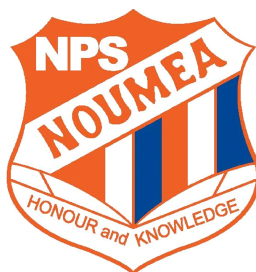


# Noumea Public School

## Annual Report



2016



4493

# Introduction

## Message from the Principal

Noumea Public School is a vibrant and caring learning community. All of our students and staff strive daily to achieve excellence and I am proud of their efforts and achievements.

Noumea Public School is proud to offer a variety of extra-curricular opportunities to our students and community through our numerous programs such as our playgroups, transition programs, choir, gardening groups, sporting teams, drumming and cultural dance groups. In partnership with our local community, Noumea Public School aims to provide our students with a comprehensive education and opportunities to enable them to become lifelong learners.

As the Principal of Noumea Public School, it is a pleasure to be leading such a dedicated staff and community.

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.

**Sue Finn**

## School background

### School vision statement

Our vision at Noumea Public school is to create a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to achieve excellence through quality teaching for lifelong learning.

### School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P2 school with an enrolment of 288 students, including 42% from a non-English speaking background and 20% Aboriginal and Torres Strait Islander students. The school is currently participating in the regional initiative Early Action for Success. There is provision for extracurricular activities, including cultural dance and environmental projects. The school has recently focused on strengthening partnerships with local schools and community organisations. It has a dedicated staff made up of early career and experienced teachers.

## 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, our school achievements and the next steps to be pursued. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework. At Noumea we are delivering across the three elements of the framework.

#### **Learning**

: All students are actively engaged and are provided with enhanced wellbeing programs that lead to improved attendance. The teachers provide curriculum provisions that meet the needs of our students and differentiate practice where required. The school has effective transition programs that allow for smooth transition at key points in student learning journeys. Parents are regularly updated on the progress of their children.

#### **Teaching**

: Regular review and revision of teaching practices enable well planned, engaging teaching and learning, driven by analysis and performance data. The staff actively engage in regular curriculum training and development and evaluate assessment of student outcomes. Beginning teachers are provided with targeted support and all teachers are guided by the professional standards.

#### **Leading**

: Parents and community members are welcomed and provided opportunities to engage with the school vision and promote a positive learning environment. The school fosters high expectations and is responsive to changing needs. Diversity is celebrated and acknowledged and resources are creatively used to meet a broad range of student interests and learning needs. The school leadership teams clearly communicate priorities and practices to the school community. Our self-assessment process will further assist the school to refine the strategic priorities in our School plan leading to further improvements in the delivery of education to our students.

## Strategic Direction 1

### Connected Learners

#### Purpose

Purpose: To enable students to develop increasingly complex thinking and understanding across all Key Learning Areas through school wide teaching and learning programs that encourage self-directed learning, active listening, and flexible and independent thinking. This will enable students to take responsible risks in their learning and transfer knowledge to new situations.

#### Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

#### Did we do what we planned?

In 2016 we have continued to work diligently towards the achievement of our milestones in our attempt to create connected learners. 100% of classroom teachers have been involved in the bi-termly planning cycle for Mathematics to ensure adherence to the school's Mathematics scope and sequence, a consistent approach to programming and planning for individual student differentiation. 100% of classroom teachers have been involved in collaboratively using data to inform future planning and to guide programming for differentiated lessons in Mathematics. This continued focus has resulted in 90% of teachers feeling confident to program for differentiated learning in number.

Throughout 2016 all K–6 classroom teachers have continued to report at risk students in reading to the Learning Support Team. As a result, intervention programs (Speech Therapy, Oral language, Reading Recovery, Minilit, Multilit, Fountas and Pinell) have been implemented for identified at-risk students by RAM funded support staff. Students who have been identified as requiring significant additional support in learning have had Individual Education Plans (IEPs) developed by their teachers under the guidance of the LaST. The school has had continued success in regularly monitoring and reporting on the progress of these students.

Throughout 2016 all K–2 classroom teachers and support staff undertook training in the Targeted Early Numeracy (TEN) program. As a result 100% of teachers completed the training and demonstrated, through observed lessons and programming, greater capacity to differentiate learning for students based on their attainment of early arithmetic strategies.

#### Did it have the planned impact?

Teacher capacity to program and plan for individual student needs has continued to increase through ongoing professional learning, IEP development and collaborative programming and planning using student data.

Collaborative stage planning across the school has led to all teachers identifying an increased confidence to use data to program for the English and Mathematics syllabuses and has continued to lead to greater levels of professional dialogue about pedagogical practices.

A classroom teacher evaluation of the K–2 Literacy Intervention Programs (Pre-Lit, MiniLit, Oral Language, Speech Therapy and Fountas and Pinell) revealed that the Fountas and Pinell program was seen to be the most successful intervention for at-risk students in reading with 65% of targeted Kindergarten students increasing their reading levels and 100% of Year One Students increasing their reading levels, some significantly.

