

Neville Public School Annual Report



2017



A HERITAGE COUNTRY SCHOOL
Neville Public School

2732

Introduction

The Annual Report for **2017** is provided to the community of **Neville Public School** as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Neville Public School we believe in providing 'Learning for life' through quality teaching in an inclusive and caring environment.

Our aim is to ensure that our students become successful learners, confident and creative individuals and active and informed global citizens and leaders.

Neville Public School will challenge children of all abilities to achieve their full potential in a wide range of academic, leadership, cultural, environmental and sporting activities.

School context

Neville Public school is an attractive, well resourced rural school with well-established gardens, grassed playground, vegetable gardens and environmental area. Our school is situated 22 Km from the town centre of Blayney and prides itself on being part of the Heritage Country Schools. The Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve.

At Neville Public School we pride ourselves on having a welcoming atmosphere of friendly, dedicated staff, students and parents whose participation, enthusiasm and support are an outstanding feature, making Neville a vibrant school conducive to learning. Neville Public School takes pride in offering over 150 years of Public Education in the same facility.

The school offers diverse educational programs that challenge and inspire students across all key learning areas. These programs include an internationally recognised environmental education program, a technology program where every student has access to their own computer, a creative arts program that develops children's skills in theory and practical aspects of art and music and a kitchen garden program that is supported by the Stephanie Alexander Kitchen Garden program. One of our main focus' at Neville Public School is on developing values and citizenship through our student leadership program.

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.

In 2017 Neville Public School implemented the School Excellence Framework and began to identify where the school sits within each domain. Throughout analysis of the school plan and the Excellence Framework staff identified areas of strength and areas of growth. Ongoing self-assessment against the Framework will further assist us to refine the strategic priorities in our school plan, leading to further improvement in the delivery of education to our students.

Excellence in Learning – In the domain of learning, positive, respectful relationships are evident among staff and students, insuring student wellbeing that defines behavioural expectations and creates a learning environment that is conducive to learning. All students take responsibility for their actions and contribute to the care and wellbeing of others. We are focused on providing extra-Curricular learning opportunities that are significant, support student development and are strongly aligned with the school's vision, values and priorities.

Excellence in Teaching – In the domain of teaching it is evident that the classroom is well managed with well planned teaching taking place to ensure students engage in learning productively with minimal disruption. There has been a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused on building understanding of effective teaching strategies in these areas. The development of Performance and Development Plans (PDPs) for all teachers has individualised professional learning and strengthened practice for classroom observations, reflection and feedback.

Excellence in Leadership – The school's leadership is committed to improving teacher quality, community involvement and student learning. The school's financial and physical resources and facilities are well maintained within the constraints of the school budget and provide a safe environment. The school has an organisational structure that enables management systems, structures and processes to work effectively across the school to ensure a high standard is maintained.

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

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

LEARNING The school is dedicated to delivering quality, engaging and innovative teaching and learning programs that meet the needs of individual students.

Purpose

To support all students to become competent and creative learners in a caring and nurturing environment. This will be achieved through increasing teacher/staff capacity, individual programming and engaging students in meaningful experiences.

Overall summary of progress

In 2017 Neville Public School has focused on individualized learning for all students that catered to the students strengths, interests and weaknesses. Staff have continued to use the Literacy and Numeracy continuums to further develop assessment, planning and programming in a complex k–6 setting.. This year funding was utilized to divide the class into two literacy groups for the morning session.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All students have achieved a reading level of 9 in kindergarten, 18 in year 1 and 22 in year 2 by the completion of the school year.	Low Level adjustment for disability funding	In 2017 the majority of students who started the year at Neville Public School reached the expected reading levels. Those students who did not will be targeted to receive additional support in 2018.
Students are showing expected growth on internal school performance measures as identified by their individual learning plans.	Low Level adjustment for disability funding	In 2017 the majority of students reached their intended goals and demonstrated appropriate growth. Those students who did not will be targeted to receive additional support in 2018.

Next Steps

Whole school focus on K–6 writing in 2018 – Professional development funds will be used to train all teaching staff in the 'Seven Steps to Writing' program.

Focus on school based assessment, data collection and tracking systems to reflect consistency across all stages.

A continued focus on individual student learning needs being catered for and continually adjusted as required.

