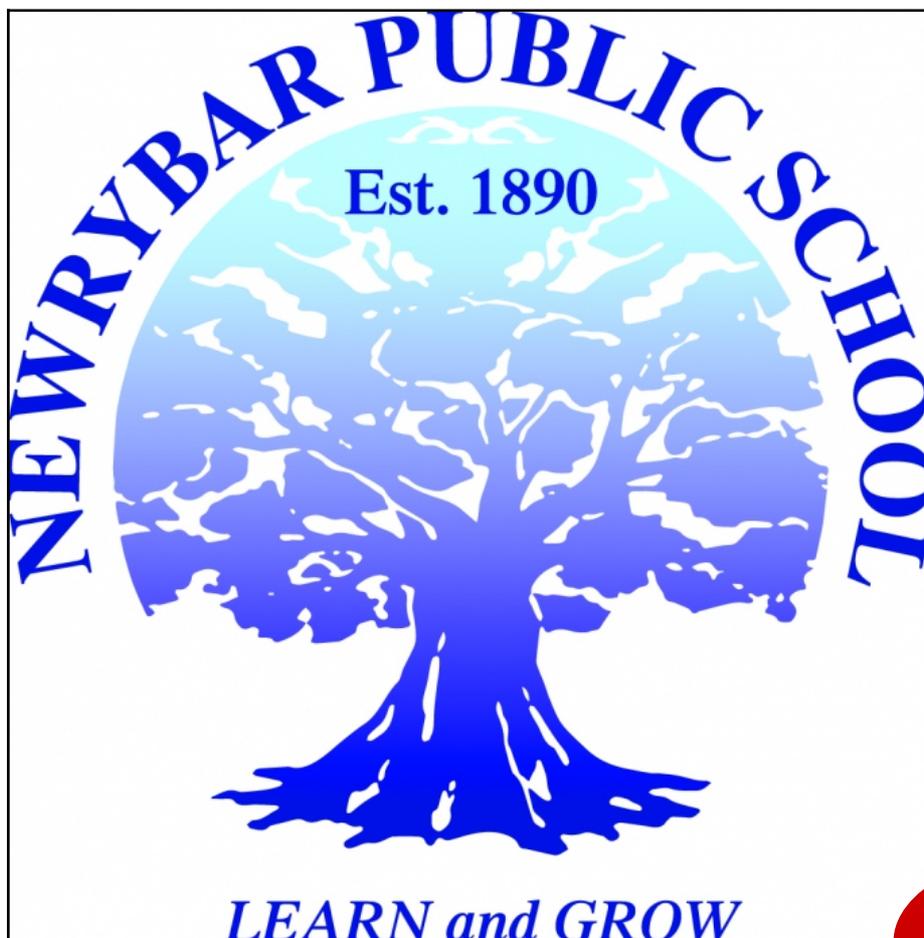# Newrybar Public School

Annual Report

2017

2741

Introduction

The Annual Report for 2017 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.

Ms Judith Albans

Principal

School contact details

Newrybar Public School
Pacific Hwy
Newrybar, 2479
www.newrybar-p.schools.nsw.edu.au
newrybar-p.School@det.nsw.edu.au
6687 1343

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 anddevelop 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 ofAustralian Teaching Standards.

NewrybarPublic 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 supportedby providing diverse, engaging and challenging learning, in a caring, safe andaccepting environment so that each student achieves his or her full potential.

School context

Valleyof Small Schools (VOSS)

The VOSS is a group of small schools learning in diverse communities across the BrunswickValley 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 ofstudent 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 aboutstudent learning, growth and expectations
- Accessing qualityProfessional Learning.

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.

Learning: Culture

There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning. The school collects and analyses information to inform and support students' successful transitions. Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes.

Learning: Wellbeing

Every student can identify a staff member to whom they can confidently turn for advice and assistance at school. Students, staff and the community recognise that student wellbeing and engagement are important conditions for learning. There is school–wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Expectations of behaviour are co–developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly,consistently and supportively applied across the school.

