

Nowra Public School

Annual Report



2016



2769

Introduction

The Annual Report for **2016** is provided to the community of Nowra 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.

Ian Millard

Principal

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Message from the Principal

Nowra Public School is a school that reflects the local community. The school serves a wide range of socio economic backgrounds, a large Aboriginal population, an increasing number of students whose backgrounds are from other countries and a number of students with a variety of disabilities. It is a wonderful school in which to learn, teach and contribute. We are future focussed both as a school that values '21st century thinking' including critical thinking, but also as a school that wants our students to be the very best they can be for what the future offers and throws at them. Resilience is something that we value as a staff and strive to generate and develop in our students.

Recently we have responded to the need for our public schools to have classes for students with needs outside of the mainstream system. Thus, 2 classes catering for the strengths of students who are autistic have been developed. As with other aspects of our school these classes are exemplary and I applaud the efforts, contributions and work of my teachers.

Our philosophy is that if we can engage a student in learning we are able to improve the quality of life of each and every student.

School background

School vision statement

High expectations are held of all students so that they develop into confident, motivated and engaged learners who take responsibility for their own actions and respect themselves and others.

It is recognised that they will achieve their best from being immersed and engaged in an environment characterised by quality teaching, community support, collaboration, organisation, safety and strong leadership

Key (Initiatives)

1. Quality Teaching (incorporating assessment for learning)
2. Student Engagement/Attendance
3. K-6 PLAN
4. Curriculum Implementation
5. Teacher performance and development framework/action research
6. School organisation (Sport, Aboriginal Education)
7. School Leadership
8. PBS (incorporating bullying)
9. Community Engagement

School context

Established in 1862 Nowra Public School currently has 630 students. It is centrally located in Nowra on two separate sites - infants and primary. The school community varies greatly, drawing from a very wide socio-economic population. Aboriginal students make up 21% of the population. There is a strong focus on ensuring that Aboriginal culture and history are taught throughout the school. The school under the Resource Allocation Model receives considerable funding.

The focus for the school has been literacy, numeracy, Aboriginal education, quality teaching, student engagement and future focused learning. Wellbeing programs have been enthusiastically embraced by the whole school community and will continue to expand in future years.

2016 saw the establishment of a class for students with autism. It is hoped that in 2017 this will be expanded to 2 classes.

The school has a professional staff committed to innovative teaching and learning strategies that lead to ongoing improvement in student learning outcomes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Generally, the school is sustaining and growing in most elements across the domains of learning, teaching and leading. In particular we are:

- **Learning - Learning Culture** - sustaining and growing: There is a growing culture of high expectation of student behaviour. the third year of the school plan will see a refocus on the explicit teaching of expectations of behaviour.

Attendance rates are very regularly monitored and where necessary action is taken. Staff have a strong understanding that engagement is necessary for students to develop deep knowledge of the key learning areas.

- **Learning - Wellbeing** - sustaining and growing: Students are taught to take responsibility. Cultural identity is recognised and respected at the school.
- **Learning - Curriculum and Learning** - sustaining and growing: Teachers are differentiating the curriculum to cater for the diverse needs of all students. This is both in the planning and teaching phases. Programming guidelines have been developed to ensure consistency across the school.
- **Learning - Assessment and Reporting** - delivering: Both internal and external data drives programs. Individual student reports reflect areas for further development and strengths of individual students.
- **Learning - Student Performance Measures** - working towards delivering: This is an area of focus for the school.
- **Teaching - Effective Classroom Practice** - delivering: Staff work in a collaborative manner to ensure high standards of programming and teaching. Processes and strategies are in place to minimise disruption to class routines and practices.
- **Teaching - Data Skills and Use** - sustaining and growing: PLAN data is used regularly to determine differentiated programs of work for students.
- **Teaching - Collaborative Practice** - sustaining and growing: Staff work in a collaborative manner to plan teaching/learning for students. Professional development opportunities are provided that enhance staff knowledge and understandings in this area.
- **Teaching - Learning and Development** - sustaining and growing: Staff are engaged in the school's professional development program reflecting requirements of the three year plan. Each teacher has a professional development plan and is required to take responsibility for its implementation.
- **Teaching - Professional Standards** - sustaining and growing: The staff show a strong understanding of curriculum standards and also of the requirement to attain professional learning goals. Teachers are able to demonstrate currency of content knowledge.
- **Leading - Leadership** - sustaining and growing: Parents and community members are increasingly becoming engaged with activities offered by the school. The school offers leadership programs to our students and many students take advantage of these offerings.
- **Leading - School Planning** - sustaining and growing: The community were involved in processes that led to the school vision. The school regularly articulates a commitment to high expectations, engagement and equity.
- **Leading - School Resources** - sustaining and growing: The school is well resourced both in physical and human resources. The school employs additional teaching staff and School Learning Support Officers in order to implement the curriculum successfully.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

To create a culture of Great Teaching, Inspired Learning in our classrooms.

Purpose

Teachers will make a difference to the quality of students' lives both inside and outside the school.

There will be strong commitment to the identification, understanding and implementation of the most effective teaching methodology.

Every student in our care is engaged in meaningful and future focused learning experiences and achieves their full potential as a learner, a leader and a responsible and productive citizen.

