

North Nowra Public School

Annual Report



2016



4618

Introduction

The Annual Report for 2016 is provided to the community of North Nowra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed description 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 the central school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity, Aboriginal background and Socio-economic background funds .

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Principal

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School background

School vision statement

Empowering a positive future for our learning community.

School context

The Wadi Wadi people of the Yuin Nation are the traditional owners of the land where North Nowra Public School is built. The school community acknowledges the traditional owners and pays respect to our Aboriginal Elders who guide and support the education of all students at this school.

In 2016, there were approximately 250 students enrolled at North Nowra public School. There are 9 mainstream classes and 3 support classes (2 Multicategorical Classes and 1 Autism class). There is approximately 16 % Aboriginal student enrolment.

Living and Learning Together is the school motto. All members of the school community are encouraged to work and learn together. Lifelong learning and ownership of learning is also encouraged to empower a positive future for all members of our school community.

Staffing and funding are allocated to support and develop literacy and numeracy for all students. The teachers are committed to improving the academic outcomes for our students through a commitment to Language, Learning and Literacy (L3) pedagogy; peer coaching; collaborative planning; innovative teaching and a focus on positive behaviour reinforcement.

The school site is shared with Havenlee School that is a school for a specific purpose (SSP). The students at Havenlee all have an intellectual disability, many with complex disabilities. The hall, library and canteen are shared facilities. Additionally, the 2 schools endeavour to work together and provide opportunities for interaction between students and the staff from both schools.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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.

In the domain of Learning, our efforts have primarily focused on wellbeing, curriculum and learning. The high performance of the school in creating a positive and productive learning culture amongst staff and students has been a feature of our progress. The fundamental importance of wellbeing is providing an outstanding way to build a culture of trust, respect and valuing of each other. The results have been evident in the way that students are relating to each other and, importantly, in the increased engagement of students in learning. Attention to individual learning needs has been another component of our progress throughout the year. Students with high learning needs are identified early, and their parents are increasingly involved in planning and supporting the learning directions for them. We have also successfully provided for the high participation and contribution of our Aboriginal community in learning at the school.

In the domain of Teaching, our efforts have seen an increased focus on how data was used to inform teaching practice. As a result of this analysis, we are now 'Sustaining and Growing' in the area of Teaching: Data Skills and Use. The increased attention on data is an encouraging outcome that is having positive effects on learning. Teachers are incorporating data analysis in their planning for learning and using student assessment data to understand the learning needs of students to make 'point of need' teaching interventions available to enhance students growth. It has also resulted in a change in professional education so that the school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data allowing the school's leadership team to use data to inform critical decisions regularly.

In the domain of Leading, our priorities have been to enhance leadership and management practices and processes. The consistency and effectiveness in implementing the school's most important strategic directions throughout the year have been due to a strong foundation of leadership capacity building across the school. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team has managed to lead the initiatives outlined in this report, building the capabilities of staff to create a dynamic school learning culture. The new approach to school planning, supported by the new funding model to schools, is making a significant difference to our progress as a school.

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

Teaching Engagement – Effective and ongoing professional development, which delivers pedagogy that is evidence based and of a high standard

Purpose

Research demonstrates that the biggest in-school influence on student achievement is the quality of the teacher.

To have a focus on pedagogy that supports teachers to critically reflect on the quality teaching cycle and its effect on student achievement/outcomes.

Overall summary of progress

The school continued to train teachers in Language, Learning and Literacy (L3) professional education. A total of four teachers were directly involved while other teachers were supported to learn pedagogical practices to use in their classes.

A teacher was employed for two days per week to facilitate peer observation and coaching and the development of personalised learning and support plans.

Quality Teaching Rounds (QTR), saw four teachers released to code lessons and provide critical feedback about each other's teaching delivery. Staff report that this was a critical process that helped them develop their teaching practice. This strategy has a significant amount of research supporting its effectiveness in developing teaching practice. The QTR program influenced the efficiency and performance of staff in stage 2, 3 and the Support Unit and the library. The Quality Teaching Framework was used by these staff to drive their learning experiences.

