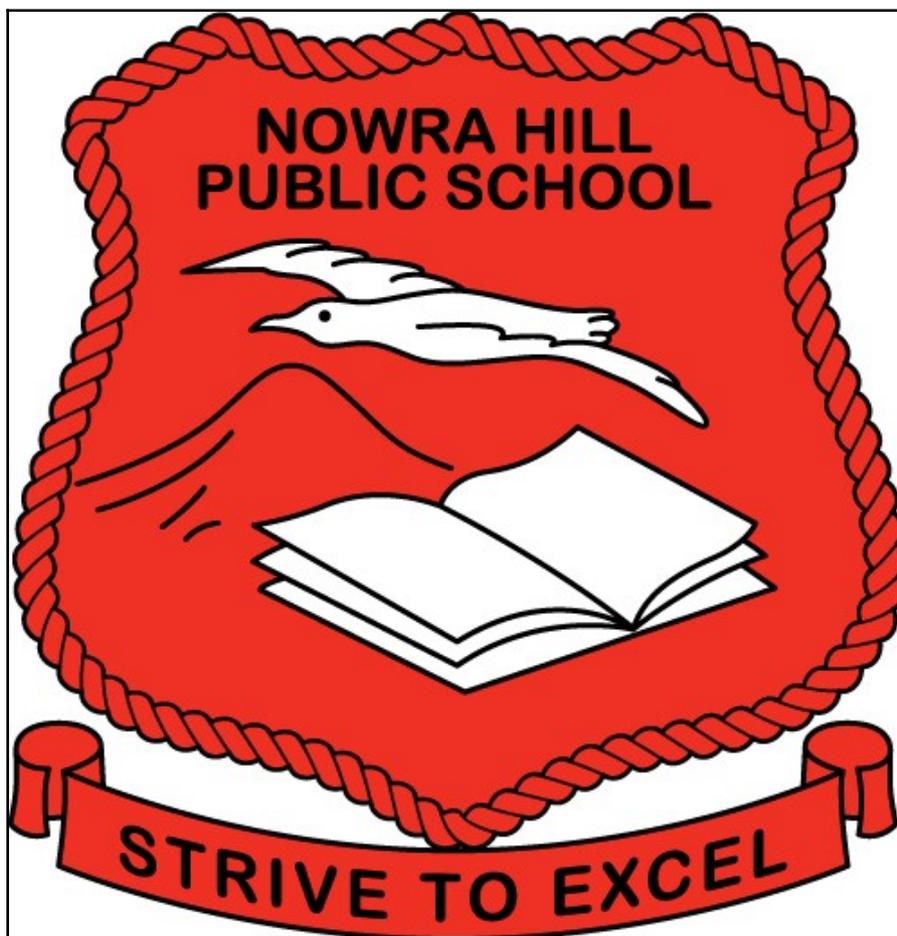# Nowra Hill Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Nowra Hill 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

Our vision –Inspire, Engage and Excel.

At Nowra Hill PS we provide a stimulating, inclusive learning environment. We aim to engage and inspire so that all our learners excel and achieve personal and academic excellence.

At our school we value– Personalised Learning; Relationships Building & Collaboration.

Our students develop the ability to be reflective and responsible learners by being: Creative; Imaginative; Resilient & Perserverant.

Our curriculum and learning community aims to develop confidence in our students to face the challenges within the dynamic and ever evolving world in which they live.

School context

Nowra Hill PS is a 7 teacher school, located eight kilometres south of Nowra, adjacent to HMAS Albatross Naval Base and the Army Parachute Training Base.

The student enrolment of 156 is made up mostly of children from the local school zone. The school also caters for defence families who make up 30% of the school enrolment. The school has a 10% ATSIC student enrolment.

Within the 7 classes there are two straight classes, Kinder and Year 6, with the remainder of classes being composites. The school adheres to the NSW DoE Guidelines for class sizes through its School Enrolment Policy 2015.

Staffing and school funding is used to support literacy (L3) & numeracy programs, and teacher training to improve the quality of teaching in classrooms and deliver improved student outcomes for every student.

