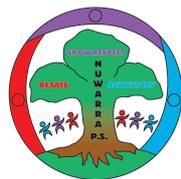


Nuwarra Public School Annual Report



2016



4420

Introduction

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

Nuwarra Public School is a vibrant place of learning which is characterised by a sense of energy and warmth of welcome.

The school has a high academic focus. Skilled and committed staff members work collaboratively to provide quality programs, which cater for the individual needs of students and build positive relationships with and between students.

A strong school spirit underpins rich and diverse learning opportunities for students, including debating and public speaking. Specialist programs include dance and technology. The school has a strong student wellbeing focus. A dedicated Learning Support Team works toward the early identification of students with learning difficulties and the implementation of strategies to support curriculum access. Student effort and achievement is regularly acknowledged through a systematic award system aligned with our Positive Behaviour for Learning (PBL) school-wide practices.

Leadership opportunities are provided to students through the Year 6 Ambassador Program, Captains, Vice-Captains and Prefects, Sports Leaders, the Student Representative Council, Peer Support Leaders and Shadow Leaders. The highlights of the year included the Harmony Day celebrations, Peer Support Program, the establishment of the Community Liaison Position, Computer Coding and our Heroes School Concert.

I am incredibly proud to be Principal of Nuwarra Public School. I value and commend the efforts and achievements of its students; the commitment and dedication of an experienced and talented staff and the generous contribution and active involvement of supportive parents and a vibrant community. I would also like to acknowledge the exceptional work of our school P&C.

I am pleased to share some of the school's achievements with you in this report.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Reg Corney

Principal

School contact details

Nuwarra Public School

McKay Ave

Moorebank, 2170

www.nuwarra-p.schools.nsw.edu.au

nuwarra-p.School@det.nsw.edu.au

9601 2864

School background

School vision statement

Nuwarra Public School's vision is to provide a safe and innovative environment, where the school community will be engaged in quality learning experiences.

The school will offer a differentiated, creative and effective curriculum that will support connectedness to the world, through engagement in 21st Century learning.

This will be achieved through innovative, quality learning environments, tailored staff professional learning focusing on capacity building and successful community engagement programs.

School context

Nuwarra is a level 3 public school in Moorebank with over 350 students. Included in this number are 13 mainstream and 6 Hearing Support Classes.

The core values of Nuwarra Public School are an acceptance of difference and a movement from tolerance to understanding. This is accomplished within a safe, nurturing environment emphasising the importance of respect, cooperation and the recognition of every student's right to equitable access of the curriculum. We provide opportunities for all students to reach their full potential academically, socially, physically and emotionally. Nuwarra offers the L3 (Language, Learning and Literacy) and Best Start programs for Kindergarten students and Reading Recovery to support identified Year 1 students.

Nuwarra is an active member of the Moorebank Community of Schools. Our school has a diverse population comprised of students from many cultural and socio-economic backgrounds.

Our school supports PBL (Positive Behaviour for Learning) taking a pro-active approach to behaviour by explicitly teaching behavioural expectations in all school settings

Nuwarra Public School offers a balanced approach to school life. We value participation while striving for excellence. As life-long learners, staff and students actively embrace the integration of technology across the curriculum.

Nuwarra Public School – Excellence. Innovation. Opportunity.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

Nuwarra Public School participated in an extensive self-assessment to ensure the implementation of quality practices and program initiatives.

In the area of Learning Culture, we understand that curriculum and engagement are interrelated. The school expectations of behaviour are explicitly taught throughout all classrooms as part of our values lessons and Positive Behaviour for Learning (PBL) initiatives. At Nuwarra, we recognise cultural backgrounds within programs and through our special events such as Harmony Day. In 2017, Nuwarra students will participate in the LifeSkills program to support a quality learning environment and mental stillness.

In Curriculum and Learning, we provide students with rich links to the local community, the United Nations goals and a quality education where wellbeing of students is the key to success. Each stage group identify a global goal and work together to achieve this. In 2016, Stage 2 students coordinated a plastics/aluminium recycling program in conjunction with Liverpool Council. Nuwarra are also active members of the Moorebank Community of Schools initiative and focus heavily on high school transitions.

