning of Terms 1, 2 and 3. All staff participated in two twilight professional learning sessions and there was one Staff Development Day at the end of the year. During these professional learning days mandatory training including anaphylaxis, Child Protection, Emergency Care and CPR were completed as well as professional learning in the numeracy strands of place value and measurement, school self evaluation and the new History and Geography syllabus documents. These professional learning sessions supported staff to increase their

curriculum knowledge and contribute to whole school improvement.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
Balance brought forward	194 179.34
Global funds	330 736.91
Tied funds	216 674.62
School & community sources	285 372.58
Interest	5 267.86
Trust receipts	77 924.25
Canteen	0.00
Total income	1 110 155.56
Expenditure	
Teaching & learning	
Key learning areas	34 240.27
Excursions	52 011.64
Extracurricular dissections	122 217.91
Library	7 388.87
Training & development	4 919.55
Tied funds	129 122.09
Short term relief	85 121.60
Administration & office	84 464.57
School-operated canteen	0.00
Utilities	61 258.11
Maintenance	53 482.41
Trust accounts	78 686.45
Capital programs	0.00
Total expenditure	712 913.47
Balance carried forward	397 242.09

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	424 538.71
(2a) Appropriation	401 307.59
(2b) Sale of Goods and Services	3 833.60
(2c) Grants and Contributions	19 090.61
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	306.91
Expenses	-211 713.85
Recurrent Expenses	-211 713.85
(3a) Employee Related	-84 246.18
(3b) Operating Expenses	-127 467.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	212 824.86
Balance Carried Forward	212 824.86

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	3 860 396.84
Base Per Capita	33 204.15
Base Location	0.00
Other Base	3 827 192.69
Equity Total	280 356.00
Equity Aboriginal	5 188.01
Equity Socio economic	24 449.14
Equity Language	113 702.97
Equity Disability	137 015.88
Targeted Total	0.00
Other Total	47 712.77
Grand Total	4 188 465.61

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.

Compared to average schools, the value added for growth between Kindergarten and Year 3, according to Best start and NAPLAN data has been categorised as excelling.

The amount of growth between Years 3 and 5 has been measured at 91.2 compared to 83.7 in similar schools and categorised as excelling.

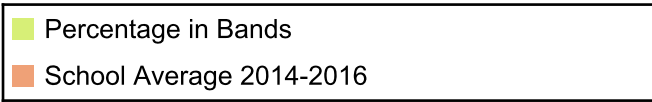
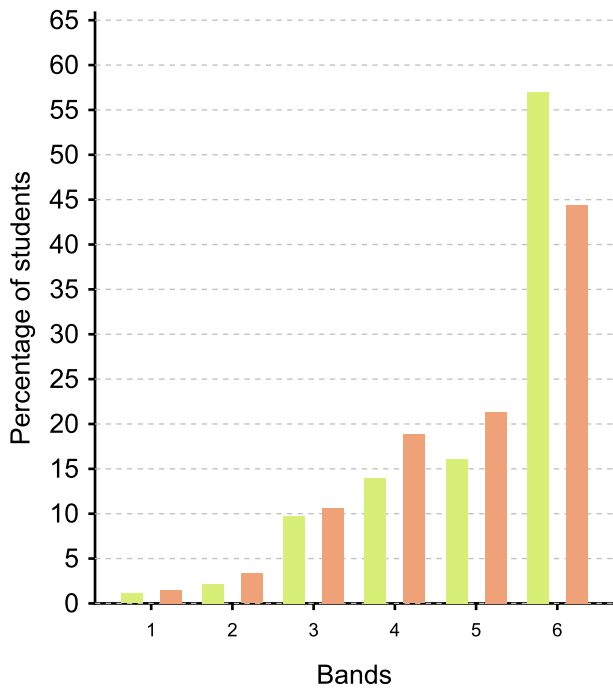
The amount of growth achieved by students between Years 5 & 7 (generally Stage 3) has been measured at 45.2 compared to similar schools measuring 42.7

There were 56% of students in the top two NAPLAN bands for Year 3 (Reading and Numeracy) compared to similar schools with 47%.