Many teachers attended courses as part of the school shift to peer and leadership coaching for professional growth and improved quality teaching practices. All staff trained in Peer Coaching. To train all staff the two Staff Development Days were varied and moved to the middle of the year. As a result of the program teachers were teamed in pairs, working together to reflect on current practices; expand, refine, and build new skills; share ideas; teach one another; conduct classroom research, or solve problems identified in the school's learning program.

All teachers identified a number of goals for improved teaching practice through the Performance and Development Framework.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers provide evidence of competency in all focus areas of each standard of Australian Professional Standards for Teachers.	<p>Teachers continue to be immersed in the standards through staff meetings and the development of Performance and Development Plans. In 2016 there was an increased focus on professional learning to increase teachers understanding and skills in delivering education at the standard of 'proficiency' for classroom teachers, training included;</p> <ul style="list-style-type: none">• methods and strategies to enable the collection of adequate data, L3 and PLAN data collection was the primary focus• professional reading and dialogue associated with Assessment and Reporting, the discussion concentrated on the implications for North Nowra School when the report 'Re-assessing assessment' is applied to our assessment procedures and guidelines. Dialogue revealed that greater emphasis on student self-evaluation strategies with increased effective teacher feedback to students, will enhance the quality of the school's reporting and assessment practices• analysing SMART data to inform how teachers can establish whole class learning intentions based	<p>Professional community, Quality Teaching Rounds, \$12000</p> <p>Coaching courses \$2000</p> <p>PDP coaching release time, \$4000</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
All teachers provide evidence of competency in all focus areas of each standard of Australian Professional Standards for Teachers.	on NAPLAN results from previous cohorts	
Well-designed and evidence-based teaching and learning programs that cover syllabus outcomes and incorporate a range of pedagogical strategies.	<p>L3 teachers participated in the ongoing professional development, drawing on current research and best practice. L3 teachers who were in the second, third and fourth year of implementation participated in regular OPL training to affirm their pedagogical knowledge in developing well designed and evidence-based teaching and learning programs.</p> <p>Through ongoing consultation and dialogue at stage meetings, the pedagogical strategies of reciprocal teaching and rich text discussion became a more frequently applied method of developing literacy skills across the school. Particular success occurred when an experienced L3 practitioner was placed in the middle primary environment with a mandate to embed the L3 pedagogy into a middle school learning environment. The increased application of the model occurred through the implementation of Quality Teaching Rounds and 'Peer Coaching' techniques. As a result all 3 to 6 teachers (including support teacher) participated in some form of agreed lesson observations. The quality feedback that was given and received positively influenced the quality of teaching and learning programs.</p> <p>The leadership team, in consultation with staff, provided vision and direction ensuring that Professional Development Plan (PDP) targets focused on staff increasing their syllabus outcome and pedagogical strategy awareness. Teachers and supervisors are reporting that PDP evaluations are revealing that teaching and learning programs are improving in design and are now evidence-based, meeting an increased number of students at their point of need.</p>	<p>L3 training built into release from face to face times for new teachers</p> <p>OPL training \$2000</p> <p>L2 training \$2000</p>

Next Steps

- All teachers to use peer coaching training to develop and inform their teaching practice
- Structures in place to enable peer coaching so that it becomes part of everyday business
- Executive to attend training in leadership coaching for the Australian Professional Standards for Teachers
- L3 training for all teachers teaching classes from Kindergarten to Year 2. A Support Unit teacher will also be included to evaluate the effectiveness of the model in the support setting
- Two staff will be trained as School Based Trainers in Focus on Reading so that all staff 3 to 6, including 2 Support Unit teachers can improve their pedagogy in literacy with a focus on comprehension.
- Trained L3 teacher to be placed on a class that is selected to have students who are focused on learning and capable of working more independently
- Continued focus on assessment practice across school
- School self-evaluation team to determine target descriptors from the School Excellence Framework to ensure that North Nowra Public School is moving towards 'Excelling' in Teaching

Strategic Direction 2

Learning Quality – Teaching that provides personalised learning for all students

Purpose

The Melbourne Declaration (goal 2) states that students will be “successful learners, confident and creative individuals and active and informed citizens”

To enable and maximise the intellectual, physical, social and emotional development of every student.