All students participate in the creation of their own learning portfolio. These outline progress made throughout the year

and facilitate future goal setting. Nuwarra also utilises a digital program called Class Dojo to promote community connectedness and real time student progress. Learning intentions and success criteria is used in all classrooms to improve student learning outcomes and parent information sessions were coordinated in the areas of literacy, numeracy and technology. These workshops will continue in 2017.

In 2016, all teaching staff participated in the Performance and Development Framework where professional goals were set and reviewed to ensure success. An additional staff member was employed for one day per week to support this Department of Education initiative. This will continue in 2017. Most teachers understood how to implement the professional teaching standards and were committed to their own development both at the class level and beyond.

Leadership succession was a particular focus with an additional aspiring leader and the School Administrative Manger added to the executive team. Shadow Leaders were also added to the student leadership group. In 2017, both groups will continue to expand.

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

Students are successful and engaged learners

Purpose

To build the capacity of all students so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best. Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences. To develop each student's ability to engage, monitor and confidently articulate their personal learning and social goals.

Overall summary of progress

Nuwarra Public School focused on quality environments and in school programs that engaged learners such as Computer Coding and the Sportspro Dance initiatives. Throughout 2016, staff implemented success criteria, learning intentions; and the growth mindset through the Action Learning for Innovation strategy.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All students immersed in 21st century pedagogies and transformational learning environments through XO, iPad technologies and Self Organised Learning Environment (SOLE) pedagogies.	Students participating in SOLE lessons. Stage 2 initiative "Connect 4 Learning" implemented. Professional development for staff in the areas of technology, Connect 4 Learning and SOLE .	Purchase of 24 iPads (Computer Grant– \$16,000) and upkeep of technology.
Most students with additional learning needs will have personalised learning goals that are reviewed as part of the teaching/learning cycle.	Stages have created Data Walls, Bump it Up or Growth Walls. All students have participated in goal setting, including three way learning conferences mid year.	
Annual increase in the number of teaching staff who are trained in the use of current technology.	Several staff members participated in lesson observations regarding technology. Week 8 and 9 staff meetings allocated for Mathematics professional learning.	
The majority of students will participate in Peer Support Programs each year.	Peer Support kits created. Two casuals employed to support the training days for Year 6 students.	Teacher Professional Learning (TPL–\$1,800)
All students will participate in goal setting and will receive appropriate ongoing feedback from staff and peers.	Stages have created Data Walls and Bump it Up or Growth Walls. All students have participated in goal setting, including three way learning conferences mid year.	
10 Students each year trained as part of a 'Genius Bar' held in the library for technological trouble shooting.	Due to the increase in classes the Genius Bar did not occur in 2016. The librarian continues to support technology within the school.	
Identified students will participate in extension and enrichment.	Classroom teachers cater for enrichment within their differentiation of lessons.	

Next Steps

In 2017, students will participate in the LifeSkills program addressing mental stillness and strategies to improve wellbeing. Students will also participate in Computer Coding and STEM (Science, Technology, Engineering and Mathematics) activities.

Strategic Direction 2

Staff are high performing, dynamic professionals

Purpose

To build the capacity of all staff and a professional learning culture, so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best. Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential. To develop each staff member's ability to engage, monitor and confidently articulate their personal learning and social goals. To provide opportunities for staff to attain a deeper knowledge of Australian Curriculum content and outcomes.