#### 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"><li>• 40% of students from K–2 achieving regional EA4S targets (30% in 2015 and 50% in 2017)</li><li>• An increased number of students in Years 3 and 5 performing in the top two bands in NAPLAN Mathematics compared to 2015.</li></ul>	<p>42% of Kindergarten students reached EA4S regional reading level target.</p> <p>65% of Year One students reached EA4S regional reading level target.</p> <p>51% of Year Two students reached EA4S regional reading level target.</p>	\$200,000



## 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"> <li>An increased number of students in Year 3 performing in the top two bands in NAPLAN Reading compared to 2015</li> </ul>	<p>87% of Kindergarten students reached EA4S regional EAS target.</p> <p>80% of Year One students reached EA4S regional EAS target.</p> <p>70% of Year Two students reached EA4S regional EAS target.</p> <p>Collaborative stage planning has been established across the school leading to all teachers identifying an increased confidence to program for the new Australian syllabuses.</p> <p>Students across K–2 are participating in differentiated learning tasks, determined by school based assessments and data collection.</p> <p>In school reading data identified that all students in Year 1 who participated in the Fountas and Pinnell Reading intervention program improved their individual reading levels, some significantly, whilst 65% of Kindergarten students who undertook the program experienced growth also.</p> <p>Bi-termly cycle stage planning for Maths implemented across the school.</p> <p>Scope and sequence reviewed and updated for Maths using Syllabus and teacher feedback.</p> <p>BEST START and SENA 1 /2 completed with data entered on PLAN for all classes K–6 each term.</p> <p>Differentiation evident in programming and classroom practice.</p> <p>Hands on activities evident in teaching and learning activities.</p> <p>Assessment used to inform termly planning.</p> <p>Completion of the TEN training modules by all K–2 teachers and support staff.</p> <p>Continued identification of K–6 students at risk in reading based on Plan data and school assessments.</p> <p>Continuation of reading Interventions programs implemented across school by support staff.</p> <p>Oral language program delivered by Speech Therapist, support staff and SLSOs for identified students.</p>	

## Next Steps

### EA4S–

- Continue to ensure that differentiation is evident in all classroom programs and that, through regular, ongoing

assessment, teachers are collecting and using data to inform planning.

- All K–6 staff to continue to follow the school's scope and sequence for Mathematics.
- Programs developed reflect evidence of assessment for, as and of learning for English and Mathematics.
- Literacy and Numeracy Data Walls to be regularly updated throughout the year to drive targeted interventions and classroom programming.

#### ***Interventions–***

- Continue to develop IEPs and PLPS for identified students in conjunction with LaST and Support Teachers to ensure that individual student needs are being catered for in the classroom.
- WALT and WILF strategies used in all classrooms to ensure that students can articulate the purpose of their learning and criteria for success.
- Speech Assessments and Speech Therapy to continue to be offered for students that have been identified as having possible language development delays.
- Continue to implement reading programs (Reading Recovery, Fountas and Pinnell, Pre–Lit and Minilit) for targeted, at–risk students across K–6.
- Incorporate fortnightly stage professional learning sessions in place of whole school TPL to provide teachers with greater opportunities to take part in Consistent Teacher Judgement (CTJ) sessions for English, using assessment/analysis rubrics, work–samples and reading levels. This will aim to ensure a more consistent approach to the assessment of English across the school and greater accuracy in the grading of student achievement.

## Strategic Direction 2

### Dynamic Teachers

#### Purpose

Purpose: To maintain an excellent standard of education by committed and competent staff supported by effective, strong and strategic leadership. This will create students who are responsible risk takers in regard to their learning and who are able to transfer acquired knowledge to life situations.

#### Overall summary of progress

##### *Did we do what was planned?*

Teachers have engaged in professional dialogue around the Quality Teaching Framework (QTF) and used it to guide practice as evidenced in all programs. Teachers regularly participated in professional development in new document and policy implementation. This provided opportunities to engage in pedagogical conversations with staff to improve practice. Teachers have a good understanding of the Performance and Development Framework (PDF) and have discussed Personalised Development Plans (PDPs) with colleagues. Each PDP has been created to meet individual needs, identify goals and ascertain staff with the capacity to assist the achievement of set goals. Teachers have a good understanding of Australian Professional Standards for Teachers (APST) and utilise these to drive practice and programming, which meet student needs.

##### *Did it have the planned impact?*

Quality teaching has been a strong focus this year and will continue to drive whole school practice to enable the integration of 21st Century learning. The planning three week cycle has allowed for consistency and collaboration across the school. Teachers at Noumea are using the Performance and Development Framework to assist with achieving personal and professional goals and expectations. They are building a sound knowledge of the Australian Professional Standards for Teachers and regularly participate in professional learning and collaboration to meet their goals. The Performance and Development Framework and the Australian Professional Standards for teachers are embedded in whole school teaching and learning cycles.

#### 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"><li>• Staff are implementing and engaging in whole school programs and practices integrating twenty first century learning and encouraging high expectations</li><li>• Leaders are developing capacity, inspiring others and guiding innovative teaching and learning</li></ul>	<ul style="list-style-type: none"><li>• Continue linking the QTF to practice guided by APST</li><li>• Staff are collaboratively programming on 3 week cycle using assessment data</li><li>• Staff were provided with opportunities to attend professional learning aligned to professional goals and school plans</li><li>• Staff were upskilled on the use of interactive technologies and its application to enhance student learning</li><li>• Staff expertise was utilised for training and capacity building</li><li>•</li></ul>	\$50,000

#### Next Steps

- Staff will revisit the elements of the QTF in order to incorporate it in everyday teaching, linking this practice to the Australian Professional Standards for Teachers.
- Continual reflection and self- assessment against the SEF supported by evidence.
- Leaders will continue to keep current with new policies and documents to help guide and build staff understanding.
- All K–2 staff to undertake TEN training throughout 2016 in order to implement this pedagogy and the practices into classroom teaching and learning programs.
- The annual identification and setting of goals to become best practice for leaders, inspiring others and guiding innovative teaching and learning.

