

2020 Annual Report

Newbridge Heights Public School



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Introduction

The Annual Report for 2020 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 vision

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	2020 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Excelling
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.

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, Bring Your Own Device (BYOD), Science, Technology, English and Maths (STEM) and Self Organised Learning Environment (SOLE).

Evaluation	Funds Expended (Resources)
There was increased engagement in the use of a variety of future focussed resources. These included spheros, micro bits, coding mice, Turing tumblers and ozobots. Staff were confident in utilising these resources to support teaching and learning in the classroom. All students from years 3 - 6 were provided with the opportunity to design and print 3D objects using the 3D printers now located in the library.	\$3620

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)
Positive behaviour for Learning (PBL) data is collected and shared with staff to ensure consistency of expectations across all settings of the school. Survey data suggests that the PBL program is successfully teaching the expectations through explicit teaching experiences in classes and during reflection time at lunch for students who need teaching and reteaching of expectations. Murals were painted on 2 areas of the playground outlining our Respectful, Safe Learners expectations.	\$24 000

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 K-6 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 K-6 students will reach expected or above expected growth levels in numeracy.

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)
<p>The whole school scope and sequence coupled with the textual concepts resource booklet and syllabus documents, provide an evidence-based framework that articulates the high expectations for learning. Through this framework, programs are designed and created to effectively support students to develop their knowledge, understanding and skills in English. This scope and sequence was developed with learning alliances formed with a Department of Education (DoE) curriculum advisor.</p> <p>Teaching and learning programs are dynamic and are regularly evaluated and adjusted to meet the specific learning needs of the students in each and every class. Teachers apply a range of formative assessment measures, which are diversified across the classes, grades and school as a whole. In kindergarten, 2 stars and a wish related back to the Learning Intentions, Success Criteria (LISC) support student learning.</p>	\$6 500

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)
<p>Post assessments analysed after 6 weeks explicit teaching. Target students work samples analysed and progress in the content area of maths recorded on PLAN 2 against the progressions.</p>	<p>\$1 700</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$113000.00)

Process 3: Making Learning Visible

Professional learning in all areas of Assessment- As, Of and For learning including Formative and

Progress towards achieving improvement measures

Process 3: 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)
<p>With the implementation of class walk throughs it was evident that teachers were using LISC's. When interviewing students during our data collection we found that students had some understanding of what they were learning. However, students across 3-6 need to further develop their understanding of success criteria. Data also showed that Students need support with goal setting which will in turn help students achieve the success criteria.</p> <p>A future direction for the visible learning team will be to provide professional development for staff on goal setting, looking at class goals as well as individual student goals set by both staff and students.</p>	\$4454

Process 4: Early Intervention

Evaluation	Funds Expended (Resources)
<p>Throughout the year, thirty four students received support for reading and phonics. This represents 23% of the Stage 1 cohort. Most students showed positive progress moving on average of seven reading levels. Some students progressed as high as eleven levels.</p> <p>Year 1 - Twenty students have received phonics support this term. All students have shown growth and improvement in spelling, blends and digraphs.</p> <p>Year 2 - Nine students have continued in reading support. There has been various growth in achievement. Students started at level 15/16 at the beginning of the term and various students finished on levels 22-24.</p>	Funding Sources: <ul style="list-style-type: none">• Literacy and numeracy (\$85000.00)

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.

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)
A Community Liaison Officer (CLO) was employed one day per week to support community engagement and communication. Where needed the CLO supported specific families access external agency support.	\$13 000

Process 2: Teacher Capacity

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

Staff will be supported with the 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)
<p>The year of 2020 has been filled with many challenges in the area of professional learning. There have been strict guidelines around what we do and how we do it and this has impacted how we have moved forward throughout the year.</p> <p>Early Career Teachers (ECT)- have had time to work with their mentor in the classroom. They all chose a mentor and were provided with advice on where to seek support and the type of support to seek. We had 2 staff members be trained as mentors through online professional learning.</p> <p>Accreditation Maintenance- the guidelines are changing around this, and the staff have been informed but this will shape our Teacher Professional Learning (TPL) from 2021.</p> <p>Aspiring Highly Accomplished or Lead teachers (HALTs)- these staff members were directed to words TPL around accreditation at the higher levels, but this space is undergoing change as well which will impact these staff members moving forward.</p> <p>External TPL was attended via online learning sessions and many opportunities were available outside of school hours and therefore staff were able to take up opportunities that were offered to them more readily.</p>	<p>\$30 000 for additional professional learning</p> <p>\$500</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Professional learning (\$33448.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$2 700.00) 	<p>Personalised Learning Plans (PLP's) are developed for each Aboriginal student.</p> <p>Aboriginal students have worked with the Aboriginal Education Coordinator to produce personalised Acknowledgements of Country and to practice existing Acknowledgements.</p> <p>Our new yarning space within the library has made Aboriginal literacy and accomplishments more visible within the school for all students.</p>
English language proficiency	Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$120 000.00) 	<p>The 72% Language Background Other than English (LBOTE) students were supported in developing their English Language proficiency through the provision of support in the form of withdrawal groups and team teaching by an experienced English As an Additional Language/ Dialect (EAL/D) teacher. 110 students were supported through withdrawal or team teaching. The remaining students were supported by adjustments in the class program. The EALD teacher works with classroom teachers to build capacity in recognising, understanding and addressing EALD needs.</p>
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$150 500.00) 	<p>In 2020 the staffing allocation and flexible funding was utilised to employ additional learning and support time. The Learning and Support Teacher (LaST) supported individual and groups of students in both a withdrawal and team teaching setting. The LaST also supported staff with social and emotional needs via processing Access Request applications and providing support and strategies to class teachers. Additional external support for students with additional needs was accessed by the LaST.</p>
Quality Teaching, Successful Students (QTSS)	<p>QTSS release time for teachers imbedded in RFF program</p> Funding Sources: <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$113 000.00) 	<p>Students targeted across all K-6 classes made progress from pre assessment to post assessment as evident in work samples.</p> <p>Teachers knowledge of the 4 steps to problem solving increased due to extensive professional learning and professional dialogue around best practice in working mathematically outcomes.</p> <p>Students PAT results monitored from pre to post and indicate most targeted students exceeded expected growth in mathematics.</p> <p>The problem solving strategy will be a part of the School Improvement plan in 2021 to assist with the achievement of the numeracy target.</p> <p>Also see Strategic Direction 2</p>
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> Socio-economic background (\$42 000.00) 	<p>The funding was utilised to provided additional LaST time, provide student assistance to families and support the Learning Support Team.</p>