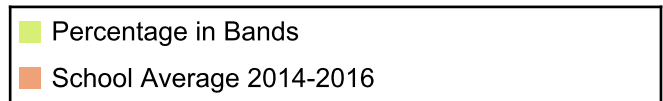
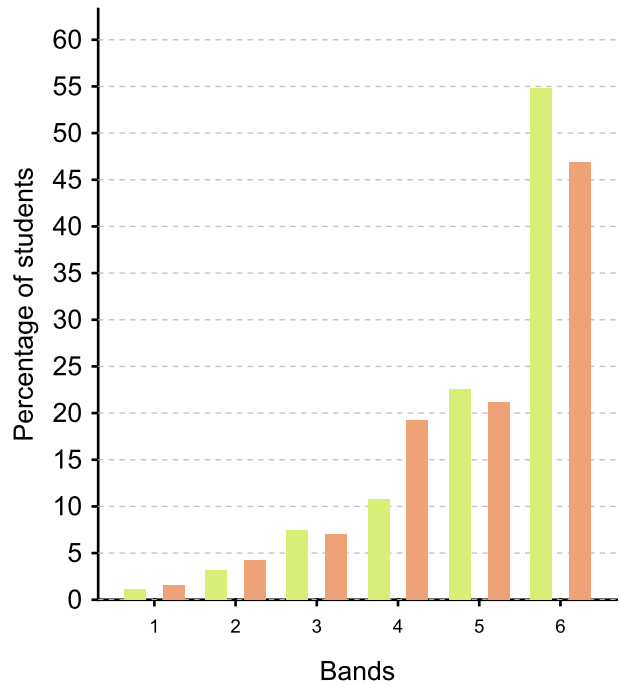
There were 51% of students in the top two NAPLAN bands for Year 5 (Reading and Numeracy) compared to similar schools with 38%.

There were 38% of students in the top two NAPLAN bands for Year 7 (Reading and Numeracy) compared to similar schools with 34%

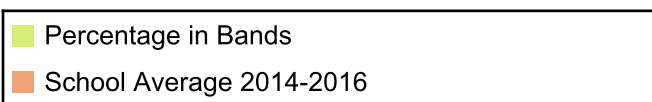
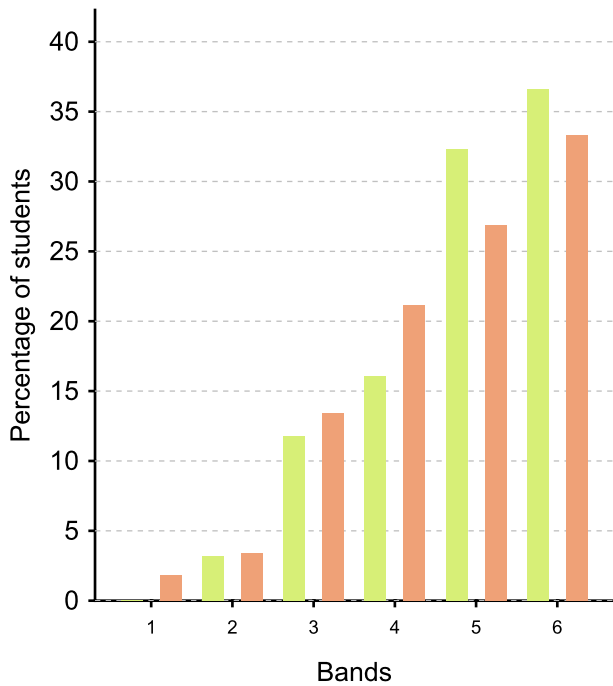
Percentage in bands:
Year 3 Grammar & Punctuation