Overall summary of progress

A teacher was employed for two days per week to facilitate peer observation and coaching and the development of personalised learning and support plans.

Informing and involving parents about assessment practices is viewed as important. While progress towards reporting to families took a more proactive approach, it will continue to be a priority for the school plan in 2017. Teachers are utilising regular assessment data from Kindergarten to Year 2 to inform personalised and class programming, particularly in literacy.

The school is working towards 21st-century learning spaces and practices. In 2016, many primary classes started “Bring your own device”. There was mixed success with some students finding it very satisfactory. Teachers can see the benefits but would like additional training. iPads continued to be used and to ensure that they were a more practical resource an 'iPad Server' was commissioned to enable staff to manipulate the iPad environment more efficiently to allow the iPads to be a more useful learning tool. The progress towards replacing the outdated technology of projector driven whiteboards commenced with the purchase of three High Definition LCD touch screens. Staff are reporting that student engagement has increased with the boards that are easier to see and look at for long periods.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Practices are embedded for parents to engage and understand the learning progress of their children and how to effectively support them to learn.	PLAN data for all students recorded on a five-week cycle. It has become a well-regarded tool for K–2 staff to inform the school community of what the learning points of need are for their children. Success is mixed in the primary due to the broad nature of the PLAN clusters. For families of students who are experiencing difficulty, the PLAN and SMART data have provided concrete points for discussion on how students can develop their learning further. Individual points of need identified in PLAN and SMART data demonstrating the indicators of success and informing short term learning goals for students in their PLSP.	\$1000 in teacher relief to support to initially input of PLAN data for 4 to 6 students whose data had not been entered or updated
Assessment data is used extensively to identify achievements and gaps in student learning to inform planning for individual students.	<p>The use of assessment data continues to be used and is now more extensive in its application in classrooms where teachers are involved in or have completed L3 training.</p> <p>The widespread use of data to identify a student's point of need in the 3 to 6 environment is expanding. With the placement of L3 trained teachers; regular pedagogical discussions at stage meetings; the mandated requirement to enter PLAN data at 10 week intervals; and the implementation of centrally stored Personal Learning Support Plans (PLSP), teachers have begun to rely on data to assist them in their decision making when developing teaching and learning plans to close the gap for individual students.</p>	\$2000 in teacher relief to support to the writing of PLSP for 129 students across the school

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Personalised learning and/or support plans are available for all students.	<p>Following on from the development of a central storage database, using the SENTRAL program to write and store Personal Learning Support Plans (PLSP) in 2016 every identified student in the school now has a PLSP. By the conclusion of 2016, 129 students had a document PLSP for a broad range of learning needs and expectations. The PLSP are reviewed a minimum of twice a year, and for some students, reviews take place more regularly as learning needs and abilities change. The important feature of the new learning support plan system is that it is a dynamic document that can and should be changing as individual students points of need change. In the K to 2 learning environment, the L3 pedagogy continues to influence individual learning plans even for students without an official PLSP. In these learning environments, students are continually participating in dynamic assessments that are identifying new learning goals that are tailored to be the focus on their learning need at a particular point in time. This method of developing individual learning models for all students demonstrates and increasing quality of teaching and learning in line with the Australian Teaching Standards. With these results being achieved in K to 2 classrooms where teachers are involved in L3 training it is expected that in 2017 the model of individual learning goals will become a priority in 3 to 6 learning environments.</p>	<p>\$1750 for SENTRAL</p> <p>Ongoing L3 training Professional Learning for</p> <ul style="list-style-type: none"> • PLSP writing • Using SENTRAL • Data analysis to develop individual learning goals
80% of students achieving at or above Early Action for Success minimum benchmarks in literacy and numeracy	<p>2016 exit data was collected to provide a baseline for Early Action for Success.</p> <p>In Kindergarten 42% of students achieved benchmark for Text Reading Level. Reporting on PLAN demonstrated that 66% achieved benchmark for Comprehension, 50% achieved benchmark for Aspects of Writing and 96% achieved benchmark in Early Arithmetical Strategies.</p> <p>In Year 1 59% of students achieved benchmark for Text Reading Level. Reporting on PLAN demonstrated that 54% achieved benchmark for Comprehension, 33% achieved benchmark for Aspects of Writing and 79% achieved benchmark in Early Arithmetical Strategies.</p> <p>In Year 2 67% of students achieved benchmark for Text Reading Level. Reporting on PLAN demonstrated that 64% achieved benchmark for Comprehension, 36% achieved benchmark for Aspects of Writing and 36% achieved benchmark in Early Arithmetical Strategies.</p>	

