

# Newling Public School Annual Report



2017



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## Introduction

The Annual Report for **2017** is provided to the community of **Newling PS** 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.

Murray Cox

Principal

### School contact details

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## School background

### School vision statement

"Quality Education in a caring environment"

Our goal is to develop an inclusive, caring and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, independent and successful citizens.

### School context

Newling Public School is a growing progressive and successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students.

The school staff share a strong commitment to the school's focus of supporting all students and improving the outcomes achieved by every student.

## 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.

#### Learning

In the domain of learning we maintained a focus on teachers differentiating curriculum delivery to meet the needs of individual students and this was evident through lesson observations, learning walks and program supervision. The school continued to provide and expand on the range of extra-curricular activities provided to broaden student development. Our 'Little Stars' Transition program was offered to students and families moving into Kindergarten. Newling has had a sustained focus on learning culture, wellbeing and student performance measures. We employ a strong framework to support the wellbeing of all students with a high profile given to cognitive, social and emotional wellbeing. This results in a strong sense of belonging and directly relates to student outcomes and our achievements in learning. School teams have worked collaboratively to deliver programs that will further enhance student growth. Newling Public School is proud of the levels of achievement and growth in students performance.

#### Teaching

Our major focus in the domain of teaching has been furthering staff capacity to implement evidence-based teaching practice. We have improved teaching methods in literacy and numeracy through the implementation of Targeted Early Numeracy, L3 and Focus on Reading. The routine collection of continuum data associated with these programs, has ensured teachers have further developed their skills in analysing and using student assessment data to understand the learning needs of students and to plan for future learning.

#### Leading

Creative and innovative ways of using school resources are employed to maximise student learning. We have investigated using our newly updated teaching and learning spaces in a flexible way to maximise learning opportunities. As a school we are committed to ensuring that the school is well resourced to support newly revitalised units of work to support new syllabus documents and that current technologies are accessible to staff and students. Developing leadership capacity throughout the year was a key factor in delivering improved student outcomes. Strong leadership is essential to whole school achievement and ensuring strategic directions are monitored for success.

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 Engagement and Academic Excellence

#### Purpose

To assist students reach beyond their academic and social potential so that they can be self-reliant, independent learners who value friendship, camaraderie and competition.

#### Overall summary of progress

Planned development in instructional practice through collaborative planning, professional learning sessions and collegial support in classrooms to meet the individual needs of staff was achieved. All staff were involved in the development of explicit processes to collect, analyse and report on internal student and school performance data. Five weekly data collection guided differentiated teaching and learning programs. The Classroom Speech Program was invaluable in supporting staff in the identification of students whose expressive or receptive language was hindering their progress. A Personalised Learning Plan was created for each student with goals developed in meetings during terms 1, 2 and 3 during discussions between teacher, parent and child. Teachers feel they are increasingly consistent in understanding aspects of the continuums and therefore more accurate when assessing student achievement. This was important in giving students feedback on their learning and reporting achievements to parents. When PLAN data was compared with NAPLAN data and others sources it indicated there was a close correlation in student results.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teaching and learning in each classroom for high achievement will be informed and driven by the systematic collection of data as evidenced by: <ul style="list-style-type: none"><li>• Documentation of classroom programs</li><li>• Documentation of assessment results</li><li>• Collection of work samples</li><li>• Personalised Learning Plans</li><li>• Teacher Student conversations</li><li>Students self-assessments</li></ul>	\$42000 for teacher relief to analyse data, develop and reflect upon plans. Additional release for all staff to collaborate with Instructional Leader to differentiate learning to identified needs.	Regular meetings and professional development provided by Instructional Leader to identify gaps in learning using data and plan next steps and interventions for individuals .  Teachers identified numerous extracurricular activities that supported student learning and greater engage students in learning tasks.  The Extension Class and STEM camps provided greater opportunity for talented students  Students work samples discussed an analyse at staff meeting and professional development sessions  Personalised Learning Plan goals created for every student in school

#### Next Steps

- Identify new teachers requiring training in L3 and implement a professional learning plan to support the training.
- Continue to build on teacher understanding of using the literacy and numeracy continuum to track student progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.
- All staff will engage in professional learning to further develop understanding of new learning progressions.



## Strategic Direction 2

### Quality Teaching and Opportunity

#### Purpose

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices.