The school values of **Learning, Respect, Responsibility and Safety** are incorporated into everyday practice so that students can work towards, and achieve, the school motto of **Strive to Excel.**

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school–excellence

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Quality Teaching & Learning

Purpose

To build a culture of commitment to teaching. Staff focus on students as individuals by explicitly teaching, and actively reflecting on, quality teaching programs that have high expectations.

Improvement Measures

1. 80% of students are at expected age/grade levels for literacy & numeracy against the Literacy & Numeracy progressions.
2. All teachers demonstrate improved levels of summative assessment that is planned and undertaken regularly in all classes and data is systematically collected.
3. Demonstrated improvement in teachers' collection & use of data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.

Progress towards achieving improvement measures

Process 1:   * All teaching staff transition from PLAN to the Literacy & Numeracy Progressions (PLAN 2) to improve teaching, assessing and learning practices and outcomes.

Evaluation	Funds Expended (Resources)
As part of Stage Meetings, 3–6 staff were up skilled in the use of PLAN 2. Literacy was tracked and discussed during assessment meetings. All staff will plot students on PLAN 2 in 2020.	

Process 2:   * To develop proficiency and practice in the use of teaching strategies and pedagogy that makes learning visible for all learners.

Evaluation	Funds Expended (Resources)
Visible learning was a goal for all teachers in their PDPs. PSL provided PL during staff development day re visible learning and formative assessment. All teachers completed a book study on 10 Mindframes for Visible Learning. They utilised strategies in the classroom and reported back at staff meetings and stage meetings. Staff were released to observe each other and provide feedback. Staff utilised strategies to support student learning	Professional Learning & Text books **Funding Sources:** • ($10500.00)

Strategic Direction 2

Whole School Well Being

Purpose

To develop and foster community relationships. Involve and educate the parents & community in the aims and process of differentiation. Develop in the whole school community a clear understanding of our school values and how they are linked to our expectations of student conduct. Make effective use of parent/community expertise & knowledge to support our teaching/learning programs.

Improvement Measures

1. Student, community and staff feedback indicates positive relationships that support students to maximise their learning.

2. Data indicates positive growth of all student well–being outcomes and the effectiveness of programs delivered.

Progress towards achieving improvement measures

Process 1: * Develop within all staff, students and the school community consistent expectations and behaviours aligned with NHPS School Values and the Promise.

Evaluation	Funds Expended (Resources)
The whole school community undertook a LST and wellbeing evaluation with support from external personnel. Professional learning opportunities meant that staff used data from the evaluation to revise LST practices, and wellbeing practices across the school. These modifications were implemented in Term 4 and consistently revisited each week in staff meetings. Students, staff and parents are pleased with the direction of the schools intention to support students and staff wellbeing.	Staffing & Resources **Funding Sources:** • ($9500.00)

Process 2: * Provide more opportunities for parents and school community to be involved with our school by seeing their children participating in school activities or through sharing of skills, knowledge & expertise.

Evaluation	Funds Expended (Resources)
Parents were involved in the Wellbeing and Learning Support evaluation. A random selection of parents were interviewed and their feedback sought. Many parents were involved throughout the year as volunteers in school events and classrooms. Staff attended local AECG meetings. Feedback was sought from parents to ascertain their fields of expertise that could support classroom learning.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	**Funding Sources:** • Aboriginal background loading ($13 319.00)	The majority of funding is expended on supporting Aboriginal students in targeted Literacy and Numeracy programs through an Indigenous SLSO. A small amount was expended on releasing teachers to meet with parents and students to ensure that 100% of Aboriginal students had an affective PLP with input from a parent or carer, NAIDOC Celebrations and the Sorry Day March. Money was also used for teaching resources to support all students to understand Aboriginal perspectives.
Low level adjustment for disability	**Funding Sources:** • Low level adjustment for disability ($18 891.00)	Low level adjustment for disability funds were used to support students who were newly enrolled and requiring additional support in the classroom and playground or those not qualifying for Integration Funding Support.
Quality Teaching, Successful Students (QTSS)	**Funding Sources:** • Quality Teaching, Successful Students (QTSS) ($27 639.00)	Funding was used to support all teachers achieve their PDP goals through professional learning opportunities as well as work with supervisors. It was also used to release staff to work together to provide lesson observations and feedback. Additional RFF was added to the timetable to support staff needs. Teachers undertook learning in the areas of visible learning and welfare practices.
Socio–economic background	**Funding Sources:** • Socio–economic background ($66 516.00)	Funding was used for Professional Learning for staff. Kindergarten students engage in L3 pedagogy for early literacy learning. Funds were also used to support student wellbeing, purchase of school uniforms, excursions and incursions and school resources.
Targeted student support for refugees and new arrivals	**Funding Sources:** • Targeted student support for refugees and new arrivals ($10 965.00)	An EALD teacher and another teacher were employed to support our new arrival student from Iran, in the areas of literacy and numeracy. Support was also extended into the classroom to support teachers develop resources to support students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	73	91	70	68
Girls	72	83	85	75