Next Steps

- In 2017 all teaching staff will be participating in online Personalised Learning and Support professional learning to support the development of effective Personalised Learning and Support plans
- The Department of Education has appointed a Deputy Principal Instructional Leader North Nowra to support the implementation of Early Action for Success K–2, the Instructional Leader will help the executive to discuss NSW Department of Education document, Re-assessing Assessment, as stimulus for professional dialogue in stage

meetings

- A staff allocation will be used to support the Years 3–6 program, and an Instructional Leader AP will be employed to share and embed the Early Action for Success model in 3–6 classrooms
- Modify the school timetable to reduce the amount of productive and critical learning time lost to extra curricula programs, scripture and release from face to face teaching by the regular teacher
- Continue the use of PLAN as a focus for teacher development
- Continue to increase the use of student goal setting and reflection
- Untrained teachers to access L3 training to strengthen teacher quality and use of regular and authentic assessment practices as a part of everyday business in the teaching and learning cycle
- Workshops and information provided to parents and carers about PLAN
- Introduce an appropriate app to enable greater sharing of classroom programs and progress with parents and carers
- Increase the time available for stage meetings, peer observations and teacher critical judgement release to facilitate consistent teacher judgment and support to use PLAN and SMART data programs to inform individualised programming
- Utilise Learning and Support Teacher (LaST) to assist teachers to provide tiered interventions and cater for students' personal learning needs.
- Determine methodology for further evaluations with school self-evaluation team
- Introduce a seasonal extra curricula afternoon to enable choir, Tournament of the Minds, School Year Book, etc. to occur without interrupting learning times
- Modify the School Leadership program to ensure that Stage 3 students are not performing leadership roles at critical learning times

Strategic Direction 3

Community Engagement – Strong relationships across our community through effective leadership, collaboration and communication

Purpose

The Melbourne Declaration states that “partnerships engender support for development and the wellbeing of young people and their families and can provide opportunities for young Australians to connect with their communities, participate in civic life and develop a sense of responsible citizenship.

To work in partnership with parents, carers, Aboriginal Elders, agencies and businesses to facilitate positive student outcomes.

Overall summary of progress

The school executive team continued to work in close collaboration with the P&C Association to engage parents, carers and grandparents as volunteers across a range of education programs and P&C roles. Other staff also joined community volunteers for programs such as Breakfast Club. The increase in volunteers this year enabled staff to use the Breakfast Club program as an environment to develop family relationships and monitor student's arrival mood so that support interventions could act quickly to respond to any identified emotional needs coming from the home environment. While it remains difficult to find volunteers, a 2nd working bee was held to replant the garden outside the admin building. The working bee was a great community event. In 2016 the canteen was open on most days, P&C meetings continued to be well-attended, and families are now starting to challenge educational decisions and practices. The P&C held many successful events. The Mother's and Father's Day functions before school were well-received and supported the achievement of our goal to be a welcoming school for all visitors.

A significant event that was very well received and attended by families was the Welcome Back BBQ. It was a very relaxed time and an opportunity for families to socialise with new and old families and make new connections.

