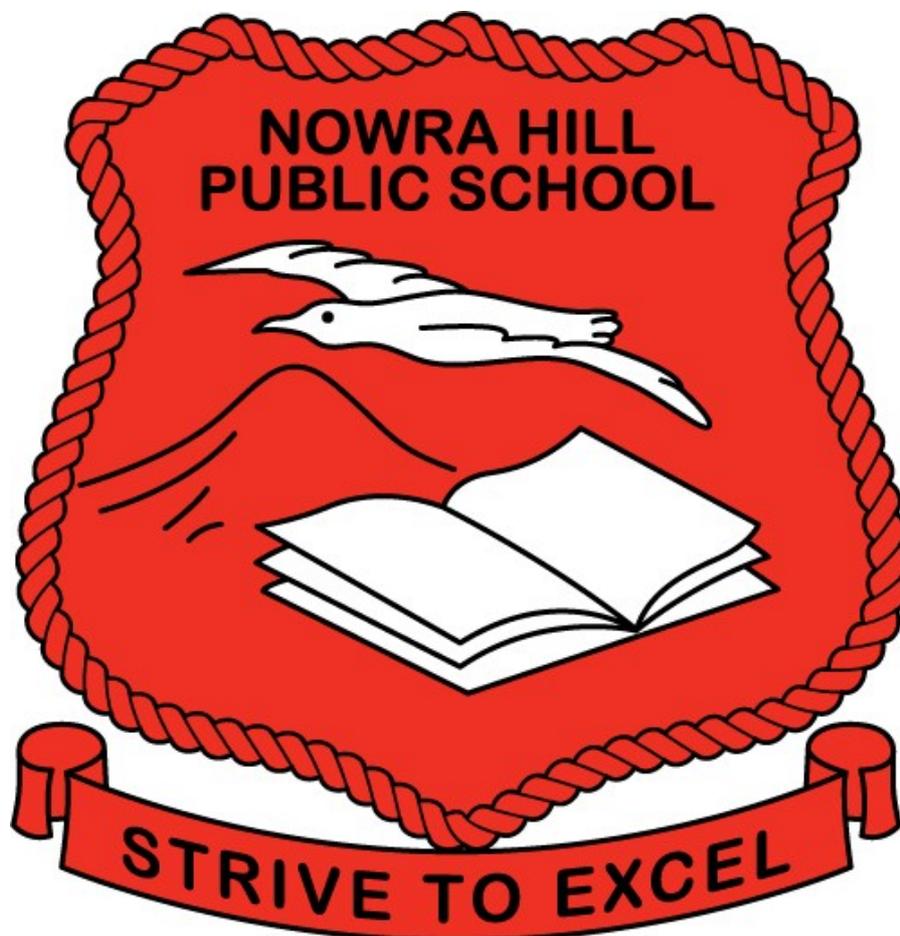


2020 Annual Report

Nowra Hill Public School



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Introduction

The Annual Report for 2020 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 vision

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 & Perseverant.

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 6 teacher school, located eight kilometres south of Nowra, adjacent to HMAS Albatross Naval Base and the Army Parachute Training Base.

The student enrolment of 132 is made up of children from the local school zone. and defence families who make up 48% of the school enrolment. The school has a 10% ATSI student enrolment.

Within the 6 classes there is one straight class, Kindergarten, with the remainder of classes being composites. The school adheres to the NSW DoE Enrolment Policy and Guidelines for class sizes and out of area applications.

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 **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>

Self-assessment using the School Excellence Framework

Elements	2020 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)
<p>Due to COVID19 NAPLAN 2020 did not occur and therefore is not possible to address the Improvement Measures. Year 3 and Year 5 students completed the 'Check In Assessment', a new online assessment tool created by the DoE and implemented for the first time in late Term 3 and early Term 4. Staff received professional learning to support implementation and analysis of the Check in Assessment. Data from these assessments was accessed by relevant teachers and used to refine teaching programs.</p> <p>Staff are continuing to develop their understanding and better improve their use of PLAN 2. Kindergarten students were tracked on ALAN</p>	

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)
<p>Planning days were completed once per Term, and RFF was timetabled to ensure all K-2 staff and 3-6 staff were off class together for planning, assessment conversations and programming. This provided consistency and improved collaboration across the school. There was less of a focus on summative assessment and more focus on formative assessment practice.</p> <p>Assistant Principals led PL on formative Assessment practices which were discussed in stage meetings and RFF time. Teachers reported on the impact on their own practice and school outcomes during PL sessions. Formative assessment practices will continue to be a focus during 2021 so staff can continue to refine practice.</p> <p>Following on from 2019 where visible learning was a focus, students are continuing to develop their ability to articulate their individual learning targets and describe their future directions in learning. Students learning intentions were regularly reviewed and success criteria were used to monitor students' progress and achievement.</p> <p>Teachers discussed learning intentions with students before each lesson and used the individual learning goals as opportunities for growth and development. Regular opportunities were provided for students to decide and</p>	

Progress towards achieving improvement measures

to discuss where they needed to go next. Teachers tailored instruction to what students needed to know to be able to achieve their goals.