Strategic Direction 2

LEADERSHIP The school is committed to continuous improvement in teaching standards and practices.

Purpose

To develop teacher capacity to deliver high quality teacher programs that demonstrate a deep understanding of current curriculum documents and quality teaching frameworks. This will be achieved by identifying, understanding and implementing best teaching practice through ongoing professional learning.

Overall summary of progress

All teaching and non-teaching staff undertook professional learning around the DEC Performance and Development Framework resulting in a clearer understanding of expectations. All teaching staff have an individualised professional learning plan that explicitly targets developing teacher capacity.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
BOSTES syllabus documents are effectively implemented in all classroom practice.		Knowledge and understanding of all BOSTES syllabus documentation has increased due to online training, collaboration with learning communities and professional dialogue among staff is more focused
All staff are engaged in the accreditation process.		All staff are aware of the accreditation process and have a personalized PDP for 2017.

Next Steps

Continue to develop teacher capacity to support students' progress in literacy and numeracy through further professional development – focusing on the progressions training.

Focus on school based assessment, data collection and tracking systems to reflect consistency across all stages.

Continued focus on both teaching and non teaching staff's professional development plans with emphasis being placed on well being.

Strategic Direction 3

COLLABORATIVE LEARNING The school is committed to providing opportunities for all students to succeed as learners, leaders and responsible and productive citizens in a dynamic Learning Community.

Purpose

To build stronger relationships and to develop a collaborative, cohesive approach as an educational community to ensure improved outcomes and learning opportunities for all students across the Heritage Country Schools. This will be achieved by consistent high standards, shared professional practice and provision of a diverse range of learning experiences that promote confident, well equipped citizens who have a positive attitude towards learning and life.

Overall summary of progress

Throughout 2017, Neville Public School worked closely with the staff and students of the Heritage country Schools to improve the collaboration and the cohesion between our small, rural communities. This has resulted in the development of a number of successful student integration programs and transition programs. This will be an ongoing process as we have a 2 new Principals starting with us in 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase parent participation in P&C, school and Heritage school initiatives.		Significant increase in support for the P&C due to new families commencing at the school and new parents willing to take on executive positions with the P&C.
Improved collaboration and connections between staff of the Heritage schools.	Socio economic funding	Maintained previous excursion and combined sports days. 100% of students participated in the combined Heritage excursions. We sent students to the combined Heritage band days at Blayney High School.

Next Steps

Continue to develop programs and links with the Heritage schools by expanding the creative arts program to include vocal workshops.

Engage parents with strategies to support their child's learning.

Work to develop strategies to increase participation in the Birth to Kinder program and support parents with the transition and expectations of primary school.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$0	No funding was received in this area in 2017
English language proficiency	\$0	No funding was received in this area in 2017
Low level adjustment for disability	\$10,748 included – \$10,157 staff allocation \$591 flexible funding	Purchase of Literacy and Numeracy resources to support classroom learning.
Quality Teaching, Successful Students (QTSS)	\$1,016	Provide staffing allocation to provide additional support to students.
Socio–economic background	\$10,572	Funding enabled all students to participate in the Combined Heritage Stage excursions for 2017. Update and purchase class resources with a focus on Literacy. Subsidies swimming lessons for all students in at the local pool.
Support for beginning teachers	\$0	No funding was received in this area in 2017
Targeted student support for refugees and new arrivals	\$0	No funding was received in this area in 2017

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	10	8	9	9
Girls	7	5	10	10

Student attendance profile

School				
Year	2014	2015	2016	2017
K	98.4		88.9	95.6
1	95.7	95.6	92.5	93.9
2	98.9	96.7	93.5	96.2
3	93.8	100	92.5	98.9
4	98.9	93	99.5	95.2
5	96.5	100	95.3	99.5
6	95.4	98.2	95.3	96.4
All Years	95.8	95.9	94.1	96.3
State DoE				
Year	2014	2015	2016	2017
K	95.2		94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	93.9	94	93.9

Management of non-attendance

All grades recorded higher than state average for attendance in 2017.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	0.14
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.1
Teacher Librarian	0.08
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1
Other Positions	0

*Full Time Equivalent

There are currently no staff at Neville Public School that are identified as being of Aboriginal or Torres Strait Islander background.