Parents attended the introductory workshop for KidsMatter and supported the introduction of this framework for the whole school community. Staff also completed module 3 and 4 of the KidsMatter Training and are now looking towards 2017 to identify how to increase the connections between school and home environments.

The new Celebration Assemblies each term have been very well received and attended by families. It has been a strength of the Positive Behaviour for Learning (PBL) model that has seen families personally invited through an invitation to attend and watch their children receive awards of excellence. This assembly also started to stretch into celebrating learning growth in the classroom with students receiving awards for demonstrating growth in NAPLAN and L3 programs throughout the year. These assemblies will continue to be a source of community connection in 2017.

The allocation of a 0.4 teacher to deliver the Bounce Back Program was successful in developing students awareness of strategies to increase resilience and emotional intelligence to manage challenging experiences. All classroom teachers developed their skills and understanding of the program through a team teaching model of delivering the program where teachers worked alongside Ms Coates to provide the program each week to students. Many of the student's products from the program went on to be celebrated at the Celebration Assembly. Products included student-produced videos, artworks and written stories or poems.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of community partners will know the school's strategic direction and practices to achieve identified educational priorities	Members of the P&C Association and other parents are involved in the development of the strategic directions. In addition to parent's participation, a broader group of school community members were surveyed through the Tell Them From Me (TTFM) survey to identify their educational priorities. The data collected in the 2016 TTFM will form the baseline to determine if the measures implemented during late 2016 through to 2017 are increasing the school's knowledge of the school's strategic direction and practices. The 2016 TTFM – Partners in Learning survey identified the following;	2 teacher release days to implement the TTFM survey with parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased number of community partners will know the school's strategic direction and practices to achieve identified educational priorities	<ul style="list-style-type: none"> • 66% of parents agree that they feel welcome at the school • 45% of parents agree that they are informed at the school <p>The survey also asked parents to identify their level of participation at North Nowra Public School; they provided the following feedback;</p> <ul style="list-style-type: none"> • 54% of parents talked with a teacher three or more times a year • 58% of parents attended meetings three or more times a year • 47% of parents identified that they are involved in school committees 	
KidsMatter framework principles are embedded in the school community practices.	Staff completed the fourth module of the KidsMatter framework to develop their understanding of KidsMatter and the importance of a social and emotional learning programs for students. The implementation of the Bounce Back program across the school enabled all teaching staff to participate in the team teaching delivery of this program. This approach further enhanced the teacher's knowledge and ability to deliver social and emotional learning as part of the Personal Development curriculum. The school community received updates on progress and useful information to support wellbeing across the community through the regular newsletter and KidsMatter brochure publications.	\$3000

Next Steps

- Allocate 0.4 teacher to continue the delivery of the Bounce Back program in release from face to face (RFF) sessions in 2017
- Survey parents through Tell Them From Me to obtain data regarding knowledge of planning and strategic directions
- Hold further Welcome BBQs to support family support and connections
- Source further sponsorship to continue the Breakfast Club program into the future
- Determine methodology for further evaluations with school self-evaluation team
- Increase the support of the SRC as a method for student participation in decision making across the school
- Continue to support the work of parent volunteers across the school
- Develop a class based parent contact list for families to connect with each other within their class so that they can share experiences, ideas and possibly arrange playdates for their children.
- Develop individual lists of how parents and carers prefer contact, email, phone, face to face, letter, etc.
- Identify ways to establish play date events K-2 within stage groups to encourage families to connect further
- Consider class based social media connections like Dojo and identify the means to develop agreements to address privacy issues that could potentially arise