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)
<p>After the Situational Analysis on the Wellbeing practices and LST in 2019 staff continued to refine current LST practices around student referrals and follow up practices. Communication with parents increased and we were successful with obtaining more IFS more students.</p> <p>Staff noted that classroom and playground practices are becoming more consistent with less students in reflection. Unfortunately area such as the play equipment and the chill zone were closed due to COVID restrictions.</p> <p>Recommendations from the Situational analysis were implemented with positive feedback from staff, parents and students. Fortnightly Value Focus is mentioned each week in the newsletter. Students acknowledge at weekly assembly and newsletter for following each focus. House points awarded in conjunction with school values. These small changes have meant that students 87% have with positive relationships with peers and teachers and 73% indicated pride in their school, (TTFM data)</p>	

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)
<p>In 2020 the school continued with improving its relationship with the community. A few community events were held and were well received and appreciated. Meet and greet sessions and BBQ were held at the beginning of the school year, with approximately 65% of parents attending. These sessions supplied parents with information regarding the school's Student Wellbeing and Attendance policies, expectations for the school year, the year ahead for their child, and how they could assist their child at home. Those not in attendance had information sent home via their child.</p> <p>COVID-19 caused significant disruption to overall student wellbeing and forced the change of communication methods between home and school.</p> <p>It required teachers, parents, and students to rapidly adjust to new modes of learning. In a matter of weeks, the school found and implemented viable alternatives to the traditional model of teaching in a physical classroom. This was a considerable achievement in itself.</p>	

Progress towards achieving improvement measures

The school did however manage to maintain community relationships and in some ways strengthened and improved them.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$14 008.00) 	Funds were used to support students through an Aboriginal SLSO in classrooms and the playground. Resources were purchased for the library. PLP processes were refined and all students completed their PLP goals.
Low level adjustment for disability	\$43 754 Staffing 0.4 FTE \$20 724 Flexible Funding Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$64 478.00) 	Staffing allocation provided a Learning and Support Teacher 0.4 FTE. The teacher provided support in classrooms, assessments for behaviour and learning, liaised with outside agencies and DOE support and successfully wrote Access Requests to support students in the classroom and on the playground.
Quality Teaching, Successful Students (QTSS)	Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$27 674.00) 	Funds were used to support teacher professional learning and collaboration time for planning and assessment. Feedback from the end of year staff survey demonstrated overwhelming positive support for planning days and for these to continue. Staff very much valued the time to work collaboratively and developed skills in analysing student data and using this data to inform their programming and planning.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$74 227.00) 	Students from low socio-economic backgrounds were supported with the supply of materials that provided equitable access to the curriculum. Every child attended the music a viva incursion which was funded through the school. Additional online resources/programs were purchased to support home learning which were continued through the year. Additional technology was purchased to support teachers and students with home learning and provide equitable access at school. Additional literacy and numeracy were purchased to support learning in all classrooms.
Support for beginning teachers	Funding Sources: <ul style="list-style-type: none"> Support for beginning teachers (\$12 397.44) 	Funds were used to provide additional professional learning for a newly appointed teacher with her mentor/AP. Her feedback was extremely positive as she believed she was well supported in her transition to her new school/staff/setting and students. She is well underway in completed her accreditation requirements.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	91	70	68	62
Girls	83	85	75	69

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.1	95.5	94.1	95.5
1	92.2	94.6	91.6	92.6
2	94.2	93.7	93.8	94.2
3	92.2	92.1	92.2	94
4	95.2	93.5	91.3	91.8
5	95.4	93.5	92.1	95
6	92.9	95.4	92.2	94.7
All Years	93.9	94.1	92.5	93.8
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

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)	1
Classroom Teacher(s)	5.81
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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	203,675
Revenue	1,626,891
Appropriation	1,590,055
Sale of Goods and Services	5
Grants and contributions	36,787
Investment income	43
Expenses	-1,605,424
Employee related	-1,414,327
Operating expenses	-191,097
Surplus / deficit for the year	21,467
Closing Balance	225,142

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.

