

Nundle Public School

Annual Report



2017



2781

Introduction

The Annual Report for 2017 is provided to the community of **Nundle 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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Principal

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School background

School vision statement

Nundle Public School is an innovative and caring school with deep links to the local community. Our vision is to provide high quality opportunities to all students. We aim to offer a wide choice in curriculum and experience within a safe, happy and engaging learning environment.

As a school community, we aim to focus on preparedness for the next step in education. We foster the idea of lifelong learners in a 21st Century environment.

At the end of their schooling career, students from Nundle Public School will have high expectations of themselves through the clear directions they have developed in relation to their life long goals.

School context

Nundle Public School is a small rural school situated 60 minutes south east of Tamworth. The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions.

School enrolments have steadily increased over the past 6 years due to the high quality of opportunities provided to students at Nundle Public School. The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities in which students are involved.

As a school, we are focussed on providing a safe and happy environment for students that encourages learning and participation. With SLSOs working in 2 of the 3 classes, this provides students with additional support in their learning. Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate in sporting events and cultural events.

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.

The staff of Nundle Public School assessed itself at Delivering across all aspects of the School Self Assessment Framework.

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

Student Preparedness

Purpose

Student preparedness – High expectations, students are prepared for the next step in their schooling career. Students are motivated to be independent learners by knowing what is needed of them to achieve their future goals.

Overall summary of progress

Students have enjoyed a wide range of opportunities to prepare them for the rigours of High School. They have participated in a variety of opportunities aimed at developing confidence and capacity in large groups. Transition, sporting, cultural and academic activities have been carried out with some success in ensuring students leave Nundle Public School with a positive view of learning and some idea of where they would like to go along the way.

Community and parent feedback has suggested that students should continue to develop relationship skills as this has a significant influence on working in teams and also developing independent study/working skills.

Student achievement academically is relatively strong with students performing well in literacy subjects but requiring further and significant support in developing spelling and mathematical capabilities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Personalised Learning <ul style="list-style-type: none">• By 2017, every student will have a personalised learning plan created as a result of planning and consultation with their classroom teacher. They will be able to articulate career aspirations and detail what learning skills are required for them to be a successful student.	Resourcing for this was achieved through the staffing allocation as part of our in-class support.	Students completed personalised learning plans through whole class consultation and learning. They established long term goals and short term strategies that would help to achieve those goals.
Curriculum Differentiation <ul style="list-style-type: none">• By 2017, staff capacity will be increased to differentiate learning in Literacy and Numeracy in a way that engages all learners through participation in TEN training and Focus on Reading training. Students will demonstrate ownership of their learning. Teachers will be able to report to parents more confidently about student progress.• PLAN Data will demonstrate accurate placement of student achievement with programmed evidence of accommodations to meet learning gaps and enrichment to support high achievement.• Students will be provided the best opportunity possible to engage with new curriculums through staged classes.	Focus on Reading trainer training Focus on Reading training TEN Training. PLAN Data Input	Focus on Reading training occurred for the entire school staff. This was conducted under the guidance of a staff member who was trained as a Focus on Reading Trainer. It was carried out as part of Staff Development Days and also in small group instruction. The Focus on Reading trainer was also given further training to complete all aspects of Focus on Reading Training. PLAN data input and analysis was a key component of the Early Action for Success. This was carried out by teachers on K/1 and 2/3 under the guidance of our Instructional Leader. It enabled students in lower years to be catered for their learning at their level of need. Students showed successful progressions through the learning continuum in their learning through the information gathered in plan.

Next Steps

We look forward to continuing to build capacity of students to work and learn in a 21st Century environment. Significant planning has gone into the purchase of resources that will support students in developing skills to be flexible thinkers, collaborative workers and creative problem solvers. Targeted professional learning will be conducted to support staff in the development of their skills and knowledge in relation to 21st Century learning environments.

Developing self-management and self-regulation skills to strengthen student relationships and learning environments is a key component to this. Laying the foundations for students to develop strong values is a key feature. This will be through the development of updated well-being policies to support students. Staff will need to model and value positive relationships as a key component to successful achievement.

Refining our approach to personalised learning through the implementation of Learning Support Processes that support students who are experiencing difficulties in their learning. Ensuring that students have a positive outlook on support being offered and are also intrinsically motivated to achieve to their potential. Increased involvement of Learning Support networks and more regular opportunities for the Learning Support Teacher to be in classrooms supporting instruction, differentiation and personalised learning.