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.9	95.1	95.5	94.1
1	95.3	92.2	94.6	91.6
2	95.2	94.2	93.7	93.8
3	95.5	92.2	92.1	92.2
4	95	95.2	93.5	91.3
5	95.4	95.4	93.5	92.1
6	95.5	92.9	95.4	92.2
All Years	95.2	93.9	94.1	92.5
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non–attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	4.81
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	1.86

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark[1]	2019 Aboriginal and/or Torres Strait Islander representation[2]
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student–free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non–teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 **Actual** ($)
Opening Balance	231,024
Revenue	1,609,053
Appropriation	1,558,265
Grants and contributions	50,566
Investment income	222
Expenses	-1,636,402
Employee related	-1,458,185
Operating expenses	-178,217
Surplus / deficit for the year	-27,348

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 **Approved SBA** ($)
Targeted Total	49,512
Equity Total	141,413
Equity - Aboriginal	13,319
Equity - Socio-economic	66,516
Equity - Language	0
Equity - Disability	61,578
Base Total	1,252,108
Base - Per Capita	36,369
Base - Location	2,286
Base - Other	1,213,453
Other Total	62,247
Grand Total	1,505,281

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.

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.

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Parent/caregiver, student, teacher satisfaction

In 2019 the school went through a wellbeing evaluation, including the Learning Support Team. The process was led by Megan Waugh (Assistant Principal Learning & Support) and supported by Christine Barrett (Senior Psychologist Education). All staff plus a random selection of students and parents from Years Kinder to 6 were interviewed about various aspects of the Learning Support Team and current welfare systems within the school. The finding are as follows.

Staff
- Most staff understood who and what was involved as part of the Learning Support Team.
- All teaching staff reported that the referral process for the LST needed to be updated, an easier process and paperwork located in a central position.
- All teaching staff reported that the existing welfare system was clunky and that students did not respect the system.
- Staff reported that there were inconsistencies with the system.
- They believed that the Merit and Principal awards and the fast and frequents were well received by students and parents.
- Teachers believed they were supported with difficult students but would like a flow chart with easy step by step procedures and feedback/follow up information regarding incidents.
- They believed staff wellbeing has improved and feel supported and enjoy coming to school.

Students
- All students reported ways to seek help when having difficulty with learning.
- A majority of students understand that learning in the classroom caters for individual needs. Many reported this is indicated by group work.
- All students were able to explain negative and positive consequences however the examples they gave related to their classroom system not the school wide system.
- All students could explain the three colours but the meaning of each varied. This showed inconsistency across the school.
- Students indicated that was not enough to do during break times in the playground.

Parents
- 70% of parents knew that the school has a Learning Support Team and have a basic understanding of its purpose.
- Parents were able to articulate many ways in which the school informs parents of student learning needs.
- Most parents believed is was a joint responsibility between the school and themselves to meet the additional needs of students.
- Parents were able to articulate many ways in which the school supports student wellbeing.
- A majority of parents could speak of ways the school rewards positive behaviour. Many were unsure of negative consequences as their child hadn't needed many if any. They assumed that the parent would be contacted if need be.
- Parents believe that their child enjoyed being recognised for good behaviour, however some were concerned that students didn't value part of our system, (Green Awards) if all students received them.
- Most parents believed our school to be a positive environment where students are valued, encouraged and respected.
- Parents believe that the school is welcoming, where teachers are prepared to listen.
- Many noted that the office staff are always friendly and willing to help.

Data from the evaluation will be used to shape the school's new Wellbeing procedures as well as determine Milestones for 2020.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti–Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.