Newbridge Heights Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 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.

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School background

School vision statement

At Newbridge Heights Public School 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 enjoys high enrolment interest. Our school provides the best in public education and is committed to developing future focused learners utilising evidence–based practices.

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 Public School contributes significantly to the development of skills in areas such as sport, performing arts, student leadership, resilience, social interaction and the use of digital technology.

Our students showcase their talents through the school Dance Group, Hip Hop group, Jump Rope for Heart Skipping Squad, choirs, music enrichment groups, dance and community of schools concerts. Our sporting program includes PSSA 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

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

Strategic Direction 1

Informed, creative and positive citizens

Purpose

To ensure optimum conditions that challenge students to become motivated, confident and creative individuals, thriving in a school culture that is strongly focused on future focused learning.

Improvement Measures

There is an increase in the student's skills and abilities to be critical and creative thinkers.

There is increased student engagement and positive behaviour in universal and classroom settings.

Overall summary of progress

The development of students critical and creative thinking skills has developed over the last two years, mainly as a result of our Stage 2 and 3 library programs and through the development of an increasing amount of staff expertise in this area. The SOLE (Self Organised Learning Environment) is the main pedagogy utilised in the library, 20% time in some classrooms. The introduction to the Digital Technologies strand of the Science curriculum has engaged students from Kindergarten to Year 6 in problem solving using coding to manipulate a variety of devices, e.g. Spheros, Micro bits and Ozobots.

Positive Behaviour (PBL) has now been established both in universal settings and in the classroom. Feedback has indicated that some aspects are not consistent K–6 and this is an area to address in 2020.

Progress towards achieving improvement measures

Process 1:   **Future Focused Learning**

K–6 staff are supported in the implementation of a number of future focused pedagogies including Inquiry Based Learning, BYOD , STEM and SOLE.

Evaluation	Funds Expended (Resources)
Future Focused Learning has been successfully implemented in all library sessions. There is an increase in the number of classes utilising this pedagogy as evidenced through STEM and SOLE activities. Future directions include further professional learning, implementation of BYOD for all 3–6 classes and demonstration on the use of the Makerspace.	$3800

Process 2:   **Positive Behaviour for Learning (PBL)**

Universal settings and classroom matrix of expected behaviours established outlining Respectful, Safe Learners behaviour and explicitly taught in all classes and areas of the school.

Evaluation	Funds Expended (Resources)
Data confirms more than 85% of students are achieving the desired expectations in the playground and all universal settings. Staff have completed several professional learning experiences to ensure common language and expectations are being used in all areas of the school. School expectations and matrix have been updated to be used in 2020 in line with staff feedback during the evaluation of the PBL program. A very successful and well attended Principal's Reward day hosted by Play	$11 155

Progress towards achieving improvement measures

On was held to reward all students who have received their Principal's award. Over 90% of the students attended this day displaying appropriate behaviour expectations have been met throughout the year.	

Next Steps

In 2020, Newbridge Heights PS will be moving towards Bring Your Own Device (BYOD) for all classes in YEars 3–6. There will be teacher professional learning on innovative teaching incorporating the use of devices.

The Positive Behaviour for Learning (PBL) team will facilitate signage around the school to support eh PBL message while at the same time consolidating practices to ensure K–6 consistency.

Strategic Direction 2

Quality Teaching and Learning

Purpose

To build a teaching and learning community where teachers implement explicit teaching methods with a high priority given to evidence based practices.

Improvement Measures

Formative and summative assessment data will show that more than 85% of K06 students will reach expected or above expected growth levels in literacy..

An increased percentage of classrooms using a Assessment As, Of and For Learning with emphasis on Explicit teaching, Learning Intentions, Goal Setting and Success Criteria.

Formative and summative assessment data will show that more than 85% of K06 students will reach expected or above expected growth levels in numeracy.

Overall summary of progress

There has been a significant focus on incorporating English Textual Concepts at the school and MCOS level. External experts have been engaged to develop staff proficiency in utilising the concepts to enhance the English teaching and learning programs.

The use of the Sprints process has been refined over the past two years and the model has been incorporated into our whole school timetable. The focus of Sprints was literacy based for the first 18 months of the 2018 – 2020 school plan and the focus has shifted to numeracy for the next 18 months. Both formative and summative assessment data indicates students have a deeper understanding of the concepts addressed.

The Making Visible initiative began in Semester 2, 2019. Staff have participated in professional learning and this project is continuing in 2020.

The Literacy and Numeracy funding continues to be utilised to support students with additional learning needs in Stage 1. Data from targeted students indicates above average expected growth was achieved in reading.

Progress towards achieving improvement measures

Process 1: **English Textual Concepts**

Staff professional development on the processes of textual concepts

Planning & programming using the textual concepts utilising external expertise.