Strategic Direction 2

Staff Capacity

Purpose

Staff capacity – Build staff capacity through continual quality professional learning experiences. Sharing these experiences through regular in school professional learning sessions is key. Encouraging staff to continue and improve upon their qualifications translates to more quality learning experiences for students.

Overall summary of progress

A wide range of Professional Learning Opportunities were provided to support staff in developing their capacity to teach in a 21st Century Learning Environment. Staff who were teaching K–2 classes were involved in either L3 or L3S1 training that enabled the development of a philosophy around learning in a 21st century environment. This also enabled students to be catered for at their level of need. School Learning Support Officers supported the delivery of "in-class" support to boost student engagement and participation. Staff had opportunities to develop their understanding of 21st Century learning environments through the Minds Wide Open Workshop. All staff completed Focus on Reading Training to support students in having a stronger understanding of literacy. Staff have had a variety of opportunities to connect with colleagues in other schools to share resources and discuss teaching approaches to assessment and learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Visible Learning for Teachers and Students <ul style="list-style-type: none">Through Assessment for and of Learning, students develop their capacity to evaluate their own performance against identified success criteria, with staff collecting evidence of achievement to inform future learning plans. Teaching programs offer anecdotal records of student achievement/ and adjustments to learning that has occurred as a result of the assessment.Students K–6 tracked on PLAN with the support of the Instructional Leader to develop a greater awareness of student achievement. PLAN is linked to curriculum documents to build greater understanding of Syllabus expectations. Established data wall encourages deep discussions and informed planning evident in teacher programs.		<p>Students are developing skills of critical thinking and are able to provide some ideas to how they can improve their levels of achievement when compared to success criteria. Students are developing an awareness of the learning skills required to support each other in maintaining cooperative and respectful learning environments.</p> <p>Teaching programs are regularly monitored with further work required to develop assessment strategies for anecdotal adjustments to learning.</p> <p>Students are effectively tracked on PLAN in addition to the data wall to allow for open discussion between staff about the next steps to take regarding learning.</p>
Quality Professional Learning – Staff Feedback <ul style="list-style-type: none">Trained staff deliver high quality Literacy and Numeracy programs reflected by achievement in Standardized tests and on PLAN Data. Evaluation of TPL takes place regularly with opportunities to provide feedback in a variety of		<p>PAT Test results demonstrated increase in student achievement. Staff required further training in the implementation and analysis of PAT tests. Staff identified that PAT tests were not delivering the information that we valued in relation to learning and therefore ceased to use this at the end of the year. Staff are examining the possibilities of using more up-to-date and less standardized forms of assessment.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
ways made available. Feedback shows evidence of highly engaging Professional Learning activities and a desire for continuous development and capacity for change.		PAT Test results demonstrated increase in student achievement. Staff required further training in the implementation and analysis of PAT tests. Staff identified that PAT tests were not delivering the information that we valued in relation to learning and therefore ceased to use this at the end of the year. Staff are examining the possibilities of using more up-to-date and less standardized forms of assessment.

Next Steps

- Continue to deliver high quality professional learning opportunities. Tie professional learning to staff PDP and School plans around high quality and meaningful assessment strategies, 21st century learning and the teaching of self-regulation skills.
- Broaden teacher experience in all aspects of school life by working closely with the teaching standards to cater for individual staff need and develop an understanding of self improvement and sense of achievement.
- Develop a whole school approach to staff and student well-being by developing a language based approach to dealing with behaviour.
- Establish a clear process for Learning and Support to develop plans that support students with a consideration of individual circumstance and learning needs.

Strategic Direction 3

Enhancing already strong school to community relationships

Purpose

Enhancing relationships – Continually building on community links and support for students through a school wide focus on equity, wellbeing and learning. Establishing new links with community groups through student participation in events and community participation within the school.