- The QTSS funding and additional funding will enable the mentor to work with stage teams and individuals across 3–6 with a strong emphasis on quality effective teaching.



## Strategic Direction 3

### Leading an Inclusive and Positive Community

#### Purpose

Purpose: To sustain a nurturing, positive and safe learning community through an ongoing focus on equity, wellbeing and welfare. This will foster the cultivation of resilient, connected learners.

#### Overall summary of progress

##### *Did we do what was planned?*

Staff, students and parents are well informed of many cultural practices across the school. Aboriginal and Torres Strait Islander (ATSI) student learning continued to be supported through the Norta Norta program and Aboriginal Education Officer (AEO) classroom programs. One Year 5 student achieved growth above the State average

The school has worked closely with the HSLO and the ASLO in monitoring student attendance.

##### *Did it have the planned impact?*

Staff informed parents of many cultural practices throughout 2016. The Multicultural and Aboriginal dance groups performed throughout the year at various events. The school engaged Uncle Mick to create some artifacts which are displayed in the cabinet in the hallway. The school engaged a company to present many cultural practices during National Aboriginal and Indigenous Day of Celebration (NAIDOC) week activities. This was very well received by students and staff. The Junior Sista Speak program for our younger Aboriginal girls continued in 2016 and was again extremely successful in helping the girls build strong relationships and self-esteem. The Senior Sista Speak program Graduation was hosted by Noumea Public School. Program participants, parents and caregivers, Principals of participating schools were invited to the event. ACLO's from participating schools and supporting teaching staff were also present at the Celebration.

Positive Behaviour for Learning was reviewed and implemented successfully in the playground, moving into the classroom towards the end of the year. A reduced number of negative behavior entries was recorded this year as compared to last. There was a reduction of more than half for recorded incidents reported to the Anti-Racism Contact Officer (ARCO).

Noumea has monitored student attendance diligently and has engaged with both the Home School Liaison Officer (HSLO) and the Aboriginal School Liaison Officer (ASLO) when required and continues to work closely with the community to ensure student attendance at school.

#### 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"><li>The Learning community has a deeper understanding and tolerance of cultural identity and diversity reflected in a decrease of negative incidents on Sentral</li><li>The learning community has clearly defined behavioural expectations and reward systems that support student wellbeing</li><li>Students are active, engaged participants in classroom teaching and learning programs as evidenced through a 3% increase in attendance.</li></ul>	<ul style="list-style-type: none"><li>55% reduction of incidents reported to the ARCO</li><li>5% of incidents for bullying recorded on Sentral which is over 50% lower than last year</li><li>Principal initiated 'good news story' letters home to acknowledge good school citizenship.</li><li>Students were regularly rewarded for outstanding attendance each term at attendance assemblies and an excursion at the end of the year. Attendance levels did not quite meet the target but attendance rates have increased from 88% at the beginning of the year to almost 90% by the end of 2015</li><li>ATSI student attendance increased by almost 5% to 93% from 88% in 2014</li></ul>	\$100,000

#### Next Steps

- Increase community involvement in annual events.
- Reformat the school newsletter to expand communication of student achievement, programs and PBL focuses and also display on the school noticeboards.
- Continue the 'good news' letters to parents from the Principal.
- Teachers heightened awareness of student needs and differentiation will be evident in current practice particularly in light of our increasingly culturally diverse student population.
- IEPs need to be formulated to specifically address student needs and contain appropriate short term goals. These will be reviewed annually.
- Continue to modify and review attendance processes in consultation with the HSLO and ASLO.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p>AEO, Aboriginal programs coordinator, AEW and a class teacher collaborate to successfully run Sista Speak programs for girls in Stage Two resulting in improved self-esteem, increased attendance, heightened cultural awareness of Aboriginal languages, conventions and Totems. The program builds confidence, strong bonds and relationships among the girls</p> <p>Sista Speak for Middle School girls enables support of peers and strengthens transition between our school and our sister High School. Some schools engage guest speakers who provide insight into scholarships and career pathways available to young Aboriginal women and girls.</p> <p>Significant cultural days are celebrated. NAIDOC week saw a company of Aboriginal performers who provided a series of workshops and activities for the students who, as a result, gained a greater understanding and appreciation of Aboriginal culture.</p> <p>8 Ways of Learning program provides teaching and learning strategies that allow Aboriginal students equity of access to all curriculum areas. It is a school requirement that these strategies are reflected in all teaching and learning programs</p>	\$73,588
<b>English language proficiency</b>	<p>In addition to the staffing allocation of two days per week the school funds a further day which provides additional time for the ESL teacher to assist EAL/D students to develop their English language and to support their literacy leaning needs</p> <p>87% of EAL/D students in Reading in Year 3 performed in Band 3 and above compared to 60% of non EAL/D students</p> <p>For Reading , the growth score between Year 3 and Year 5 cohort of EAL/D students was 110.4 which compares favourably with the State average of 84.1</p>	\$66,777
<b>Low level adjustment for disability</b>	<p>Individual Education Plans for all students with disabilities are developed and reviewed annually by LaST, classroom teachers and parents</p> <p>Differentiated programming was made in English and Mathematics for students who required support</p> <p>School Learning Support Officers (SLSO) and support teachers assist in all classrooms</p> <p>Professional Development undertaken in the areas of student disabilities (Autism, Language Delays and Behaviour Management, Trauma) to upskill staff in the effective management of these students</p>	\$221,826