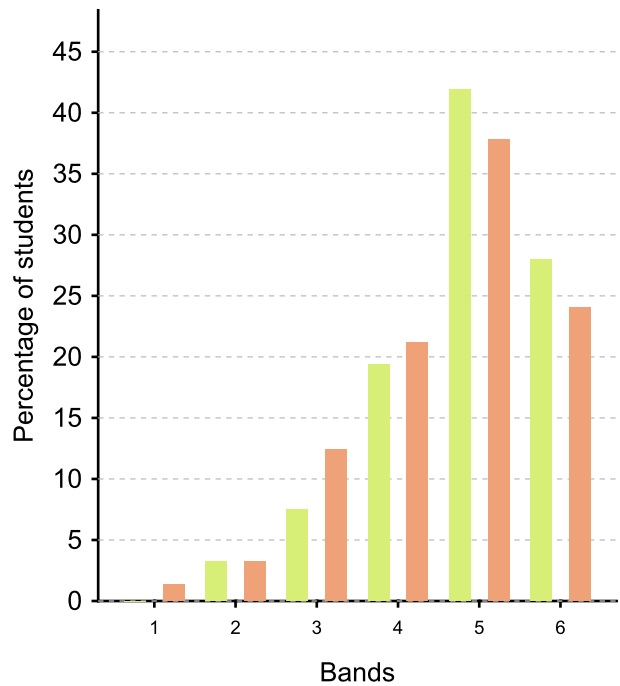
Percentage in bands:
Year 3 Spelling



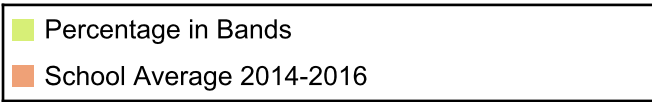
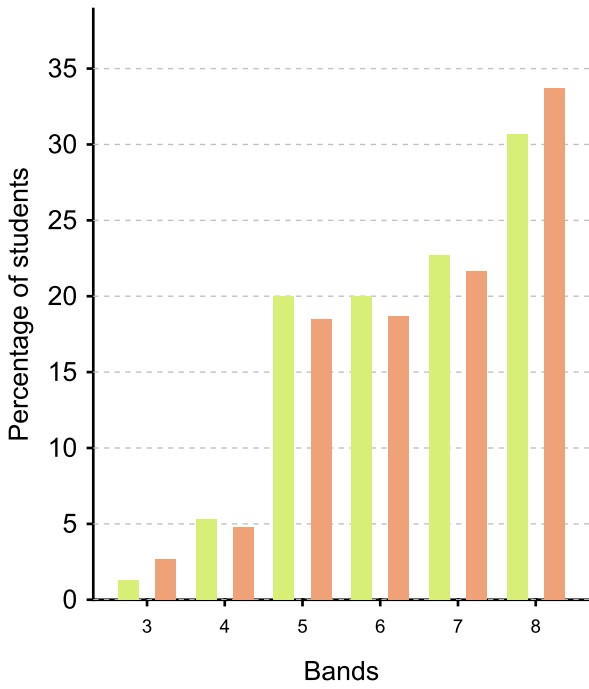
Percentage in bands:
Year 3 Reading



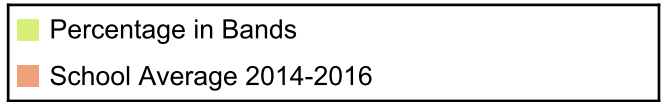
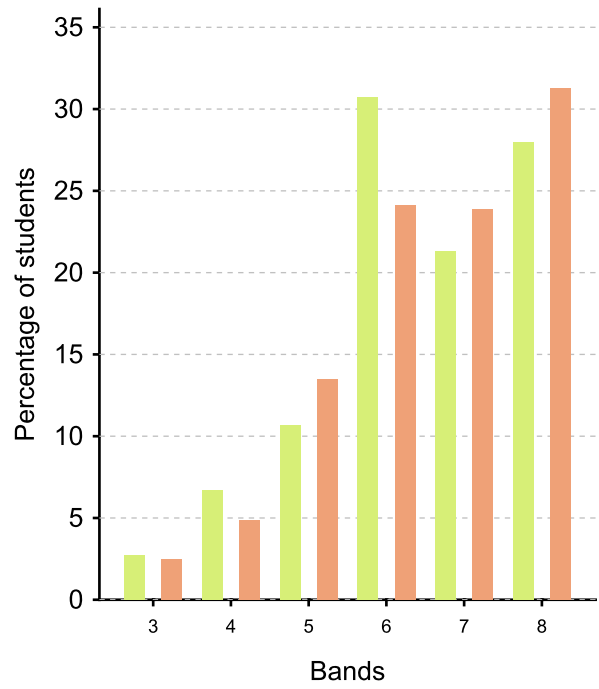
Percentage in bands:
Year 3 Writing