Overall summary of progress

Significant changes in school leadership and staffing have resulted in some challenges in relation to school and community relationships. Regular events have been conducted in the school with National Seniors Week enjoying strong support from senior visitors to see students perform and in our community and share learning. Further opportunities for students to connect with the community existed with students participating in activities involving the Country Women's Association, and our P&C as part of the Great Nundle Dog Race. Students are generally heavily involved in community activities as they occur in Nundle. It has proven challenging to have community members involved in day to day learning activities however, there is strong support of end of term concerts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Collaborative Community Involvement and Communication <ul style="list-style-type: none">A regular group of volunteers work with students to support their learning about Nundle and themselves. Developing a regular opportunity for students to connect with community members and organisations to support the delivery of a variety of projects.An increased range of parent/school communication channels including termly surveys, Facebook, school app and P&C feedback meetings, compliment the open door policy for parent collaboration in school priorities. Termly survey responses have risen to 80% returns term 3 providing additional support for the consultation process for the next triennium of planning.		<ul style="list-style-type: none">CWA Art ShowGreat Nundle Dog RaceBirdwatchingTourist Information CentreSeniors Week Morning TeaBook ParadePerformances <p>Students had a variety of opportunities to work with and support the community in events that are so valued in Nundle.</p> <p>Further work needs to be completed in achieving satisfactory level of responses to parent feedback.</p>
Community Connections <ul style="list-style-type: none">The school establishes a working relationship with the Tamworth Conservatorium of Music to develop a high quality music program, supporting the development of students musically.Staff supported to take up an instrument and participate in lessons with a view to incorporating their expertise into classroom teaching of music		<p>A very strong partnership with Tamworth Conservatorium saw up to 20 students taking music tuition on a weekly basis.</p> <p>Students in K/1/2 developed an enthusiasm for music through involvement in group music lessons with specialised instructors.</p> <p>Staff did not transfer lessons into classroom learning opportunities. As a result of this, support was ceased.</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
while also modelling life-long learning.		<p>A very strong partnership with Tamworth Conservatorium saw up to 20 students taking music tuition on a weekly basis.</p> <p>Students in K/1/2 developed an enthusiasm for music through involvement in group music lessons with specialised instructors.</p> <p>Staff did not transfer lessons into classroom learning opportunities. As a result of this, support was ceased.</p>
<p>Improved Mindset & Social and Emotional Connections</p> <ul style="list-style-type: none"> Students have developed an understanding of growth mindset and through the use of Langford tools, demonstrate the understanding of skills of collaborative and considerate learners. Students and staff demonstrate a strong understanding of social and emotional awareness in all dealings. Student to student relationships and student to teacher relationships are enhanced to support the learning of all students. 		<p>Students have begun to understand the concept of Growth mindset as a means for thinking positively about challenges. They are yet to articulate what this may involve and how it may look for them. We will continue to deliver this message through the next phase of school planning.</p> <p>Staff are starting to prioritise relationships as a means for working more closely with students. Students are starting to work together to play more effectively, have stronger relationships and display greater respect.</p>

Next Steps

- Expand music program to include the formation of a string ensemble with support from Conservatorium music instructor.
- Continue language of Growth Mindset through targeted explicit teaching to whole school with staff participating in learning and discussions.
- Enhance communications between home and school to involve parents in more aspects of school life. This includes through homework, notes and P&C reports.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Wages – \$18, 592</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$17 406.00) 	This funding was used to release staff from class for the purpose of regular teacher/student conferences. These conferences allowed students to communicate with their classroom teachers to monitor progress towards learning goals, develop stronger partnerships and participate in individualised assessment to better equip staff with personalised learning opportunities for all students.
Low level adjustment for disability	<p>\$27 598 – Wages for SLSO</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$24 500.00) 	This funding was used to appoint an School Learning Support Officer to support the differentiation of learning in junior classrooms.
Quality Teaching, Successful Students (QTSS)	<p>\$4 876 – Teacher Relief and Principal Relief</p>	QTSS was used to support collaborative planning opportunities for teachers and Instructional Leader/mentor teachers.
Socio-economic background	<p>\$42 829– Wages for Classroom Teacher</p> <ul style="list-style-type: none"> • Socio-economic background (\$45 500.00) 	This funding contributed to the additional funding of a classroom teacher to facilitate smaller classes, individualised literacy support K–6, engaging learning opportunities such as Kitchen to Garden activities and additional planning and collaboration opportunities for staff.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	37	43	38	29
Girls	31	30	24	22

The enrolment table shows a true reflection of the children who are in area. While our numbers have declined in 2017 this is due to smaller cohorts of students coming through the grades..