Learning: Curriculum

The school's curriculum provision and evidence–based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills. The school monitors and reviews its curriculum provision to meet changing requirements of the students. Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them. Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.

Learning: Assessment

Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers. Assessment is a tool that supports learning across the school.Teachers use reliable assessments to capture information about student learning. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.

Learning: Reporting

The school analyses internal and external assessment data to monitor and report on student and school performance. Student reports are personalised and comprehensive, providing detailed, clear and specific information about student learning, growth, next steps and improvement measures, as well as relevant contextual and/or comparative data. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

Learning: Student performance measures

The school's value–add is not significantly lower than the value added by the average school. The school identifies growth targets for individual students, using internal progress and achievement data. The school uses internal as well as external assessments (NAPLAN) to assess student progress and achievement against syllabus outcomes.

Teaching: Effective classroom practice

All lessons are systematically planned as part of a coherent program that has been collaboratively designed. Accommodations and adjustments are made to suit needs as they arise. Lesson planning references student information including progress and achievement data, curriculum requirements,and student feedback, and provides continuous improvement for all students, across the full range of abilities. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. All classrooms and other learning environments are well managed within a consistent, school–wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption. Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.

Teaching: Data skillsand use

Teachers access and engage in professional learning thatbuilds skills in the analysis, interpretation and use of student progress and achievement data. The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementationof new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN,) with internal measures to build

consistent and comparable judgement of student learning.

Teaching:Professional standards

Teachers use the Australian Professional Standards to measure themselves, reflect on their practice and plan for and monitor their own professional development to improve their performance. The school monitors the accreditation status of all staff and encourages the pursuit of higherlevels of accreditation. All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement. All teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, in all subject areas, with success that can be measured by improved student progress and achievement data.

Teaching: Learningand development

Teachers engage in professional discussion and collaborateto improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. The staff evaluate professional learning activities to identify and systematically promote and implement the most effective strategies to improve teaching and learning. Teachers collaborate with staff in other schools to share and embed good practice. Teaching staff demonstrate and share their expertise within their school and with other schools. All teachers have expert contemporary content knowledge and deploy effective teaching strategies. The school trials innovative practices and has processes in place to evaluate, refine and scale success.

Leading: Educational leadership

Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning. Teaching and non–teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

Leading: School planning, implementation and reporting

The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. The school plan aligns to student and system priorities and ensures responsiveness to emerging needs. The school collects and analyses learning and wellbeing data to monitor the achievement of milestones and review, self–assess and report performance annually.

Leading: Schoolresources

The leadership team allocates non–educational administrative tasks to appropriate non–teaching staff. All staff use technology available to streamline the administrative practices of the school. The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting. Technology is effectively used to enhance learning and service delivery. The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.

Leading: Management practices and processes

The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need. All school staff are supported to develop skills for the successful operation of administrative systems and a positive customer service ethic is evident. The leadership team analyses responses to school community satisfaction measures. Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

https://education.nsw.gov.au/teaching–and–learning/school–excellence–and–accountability/sef–evidence–guide

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

Professional development has occurred in teacher's knowledge of assessment for, as and of learning in Writing. Inter–school professional learning has been provided for teachers to collaboratively analyse data to program explicit and systematic teaching with a focus on feedback. Professional learning was differentiated for all staff across the Visible Learning Hub schools who developed an understanding of setting learning goals using the literacy continuum and English syllabus.   Teachers analysed the four levels of feedback and began to develop their understanding if the importance of various feedback strategies to support writing. The impact of the teaching and learning cycle was consistently evaluated using pre– post assessments.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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.	1 x half day per teacher from Professional learning funds Combined SDD Teacher RFF time Staff meetings	Students in K–6 are using learning intentions and success criteria while working and evaluating their writing. They are beginning to independently identify how and when they are using the characteristics of an effective learner and identify where they are with their success criteria learning and what they need to do to keep improving. Staff professional learning activities have successfully ensured that quality; learning intentions, success criteria and feedback strategies have been utilised as part of the teaching and learning programs. Reinforcement of learning dispositions have seen students articulating the attributes of a good learner. Staff successfully used the VoSS assessment plan to support writing feedback, class PD/H programs to reinforce learning dispositions , clusters to devise individual learning goals, writing exemplars to self assess writing, staff meeting discussions and CTJ to give quality, accurate feedback about student writing. Teachers used Classroom walkthroughs to observe and provide formative feedback. Teachers and Leaders used class walkthroughs to reinforce key messages and share knowledge for growth, at combined professional learning activities.The text in this column has been imported from your School Plan. Copy the relevant information into the appropriate field below.