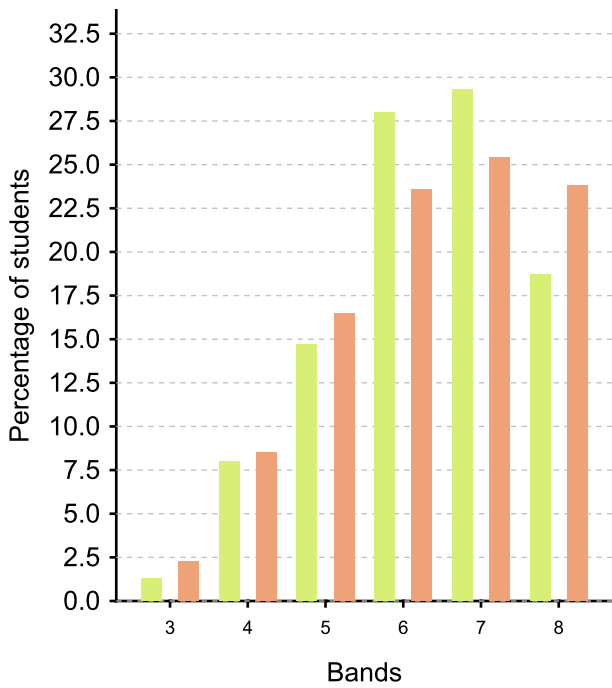
Percentage in bands:
Year 5 Grammar & Punctuation



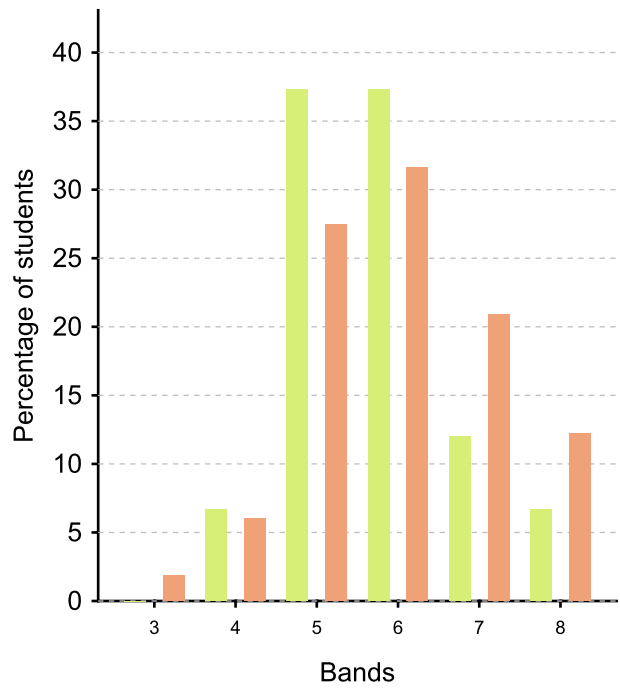
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



Parent/caregiver, student, teacher satisfaction

Homework has previously been identified as an area of parent and teacher concern in two previous surveys. As a result, the Homework Policy was reviewed in 2016. Interested staff came together with community members and completed an analysis of research into homework. Staff, parents and students were surveyed. The results indicated a vast amount of difference on the opinion of homework within our school community. As a result of the surveys, research and examining homework practices in other school settings a new model of homework was developed with a compulsory section, an optional section and an option to opt in or out of homework. This homework was trialled for a period during Term 4 in at least one class per stage. Results of the trial were positive and full implementation is to occur in 2017 with an evaluation at the end of the year.