	2020 Approved SBA (\$)
Targeted Total	85,445
Equity Total	156,309
Equity - Aboriginal	14,008
Equity - Socio-economic	74,227
Equity - Language	3,595
Equity - Disability	64,478
Base Total	1,250,984
Base - Per Capita	34,392
Base - Location	2,185
Base - Other	1,214,407
Other Total	54,824
Grand Total	1,547,562

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Parent/caregiver, student, teacher satisfaction

This year we utilised the Tell Them From Me Survey with all members of the school community. This included set survey questions and open-ended questions. We also used small focus groups and surveys with teachers to seek their opinion in regards to working at the school and how they feel about where our school is and where to next. We analysed all responses to find areas for school improvement.

Parents

Parents completed the Tell Them From Me Survey in Term 4. Parents rated our school above the NSW government norm in all areas of the survey. These areas included; our School Administrative Staff being helpful, reports on my child's progress are written in terms I understand, my child is encouraged to do their best, my child feels safe going to and from school and teachers help students develop positive friendships.

Areas parents indicated responses for future improvement were teachers expect homework to be done on time and teachers devote themselves to extra-curricular activities.

This year we included two open ended questions for parents to give feedback. The first question was 'Please tell us some of the things you really like about our school?'. Responses with a common thread included; Teachers and Principal have a good understanding of students, teachers are supportive and encouraging, friendly and approachable staff (including front office), I like the small school environment and what it has done to help my child become confident, focus on learning is evident and the school has an Inclusive supportive environment.

Our second open ended question was 'What are two things that can be improved at Nowra Hill PS?' Responses with a common theme included; develop vegetable gardens/landscaping and small farm (chickens) due to rural surroundings, improved dealings with disruptive students without it impacting on the other students learning in the class, a better plan or action to deal with bullying, improved pick up and drop off areas/carpark areas, buildings and other areas around school need upgrading, homework to be more consistent and important, better accessibility to IT/computers, Coding Robotics and STEM focus and continuity of teachers and less composite classes.

Students

Our students in Year 4, 5 and 6 completed the Tell Them From Me Survey in Term 2 and Term 4. The student survey asked students questions based on the most recent research on school and classroom effectiveness. The student survey results provided the following information:

Areas of strength included; 87% of students do not get in to trouble at school for disruptive/inappropriate behaviour, 87% of students have positive relationships with friends at school who they can trust and who encourage them to make positive choices, 61% of students expect to go to university and 73% of students have pride in their school.

Areas students indicated a lower response rate included; 58% of students are interested and motivated in their learning, 38% of students placed themselves in High Perseverance when pursuing goals to completion when faced with obstacles compared to NSW Gov Norm 48% and 44% of Students do homework for their classes with a positive attitude and in a timely manner.

This year we included two open ended discussion points for students to give feedback. The first question was 'Give two examples about why you like going to Nowra Hill Public School'. Common points amongst students were friendships, our small school helps them mix with friends, teachers are kind and helpful and help us learn and students enjoy sport and other fun activities.

The second question was 'What are two ideas you have that could make our school better?'. Student responses included more fun activity days and extra-curricular activities including coding robotics, cooking and vegetables gardens, improved playground equipment, more time for sport and more sporting equipment.

Teachers

Our teachers and staff were involved in several surveys throughout the year these included the Tell Them From Me set questions and open ended questions, staff focus group questions and survey.

The first open-ended question was 'What aspects could we focus on that would have the greatest impact on spreading success across the school in the area of wellbeing?'. Staff responses were building resilience, consistent expectations practice of behaviour, providing opportunities for extra-curricular activities and providing more playground options.

The second open ended question was 'What additional tools and resources do you feel you need to improve students learning?'. Staff responses were; better access to technology/computers/tablets/robotics, SLSO support in the

classroom and more opportunities for peer observation and sharing of best practice.

Our focus group and survey questions related to Collaboration, Data Practices and Wellbeing. Teachers were asked to comment on 'What we do in these areas? How we do it? and What can we improve?'. Common threads for strengths included; working off class together as stages (this gives us time to talk about what is working and what is not working), staff meeting/PL is a collaborative process - we get together and do it together, positive environment to work in with lots of support and we are developing a range of summative and formative assessment practices to analyse together.

Common areas for improvement included more time together, being consistent and allowing time for programs to work.

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.