<p><b>Low level adjustment for disability</b></p>	<p>Literacy intervention programs include Minilit, Multilit, Fountas and Pinnell and Reading Recovery to support students with additional needs in reading and comprehension</p> <p>Speech Therapist employed two days per week to support students in Early Stage One and Stage One</p> <p>Approximately 70% of Early Stage One students diagnosed as having severe expressive and receptive language delays. All students' language has improved, with follow up assessment showing a huge improvement in sentence structure, recalling sentences and following directions</p> <p>Bounce Back Social Skills and Resilience Program implementation continued in 2016 across all classes as part of our school's involvement with the KidsMatter Program</p> <p>Peer Support implemented to help encourage our Year Six students to become leaders and role models to our younger students</p> <p>Students identified by the school as being "at risk" continued to participate in the Hook'd Up program throughout 2016. This social skills group, run by Mission Australia, also helped facilitate support services to families in need</p>	<p>\$221,826</p>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<ul style="list-style-type: none"> <li>Teacher / Mentor networks with local schools to guide implementation of comprehension strategies 3–6 initially</li> </ul>	
<p><b>Socio-economic background</b></p>	<p>Regular collaborative planning and evaluation of programmes facilitates differentiated programming and practices across the school which provides each student with equity of access to the curriculum</p> <p>Additional teachers are engaged to support the implementation of negotiated Individual Education Plans for students with identified specific learning needs</p> <p>Regular evaluation of targeted interventions and regular data collection inform teaching</p> <p>All Early Stage One students assessed and reviewed by Speech Therapist</p> <p>Speech Therapy provides oral language intervention for identified students across K–2</p> <p>Intensive Oral language program for Early Stage 1 students facilitates their ability to communicate in informal and structured classroom settings with peers and teachers while transitioning from home to school</p>	<p>\$522,502</p>

<b>Socio-economic background</b>	Breakfast club runs daily and Oz Harvest visits once a week with a food drop off to provide nutritional food for students in need	\$522,502
<b>Support for beginning teachers</b>		
<b>Early Action for Success (EAFS)</b>	<p>Teachers feel confident in preparing and using assessment to set learning tasks</p> <p>Scope and sequence for Maths implemented in 2016</p> <p>An increased number of students reaching regional EA4S targets for Numeracy compared to 2015</p> <p>Data wall reviewed 5 weekly K–2 for Maths PLAN data entered based on assessment</p>	\$25,000

# Student information

## Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	139	131	128	146
Girls	140	139	138	138

Noumea Public School had a slight increase in student enrolment this year; with the necessity to create a third Kindergarten class. We have increased our student numbers in 2016 by 17 students. Our student enrolments are still heavily influenced by the changing demographics of the local area, the ageing population and the mobility rate of our local community. Our school enrolments reflect a large number of Aboriginal and Pacific Islander students. With the support of funding we are able to employ an additional teacher who liaises with our Pacific Islander families, aiming to strengthen relationships between the school and our community. The Aboriginal Education Officer (AEO) works with the community team to encourage and engage our Aboriginal families.

## Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.9	92.3	93.5	91.4
1	93.3	88.6	91.6	93.1
2	92.5	92	90.9	91.8
3	93.4	89.5	90.5	88.4
4	94.6	91.6	87.1	90
5	93.5	90.9	90.9	92.9
6	92.8	90.8	88.6	93.6
All Years	93.4	90.8	90.4	91.6
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

RAM funding has continued to enable us to create an administrative position to engage in a phone home program. This process encourages parents to support the regular school attendance of their children and is also supported by our executive staff. In addition to this, we continue to focus on rewarding students with prizes and awards for outstanding attendance. We are constantly monitoring attendance of our students and liaise frequently with the HSLO. In 2016, we continued our "In line on time" theme to reduce partial absence rates and encourage our students to be at school, on time, every day. We also conducted regular congratulatory messages for classes with perfect attendance and weekly attendance blitzes throughout the year. Students with outstanding attendance were also recognized by attending a free excursion to watch the V8 Supercars race at Homebush. The expectation and need to be at school every day is communicated to students and the community regularly.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.96
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.7
Teacher Librarian	0.6
Teacher of ESL	0.4
School Administration & Support Staff	3.72
Other Positions	0.4

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Noumea Public School has a number of Indigenous staff employed at the school.

The staff comprises a full time AEO position, one Aboriginal Education Worker (AEW) position and two classroom teachers identify as Aboriginal.