Overall summary of progress

In 2016, all teaching staff participated in the implementation of the Performance and Development Framework (PDP). This ensured that staff set genuine professional goals. Selected staff also participated in Growth Coaching and the implementation of the LMBR (Learning, Management and Business Reform) system.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Stage 3 teaching staff trained in SOLE pedagogies by the end of 2015.	This was achieved in 2015.	
By the end of the 2017 school year, all stages will be implementing SOLE pedagogy in at least one KLA.	Two additional staff members participated in SOLE professional learning.	Teacher Professional Learning (TPL \$3,600)
The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice through regular and timely demonstration lessons and quality observations.	All teaching staff have participated in the creation of genuine professional goals. These goals have informed the professional learning for weekly staff meetings. All teaching staff have participated in formal observations, a mid year and an annual review.	Quality Teaching, Successful Students (QTSS 0.2 FTE) (\$18,000)
The leadership team builds the collective capacity of staff and the school community to use data to inform strategic improvement efforts through Growth Coaching and the Performance and Management Framework.	All executive members received professional learning in Growth Coaching to support the implementation of the PDP process. Two aspiring leaders also received Growth Coaching professional learning.	Teacher Professional Learning (TPL \$2,800)
All students are exposed to engaging learning programs and environments.	Stage focus on global United Nations values. Stage 2 students liaised with the local council to implement a plastics recycling program. Stage 2 students participated in the 'Connect 4 Learning' Project and K-2 students participated in the 'Lessons In Phonics Instruction' (LIPI).	All funds were raised by students using a Mufti Day.

Next Steps

In 2017, additional staff will participate in Growth Coaching professional development and all teaching staff will plan, implement and revise their PDP goals. All staff will attend Growth Mindset workshops throughout the year.

Strategic Direction 3

Students are active, successful global citizens with a sense of belonging within their local community

Purpose

To create an environment that accepts and encourages the community to be active participants within the school. Deep connections will be formed to enrich and expand the lives of learners. To inspire students to be effective leaders and realise that positive change is possible through the actions of individuals. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners both within and beyond the classroom. Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Overall summary of progress

All students participated in the selection and implementation of strategies that aligned with the United Nations Global Goals. Stage 2 students chose recycling as their initiative and liaised with the local council.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Nominated Stage 2 and 3 students participate in the creation of a 'Genius Bar' to resolve technology issues.	Due to the increase in classes mid year there was no available time for this to occur.	
All students participate in learning programs that engage and support a greater awareness of the local and global community.	Each Stage aligns themselves with a United Nations goal.	Purchase of 24 iPads. (Technology Grant– \$16,000)
Improved links with the local and wider community through community sponsorship.	In 2016, this did not occur due to the employment of the substantive Hearing Support Assistant Principal and the new learning initiatives implemented.	
All students participate in an effective Peer Support Program.	Two staff members received professional development in the implementation of an effective Peer Support Program. All students then participated in the leadership of lessons (Year 6) and content activities (K–5)	Teacher Professional Learning (TPL– \$1,800)
By the end of 2016, all students accessing and effectively using technology daily to promote local/global citizenship.	Reorganisation and allocation of XO android devices and the purchase of 24 additional iPads to support teaching and learning.	
Community Liaison Officer employed by the end of 2016 for 1 day per week (Start date 2017) to improve community participation, soft entry and decision making.	Pioneer Group application submitted and successful. In Term 4, 2016 a Community Liaison Officer was employed for 1 day per week to commence Term 1, 2017.	Community Decision Making (\$9,000)

Next Steps

All stages to showcase their efforts in the implementation of acting globally, thinking locally. Improved ties with the local schools and community through the MCOS initiative. Improved local community links with the employment of the Community Liaison Officer (Pioneer Group).

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	This occurred during Term 2 learning conferences. NAIDOC Day. In 2017, stakeholders will participate in individual PLP meetings.	\$200 raised from gold coin donations to install garden. \$900 staff release to coordinate NAIDOC day celebrations.
English language proficiency	EAL/D staff continually target students with specific Literacy needs Focus groups for Grammar and literacy acquisition coordinated to support. All students in K–2 participate in LIPI/LIPA instruction. 91% of students made significant gains.	EAL/D Staff \$200 for photocopying and laminating of resources \$56,000 SLSO staffing employed
Low level adjustment for disability	Students with support have made sound gains. Classroom teachers supported with the employment of SLSO support within small groups. Students supported one to one to ensure engagement and effective curriculum access. NCCD successfully completed to identify students requiring additional support.	EAL/D staff SLSO employment \$132,000
Quality Teaching, Successful Students (QTSS)	Most staff achieving PDP goals. Minority of staff carrying PDP goals over to 2017 due to availability of professional learning opportunities.	QTSS funding (0.2 FTE targeted students initiative)
Socio–economic background	Program initiatives successfully engaged students who were previously disengaged. Improved student attendance on initiative days. Improved student wellbeing and mental stillness. Improved classroom behaviour.	\$10,000 Computer Coding