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The attendance rates of North Nowra Public School Aboriginal and Torres Strait Islander students was 88%. Each year group attended at the following rates: Kindergarten (72%), Year 1 (90%), Year 2 (85%), Year 3 (95%), Year 4 (93%), Year 5 (91%) and Year 6 (93%).</p> <p>NAPLAN results for Aboriginal and Torres Strait Islander students in Years 3 and 5 identified that the gap between the outcomes of Aboriginal and Torres Strait Islander students and non-Aboriginal students remains for this school. In 2016 88% of Year 3 students achieved higher than Band 1 in all aspects of the NAPLAN assessment. The Year 3 cohort were above the state average for Aboriginal and Torres Strait Islander students in reading, grammar and punctuation, and numeracy. The reading result for Year 3 Aboriginal and Torres Strait Islander students was only 28 scaled scores lower than all students in NSW which is a significant closing of the gap. The Year 5 Aboriginal and Torres Strait Islander student results for writing showed that North Nowra students performed above their Aboriginal peers across the state. Unfortunately, in all other learning aspects, our students' assessment performance was not as high as their Aboriginal peers across the state. However, it was encouraging to see in grammar and punctuation 67% of the Aboriginal cohort perform at or above proficiency. Aboriginal and Torres Strait Islander students were involved in 21% of suspensions from school in 2016. This rate formed 18% of days that students were suspended from school during the year.</p>	\$38000
Low level adjustment for disability	<p>A School Learning Support Officer implemented and supported a Speech Therapy program, Occupational Therapist and reading program (MultiLit) for 28 hours a week. Data from the MultiLit program indicated that 90% of students enrolled in the program completed it successfully. Feedback from teachers and parents was positive regarding the implementation of the individual student programs. The School Learning Support Officer (SLSO) is ensuring the ongoing implementation of programs provided by a speech and occupational therapists. Using the SLSO in this way made sure that students received at least two to three additional practices/therapy sessions outside sessions the speech and occupational therapist provided. The Breakfast program, while available to all students, serviced approximately 50 to 60 student five mornings a week.</p> <p>The Breakfast program was a good way for staff to monitor the behaviour of students before they entered a learning environment.</p>	<p>\$3040 (flexible funding)</p> <p>\$110551 (1.1 teacher allocation)</p>

<p>Low level adjustment for disability</p>	<p>As a result of these early interactions, staff could be proactive in providing effective early intervention supports before students entered the classroom. The resources of the Breakfast Program also were also utilised to support the Engagement Room program throughout the day. The program's resources were available to help students whose learning was affected by hunger or students who simply forgot to pack their lunch. The breakfast program would not have been possible without the generous support of Manildra Group and the North Nowra Bakery who are also financial supporters of the program. The staffing resource of 1 teacher allowed the Engagement Room to be staffed 100% of the time in 2016. Utilising an off-class staff member in this way enabled teaching staff to have an additional support strategy for disruptive or disengaged students to reset and support them to re-engage in learning. Using the teacher resource in this way has had the flow-on effect that students who were focused on learning in the classroom could maintain their education with minimal disruption. For students who used the Engagement Room regularly, it was also an opportunity to address mental health needs and identify additional strategies to support behavioural plans and Personalised Learning Support Plans. When students reentered the classroom environment, they experienced greater success and consequently engaged more in their learning with their class cohort. The allocation of 0.1 teacher time was used to train a staff member in the Literacy Lessons (L2) program. L2 is an intervention program for Year 2 students most at risk in learning to read and write. In 2016, three students participated in L2 for up to 20 weeks. They were provided with daily, individual 30 minute lessons in reading and writing with an experienced Reading Recovery teacher. The success of the program was evident when initial and final student assessments were compared. Significant increases were recorded with reading levels, writing vocabulary, spelling, word reading and comprehension levels all rising to meet Stage 1 targets and expectations.</p>	<p>\$3040 (flexible funding)</p> <p>\$110551 (1.1 teacher allocation)</p>
<p>Socio-economic background</p>	<p>After the success of employing the Speech and Occupational therapists in 2015, the program continued in 2016. The program resulted in the screening of all kindergarten students so that early intervention could be sought by parents. Some students identified as needing immediate support to engage effectively in learning. Their families were not in a position to source therapy so they received school-based interventions as part of their Personalised Learning Support Plan.</p> <p>A Family Referral Service worker employed as a joint project between the Department of Community Services and North Nowra Public School worked with families to enhance and</p>	<p>\$93000 (flexible funding)</p> <p>\$30150 (0.3 teacher allocation)</p>