Overall summary of progress

Creating and extending a school culture of 'Great Teaching, Inspired Learning' in our classrooms and school is an ongoing project. This year we have made significant progress in this endeavour. We have seen staff developing very professional, focused and timely professional development programs for themselves in consultation with the executive team. These plans have been supported by ongoing, strategic support and professional development. School Learning Support Officers (SLSO) have been an important human resource. The SLSOs have supported students and staff and in many instances have allowed teaching staff to get on with their core business, teaching. This has been achieved by the SLSO supporting students to manage their behaviours.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> • 100% of students meeting EAS benchmarks at the end of Stage 1. • Stage APs to support teachers in delivering quality teaching programs. • Attendances rate for 'All students' is 94.2% • Attendances rate for Aboriginal students is 92.4% • An upward trend for percentage of students who are achieving at or above the expected growth rates for the state is identified from 2015-2017 • An increase in engagement levels with a corresponding decrease in negative behaviours • Regular scheduled reviews of PLPs for all Aboriginal students and students with special needs. • Designated time in meetings to discuss pedagogy. PLAN data is used for programming, grouping and identifying students' at risk' 	<ul style="list-style-type: none"> • 96% of students have met EAS benchmarks at the end of Stage 1. • Stage Assistant Principals were all up skilled in coaching processes during 2015. Unfortunately of the 4 who were trained, 3 Assistant Principals either were on extensive leave throughout the year, received promotion or were in a relieving position. However, relieving staff took on the challenge and were able to support teachers to provide quality programs. Programming was identified as an area for further development. • Attendance rates for 'all students' was 93.0% • Attendance rates for Aboriginal students was 90.9% • Growth rates for Year 3- Year 5 from 2015-2016 showed an upward trend for Reading and Spelling. • Growth rates for Year 5- Year 7 from 2015-2016 showed an upward trend for Grammar and Punctuation • Anecdotal evidence suggests engagements levels had a big boost during 2016 with stage based projects being very successful. • The method in which we collect negative incident data changed this year and so a comparison between 2015 and 2016 rates would not provide accurate information. • All PLPs for Aboriginal students were successfully scheduled and conducted. • PLAN data is being successfully utilised by all teachers to design and implement teaching/learning programs. 	<ul style="list-style-type: none"> • Technology Support = \$23,000 (RAM Socio economic) • Speech program = \$10,000 (RAM Socio economic) • School Learning Support Officers = \$60,000 (RAM Socio economic and Aboriginal) • Assistant Principal professional development program = \$64 000 (RAM Socio economic and Aboriginal) • Gifted and Talented program = \$17,000 (RAM Socio economic and Aboriginal) • Aboriginal Mentor program = \$16,000 (RAM Socio economic and Aboriginal) • Attendance officer = \$2 000 (RAM Socio economic and Aboriginal) • Assistant Principal off class program = \$26 000 (RAM Socio economic and Aboriginal)

Next Steps

The school has been notified that 2 Instructional Leader positions (Literacy and Numeracy) and an Instructional Leader (Aboriginal) will be allocated in 2017. This will allow very close analysis of results and more consistent approaches across the school to evolve. Literacy and Numeracy programs will be adjusted accordingly and this is expected to have a strong impact on developing a culture of 'Great Teaching, Inspired Learning'.

Strategic Direction 2

To enhance organisational effectiveness and leadership capacity.

Purpose

Effective school leadership is a key driver of increased school performance. In schools that excel, the school leadership team supports a culture of high expectations and community engagement.

A cohesive, well organised environment that will support principal, executive, teachers and other staff to sustain a positive and collaborative performance and development culture in their workplace.

Overall summary of progress

This year saw the school's Assistant Principals released from class so that they could professionally develop their staff through coaching and mentoring. Although leadership capacity was significantly enhanced, the program met with some issues. Not least of these was that there was significant change in leadership throughout the year. 3 of the Assistant Principals either were on extended leave or were successful in gaining promotion at another school. This then required other staff to relieve in the positions. These staff did a commendable job in mentoring their stage's teachers. The school also put considerable effort into ensuring there was a strong sense of organisation. This was particularly evident in the minds of the P&C who saw significant changes happening to the manner in which we communicate with the parent community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none">• Teaching staff demonstrate and share expertise, have very high levels of contemporary content knowledge and teaching practices and rely on evidence based teaching strategies• The school has embedded explicit systems for effective communication and storage of information eg: Sentral/LMBR, Plan• The school leadership strategy promotes purposeful leadership development and organisational best practice.	<ul style="list-style-type: none">• The Professional Development Plans devised by staff, working closely with the Deputy Principal and team leaders (Assistant Principals) were of a very high standard and reflected requirements of the School Plan but also stage directions as well as personal aspirations. Strategies devised in these plans encouraged extensive sharing of expertise across the school. The staff continue to develop their knowledge of contemporary content, knowledge and teaching practice within a future-focused framework.• The school has developed easily accessible systems which foster effective communication. This includes extensive use of Sentral and Google Apps (for staff). The Schoolbag App and facebook page are being very effectively utilised to ensure parents are well informed. 2017 will see the school move into communication and storage of information systems associated with LMBR.• School leadership has become very focused on providing professional development, coaching and mentoring for the school's staff. Assistant Principals were required to show strong, focused and sustained leadership to ensure that each teacher who were part of their team were the best that he/she could be.	<ul style="list-style-type: none">• AP mentors = \$26 600 (RAM Aboriginal and Socio economic funding)• School Administrative Support =\$9 000 (RAM Socio economic funding)• Release from face to face program = \$5 000 (RAM Socio economic funding)

Next Steps

2017 will see changes in the executive again. A new Deputy Principal will begin. A new Assistant Principal will be selected through merit selection at the beginning of the year and 2 of the Assistant Principals will finish their career half

way through the year. All in all, there will be very significant changes to the executive structure. The principal has made this a focus for his own professional development, that being to ensure continuity in the manner in which we do things, strong support for the executive and capacity building across the school.

Strategic Direction 3

To create a culture where the whole school community values achievement, confidence, respect and responsibility.

Purpose

Our community supports the values of public education.

Every student will develop the skills, knowledge and attitude to participate confidently, appropriately and successfully in school and society. Every student will develop the skills, knowledge and attitude to participate confidently and successfully in school and society .