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	183	186	182	183
Girls	161	179	171	171

Nuwarra Public School is a multicultural school from a diverse community. The total enrolment was comprised of 25 different language groups with just fewer than 60% of students from a Language Background Other Than English. At the commencement of the 2016 school year, student enrolment was approximately 330. Twenty-eight students were also enrolled in the Hearing Support Unit. This number grew to Thirty-five.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.9	95.5	93.7	94.2
1	93.4	95.2	94.4	91.5
2	94.2	94.1	93.4	94.7
3	96.1	95.4	93.5	93
4	94.3	95.6	93.9	92.9
5	94.1	94.4	92.5	92.4
6	94.6	94.6	91.5	91.8
All Years	94.4	94.9	93.3	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

Management of non-attendance

Our attendance rates are slightly above State averages. However, there was a slight drop in overall attendance between 2014 and 2015 due to families no longer being entitled to apply for exemption from school for interstate and overseas family commitments.

As a school we record student attendance through the Easy School Reports attendance module. Parents are called after three consecutive unexplained absences. We will also follow up with an email should we not get a response.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.61
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	1.2
School Counsellor	0
School Administration & Support Staff	7.92
Other Positions	0.16

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. We currently have 2 Indigenous staff members within our school.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	35

Professional learning and teacher accreditation

In 2016, professional learning money was spent on providing professional learning opportunities for all members of staff.

Teacher Professional Learning (TPL) at Nuwarra was provided through a variety of forums during the year. Teachers attended and took part in online courses, off site conferences, in-service meetings, staff

development days (SDD) and weekly staff meetings.

Some professional learning was shared with our local Moorebank Community of Schools allowing staff members to network and share teaching practice across both schools. These sessions supported the Strategic Direction: Students are successful and Engaged Learners (Strategic Direction 1).

Throughout the year, some staff meetings address compliance and the need to update staff in Asthma, Resuscitation, anaphylaxis training and child protection. These sessions are regulated and scheduled by the Department of Education and are mandatory for all schools.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

In 2016, Nuwarra Public School collected voluntary contributions which totalled \$6,510. This amount reflected a decrease in contributions. There was an increase in income for the hire of facilities due to the successful tender of the helping Hands network before, after and vacation care. Nuwarra also retains the funds to support the Moorebank Community of Schools Bi-annual Concert. An increase in Science and Technology expenditure due to the purchase of Science Kits for all stage groups.

Income	\$
Balance brought forward	197 514.00
Global funds	274 139.00
Tied funds	410 399.00
School & community sources	163 041.00
Interest	4 856.00
Trust receipts	7 369.00
Canteen	0.00
Total income	1 057 318.00
Expenditure	
Teaching & learning	
Key learning areas	30 449.00
Excursions	31 198.00
Extracurricular dissections	53 768.00
Library	4 555.00
Training & development	26 106.00
Tied funds	287 015.00
Short term relief	62 806.00
Administration & office	70 316.00
School-operated canteen	0.00
Utilities	50 864.00
Maintenance	58 493.00
Trust accounts	8 082.00
Capital programs	0.00
Total expenditure	683 652.00
Balance carried forward	373 666.00

The information provided in the financial summary includes reporting from 1 January 2016 to 12 October 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	416 991.80
(2a) Appropriation	387 905.81
(2b) Sale of Goods and Services	13.64
(2c) Grants and Contributions	28 867.35
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	205.00
Expenses	-226 106.52
Recurrent Expenses	-226 106.52
(3a) Employee Related	-108 863.26
(3b) Operating Expenses	-117 243.26
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	190 885.28
Balance Carried Forward	190 885.28

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The above statement of receipts and payments exhibit an accurate view of the school's operations and cash balances. The statement has been prepared in accordance with the directions issued by the Department of Education. Proper accounting records have been maintained.

Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
Base Total	2 254 832.39
Base Per Capita	20 297.48
Base Location	0.00
Other Base	2 234 534.91
Equity Total	338 429.04
Equity Aboriginal	4 219.97
Equity Socio economic	39 858.18
Equity Language	152 291.01
Equity Disability	142 059.88
Targeted Total	941 657.69
Other Total	64 571.11
Grand Total	3 599 490.23

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

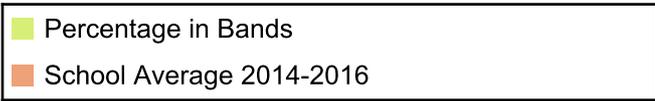
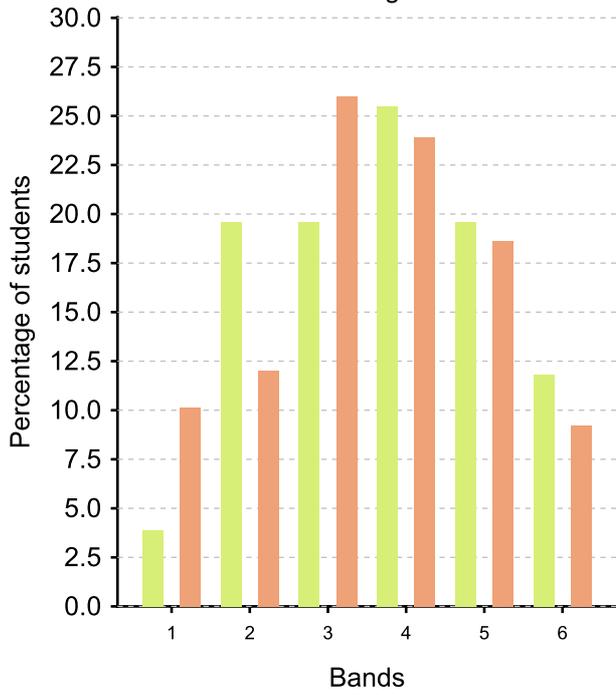
NAPLAN

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.

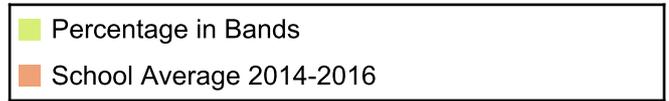
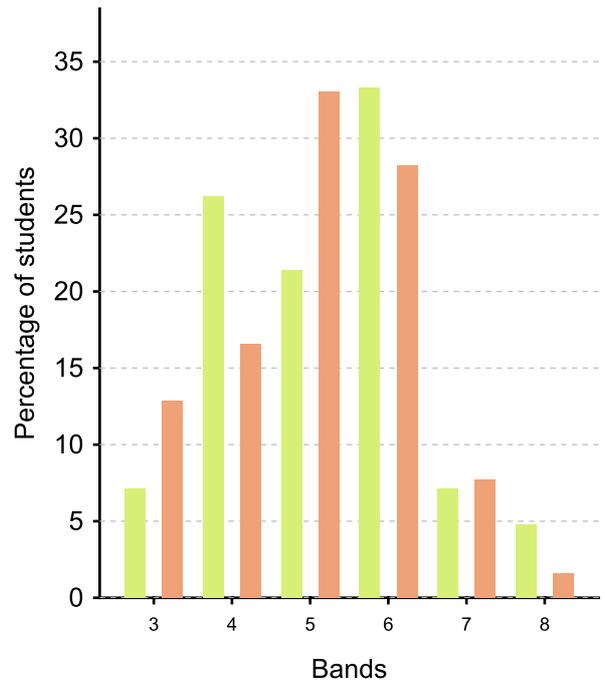
In 2016, there is a noted increase in the percentage of students in Year 3 achieving the top two bands in reading. This increase is also evident in Year 3 spelling.