Socio-economic background	<p>support families to access community-based resources to enable them to support their children's learning more effectively. The service worked with approximately 15 families during the year, linking them into external agency programs or supporting them in communication and planning meetings with doctors and educators to identify more efficient support strategies for their children. The Family Referral Service worker was also able to advise the school about child wellbeing matters that would require additional resourcing to ensure that the family and child's needs were met effectively.</p> <p>The 0.3 teacher allocation employed a teacher to run enrichment programs. The most significant of these programs was the development of a team to compete in the Tournament of the Minds (ToM). The team involved ten students in a problem-solving program which enhanced the potential of students by developing diverse skills, enterprise, time management, and the discipline to work collaboratively within a competitive environment. Another group of students worked with the enrichment teacher on producing the North Nowra Year Book for 2016, Positive Behaviour for Learning teaching videos and participation in public speaking competitions.</p>	<p>\$93000 (flexible funding)</p> <p>\$30150 (0.3 teacher allocation)</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	148	132	139	113
Girls	115	106	108	106

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	95	94.6	95
1	95.3	93.5	93.4	92.4
2	94.5	95.4	94.5	92.8
3	94.2	95.5	93.9	96
4	92.7	94.6	93.2	92.9
5	94.7	93.7	92.3	93.8
6	93.1	92.9	93	94
All Years	94.3	94.3	93.6	93.8
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

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	8.03
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
School Administration & Support Staff	5.42
Other Positions	0.4

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce.

In 2016, two permanent employees at the school were Aboriginal. There were three other Aboriginal people employed on a temporary basis at the school in 2016.

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	33

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by North Nowra Public School staff in 2016. With the release of a different funding model and research supporting teacher quality being the single largest indicator of student success, this was a focus area for us.

Many teachers were accredited with the NSW Board of Studies at the level of 'proficient' and maintained their accreditation. There were no teachers seeking accreditation at Highly Accomplished or Lead status.

In addition to the \$6000 provided for teacher professional learning, funds from the school's global funding and Resource Allocation Model enabled

professional development in the main focus areas of school planning. Compliance training for work, health and safety and other mandatory training was made available for all staff. Expenditure on professional learning and accreditation for staff included the following focus areas:

Language, Learning and Literacy, Coaching and peer observation, Quality Teaching Instructional Rounds, KidsMatter.

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	\$
Balance brought forward	143 021.00
Global funds	208 944.00
Tied funds	411 105.00
School & community sources	35 535.00
Interest	3 605.00
Trust receipts	10 010.00
Canteen	0.00
Total income	812 220.00
Expenditure	
Teaching & learning	
Key learning areas	1 226.00
Excursions	5 423.00
Extracurricular dissections	17 947.00
Library	639.00
Training & development	6 000.00
Tied funds	283 230.00
Short term relief	70 375.00
Administration & office	35 573.00
School-operated canteen	0.00
Utilities	28 639.00
Maintenance	12 557.00
Trust accounts	12 997.00
Capital programs	0.00
Total expenditure	474 606.00
Balance carried forward	337 614.00

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	344 743.79
(2a) Appropriation	337 613.24
(2b) Sale of Goods and Services	640.00
(2c) Grants and Contributions	6 365.18
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	125.37
Expenses	-196 392.49
Recurrent Expenses	-196 392.49
(3a) Employee Related	-135 003.46
(3b) Operating Expenses	-61 389.03
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	148 351.30
Balance Carried Forward	148 351.30

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.

At the beginning of Term 4 2016, the school changed across to the Department of Education's new SAP finance system (from OASIS). The changes have required the staff to develop new methods in how to administer and report on the school's finances. The changes have also resulted in a significant increase in funds allocated to the school as the school is now responsible for managing the majority of running costs for the school including staff costs. As a result, the funds appearing in our 2016 – 2017 budget are significantly greater than they have been previously, however, the net funds available have not significantly increased when the additional running costs (such as staffing) are factored out of the school's budget.