This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

#### Overall summary of progress

Curriculum planning was central to professional learning in Term 1 and 2. All teachers participated in workshops where the NSW Syllabus was further examined and scope and sequences for the school were redeveloped for all KLA's. These workshops led to an increase in teacher confidence working with the NSW Syllabus for the Australian Curriculum, particularly in Mathematics and English. Writing and Numeracy were identified as an area that could be strengthened and became an area for focus in 2017. All staff completed professional learning aligned with individual Performance and Development Plans and school strategic directions. This helped to further support their capacity to continue delivering high quality teaching practice.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"><li>To increase the number of students achieving in the top three skill bands as measured in NAPLAN.</li><li>Decrease lower bands and sustain growth.</li><li>All staff utilising focused assessment strategies and evident in class programs.</li><li>100% of students achieving expected cluster on Literacy and Numeracy Continuum</li></ul>	<p>\$15,000 for PLAN and L3 training</p> <p>\$5000 for quality texts purchase to support the L3 program</p> <p>\$150 000 for intervention teacher salaries and teacher release for training.</p>	<p>Year 5 NAPLAN results trend and growth data demonstrate achievement above that of similar schools in reading, writing and numeracy.</p> <p>K-2 teachers confidently assessed and entered student outcome data into PLAN Year 3-6 teachers assessed and entered student outcome data into PLAN to inform practice.</p> <p>PLAN data monitored and confirmed improvements to K-2 reading levels., Teaching and interventions targeted and student's progress is tracked over time.</p>

#### Next Steps

- Standardised assessments and spelling program will be continued across all stages of the school during 2018. The assessments will also be monitored for continued improvement effectiveness.
- The Instructional Leader K-2 will lead staff in the development of best practices for data collection and tracking systems to enhance planning and ongoing student learning.
- The Instructional Leader 3-6 position will be established to permit the replication and development of successful practices as those creating gains in early years.



## Strategic Direction 3

### Community Partnership

#### Purpose

To support the home – school partnership by promoting an open and welcoming environment that has clear protocols for formal and informal communication about the school and classroom operation and encourages constructive and mutually valued feedback.

Parents working in a genuine partnership with the school and actively supporting and are involved in their child's learning.

#### Overall summary of progress

Throughout 2017 there was maintained confidence in the P&C Association which led to an increase in the numbers attending and the numbers involved in fundraising activities

Parents, through P & C and discussions, and teachers were surveyed again to determine future communication strategies and directions of school.

Parent Code of Conduct was developed in consultation with P&C during 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parents attending parent teacher conferences as part of the student reporting process and contribute mutual feedback.  Parents will actively contribute to school decision making through  • High completion of school surveys  • Strong attendance at P & C meetings  • Strong patronage of school events  Positive and respectful relationships evident between all staff and families	\$1 5000 – events, advertising, hospitalities and publishing of communications	Parents and community regularly attended school events or special programs.  Although opportunities were provided for parents to respond, few responses were received.  Attendance at P&C meetings increased

#### Next Steps

- Plan and deliver further opportunities for the community to engage in learning about the school vision and current teaching practices, with P&C.
- Review current communication practices implemented



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Staffing \$190 000 Resources \$15 000 Learning Opportunities \$15 000	<p>All students were involved in a process of consultation to develop a Personalised Learning Plan (PLP).</p> <p>Additional teaching staff ensured that 100% of Aboriginal students were supported by differentiated learning within their classroom to achieve individual goals.</p> <p>'Little Stars' school readiness for program continued for all students have the social and academic skills for successful start to Kindergarten.</p>
<b>Low level adjustment for disability</b>	\$95 000	<p>Additional School Learning Support staff (teachers and SLSO) employed to provide additional support for students in mainstream classes with identified needs.</p> <p>Speech pathology assessments for all children identified were conducted and individual speech support programs created and delivered in class.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	Teacher release (0.1FTE)	Instructional Leader facilitated collegial coaching to support professional learning of staff in Literacy and Numeracy.
<b>Socio-economic background</b>	Staffing \$125 000 Professional Learning \$5000 ICT \$24 000 Creative and Performing Arts \$31 500 Learning Experiences \$ 12 500	<p>Additional Classroom Teachers were employed to support teaching and learning programs.</p> <p>Funds were also allocated for Professional Learning in L3 and Reading Recovery to support student outcomes .The school purchased new computers for additional class.</p> <p>All students participated in music through partnership with NECOM and language lessons. Twelve students also took the opportunity to participate in additional music tuition as an extension of the NECOM partnership.</p> <p>Student achievement in reading and writing reflects progress made in Early Action for Success initiative.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	42	46	47	51
Girls	29	38	46	45

Student enrolments fluctuated over the duration of the school year.

Overall, a pattern of a steady increase in enrolment is evident and this trend should continue into 2018.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	89.6	91.2	89.6	87.1
1	88.7	91.7	93.4	86.1
2	91	90.6	91.2	91.1
3	92.4	90	93.2	86.5
4	92.1	91.5	89.5	89.3
5	93.4	88.2	89	82.1
6	86.6	92.1	89.2	88.7
All Years	90.7	90.7	90.7	87
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

Newling staff are proactive in addressing poor attendance issues. This include providing support to families and individual students through the referral processes available to our Learning Support Team, school counsellor and referrals to the Learning and Engagement Officer for Home School Liaison Officer support. Referrals to Home School Liaison Officer result in further action being taken according to

Departmental Policy.