In Year 5 writing, there was 4.8% increase of students achieving the top NAPLAN band. In spelling, there was an increase of 9.5% of students achieving the top band.

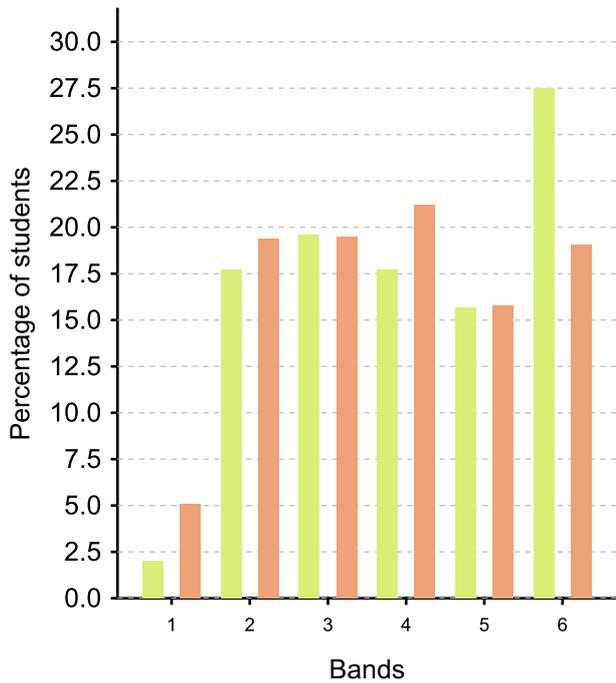
Percentage in bands:
Year 3 Reading



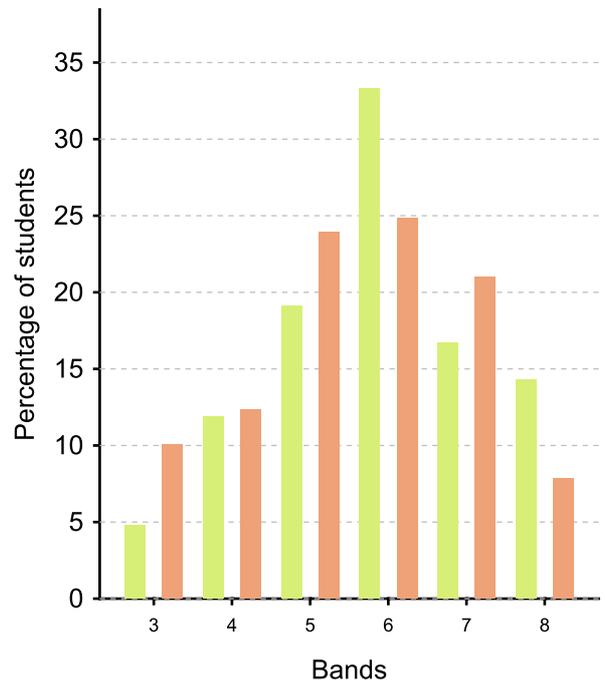
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 3 Spelling