Overall summary of progress

2016 saw a focus on Strategic Directions 1 and 2, however some specific elements of Direction 3 were looked at. This included staff developing behavioural flowcharts for specific students in their care which outlined the exact and consistent approaches that should be implemented for these students with very specific and 'out of the norm' behaviours. SLSOs and executive staff were also involved in this planning. This allowed the same strategies to be utilised for each of these students. It was also determined that 'reward days' at the end of each term would involve all students, not excluding any student due to their inappropriate behaviours, and that these days would be renamed 'celebration days'. The school community were much more involved in the school throughout the year with very large numbers of parers involved in many events.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A safe, supportive and productive school environment with a culture of high achievement and expectations.	During 2017 the concept of a 'culture of high achievement and high expectations' will be looked at by the staff. Practical strategies that develop these concepts will be implemented starting off with researching what we actually reward at Nowra Public School. This will include an overhaul of Presentation Day Awards, the school report (if necessary) and the school's positive reward system. Any 'hidden' negative messages that we send will also be investigated.	<ul style="list-style-type: none"> • School Learning Support Officers = \$12 000 (RAM Aboriginal) • Attendance Officer = \$400 (RAM Aboriginal) • Assistant Principal professional development program = \$5 200 (RAM Aboriginal) • School Learning Support Officers = \$48 000 (RAM Socio economic) • Assistant Principal professional development program = \$21 200 (RAM Socio economic) • Attendance Officer = \$1 600 (RAM Socio economic)
A comparison between 2015 and 2017 shows a decline in negative incidents (Sentral), increase of teaching STAR values	<p>The method in which negative incidents are recorded has changed in 2016 with the 'red book' not being utilised anymore. All negative incidents in 2016 were entered onto Sentral. Therefore it appears that negative incidents have increased throughout 2016 however this is not the case. A comparison of 2016 and 2017 data will reveal if the school is having success in this area.</p> <p>Anecdotal evidence however, particularly that gained from School Learning Support Officers suggests there are more students engaged in appropriate behaviours at lunchtimes. The number of students absconding from classrooms has slightly increased and this will become a focus area</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A comparison between 2015 and 2017 shows a decline in negative incidents (Sentral), increase of teaching STAR values	for the school in 2017.	
A positive school image is projected in the community	<p>The school is making significant use of technology to communicate with the community and project a positive image. We currently have:</p> <ul style="list-style-type: none"> • 640 people following Nowra Public School on Facebook • 603 people downloaded the Nowra Public School Skoolbag App • 650 people viewed the Nowra Public School website between 27/1/17 - 2/3/17 • Our most popular Facebook site so far this year reached 1133 people. • Between 3/2/17 - 2/3/17, 4408 people were 'reached' on Facebook. 	\$4 900 (funding School Learning Support Officer as 'communication' officer)

Next Steps

The school in 2017 will be scrutinising its Discipline system. A philosophy of dealing with one behaviour at a time will be implemented in which the behaviours which are of greatest concern across the school will be dealt with one at a time with new procedures implemented. During 2017 the concept of a 'culture of high achievement and high expectations' will be looked at by the staff. Practical strategies that develop these concepts will be implemented starting off with researching what we actually reward at Nowra Public School. This will include an overhaul of Presentation Day Awards, the school report (if necessary) and the school's positive reward system. Any 'hidden' negative messages that we send will also be investigated. A program of what we explicitly teach will also be implemented. Successful strategies that were incorporated in 2016 to ensure community involvement and the projection of a positive school image will be extended.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	All Aboriginal students have a Personalised Learning Plan (PLP). The AEO and classroom teachers have met with the parents of all Aboriginal students. North North saw several students receiving additional tuition around aspects of the NAPLAN. Aboriginal students also had significant support from School Learning Support Officers both in the classroom and playground.	\$117 732 Strategic Direction 1 AEO wage (\$64 388) Aboriginal cultural programs (\$15 344) North North (\$14 342) AP mentoring program (\$26 000) Learning and Support (\$12 000)
English language proficiency	As students who required extra assistance with the English language enrolled at the school, applications were made for funding. The funding allowed short term support (1-2 terms) in the form of a teacher.	\$5 475
Low level adjustment for disability	The school received significant funding to be utilised by the school to make adjustments to programs for many students. The funding of \$265 025 was mainly comprised of staffing allocated to us in the form of 1.9 teachers who provided support to students across the school. The remainder of the funding (flexible funding) was directed towards students who required extra support.	\$265 025 1.9 Learning and Support Staff (\$193 840) Flexible funding (\$71 185) Supplemented also by the purchase of a speech therapist
Quality Teaching, Successful Students (QTSS)	An innovative mentoring program implemented by each of the Assistant Principals saw extensive professional development opportunities for each teacher in the school. The project saw each Assistant Principal mentored and coached by the Deputy Principal in coaching strategies. Each Assistant Principal then coached their staff through their professional development program focussed on quality teaching.	0.469 (staffing entitlement)
Socio-economic background	The school received significant funding relating to socio economic background. In 2016 this funding was largely directed towards the Assistant Principal mentoring/coaching project and allowed each of them to be released from class. Each Assistant Principal provided the Learning and Support for their stage as well as coaching time for the teachers on their stage in an aim to further develop the quality of teaching. School Learning Support Officers were also funded to provide additional support to various students in the classrooms and playground.	\$309 941 2.6 teachers ((\$234 000) Learning and Support Coordinator (\$48 000) SLSOs (\$27 000)
Support for beginning teachers	Beginning teacher funds were utilised to provide additional release for two teachers so that professional development could be pursued.	\$4 080
Targeted student support for		

refugees and new arrivals		
Student Engagement	Student engagement is the main focus of the school. This is based on the belief that through engaging our students in purposeful and interesting activities, academic results will increase and the inappropriate behaviours of some of the students will be minimised. Student engagement is a 'perspective' given to all other initiatives described in this report.	
K-6PLAN	Teachers are receiving ongoing professional learning to enable them to use PLAN data to program and group students in literacy and numeracy. K-2 use data regularly to monitor the effectiveness of their teaching and it is updated each term. Throughout 2017 3-6 teachers will utilise PLAN to track and monitor students progress and plan for teaching and learning.	\$0
Curriculum Implementation	This year has seen the school implementing all necessary curriculums. Planning for this implementation has been stage based with teachers designing units of work which support the curriculum. Emerging from this has been the need for the school to focus on planning and programming in 2017.	\$0
Teacher performance and development framework/action research	As already described Assistant Principals were given the opportunity to work closely with their staff to provide coaching and mentoring. The outcome of this was to further develop teacher performance. It has been determined that some common areas (stage based) will be the focus of professional development programs in 2017.	AP Mentoring program (\$21 332)
School organisation (Sport, Aboriginal Education)	<p>There were significant changes to the sport program:</p> <ul style="list-style-type: none"> • we introduced the weekly before-school program (STATA) for Primary students with approximately 80 students enrolled. Approximately 60 students attend each 8am Tuesday morning session. The program focuses on developing students' coordination, strength, flexibility, speed and cardiovascular endurance. • To increase student participation and opportunities for achievement, we appointed a teacher with experience/qualifications as a Personal Trainer and athlete to deliver quality Physical Education lessons and training, and assume responsibility for convening sports carnivals, representative trials, knockout teams, gala days, guest speakers/clinics, Premier Sporting Challenge and attending Shoalhaven District PSSA meetings. • we improved the delivery of the Physical Education Program through targeting specific skills and differentiating programs to create an inclusive environment where all students can achieve and wish to participate. Introduced fitness testing and personal goals for students to strive for improvement. • we improved the communication of sporting events and recognition of achievements, 	\$0