### Teacher qualifications

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

## Management of non-attendance



## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

## Professional learning and teacher accreditation

### ***Expenditure on professional learning.***

Average expenditure per teacher on professional learning, at school level

An average of \$220.25 was spent on teacher professional learning

\$3,214.00 was spent on Beginning teacher support

Total school expenditure on teacher professional learning: A total of \$ 7,049.00 was expended on teacher professional learning

### ***Information on all school development days and number of staff participating***

All staff participated in mandatory training during Staff Development days, including Child Protection, Code of Conduct, Anaphylaxis, training.

Time was also provided for staff to plan and program on whole school and stage basis

.Expert others and visiting speakers also provided training and development on curriculum, student welfare and their particular area of interest

### ***NSW Education Standards Authority (NESA):***

There are 3 teachers Requiring Accreditation that are working their way towards Accreditation at Proficient

There are 6 teachers maintaining accreditation at Proficient

There is one teacher seeking voluntary accreditation at Lead Teacher

There are no teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and / or Lead Teacher

### ***Beginning Teachers:***

The school has One appointed beginning teacher

## 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.

Income	\$
<b>Balance brought forward</b>	<b>0.00</b>
Global funds	0.00
Tied funds	0.00
School & community sources	0.00
Interest	0.00
Trust receipts	995.95
Canteen	0.00
Total income	1 667 968.21
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	0.00
Excursions	0.00
Extracurricular dissections	0.00
Library	0.00
Training & development	90.00
Tied funds	0.00
Short term relief	0.00
Administration & office	0.00
School-operated canteen	0.00
Utilities	0.00
Maintenance	0.00
Trust accounts	2 929.40
Capital programs	0.00
Total expenditure	886 051.25
<b>Balance carried forward</b>	<b>781 916.96</b>

	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	815 339.90
(2a) Appropriation	802 183.53
(2b) Sale of Goods and Services	3 232.48
(2c) Grants and Contributions	9 485.15
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	438.74
<b>Expenses</b>	-412 171.97
Recurrent Expenses	-412 171.97
(3a) Employee Related	-326 412.38
(3b) Operating Expenses	-85 759.59
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	403 167.93
<b>Balance Carried Forward</b>	403 167.93

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.

### Financial summary equity funding

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

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	1 917 396.67
Base Per Capita	14 252.63
Base Location	0.00
Other Base	1 903 144.04
<b>Equity Total</b>	894 254.07
Equity Aboriginal	83 149.08
Equity Socio economic	522 501.79
Equity Language	66 776.71
Equity Disability	221 826.50
<b>Targeted Total</b>	65 669.99
<b>Other Total</b>	55 641.86
<b>Grand Total</b>	2 932 962.59

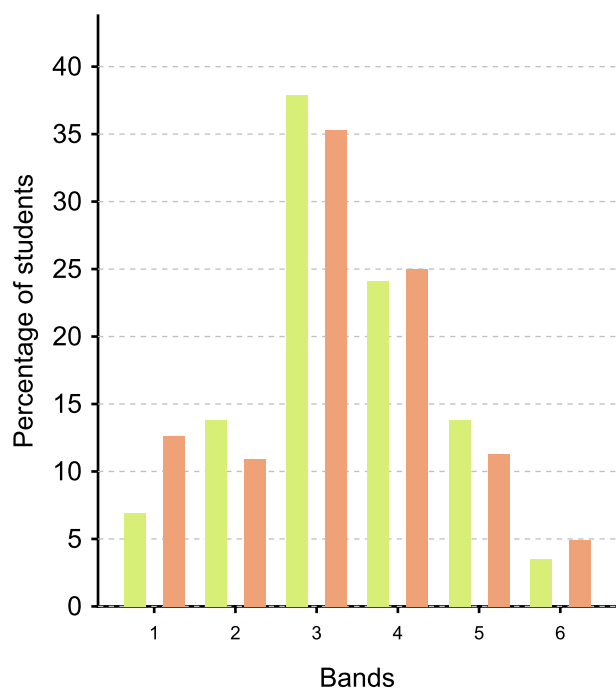
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

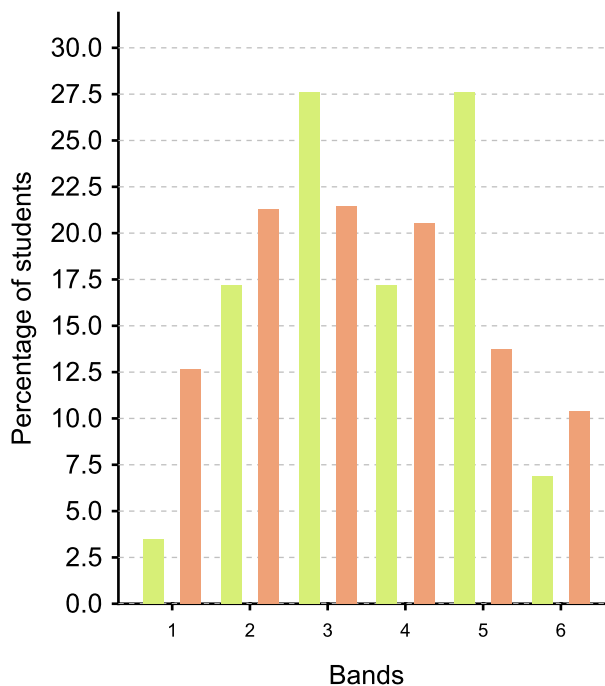
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