<p>Support for beginning teachers</p>	<p>In addition to the GTIL funding, the school has used additional professional learning funding to support teachers in the early stages of their careers through collaborative support practices.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Support for beginning teachers (\$14 481.00) 	<p>Mentoring of early career teachers is based on the 5Cs model of school based induction. In formalised sessions, mentors work with their mentees on a customised approach that is based on their specific needs and is contextual specifically to Newbridge Heights Public School and the needs of the community. Early Career Teachers (ECTs) are given the opportunity to work closely with the DPs, APs, experienced staff and their identified mentor to build their repertoire of skills and strategies to deliver the curriculum and within the classroom.</p> <p>Mentoring sessions are designed to support staff that have individual need. ECTs receive support to further develop their teaching practice. Support is in the form of ongoing conversations based on in class observations, team teaching and demonstration lessons. Recommendations are made for ECTs in the form of online learning based on well know practitioners (e.g Bill Rogers) and through the Strong Start Great Teacher learning package. ECTs are also referred to seek support from staff who are highly regarded for their expertise.</p> <p>In the annual evaluation process, staff have indicated that as a result we have developed our skills to work as a team, we have an appreciation and respect our staff and we are able to share our knowledge more effectively.</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Targeted support for refugees and new arrivals (\$18 900.00) 	<p>Additional support in the form of withdrawal and team teaching was provided to a number of students that were eligible for new arrivals funding.</p>
<p>Early Intervention</p>	<p>See Strategic Direction 2</p>	<p>See Strategic Direction 2</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	313	314	299	268
Girls	323	324	327	317

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.8	95.2	94.8	95.2
1	95.3	94.5	94.4	95.1
2	94.7	94.8	94.5	95.1
3	95.3	94.2	94.2	94.4
4	95.6	94.5	93.6	94.5
5	94.4	95.5	95.2	94.9
6	94.2	93.8	93.9	94.2
All Years	95	94.6	94.4	94.8
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	22.09
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.6
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, 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	416,322
Revenue	5,361,455
Appropriation	5,038,760
Sale of Goods and Services	41,515
Grants and contributions	279,948
Investment income	764
Other revenue	468
Expenses	-5,498,809
Employee related	-4,784,390
Operating expenses	-714,419
Surplus / deficit for the year	-137,354
Closing Balance	278,968

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	153,846
Equity Total	314,934
Equity - Aboriginal	2,773
Equity - Socio-economic	42,073
Equity - Language	119,678
Equity - Disability	150,410
Base Total	4,140,891
Base - Per Capita	150,556
Base - Location	0
Base - Other	3,990,336
Other Total	267,802
Grand Total	4,877,474

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

Parent/caregiver Satisfaction

From the Tell Them From Me Parent Survey, 2020, our community report actively supporting learning both at school and at home and despite the challenges presented, have felt Newbridge Heights is a welcoming and inclusive school community. It is apparent that areas for improvement suggested by parents include the promotion of positive behaviour and safety measures for all students.

Student Satisfaction

The 2020 Student Survey indicated that students understand that Newbridge Heights Public School have high expectations for success for all of our students and that is coupled with comparatively very low instances of bullying reported. Areas for improvement suggested by our students include a sense of belonging at school as well as improving interest and motivation amongst our Year 4-6 cohorts.

Teacher Satisfaction

Research indicates that a positive school culture will have an impact on wellbeing and student outcomes. A school culture survey is completed annually by staff and the results are compared to the previous year to ascertain improvements and future focus areas.

Areas of Significant Improvement

- Staff like working at our school.
- School leaders facilitate staff working together.
- The school vision provides a clear sense of direction for the staff.
- Teachers maintain a current understanding of educational research.
- Staff are willing to help out if there is a problem.

Future Focus Areas

- Instructional practice is discussed and debated openly.
- Staff are actively involved with policy and decision making.

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.