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	0

Professional learning and teacher accreditation

All staff at Neville Public School are continually updating their skills and knowledge through professional learning opportunities.

All staff completed mandatory training in Code of Conduct, Child Protection, Work Health and safety, Emergency Care, Anaphylaxis, Asthma, First Aid and CPR. A significant amount of professional learning was undertaken to support the implementation of the new Department Financial system.

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

Financial information

The three financial summary tables cover 13 months (from 1 December 2016 to 31 December 2017).

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

Receipts	\$
Balance brought forward	34,172
Global funds	51,332
Tied funds	35,197
School & community sources	15,598
Interest	443
Trust receipts	8,706
Canteen	0
Total Receipts	111,276
Payments	
Teaching & learning	
Key Learning Areas	7,598
Excursions	17,713
Extracurricular dissections	3,280
Library	1,203
Training & Development	0
Tied Funds Payments	32,841
Short Term Relief	1,981
Administration & Office	13,933
Canteen Payments	0
Utilities	3,979
Maintenance	2,286
Trust Payments	15,415
Capital Programs	1,399
Total Payments	101,628
Balance carried forward	43,820

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	0
Revenue	49,048
Appropriation	44,546
Sale of Goods and Services	0
Grants and Contributions	4,475
Gain and Loss	0
Other Revenue	0
Investment Income	27
Expenses	-30,074
Recurrent Expenses	-30,074
Employee Related	-14,698
Operating Expenses	-15,377
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,974
Balance Carried Forward	18,974

The Opening balance for the 2017 school financial year is displayed in the OASIS table as Balance brought forward. The financial summary table for the year ended 31 December 2017 shows the Opening balance as \$0.00 because the Opening balance for the 2017 school financial year is reported in the OASIS table (as Balance brought forward).

The amount displayed in the Appropriation category of the financial summary table is drawn from the Balance carried forward shown in the OASIS table and includes any financial transactions in SAP the school has undertaken since migration from OASIS to SAP/SALM. For this reason the amount shown for Appropriation will not equal the OASIS Balance carried forward amount.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	259,082
Base Per Capita	2,904
Base Location	10,090
Other Base	246,088
Equity Total	21,321
Equity Aboriginal	0
Equity Socio economic	10,572
Equity Language	0
Equity Disability	10,748
Targeted Total	0
Other Total	21,574
Grand Total	301,976

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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 2017 we had 2 students complete the year 5 NAPLAN assessment in Literacy and 1 student complete the year 3 NAPLAN assessment in Literacy. we are unable to report on the results due to the small cohort of students. The parents concerned have received a copy of their child's results and were given the opportunity to discuss these results with the teaching staff. Teaching staff have analysed the results and will use the data for future planning.

In 2017 we had 2 students complete the year 5 NAPLAN assessment in Numeracy and 1 student complete the year 3 NAPLAN assessment in Numeracy. we are unable to report on the results due to the small cohort of students. The parents concerned have received a copy of their child's results and were given the opportunity to discuss these results with the teaching staff. Teaching staff have analysed the results and will use the data for future planning.

All students at Neville Public School receive two reports throughout the year. This report is sent home in conjunction with a comprehensive portfolio of work samples and information for parents.

Policy requirements

Aboriginal education

The Aboriginal Education and Training policy is used to guide planing and implementation of Aboriginal perspectives and content across all Key Learning Areas. A strong focus on Aboriginal education is provided across all stages where students learn about aspects of Aboriginal Australia, including the significance of culture, language, history and tradition. In recognising Aboriginal people as the first owners of this land, custodianship is recognised through Acknowledgment of Country at all formal gatherings and the flying of the Aboriginal flag alongside the Australian flag. Neville Public School combines with the Heritage country Schools to celebrate NAIDOC day.

In 2017 Neville Public School received no additional funding for Aboriginal Education and had no students identified as being of Aboriginal or Torres Strait Islander background.

Multicultural and anti-racism education

Neville Public School values cultural diversity, with the school culture underpinned by the values of tolerance and respect for all people. Multicultural perspectives are embedded throughout Teaching and Learning activities and programs across all stages. All students have the opportunity to participate in Harmony Day activities, cultural studies and cultural cooking lessons.

Neville Public School has 1 teacher trained as an Anti-Racism Contact Officer for the school.