School organisation (Sport, Aboriginal Education)	through weekly sports reports in our newsletter, facebook announcements, direct communication with parents, keeping calendars updated and maintaining accurate record collections..	\$0
School Leadership	<p>Roles of the Assistant principals have undergone significant change with each one having 3 main responsibilities throughout the year:</p> <ol style="list-style-type: none"> 1. mentoring/coaching of their staff 2. Learning and support teaching for their stage 3. attendance issues and engagement with parents of the students on their stage. 	AP mentoring program (\$21 332)
PBS (incorporating anti-bullying)	PBS will be addressed more fully in the final year (2017) of the plan.	\$0
Community Engagement	Community engagement has had a significant boost with some 20-25 parents attending monthly P&C meetings, a grandparents day which saw some 200 adults in attendance and the expansion of our Schoolbag and facebook program.	\$0

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	321	324	309	314
Girls	322	324	314	306

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.5	95.1	94.4	94.5
1	93.4	95.2	95	93
2	93.4	93.1	93.8	94.4
3	94	92.7	93.6	92.2
4	92.9	93.8	92.7	93.2
5	92.5	92.8	92.4	91.7
6	93.8	93.8	93.8	91.9
All Years	93.5	93.8	93.7	93
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Class sizes

Class	Total
K YELLOW	19
K PURPLE	20
K GREEN	19
K BLUE	19
K/1 RED	21
1/2K	24
1T	22
1N	19
1B	22
2/3C	30
2M	24
2J	24
2/3KV	28
3V	30
3R	30
4T	30
4Q	30
4N	30
5K	28
5R	27
5L	28
6W	28
6G	30
6C	27

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	1
Classroom Teacher(s)	23.18
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Counsellor	1
School Administration & Support Staff	7.46
Other Positions	2

The school has an Aboriginal Education Officer (Ms Ruth Simms). There are also three staff members who are Aboriginal and two School Learning Support Officers who have an Aboriginal background.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	62
Postgraduate degree	38

Professional learning and teacher accreditation

Once again professional learning focussed on aspects of the School Plan 2015-2017. Teachers also received mandatory training in a variety of aspects including Child Protection, CPR, anaphylaxis, Code of Conduct and the Disabilities Standards. The school implemented L2, L3 and TEN and teachers completed various online professional development opportunities. Student engagement was a focus for all staff.

Financial information (for schools using both OASIS and SAP/SALM)

Nowra Public School does not require parents to make voluntary school contributions.

It should be noted that considerable monies have been carried over this year. This is mainly in response to the school still utilising National Partnership funding in the first year RAM was introduced. The school is also holding \$150 000 for the employment of an Instructional Leader for Aboriginal Education, some \$85 000 for air conditioning, \$44 800 for additional maintenance work to our buildings, a Before and After school grant of \$30 000 and funding for the District Guidance Officer.

Income	\$
Balance brought forward	539 704.00
Global funds	401 318.00
Tied funds	974 744.00
School & community sources	111 527.00
Interest	10 956.00
Trust receipts	12 368.00
Canteen	0.00
Total income	2 050 617.00
Expenditure	
Teaching & learning	
Key learning areas	3 329.00
Excursions	19 945.00
Extracurricular dissections	92 268.00
Library	4 010.00
Training & development	5 335.00
Tied funds	651 911.00
Short term relief	137 311.00
Administration & office	80 841.00
School-operated canteen	0.00
Utilities	48 499.00
Maintenance	82 528.00
Trust accounts	12 009.00
Capital programs	0.00
Total expenditure	1 137 986.00
Balance carried forward	912 631.00

The information provided in the financial summary includes reporting from 1 January 2016 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0
Revenue	987 783
(2a) Appropriation	939 300
(2b) Sale of Goods and Services	23 543
(2c) Grants and Contributions	24 512
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	426
Expenses	-310 649
Recurrent Expenses	-310 649
(3a) Employee Related	-254 139
(3b) Operating Expenses	-56 509
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	677 134
Balance Carried Forward	677 134

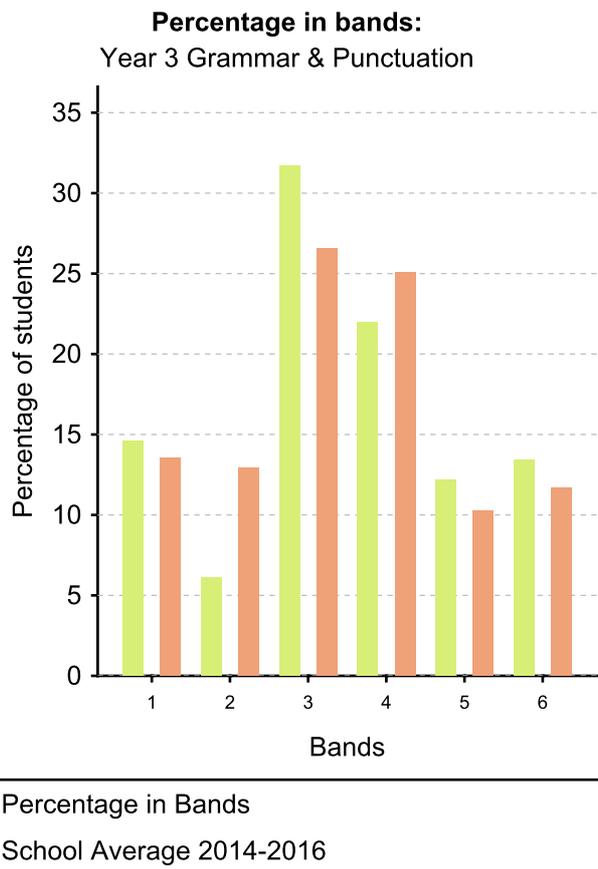
The school's budget is determined by the executive and School Administrative Manager (SAM) in response to the requirements of the school plan. Regular meetings of a review nature are conducted. Day to day the Principal and SAM work closely together regarding the budget, income and expenditure.