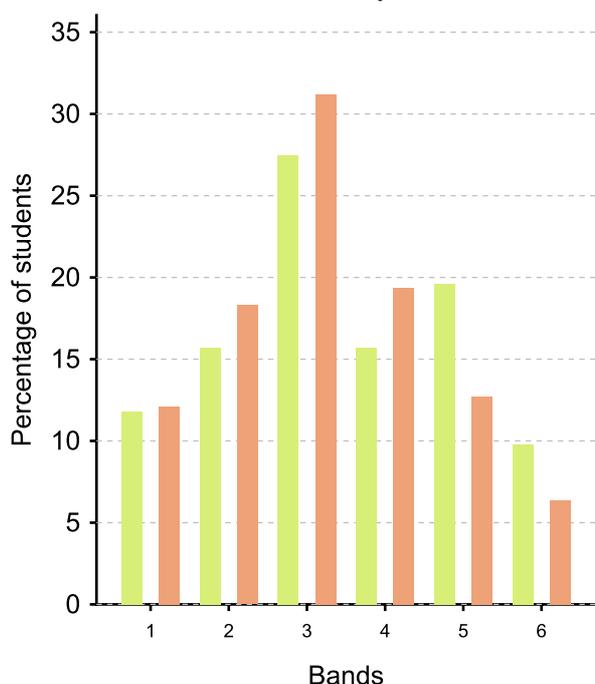
Percentage in bands:
Year 5 Spelling



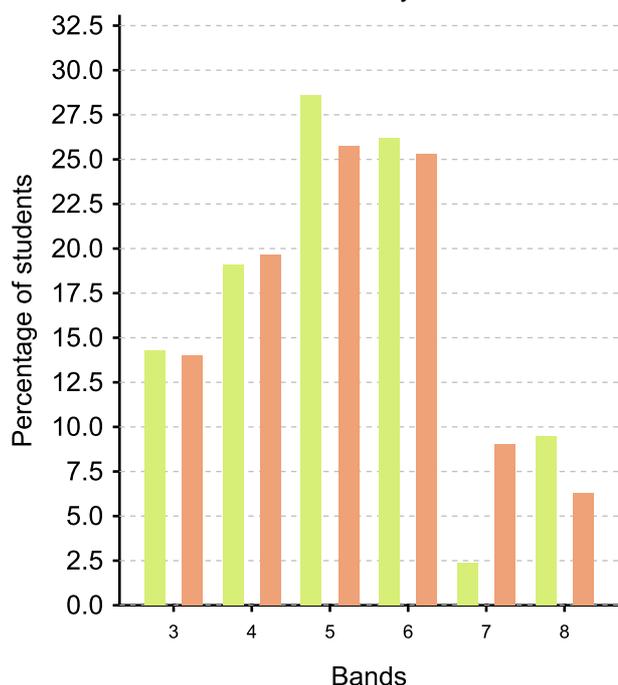
In 2016, there is an increase in the percentage of students in Year 3 achieving the top two bands in numeracy.

In 2016, there is an increase of 4.5% in the percentage of students in Year 5 achieving the top band in numeracy.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands.

Aboriginal students in Years 2 and 4 were identified to receive additional support to improve their outcomes in Literacy and Numeracy. A teacher was employed for 1 day per week in 2016 to implement this strategy. The evidence of improvement will be seen in the 2017 NAPLAN results.

Parent/caregiver, student, teacher satisfaction

Nuwarra participated in the **Tell Them From Me** student survey. This survey measured 20 indicators based on the most recent research on school and classroom effectiveness. It provides highlights based on data from 110 students at Nuwarra that participated in the survey between 13 March 2016 and 1 April 2016. The results showed that at Nuwarra:

91% of the girls and 82% of the boys in this school had a high sense of belonging. The NSW Government norm for girls is 81% and for boys is 81%.

92% of students had positive behaviour; the NSW Government norm for these years is 83%.

85% of students were interested and motivated; the NSW Government norm for these years is 78%.

Students rated Effective Classroom Learning Time 8.6 out of 10; the NSW Government norm for these years is 8.2.

Students rated Disciplinary Climate of the Classroom 7.5 out of 10; the NSW Government norm for these years is 7.2.

Students rated Teachers' Expectations for Academic Success 8.8 out of 10; the NSW Government norm for these years is 8.7.

Positive Teacher–Student Relations were rated 8.8 out of 10; the NSW Government norm for these years is 8.4.

89% of the girls and 96% of the boys had a high rate of Participation in Sports. The NSW Government norm for girls is 82% and for boys is 84%.

87% of the girls and 65% of the boys had positive homework behaviours. The NSW Government norm for girls is 82% and for boys is 65%.

Policy requirements

Aboriginal education

All Aboriginal students participated in three-way goal setting as part of their Personalised Learning Plans. NAIDOC celebrations were also coordinated with a local Elder, Aunty Fran. Selected students participated

in the creation of a 20 metre Aboriginal Mural under the Central COLA. Aboriginal students also attended an ATSI Art Day as part of a Moorebank Community of Schools initiative.