Evaluation	Funds Expended (Resources)
MCoS Transition Project: The unit created was taught across the primary schools. Data was gathered by all primary schools. . We were invited to attend a focus working party at state office with the co–ordinators of the project. Based on submission, outlining our successes and projection statements, our project was highly regarded as on of the top 5 projects out of the 75 project groups. **Expert Guidance** Professional learning on quality literature tied to Character was utilised in subsequent programs. Proficiency in utilising the Authority and Argument concept requires further professional learning. Through our discussions, we had determined the need to empower a team to create experts across our school in the various stages. **Scope & Sequence:**	$10 000

Progress towards achieving improvement measures	
The scope and sequence was developed in consultation with State Office representatives. **SPRINTS:** Team leaders facilitated the conversation and sprint topics and guided staff on how to implement the sprint and program for it and align it to the concepts. Staff tracked 4 students. **Resources:** To support the implementation of the units written by staff, all resources that were requested were purchased. Each text set purchased consisted of 8 texts.	

Process 2:   Explicit teaching SPRINTS K–6 (Literacy and Numeracy)

Sprints process focussing on targeted students led by team leaders and instructional Leader

The development of specific teaching practices based on specific student needs drawn from the analysis of data collection.

Evaluation	Funds Expended (Resources)
All class teachers implemented the use of the Problem solving cards– Read It, Think It, Solve It , Explain It Teachers selected four students to focus on for 6 weeks. During this time students completed Pre–test work sample which was uploaded to the Google Drive. This work sample was analysed and specific differentiated learning experiences where planned and implemented over 6 weeks. As a result of the Working Mathematically SPRINT focussing on Problem solving, all targeted students across and school from K–6 made progress in knowing the 4 steps to complete to solve a word problem. This progress was evident in work samples collected by class teachers.	$114 933

Process 3:   Making Learning Visible

Professional learning in all areas of Assessment– As, Of and For learning including Formative and Summative assessment.

Explicit learning intentions and success criteria used in all classrooms

Spiral of Inquiry model investigated to link with SPRINTS process

Evaluation	Funds Expended (Resources)
In term 3 2019, the Making Learning Visible team introduced the research of Professor John Hattie at the Staff Development Day. During this time, all staff participated in reviewing effect sizes and explored the mindframes of Visible Learning. During Teacher Professional Learning time, all class teachers collaborated in year groups, focusing on learning intentions and developing success criteria for implementation into teaching and learning programs. The primary focus for Learning Intentions and Success Criteria was Mathematics and History. Staff reviewed professional learning and the feedback indicated classroom walk throughs and lesson studies will drive the next steps for 2020.	$10 000

Process 4:   Early Intervention

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
Targeted students, in Stage 1, were initially supported in the area of reading which showed an overall effect size growth of over 3.0. During Semester 2, support for shifted to numeracy and writing.	Literacy and Numeracy Funding

Next Steps

In 2020, student progress in the area of numeracy will continue to be supported and tracked through the Sprints project. Staff will examine student data and address areas of need.

Professional learning in the area of Making Learning Visible will be put into practice, in particular strategies to promote formative assessment and providing feedback to students.

Stage 1 students with additional learning needs will be further supported through the Literacy and Numeracy funded early Intervention project.

English Textual Concept experts will be trained in each stage to lead the process into 2020.

Strategic Direction 3

Effective leaders, communication and connection.

Purpose

To build a culture of high expectations, high community engagement , distributed leadership and continuous improvement.

Improvement Measures

Increased engagement and participation in school decision making by students, staff and community.

Increased distributed leadership opportunities and differentiated professional learning experiences builds leadership capacity.

Overall summary of progress

The school continues to utilise a Community Liaison Officer, one day per week, to enhance community engagement. This includes whole school initiatives, maintaining social media and other forms of communication connections with the community as well as one to one support for families with additional needs.

Building teacher capacity continues to be a focus of the school. Teacher professional learning is negotiated with staff and caters to the range of early career to experienced staff. In addition, to help achieve the DoE state priority, focused support is provided to staff seeking higher accreditation.

Progress towards achieving improvement measures

Process 1:   Community Engagement

Community Engagement is enhanced through community projects aimed to increase parent participation.

Evaluation	Funds Expended (Resources)
Strategic Direction Three committee will consider the results of the 2019 surveys to inform future practice.Two staff members have been selected to monitor actions as a result of the surveys. Dojo as a visible learning tool has been well received by teaching staff and community. Dojo is to be continued in 2020, targeting student success only. Review the use of class dojo as a visible learning tool will be another 2020 future direction.	$13 000

Process 2:   Teacher Capacity

Teaching staff will be supported to demonstrate and share their expertise within school professional training opportunities.

Executive will support staff with accreditation processes. Team leaders will manage the Beginning Teacher Network group and support interested staff with accreditation at higher levels across the Moorebank Community of Schools Network.

Evaluation	Funds Expended (Resources)
The professional learning team, drafted a professional learning policy was for all staff, and an online form was created to track and monitor staff attending courses and also the budget. To ensure equity for all staff the policy will require amendments in 2020 so that the funds are distributed evenly. The twilight sessions were attached to the staff development days,	$2500

Progress towards achieving improvement measures

which only 1 staff member chose not to attend, opting to come on the final Friday of the school year. Staff reported that they enjoyed the changes made to TPL and that they participated in a higher standard of TPL across the year.