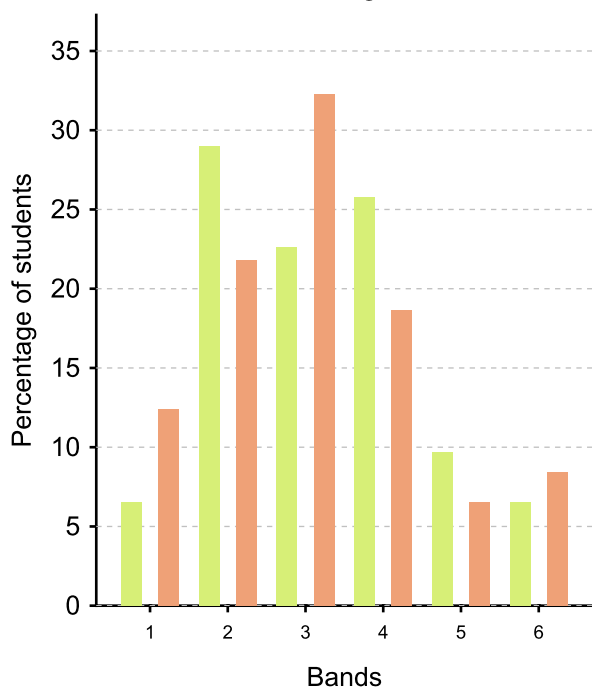
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Spelling



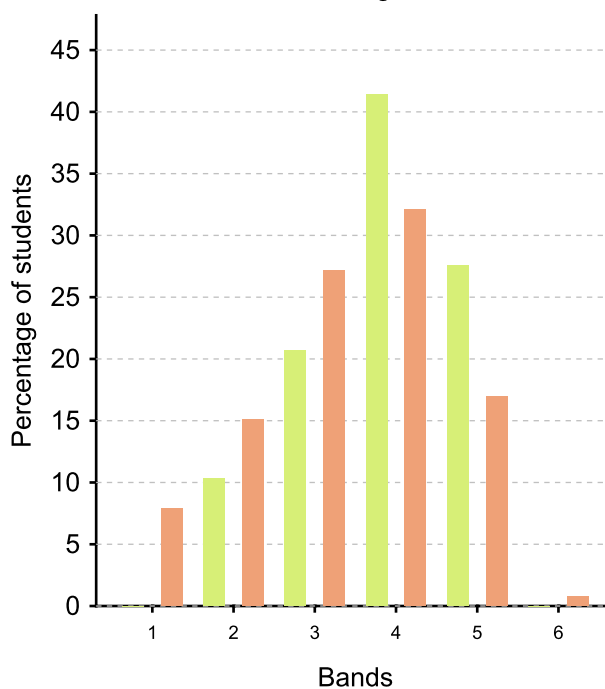
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Reading



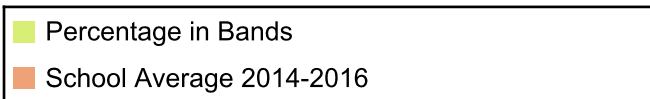
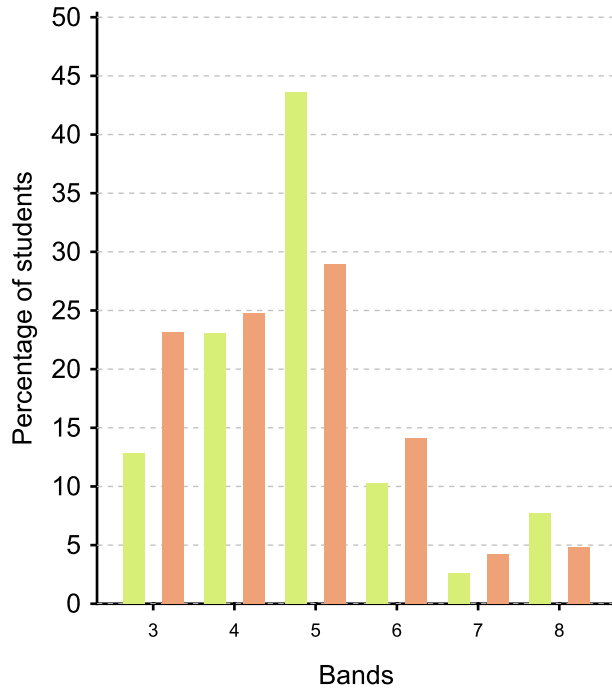
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing