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	1 545 458.51
Base Per Capita	14 104.64
Base Location	2 901.00
Other Base	1 528 452.87
Equity Total	310 506.00
Equity Aboriginal	38 473.43
Equity Socio economic	124 152.58
Equity Language	5 218.01
Equity Disability	142 661.97
Targeted Total	640 212.59
Other Total	45 198.67
Grand Total	2 541 375.76

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.

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:

The percentage of Year 3 students in the top two bands has decreased for spelling, reading, writing, grammar and punctuation and numeracy when compared with the 2015 Year 3 cohort. In a similar way, the percentage of Year 5 students in the top two bands has declined for reading, writing, grammar and punctuation and numeracy when compared with the 2015 Year 5

cohort.

Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands

The percentage of Year 3 Aboriginal students at North Nowra in the top two NAPLAN bands was 57.1% for reading, 28.3% for spelling, 14.3% for writing, and grammar and punctuation and there were no Aboriginal students in the top two bands for numeracy. Eleven percent of Year 5 Aboriginal students were in the top two bands for grammar and punctuation; however, there were no Year 5 Aboriginal students in the top two bands for reading, spelling, writing and numeracy.

Parent/caregiver, student, teacher satisfaction

In 2016, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me survey. Their responses:

- The majority of parents see the Positive Behaviour for Learning values of being safe, being responsible and being respectful as characterising the type of environment they would like their child to experience at North Nowra Public School.
- 91.7% of North Nowra Public School parents indicated that they understand their child's academic progress and how they can support them with their learning.
- The majority of parents indicated that the number of additional programs/excursions North Nowra Public School offers to students is appropriate and balances well with the academic program the school provides.
- Students indicated that there needs to be a continued focus on bullying behaviour to reduce the number of students who feel they are experiencing bullying at school.
- The majority of staff identify that the school leadership team clearly communicates the strategic vision of the school.

Policy requirements

Aboriginal education

The school community continued to work closely with the local Aboriginal community through the Aboriginal Education Consultative Group and local Elders.

The NAPLAN assessment in 2016 saw a large cohort of Aboriginal students complete the evaluations. The year five students all demonstrated growth, with 95% of the students showing growth in reading, spelling, grammar and punctuation, and numeracy. The year three students have continued to outperform Aboriginal students from across the state in reading by 36 scaled points. They have also achieved this in grammar and punctuation, and numeracy. While these results are pleasing our Aboriginal students continue to follow the state trend that sees a significant gap in achievement when compared to their non-indigenous peers, we as a

school must continue to address this and improve outcomes for our Aboriginal students. Support for this in 2017 will include an SLSO allocation to provide support for Aboriginal students in the classroom.

Students received support through the implementation of personalised learning and support programs.

The whole school embraced Aboriginal culture through perspectives across the curriculum and through celebrating events such as NAIDOC.

A planned approach to Aboriginal students' education, supported by Aboriginal services such as Cullunghutti and the Aboriginal Medical Service (AMS). Koori Kids Wellbeing programs were implemented to enhance the connection of our Aboriginal and Torres Strait Islander students with their heritage.

Our respect and acknowledgement of Aboriginal people is an important part of all school assemblies and public forums and special events. The firm partnership with the Nowra Aboriginal Education Consultative Group will continue to enhance the educational outcomes for Aboriginal students at this school.

Multicultural and anti-racism education

This school community is committed to the promotion of diversity as a positive aspect of life in Australia. Diversity is respected and celebrated through all aspects of the school.

In 2016 no Year 3 students were completing the NAPLAN assessment. The cohort of Year 5 students completing NAPLAN is too small to comment on in this report. It is to recognise that effective transition programs are developed to support these students into the high school environment so that they can continue to demonstrate growth in their understanding their new culture and to apply their new language to learning.

As required, there is an anti-racism contact officer and an executive support officer available. Fortunately, these officers have not been required to fulfil their role at any stage in 2016.