

Nowra East Public School

Annual Report



2017



4256

Introduction

The Annual Report for <insert year> is provided to the community of <insert school name> 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.

School background

School vision statement

At Nowra East Public School (NEPS) we plan to develop a culture of continual improvement to enhance the learning opportunities for the students, teachers and carers where:

- Students acquire skills and knowledge to be successful 21st Century learners
- Teachers actively engage in professional learning and dialogue to inspire their students to excellence.
- Collaboration between community members and the school in the decision making process is an integral part of the planning process.

Everyone promotes and demonstrates social responsibility.

School context

Our school website can be found at: <http://www.nowraeast-p.schools.nsw.edu.au>

Established in 1964 Nowra East Public School aims to achieve school life happiness through shared values of respect, safe practices, responsible behaviour and quality learning.

Students and staff work in a supportive environment with a focus on quality teaching and a priority to achieve high levels of learning for all students. NEPS has a dedicated Aboriginal preschool and four support classes; two ED classes, one IM class and one IO class. Student engagement is supported through music, dance, breakfast club and playgroup.

The school services one of the lowest socio economic zones in the area. Approximately 80% of families are unemployed and an ever increasing number of children are being cared for by grandparents. We have many students who are in out of home care. There are 366 students P-6, enrolled at the school; approximately 50% identify as Aboriginal and there is a small number of students from language backgrounds other than English. Teachers are a mix of highly experienced, mid-career and beginning teachers. We receive Aboriginal and low socio-economic funding through RAM. The school is an **Early Action for Success (EaFS)** partner and as a result, an Instructional Leader and an interventionist teacher have been appointed. This will lead to improved curriculum implementation and quality teaching where stringent data analysis provides teachers with the direction for future teaching. This highly consultative approach will enable this school plan to foster school improvement in teaching learning and community cooperation.

Self-assessment and school achievements

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

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>

For schools participating in external validation processes:

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated [insert a narrative of the progress achieved by the school across the domains of Learning, Teaching, and Leading. Schools may choose to use the information from their executive summary and the panel report to inform their narrative.]

Our self–assessment and the external validation 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

STRATEGIC DIRECTION 1 Teaching– Fostering teaching excellence and innovative leadership.

Purpose

To strengthen teacher capacity through focussed professional learning and development that creates a culture for every staff member to engage in ongoing, relevant and evidence based learning and practice at an individual and collective level.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of all teaching staff have documented evidence and personalised professional learning plans in line with the BOSTES Professional Standards for Teachers	All teaching staff has an effective PDP that reflects improved personal professional practice and collective efficacy.	\$11,000
Increased number of staff members take on leadership roles within the school and apply for leadership roles within the DE	Increased number of staff taking on leadership roles within key learning areas.	
All New Scheme Teachers gain accreditation through the BOSTES National Standards	3 New Scheme teachers gained accreditation at proficient.	\$42,000

Next steps

Strategic Direction 2

STRATEGIC DIRECTION 2 Learning: Delivering high quality teaching and learning programs

Purpose

To provide every student at NEPS with meaningful and future focussed learning experiences to ensure they achieve their full potential as a learner, leader and a responsible and productive member of society. Also to empower students with the necessary skills and knowledge to be successful 21st century learners.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
90% of students achieving at or above EaFS minimum benchmarks in literacy and numeracy	Literacy: Students achieved end of year benchmarks in Text Reading and Comprehension Kindergarten: 85% Year 1: 85% Year 2: 70% Numeracy: Students achieved end of year benchmarks in Early Arithmetic Strategies Kindergarten: 100% Year 1: 94% Year 2: 95%	\$65,000
Increased proportion of students achieving above National Minimum Standards in NAPLAN	Year 3: Writing 12% improvement from 2015 to 2016	
Improved engagement of all students measured by an improved attendance, reduced suspension rate and executive referrals		
Increased number of Aboriginal students achieving above National Minimum Standards.		
100% of Aboriginal parents / carers contributing to PLPs		

Next steps

Strategic Direction 3

STRATEGIC DIRECTION 3 Community Enhancing active community partnerships that support an inclusive, collaborative and caring school culture

Purpose

To ensure stronger community relationships inspiring a culture of collaboration and engaged communication through nurturing an active partnerships supporting every students' educational journey and aspirations.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
A wide variety of current multi-media communications devices are used across the whole school community.	Facebook engagement data Skoolbag application use Electronic sign Newsletters Class Dojo Class Story PLPs Parents privately message Facebook School response rate to private messages Website	\$4000
Create and foster quality, sustainable relationships throughout the whole school community to promote and maintain a positive and successful school culture measured by increased enrolment and community participation.	Kindergarten enrolment has increased from 3 classes to 4 classes. Enrolment data from 2015–2017. Increased parent participation at Kindergarten Orientation Social events well attended by community. PLPs data Parent/Teacher interviews – attendance data	\$101,000

Next steps

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading		
Low level adjustment for disability		
Quality Teaching, Successful Students (QTSS)		
Socio-economic background		
Support for beginning teachers		
Early Action for Success		

Student information

Student enrolment profile

Students	Enrolments		
	2014	2015	2016
Boys	181	185	182
Girls	140	159	169

Workforce information

Teacher qualifications

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

Financial information (for schools using OASIS for the whole year)

Financial information

This summary financial information covers funds for operating costs to <insert date> and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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.

Financial information (for schools using OASIS for the whole year)

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.

Financial summary

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

	2017 Actual (\$)
Opening Balance	0.00
Revenue	1 389 167.35
(2a) Appropriation	1 357 095.59
(2b) Sale of Goods and Services	13 452.10
(2c) Grants and Contributions	18 371.79
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	247.87
Expenses	-508 663.57
Recurrent Expenses	-508 663.57
(3a) Employee Related	-294 948.32
(3b) Operating Expenses	-213 715.25
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	880 503.78
Balance Carried Forward	880 503.78

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

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.

<Use this text box to enter a general statement describing:

- your school's financial management processes and governance
- any unusual spending patterns or substantial underspending (including savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

	2017 Actual (\$)
Base Total	2 297 762.11
Base Per Capita	20 523.47
Base Location	3 314.00
Other Base	2 273 924.63
Equity Total	1 338 654.34
Equity Aboriginal	266 381.25
Equity Socio economic	778 823.42
Equity Language	1 710.82
Equity Disability	291 738.85
Targeted Total	747 699.70
Other Total	539 664.45
Grand Total	4 923 780.60

The information provided in the financial summary includes reporting from <insert date> to 31 December 2016.

<Use this text box to enter a general statement describing: The equity funding data is the main component of the 'Appropriation' section of the financial summary above

- your school's financial management processes and governance structures to meet financial policy requirements
- any unusual spending patterns or substantial underspending/overspending (e.g. accommodating leave, illness, savings for planned capital expenditure)
- intended use of funds available>

Delete text not required.

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<You may choose to use this text box to comment on other assessment data. 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

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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.

<You may choose to use this text box to comment on literacy NAPLAN data>

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<You may choose to use this text box to comment on numeracy NAPLAN data>

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<Use this text box to comment on additional State reporting requirements>

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