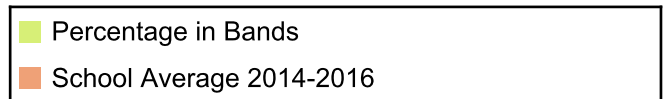
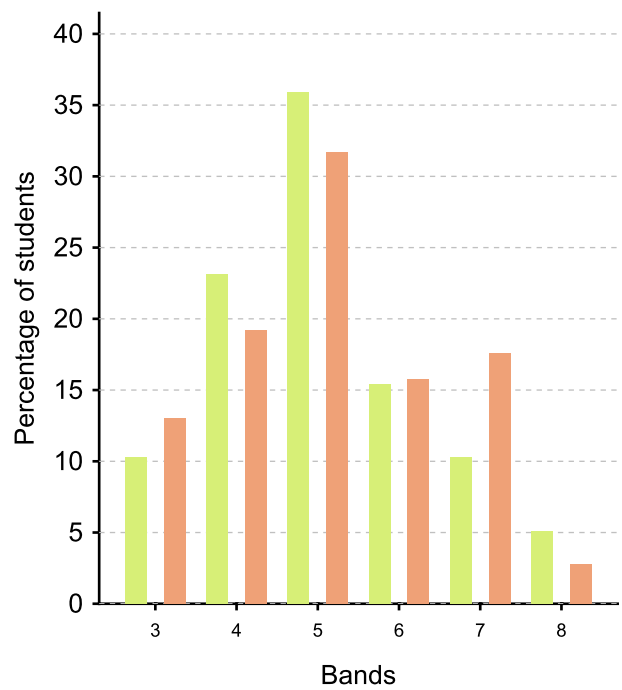


Percentage in Bands  
School Average 2014-2016

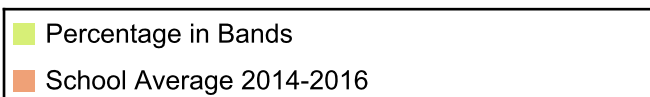
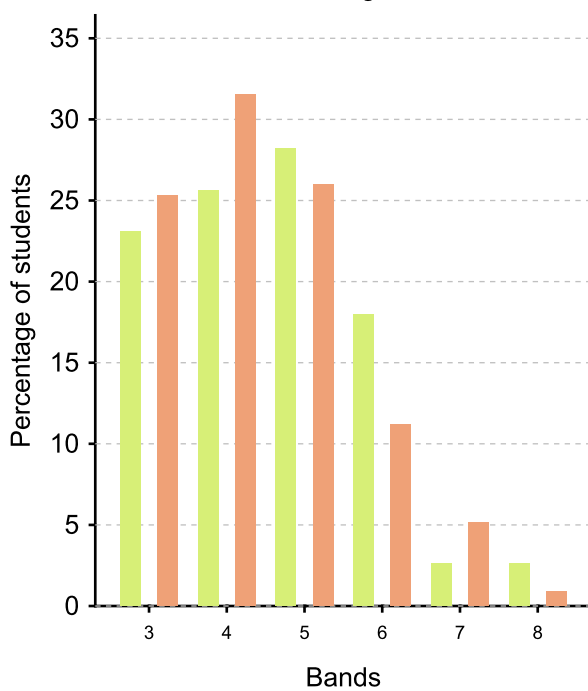
**Percentage in bands:**  
Year 5 Grammar & Punctuation



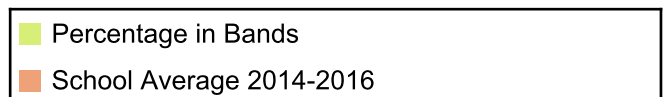
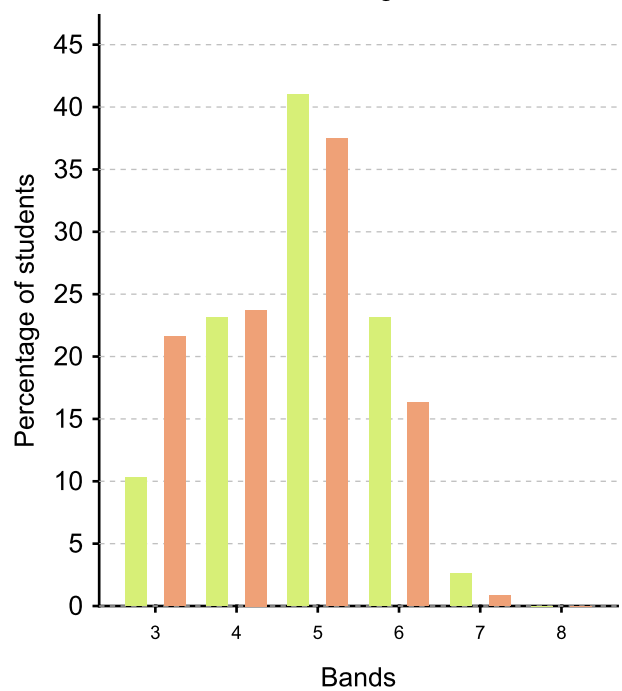
**Percentage in bands:**  
Year 5 Spelling



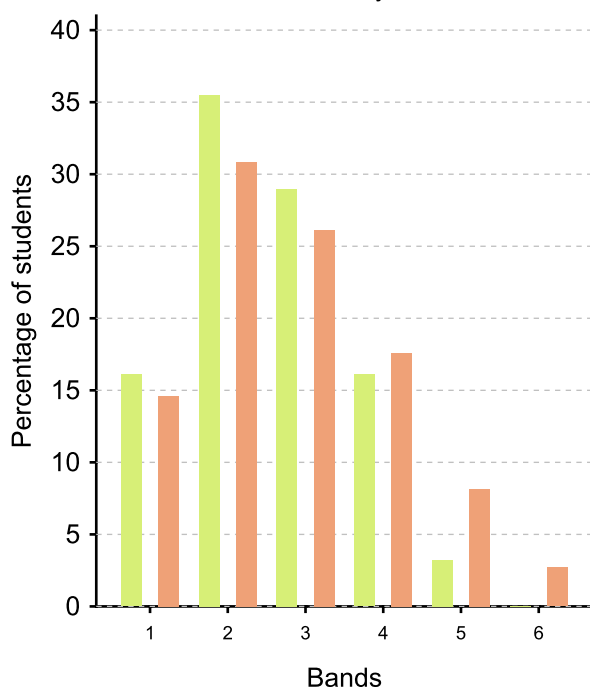
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