Next Steps

- Students use success criteria to become assessment capable learners.
- Teachers gain a greater understanding of innovative practices for student growth.
- Collaborative development of units of work that result in students reporting their understanding of individual learning to peers, parents and teachers.
- Structures are in place to enable teachers to practice innovative pedagogy.

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

Teacher's confidence and capacity to effectively collaborate to develop common writing assessment tasks, marking rubrics and integrated units if work have markedly improved. VoSS teachers planned integrated learning units, focusing on the incorporation of History, Geography, Science and English. Teachers continued to refine assessment and CTJ practices, working on consistency across VoSS schools . After the collaborative construction of grammar and punctuation 'I can" statements,   students were provided with opportunities to monitor individual progress and develop learning goals for writing growth. VoSS leadership team led the delivery of teacher professional learning involving staff from the Community of Schools. A comprehensive data bank, demonstrating the growth in writing skills over time for all students, has been established.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All schools plot student achievement using the NAPLAN writing rubric to establish and measure individual student growth over time to enhance teaching and learning programs.	staff meetings and PL time 2 x half days per teacher.	All staff jointly completed student friendly 'I Can' statements in grammar an punctuation based on the continuum and syllabus outcomes. Grammar and punctuation scope and sequence implemented across all grades. All staff indicates increased skills, confidence and knowledge to assess student writing using consistent outcomes, based on continuum, syllabus and teacher–designed assessment tasks. All staff confident they are assessing students consistently in writing across the learning community. Staff have reported that there has been an increased understanding of the grammar and punctuation outcomes and content in the English K–10 syllabus. this has been reflected in the teaching and learning programs. K–6 integrated scope and sequence incorporating English, Science, Geography and History was established and provided opportunities for staff to collaborate to develop effective units of work, targeted professional learning, assessment tasks and sharing of resources. Of teachers who collaboratively analysed common writing tasks all demonstrated an improved consistency when identifying individual student achievement against the markers.

Next Steps

- Students refine their writing through enrichment camp.
- Students at school take part in differentiated projects to build skills.
- Inter school Video Conference between students.
- Teacher collaboration in teams and development of unit of work to increase engagement and enrichment.
- The collaborative development of the units result in improved student writing.

- Students success at writers' camp as demonstrated at open day.
- Structures are in place to enable opportunities to collaboratively plan, reflect, improve and deliver innovative pedagogy.

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

We have seen increased leadership capacity within the VoSS community of schools. Leaders are delivering a range of professional learning programs and activities to wider audiences with greater confidence and efficacy. Collaboration and sharing of human resources has seen an improvement in teacher practice an student growth. Data analysis of Teacher feedback indicates that staff enjoy collaborating, working together to achieve a common goals and opportunities to lead. Teachers feel less professionally isolated and more supported as a result of this leadership initiative.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The indicators of success will be evident in improved learning outcomes through: * Establishment of an effective and sustainable framework for tracking the delivery and evaluation of the four VOSS project portfolios. * Project leaders will identify and deliver at least one end desired product and practice as part of an action plan.	$2000 LVLC $800 per teacher, schools to pay. staff meetings 2 days planning at NPS school funded TEN + $900 per teacher	Leaders report enhanced leadership skills, confidence and knowledge to drive growth. Teachers will demonstrate increased leadership skills by sharing and modelling their evidence based practice. All leaders will demonstrate, through use of evidence, a high level of skill to develop growth. Increase the leadership collective efficacy across our schools.