The 3 teachers working on their proficient accreditation submission, all completed their application end term 3– mid term 4. These were all passed onto their supervisors to complete their final report. All applications have been finalised and all teachers were successful at obtaining proficient status.

The 3 teachers working on their HA accreditation submission, received ongoing professional learning from trained TAAs and observers over the course of the year. The Chipping Norton and Bankstown DEL both attended sessions to support the teachers. By the end of the year one teacher had successful completed her external observation.

Next Steps

In 2020, we will continue to encourage community engagement through new initiatives including Kindergarten Open Day and translating notes into community languages.

Teacher capacity will continue to be a focus through initiatives including, gaining and maintaining at the various accreditation levels, professional learning that is negotiated and meets the needs of staff and the school plan and support in staff attaining goals identified in the Professional Development Plans.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$4 672	Aboriginal students have indicated they have developed a better understanding of their culture through the experiences provided to them. All students have been exposed to Aboriginal experiences also broadening their understanding.
English language proficiency	$116 680 equity loading for English Language Proficiency	Approximately 130 students were provided either withdrawal or team teaching support with the remaining students provided with adjustments in the class program. The proportion of students within the Consolidating phase remains similar however there is a positive trend for the proportion of students moving out of the Developing phase.
Low level adjustment for disability	$145 476 low level adjustment for disability equity funding	The executive staff and the Learning Support team, support the staff to cater for 64% of the students with additional needs through quality teaching programs within class. The Learning and Support staff employed through this funding supported 33% of students identified with additional needs. The remaining students were additional supported through additional Department of Education resources.
Quality Teaching, Successful Students (QTSS)	$114933	Student surveys and work samples were collected at the beginning of the numeracy Sprints process. Summative data was also collected at the beginning and end of the year. Post data work samples showed that students had a greater understanding of the working mathematically and had developed skills to problem solve. Summative data showed most students were improving at an expected or above expected rate.
Socio–economic background	$33 689 plus school funds.	The Learning Support Team coordinated referrals to the school counsellor, funding applications, the development of Personalised Learning and Support Plans, coordination of the School Learning Support officers as well as liaising with parents/carers and outside agencies. Student attendance was also monitored with appropriate supports provided as needed.
Support for beginning teachers	nil	nil
Targeted student support for refugees and new arrivals	$700	Funds were utilised to support language acquisition and personalised planning.
Early Intervention	$38 465 Early Intervention funds $12 000 school funds	A comparison of pre and post data showed that targeted students made significant gains as a result of the early intervention.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	314	313	314	299
Girls	313	323	324	327

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.2	95.8	95.2	94.8
1	95	95.3	94.5	94.4
2	95.3	94.7	94.8	94.5
3	94.6	95.3	94.2	94.2
4	94.7	95.6	94.5	93.6
5	95	94.4	95.5	95.2
6	94.7	94.2	93.8	93.9
All Years	94.9	95	94.6	94.4
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23.17
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	0.8
School Administration and Support Staff	4.06

*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	385,680
Revenue	5,342,882
Appropriation	4,962,899
Sale of Goods and Services	50,432
Grants and contributions	323,919
Investment income	2,895
Other revenue	2,737
Expenses	-5,312,240
Employee related	-4,614,188
Operating expenses	-698,051
Surplus / deficit for the year	30,642

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	112,918
Equity Total	299,250
Equity - Aboriginal	3,405
Equity - Socio-economic	33,689
Equity - Language	116,680
Equity - Disability	145,476
Base Total	4,175,286
Base - Per Capita	149,699
Base - Location	0
Base - Other	4,025,587
Other Total	303,623
Grand Total	4,891,076

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

The opinions of parents, students and staff were formally collected through the participation in the Tell Them From Me (TTFM) survey in 2019. Additionally staff also completed a school culture survey and the all of government People Matter Survey.

Of the parents surveyed 75% indicated they have spoken with their child's class teacher on two or more occasions and many participate in school events. All forms of communication provided by the school are highly valued by our parent community with the school newsletter deemed the most useful.

Most teaching staff completed the TTFM Focus on Learning Teacher Survey in 2019. The school mean was about the NSW Government norm in all eight drivers of student learning including collaboration, learning culture, data informs practice, teaching strategies, technology, inclusive school and parent involvement.

The school mean was also higher that the government mean in each of the four dimensions of classroom and school practices including challenging and visible goals, planned learning opportunities, quality feedback and overcoming obstacles to learning.

Over 200 students completed the TFM survey in 2019. In the area of social engagement students at our school outscored the NSW government norm in the areas of participation in school sports and clubs and students with positive relationships.

90% of students (7% above the state norm) show through their behaviour they are engaged with school.

Areas identified for further investigation are motivating students and student expectations for success.

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.