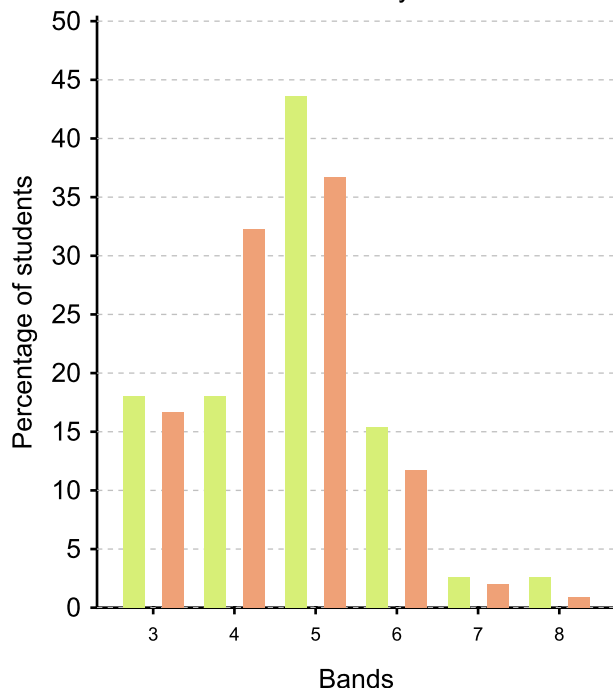


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 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.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below:

- 100% of parents believe that their children have improved in Mathematics
- 20% of parents identified improved demonstration of Early Arithmetic Strategies (EAS)
- 85% of parents believe the school leaders understand the school and get the best from students and staff
- 15% of parents would like a continued focus on student welfare and leadership
- 30% of parents would like the school to establish a P&C
- 55% of parents would like to see a increase in the school providing extra curricular events, such as: fetes, discos and cultural events etc
- 25% of parents would like to see the return of school banking system
- 25% of parents indicated they would like to see improvements made to the schools physical environment
- 80% of teachers said they wanted PreLit Intervention, but would like improvements made to implementation
- 100% of teachers said they wanted MiniLit intervention and were pleased with student progressions
- 77% of teachers indicated they had observed improvements in students reading in the Fountas and Pinnell program
- 100% of teachers indicated they have improved confidence in differentiating learning through planning and collaborative practices
- 89% of students liked to participate in numeracy activities
- 60% of

## Policy requirements

### Aboriginal education

In 2016, 20% of students enrolled at Noumea Public School identified as Aboriginal or Torres Strait Islander.

All teaching staff at Noumea are trained in the 8 Ways of Learning program and Aboriginal perspectives are included in all lessons. This is verified through lesson observations and regular program checks across the academic year.

The AEO meets with families and teachers to prepare Personal Learning Plans (PLPs) for Aboriginal students that identify learning goals and support targeted learning for the students.

In 2016 the school participated in the Sista Speak and Junior Sista Speak program, collaborating with other local schools and the local high school campus to foster self-confidence, public speaking abilities and well-being for Aboriginal girls. The program provided mentors from outside agencies to assist in creating pathways for students when they finish their education. It also helped to build relationships between girls transitioning to high school from primary with current high school students at the local Chifley Campus.

The school purchases resources including artefacts, posters, paintings and books to support the teaching of Aboriginal culture and perspectives.

In 2016, Noumea Public School had a Contemporary Aboriginal Dance Group established. The group of fifteen students worked with two teachers to develop a contemporary dance routine which was performed at multiple events throughout the year including the Education Week Concert and the Naidoc Week celebrations. These teachers and students also had the opportunity to attend a professional development workshop for the performing arts.

Norta Norta in-class tuition funding was utilised in 2016, to improve learning outcomes for Aboriginal students in Literacy and Numeracy. The program focused on meeting the learning and cultural needs of Aboriginal students in Years 4 and 6 and the funding assisted in the employment of an Aboriginal Education Worker to work with targeted students.

### **Multicultural and anti-racism education**

Students from non-English speaking backgrounds represent 42% of the total number of enrolments at Noumea Public School. The school has three trained ARCOs. There was only one reported incident of racial harassment in 2016 which is an 85% decrease from 2015.

Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas including History, Geography, Creative and Performing Arts(CAPA) and Literacy.

The English as a Second Language (ESL) program operates three days per week and provides teaching and learning strategies to classroom teachers in literacy and numeracy. The focus for 2016 was on oral language.

All students at Noumea Public School have the opportunity to take part in the Multicultural Group. The group comprised of over 80 students in 2016 and had the opportunity to take part in many Polynesian performances throughout the year, representing our school at a variety of assemblies and concerts. Using

RAM funding, the school employed a Pacific Islander teacher to develop cultural programming across the school and to liaise with the local Polynesian community, enhancing Home School Partnerships.