Next Steps

TEN, TOWN, L3, and Visible Learning programs will continue to be introduced and embedded across VoSS community of schools.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	19	14	14	12
Girls	10	13	15	14

Enrolments have been stable for the past four years.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.7	93.8	95.7	94.8
1	97.2	89.1	94.4	92.6
2	98	95.8	96.1	81.9
3	98.6	96.8	97.1	91.8
4	98.9	93	97.8	93.7
5	97.3	94	95.3	98
6	99.5	91.2	91.9	95.7
All Years	97.5	93.5	95.5	92.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

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
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	1.27
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	0.9
Other Positions	0

*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	0

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 2017. 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 both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

The school transitioned to the LMBR system in late 2017.

Receipts	$
Balance brought forward	**49,725**
Global funds	78,210
Tied funds	69,856
School & community sources	18,793
Interest	767
Trust receipts	287
Canteen	0
Total Receipts	167,912
Payments	
Teaching & learning	
Key Learning Areas	9,511
Excursions	762
Extracurricular dissections	4,426
Library	593
Training & Development	5,221
Tied Funds Payments	56,985
Short Term Relief	4,818
Administration & Office	12,101
Canteen Payments	0
Utilities	5,349
Maintenance	3,129
Trust Payments	287
Capital Programs	12,373
Total Payments	115,553
Balance carried forward	**102,085**

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 **Actual** ($)
Opening Balance	0
Revenue	156,347
Appropriation	113,105
Sale of Goods and Services	762
Grants and Contributions	42,391
Gain and Loss	0
Other Revenue	0
Investment Income	89
Expenses	-77,920
Recurrent Expenses	-77,920
Employee Related	-41,268
Operating Expenses	-36,653
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	78,426
Balance Carried Forward	78,426

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as $0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 **Actual** ($)
Base Total	416,536
Base Per Capita	4,432
Base Location	1,682
Other Base	410,422
Equity Total	14,075
Equity Aboriginal	0
Equity Socio economic	1,473
Equity Language	400
Equity Disability	12,202
Targeted Total	45,750
Other Total	4,031
Grand Total	480,393

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

Parent/caregiver, student, teacher satisfaction

Parents say Newrybar Public School

- is a great school where my kids get lots of special attention and their creativity is allowed to flow
- is a breath of fresh air with a great environment and teachers
- is small, peaceful and friendly
- is beautiful with a strong family community
- has lovely students and teachers
- is where the kids are noticed

Parents feel the best assets of Newrybar are

- the size and family feel
- the love
- caring and attentive teachers
- community
- kids of all ages mix together
- personalized learning opportunities and relaxed environment

Parents are committed to supporting the academic, social and wellbeing programs. Parents are involvement in the school as a community. Parents and family participation in functions such school assemblies, Book and Easter Hat parade and Presentation night is usually close to 100% . Areas of concern for parents are about the outdated appearance of the school, bus availability and negative misconceptions regarding student numbers and access to extra curricula programs. Music tuition was introduced in 2017 as a result of parent feedback. Communication to parents has been discussed regularly and increasing communication via social media was introduced as well as all families receiving the newsletter via email.

Staff continue to be positive and energetic. Newrybar is well resourced, supportive and innovative. A vast range of academic and extra curricula opportunities are available for students and quality professional learning supports staff to build capacity. Staff report that Newrybar is a happy and cohesive environment.

Students say the best thing about Newrybar is

- it's a small, happy school
- all the extra things we get to do like Easter hat parade, drama and plays, fireworks, concerts,excursions and swimming
- learning, reading, writing, maths and hard work
- fantastic teachers encourage us to learn, are helpful, they are fun, amazing, kind and support us and we do lots of creative stuff and art
- students and teachers are always saying, 'don't give up'
- amazing equipment, big playground, toys and sandpit to play in
- everyone is friends and included in games
- kinder orientation is fun

Students enjoy coming to school, can talk to teachers freely, feel that the teachers know them well and care for them.

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.

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.