Intended use of funds carried over to 2017 include:

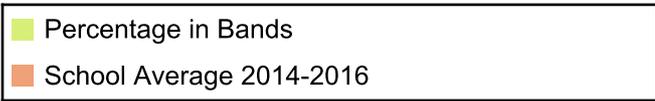
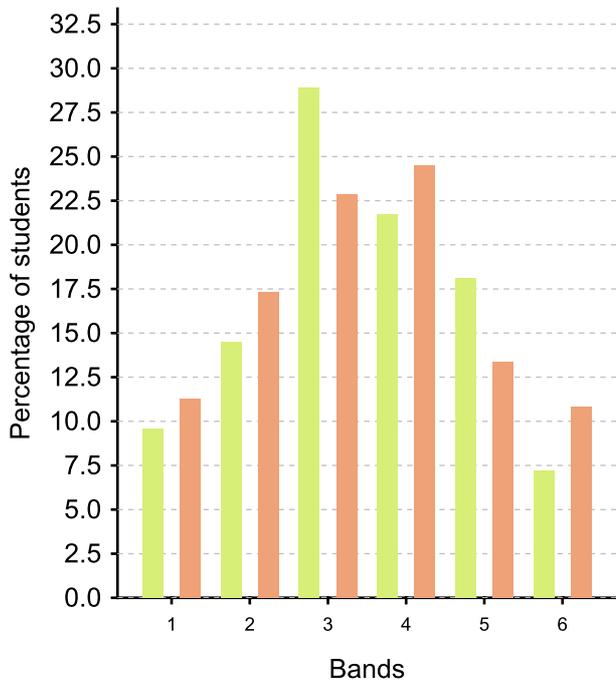
- Air conditioning
- Completion of all planned maintenance for the year of 2017
- Purchase of new technology
- Refurbishment of a kitchen for the Before and After school care service
- Increase in library spending
- Extensive professional development to align with the professional development requirements of the Instructional Leaders in Numeracy and Literacy, as well as those associated with the Instructional Leader responsible for improving Aboriginal student outcomes.
- Employment of an extra teacher for Stage 2.
- Payment of a substantial number of invoices from term 4, 2016.

	2016 Actual (\$)
Base Total	3 887 566
Base Per Capita	33 593
Base Location	4 971
Other Base	3 849 002
Equity Total	712 513
Equity Aboriginal	132 073
Equity Socio economic	309 941
Equity Language	5 474
Equity Disability	265 024
Targeted Total	409 325
Other Total	463 084
Grand Total	5 472 490

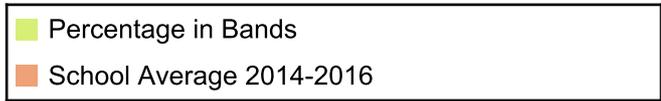
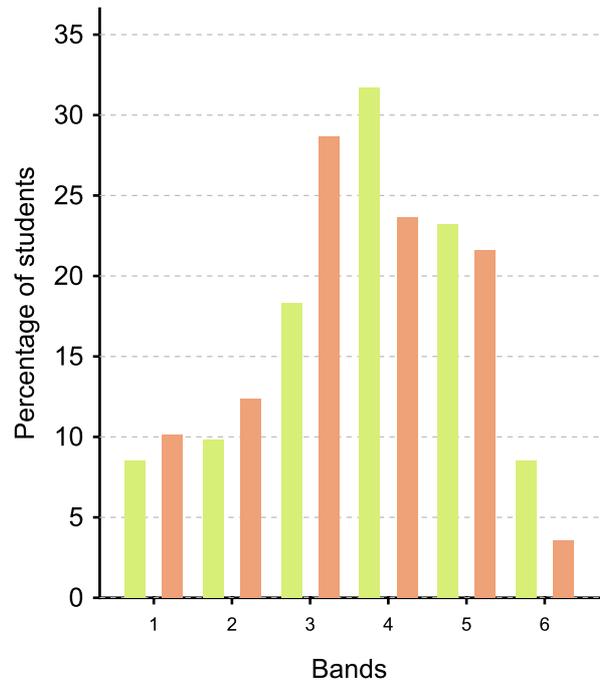
School performance