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94	94.7	91.6	95.5
1	93.4	84.3	93.6	91.5
2	90.8	93.1	91.1	95.7
3	95.4	86.6	95.5	92.8
4	93.4	92.2	92.7	89
5	91.5	92.7	93.3	90.7
6	94.4	93.6	92.4	92.6
All Years	93.2	90.7	92.9	92.4
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	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	94	94	93.9

Management of non-attendance

Attendance is monitored on a regular basis and non-attendance is dealt with promptly in a personable way. Rural isolation has had an impact on attendance rates for some families. We endeavour to contact families of students on the days that they are away as a means for checking in. These check-ins serve as a service to keep communication lines open, making the school a welcoming and friendly place to be. Correspondence is sent out on a fortnightly basis for

notify the school of reasons for absence in writing.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	2.44
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.2
Teacher Librarian	0.17
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	1.39
Other Positions	0

*Full Time Equivalent

School staffing has remained stable. There are no members of staff who identify as Aboriginal.

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

Nundle Public School believes that all staff should have the opportunity to participate in professional learning to improve teaching and learning practices. Professional development related directly to the schools strategic directions. All teaching staff developed a Professional Development Plan with individualised professional learning, targeting goals with a focus on improving individual practice and student learning outcomes.

Some of these opportunities included:

- Completion of Phase 1 of Focus on Reading 3–6
- Completion of L3K and L3S1 training

- LMBR training for Principal and SAM.
- Small Schools Network sharing days were extremely important in developing connections with other schools and providing opportunities to share best practice. This will continue to be a focus into the future.

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.

During 2017, Nundle Public School began the transition to the LMBR– SAP Financial Management system as part of the final group for NSW. Voluntary contributions remained approximately the same as 2016.

Receipts	\$
Balance brought forward	96,868
Global funds	83,640
Tied funds	172,855
School & community sources	17,262
Interest	1,615
Trust receipts	34,935
Canteen	0
Total Receipts	310,307
Payments	
Teaching & learning	
Key Learning Areas	5,329
Excursions	8,309
Extracurricular dissections	6,361
Library	1,890
Training & Development	0
Tied Funds Payments	159,013
Short Term Relief	10,910
Administration & Office	15,929
Canteen Payments	0
Utilities	10,925
Maintenance	3,613
Trust Payments	37,978
Capital Programs	12,935
Total Payments	273,191
Balance carried forward	133,984

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	154,510
Appropriation	133,984
Sale of Goods and Services	583
Grants and Contributions	19,943
Gain and Loss	0
Other Revenue	0
Investment Income	0
Expenses	-55,641
Recurrent Expenses	-55,641
Employee Related	-27,706
Operating Expenses	-27,936
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	98,869
Balance Carried Forward	98,869

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	611,627
Base Per Capita	9,475
Base Location	30,334
Other Base	571,818
Equity Total	89,019
Equity Aboriginal	18,592
Equity Socio economic	42,829
Equity Language	0
Equity Disability	27,598
Targeted Total	77,760
Other Total	67,044
Grand Total	845,451

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.

The MySchool 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.

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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 collected and responded to as appropriate. Furthermore, parent meetings are opportunities to seek feedback on school satisfaction. On the whole, the students, parents and caregivers are happy with the variety of extra-curricular opportunities presented to their children. A more definite approach to student discipline has been requested. Further focus on Learning Support Processes has been identified by teaching staff as an area to address to ensure we are focusing school resources on those who need it most. Communication between home and school has also been identified as an area to address. Further areas of development have been identified through this process and have been set down as improvement measures for the new phase of school planning to commence in 2018.

Policy requirements

Aboriginal education

Nundle Public School has almost 23% of students identifying as Aboriginal. There is a strong emphasis on academic achievement and most Aboriginal students are achieving at level at or above non-Aboriginal students. All students are supported through the development of Personalised Learning Plans. The whole school PLP process also involves the students developing an awareness of career pathways. Cultural understanding is incorporated across all key learning areas to ensure the whole school is developing an awareness of the traditional custodians of the land. The implementation of the Aboriginal Education Policy and the acknowledgement of country for all school assemblies and on special occasions is valued. The school looks forward to sharing popular and meaningful events such as NAIDOC week in 2018.

Multicultural and anti-racism education

Through teaching and learning programs, Nundle Public School has focused on the concept of an inclusive society. This is in all aspects of our society including Multiculturalism. Through the selection of high quality texts, promotion of stimulating discussions, students develop an awareness of other cultures. Students are encouraged to embrace our multicultural society through participation in rich discussions through debating, multi-cultural days and as part of community events.