Policy requirements

Aboriginal education

Newbridge Heights PS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education.

Our school promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- * Acknowledging traditional custodians of the land in assemblies and an Acknowledgement of Country plaque is displayed in the school hall.

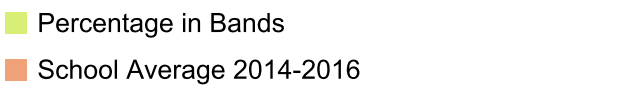
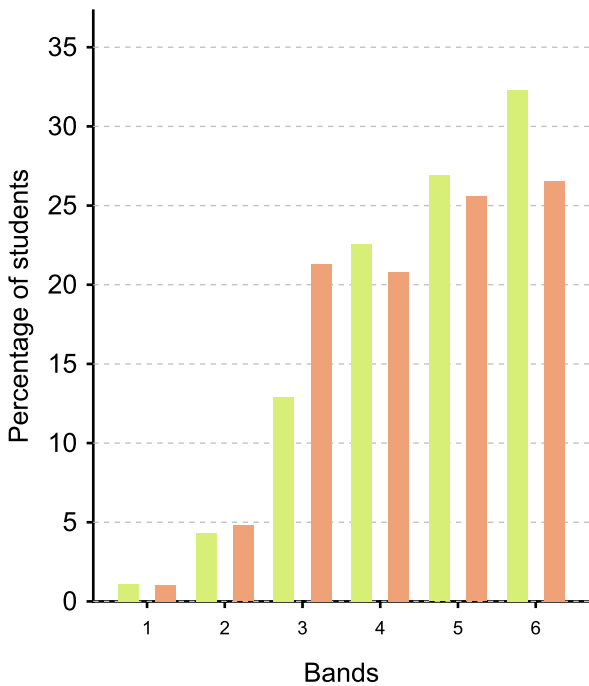
- * Integration of aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.

Multicultural and anti-racism education

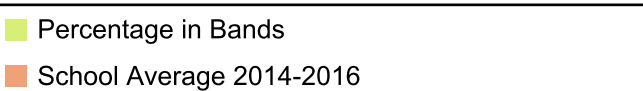
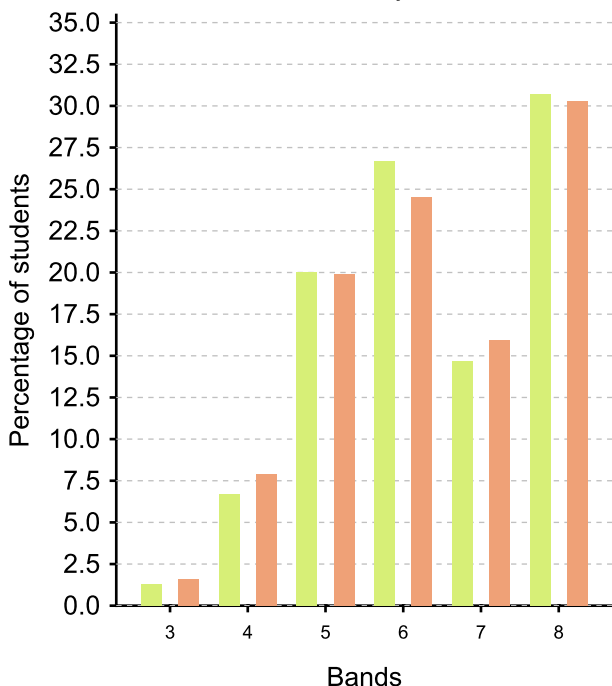
The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules help to support these values.

Our Celebration of Life parade held around Easter this year shows how the students, teachers, parents and community are working harmoniously together.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.