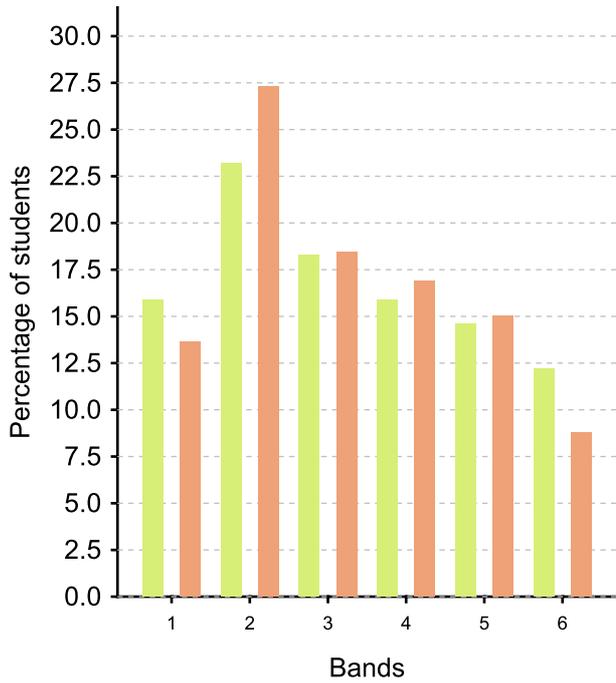
Percentage in bands:
Year 3 Reading



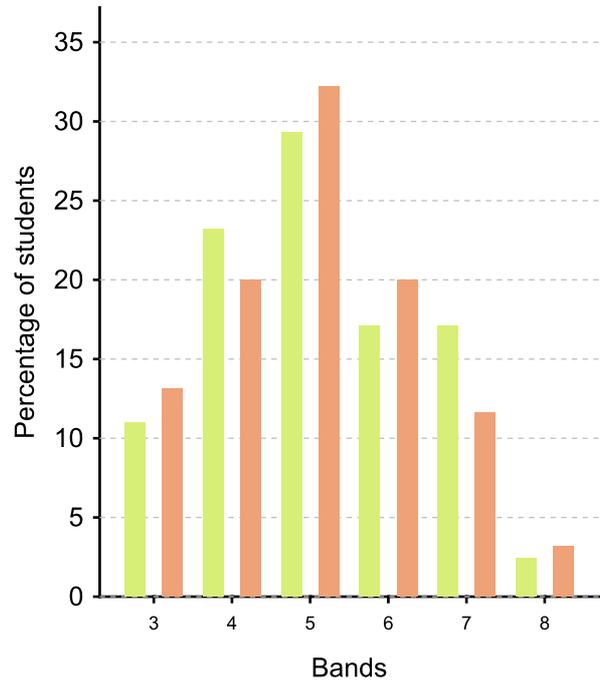
Percentage in bands:
Year 3 Writing



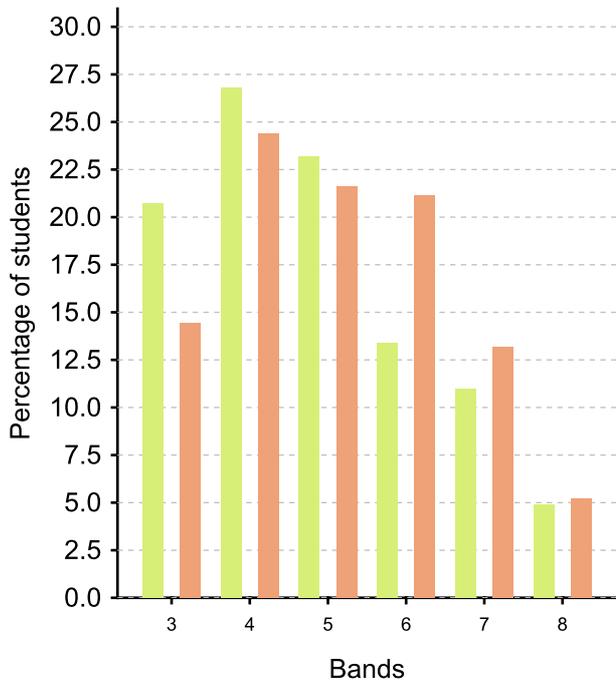
Percentage in bands:
Year 3 Spelling



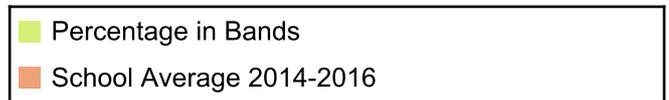
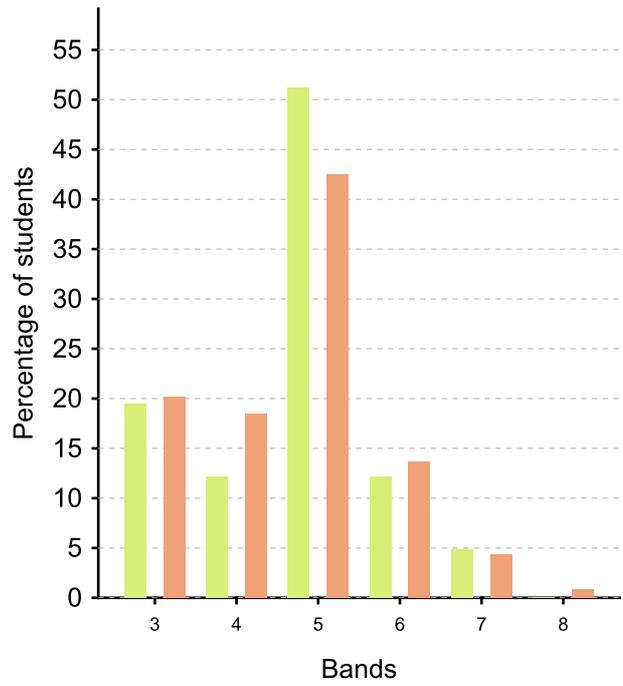
Percentage in bands:
Year 5 Grammar & Punctuation



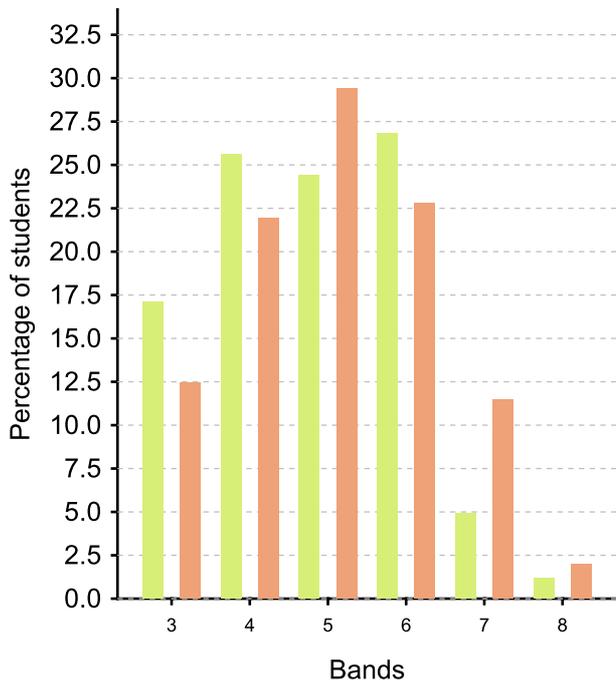
Percentage in bands:
Year 5 Reading



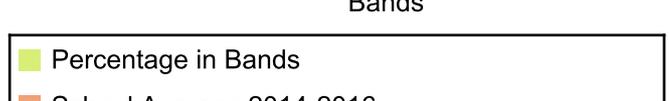
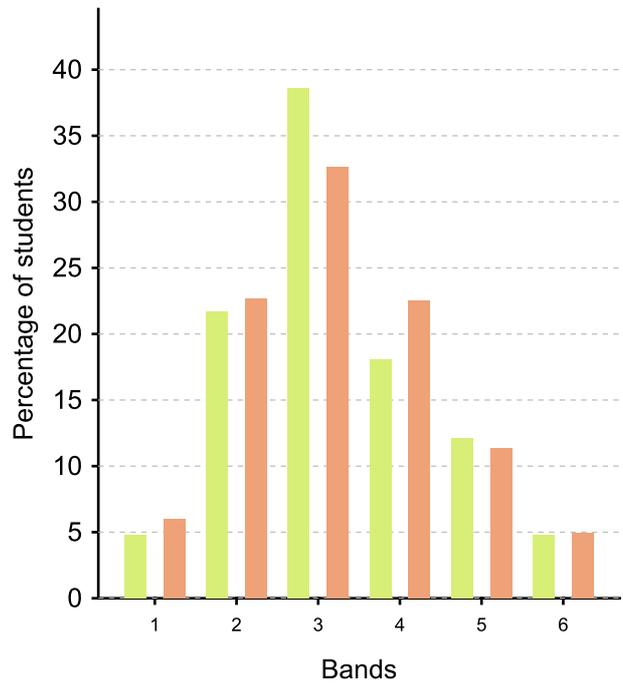
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 3 Numeracy



Policy requirements

Aboriginal education

Aboriginal Education is a focus for the staff, students and community of Nowra Public School. The school has a dedicated Aboriginal Education Officer (AEO), Ms Ruth Simms, who provides guidance in Aboriginal Education. Aboriginal perspectives are provided throughout the curriculum so that all students in the school learn about the Aboriginal culture. Personalised Learning Plans (PLPs) are developed annually for all Aboriginal students with staff, parents and students determining goals for the year. An Aboriginal Education committee takes responsibility for funds received through the Resource Allocation Model that are directed towards Aboriginal Education.. Highlights of the year have included:

- 100% of ATSI students have PLPs devised.
- NAIDOC Week celebrations were once again a focus for the school
- Several students represented the school as part of a large Aboriginal Dance Ensemble as part of Southern Stars.

Multicultural and anti-racism education

The school has a very small number of students whose origins are from other countries. However, where appropriate multicultural perspectives are provided throughout the curriculum. Acceptance and tolerance are often taught throughout these perspectives. The school has 2 Anti Racist Contact Officers (ARCO) (one on each site) who address issues of racism should they arise. Once again the school participated in the multicultural public speaking competitions. Dylan Johnstone, Victoria Sargeant and Zoe Drury were particularly successful with Zoe finally representing at the Regional finals.

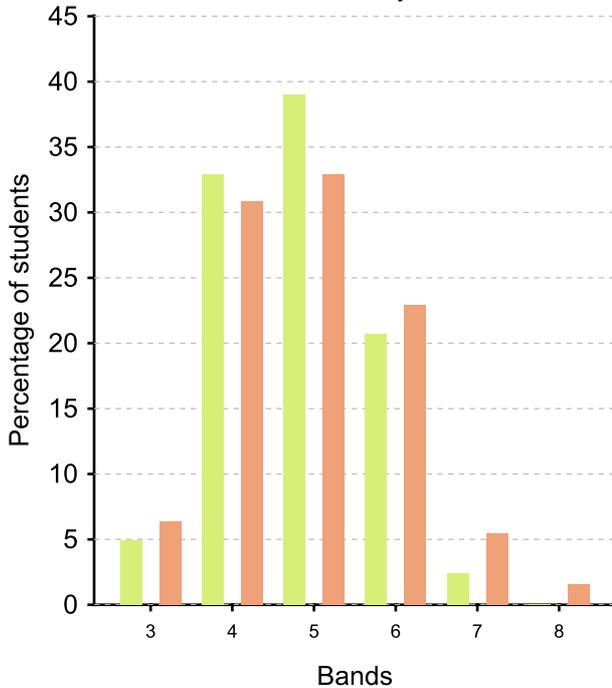
Other school programs

Engagement Project

4Q undertook a whole class project designed to increase community involvement and specifically student engagement. The project involved using part of the old bus shelter on the Primary site and renovating it to make a chicken coop and yard. Eight parents and two grandparents came to the working bee to assemble the chook house. The project also involved the building and planting of three garden beds and a hydroponic garden.

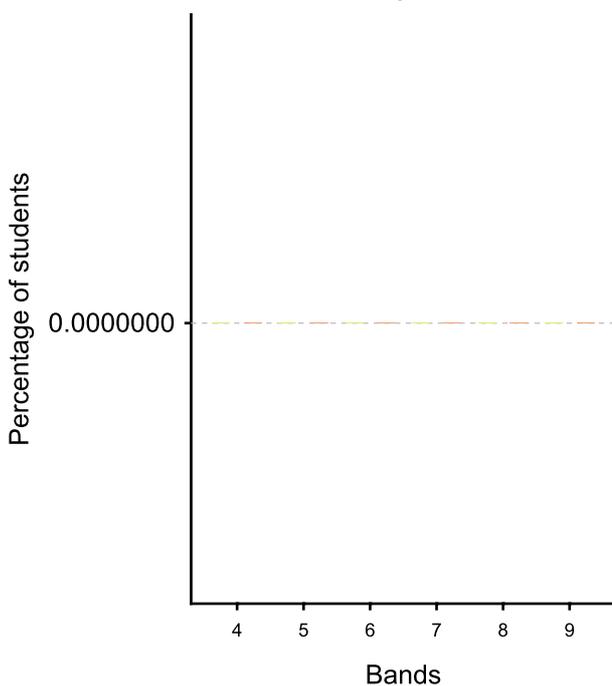
The students from 4Q were divided into three groups of ten, with each group being responsible for one area of the project. Class lessons in the areas of Literacy, Numeracy, Science, Creative Arts and Health were designed and implemented based on the chickens, eggs, plants, vegetables and hydroponic gardening. Goods were produced for the school canteen and all students were highly engaged in the project and the learning experiences that accompanied it.

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 7 Numeracy



Percentage in Bands
School Average 2014-2016

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Talent Quests

The annual Talent Quests were held during Term 4. After an exhausting audition process, a large number of participants were chosen. Two separate events were held. The infants held a 'Talent Showcase' with the emphasis on having fun performing. The primary site was a real quest for talent - 10 medals were presented to the most outstanding competitors. The primary event also had two guest artists - Denva Dwyer and Melody Spencer. Both girls have a long history of performance and graciously agreed to star as guests rather than compete. Baylee Bryne-Death from Infants also performed as she was the outstanding vocal performer from the Infants Showcase. Mr Ron Hawthorne, Ms Ruth Simms and Miss Issy Weekes jointly adjudicated. The big surprise was a flash mob performed by Year 6 capturing the spirit of the youth with a dance based around dabbing.

Stage 3 S.T.E.M Group

The Stage 3 Science, Technology, Engineering and Maths (STEM) Group has been attending weekly workshops since the launch of the group in Term 2. Each week students undertake an engineering and construction challenge and robotics.

Students have worked through a series of lessons programming Edison Robots. Confidence has continued to grow and students enjoy setting each other challenges and demonstrating the capabilities of the Edison Robots.

The engineering and construction challenges follow an engineering design process to solve a problem. Students work in collaborative groups to discuss the limitations of the brief, then plan and create their design in a set period of time. They then test their designs which has become quite a competitive element of our workshops.

Students have enjoyed showcasing their robotics and engineering skills to their teachers and peers, and must also be commended for their enthusiasm in organising and presenting a STEM mini fair for students in Year 4.

Infants Composting Program 2016

Every class in the K-2 section of the school has a small bucket to collect their peels, cores etc from Munch and Crunch. Each class brings their compost bucket out to their tree at recess. Their fruit scraps are tipped into the large compost bin (down behind the sports shed). At lunchtime the children put their crusts and other food scraps into their scrap bucket – not the bins. These food scraps are collected and feed to chooks (which produce eggs and meat!).

Benefits to NPS

1. The children learn about composting and recycling. They begin to sort their waste products.
2. Food scraps do not rot and smell in our bins
3. Year 2 children get roles and responsibilities eg the buckets have to be put out, collected and

cleaned. (They get their hands dirty! Develop a work ethic!)

4. We end up with compost which can be dug into garden beds to improve the soil.
5. The bins and our waste is monitored. As a result of collecting this "data" we now have apple cutters so the children eat much more of their apples with the previous waste.

Boxfit

A new program introduced for Stage 2 at Nowra Public School this year is boxfit. This is a boxing style workout which combines both impact and cardio training. Students learn skills and moves, improve co-ordination and energy levels while getting fit.

Boxfit can give children confidence and help them focus more clearly. Research suggests that "students are less likely to be disruptive in terms of their classroom behaviours when they have been active."

The program is only new and still developing and will be introduced in Stage 3 next year.

Eisteddfod

Nowra Public School competed in the Annual Shoalhaven Eisteddfod this year with some classes receiving excellent results. 3R placed second in the Primary Years 3-6 Section with their performance of "Thelma the Unicorn". KY also placed second in the infants section and 1/2K and 2M were Highly Commended.

S.T.A.T.A. PROGRAM

Following the establishment of the S.T.A.T.A (Sporting Talent Aiming to Achieve) program in Term 4, 2015, Mrs. Hamilton continued to conduct the 8am Tuesday morning sports program, attracting between forty and sixty year 3-6 students. This program, combined with our focus on delivering quality physical education lessons resulted in students gaining significant improvement in strength, speed, movement skills and fitness. Many opportunities were provided to students for sporting representation with our school achieving outstanding levels of participation and achievement.

Cross Country: Our annual primary cross country carnival was held at Willandra course on the final day of term one. 220 students ran the course with Cockatoos claiming the house champion victory. School Age Champions were awarded to Keira Galea, James Babian (8/9 years), Dakota Farn, Lucas Evison (10 years), Denva Dwyer, Ashton Harvie (11 years), Khalesha Falzon and Lucas Johnson (12/13 years). Forty students represented our school at the Shoalhaven District Championships, achieving outstanding results and runner-ups for the championship school trophy. Individually, six students, including Keira Galea, James Babian, Dakota Farn, Kahlan Carpenter, Khalesha Falzon and Brock Janszen placed in the top five runners at district, qualifying for the South Coast Regional Championships.

Primary Athletics Carnival

The athletics carnival adopted a new program this year, with students supervised and moving between events with an age manager. The day was successful with outstanding behaviour, high levels of participation and superb sportsmanship. Students enjoyed the day, supporting and encouraging each other and Cockatoos took out the house point score. Age champions were awarded to Lochlan Burchell and Ivy Dowdy (Juniors), Jordan Searle and Denva Dwyer (11 years), Jeramiah Welsh and Khalesha Falzon (Seniors). 48 students were selected to compete with 14 other schools at the Shoalhaven District Championships. This carnival was hugely successful for our school, accumulating the highest points tally to take home the 2016 champion school trophy, ahead of Berry P.S. (2nd), Cambewarra (3rd) and Illaroo Road (4th). 16 students achieved selection in the Shoalhaven District team to compete at the South Coast Regional Championships in Canberra, whilst Denva Dwyer also received 11 years District Age Champion. For the first time in history, the outstanding performance from our athletes resulted in achieving the highest point score and earning the perpetual trophy for "Overall Champion School" in the Shoalhaven District.

16 of our students also earned selection to compete at the Regional Athletics Championships including;

Lucas Avery (100m), Chilli Dwyer (100m, HJ), Danieka Bell (100m), Ivy Dowdy (100m, 200m, LJ, SP), Riley Ingram (SP), Xander Lee (Discus), Dakota Farn (800m), Denva Dwyer (11 yr age champion, 100m, 200m, HJ, LJ, relay), Madison Carr (relay), Ashton Harvie (HJ), Olivia Beahan (HJ), Khalesha Falzon (800m, LJ, relay), Zoe Drury (HJ, relay), Jeramiah Welsh (200m), Lachlan Brown (100m), Kirsten Muldoon (100m). The regional carnival was held in Canberra with extremely wet conditions, causing event organisers to cancel final races. Apart from top 3 placings, the results of events were unavailable as paperwork destroyed by rain. Denva Dwyer achieved in the top 3 placings for both 100m and high jump, qualifying for the NSW PSSA state championships.

District, Regional and State Representatives

Rugby League: Three boys attended the district trials, with Jeramiah Welsh and Jordan Searle selected to represent at the South Coast Regional Championships.

Rugby Union & AFL: Lachlan Davis represented Shoalhaven District at the Regional Rugby Union Championships, whilst Dylan Johnstone was selected to represent in AFL.

Touch Football: Nine students attended the district touch football trials, with Jeramiah Welsh, Jenayah Gunson, Denva Dwyer and Khalesha Falzon selected to represent Shoalhaven at the Regional Championships in Fairy Meadow. Mrs. Hamilton coached the girls Shoalhaven District team, who performed outstanding on the day. Jenayah was selected as a South Coast regional top eighteen player,

whilst Jeramiah earned selection into the Regional team playing in Tamworth at the NSW state championships.

Netball: Year five students, Denva Dwyer and Madison Carr attended the popular district netball trials, both earning selection to represent at the Regional Championships.

Soccer: Along with many talented students from local schools, five of our stage three boys attended the district soccer trials with Aaron Quirque successful in earning selection into the Shoalhaven District team.

Basketball: Basketball was well represented with ten students attending the Shoalhaven District trials and eight students including Jamie Mazengarb, Kyran Hutson, Maddison Goatcher, Charlotte Hunt, Charlee Meili, Willow Edwards, Jade Moffatt and Claire Stewart earning selection in the district team.