Student attendance is monitored closely through:

- Fortnightly attendance report monitoring and discussion at LST meetings
- Consistent communication with parents by notification letter, SMS, telephone or interview.
- Stringent adherence to attendance and HSLO procedures.

Student attendance is encouraged and rewarded through a SRC initiative that provides rewards every 5 weeks of the school year to those students who have 98% or above attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teacher(s)	0
Classroom Teacher(s)	5.58
Teacher of Reading Recovery	0.5
Learning & Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0.8
School Administration & Support Staff	1.96
Other Positions	0

\*Full Time Equivalent

The Australian Education Regulation requires schools to report on Aboriginal composition of their workforce. At present, Newling does not have any permanent Aboriginal persons on staff. An Aboriginal School Learning Support Officer was employed in 2017 to assist with targeted students. Newling strives to maintain a close relationship with the Armidale Aboriginal Educational Consultative Group.

### Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

## Professional learning and teacher accreditation

The school has a strong commitment to professional development of staff. All teachers developed a Professional Development Plan to assist with setting goals and their impact on performance. Professional learning was aligned to the school's strategic directions and is embedded in the school's progress to achieving goals. All teachers will be seeking accreditation under the revised accreditation system. In 2017 one teacher sought accreditation at proficiency and two teachers were working towards reaccreditation. In 2017, professional learning at Newling Public School was given a high priority to ensure quality and currency. Weekly professional learning was provided for whole staff, mainly prepared and delivered by the Instructional Leader. Evaluation of professional learning was used to determine the impact on student achievement.

The main focus in 2017 was training all K–2 staff in the L3 program. School Development Days allowed staff to complete compliance training and extend learning in use of ICT's. Extensive training was provided for all staff in assessment practices and using the continuums to inform and individualise teaching.

## 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.

This summary financial information covers funds for operating costs to December 2017 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.

Receipts	\$
<b>Balance brought forward</b>	<b>232,951</b>
Global funds	155,823
Tied funds	447,332
School & community sources	48,282
Interest	3,714
Trust receipts	2,690
Canteen	0
<b>Total Receipts</b>	<b>657,841</b>
<b>Payments</b>	
Teaching & learning	
Key Learning Areas	19,511
Excursions	9,676
Extracurricular dissections	2,492
Library	2,615
Training & Development	0
Tied Funds Payments	420,414
Short Term Relief	13,553
Administration & Office	56,872
Canteen Payments	0
Utilities	23,586
Maintenance	25,796
Trust Payments	3,115
Capital Programs	39,098
<b>Total Payments</b>	<b>616,728</b>
<b>Balance carried forward</b>	<b>274,065</b>

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 (\$)
<b>Opening Balance</b>	0
<b>Revenue</b>	286,321
Appropriation	274,065
Sale of Goods and Services	324
Grants and Contributions	11,933
Gain and Loss	0
Other Revenue	0
Investment Income	0
<b>Expenses</b>	-186,795
Recurrent Expenses	-186,795
Employee Related	-92,722
Operating Expenses	-94,073
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	99,526
<b>Balance Carried Forward</b>	99,526

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.

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

- 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>

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### Financial summary equity funding

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

	2017 Actual (\$)
<b>Base Total</b>	983,874
Base Per Capita	14,213
Base Location	1,883
Other Base	967,778
<b>Equity Total</b>	439,705
Equity Aboriginal	182,230
Equity Socio economic	194,451
Equity Language	3,699
Equity Disability	59,325
<b>Targeted Total</b>	0
<b>Other Total</b>	265,243
<b>Grand Total</b>	1,688,822

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.

#### Percentage in Bands:

##### Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	16.7	8.3	33.3	33.3	8.3	0.0
School avg 2015-2017	23.7	9.9	36.5	20.3	5.1	4.4

#### Percentage in Bands:

##### Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	23.5	41.2	11.8	5.9	17.7	0.0
School avg 2015-2017	10.4	31.7	11.6	4.5	8.5	0.0

### Percentage in Bands:

#### Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	33.3	8.3	16.7	25.0	16.7	0.0
School avg 2015-2017	27.1	26.0	21.6	19.8	5.6	0.0

### Percentage in Bands:

#### Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	5.9	47.1	17.7	23.5	5.9	0.0
School avg 2015-2017	4.5	31.1	18.7	10.4	2.0	0.0

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.>

Newling has achieved pleasing results in Reading, Writing, Spelling and Numeracy in the past years and student growth continues to highlight the success of school endeavours. Student results are continuing to meet expected targets and improvement is note across all aspects of NAPLAN.

Statistically Similar Group (SSG) comparisons indicate that achievement performance is better than expected, and gains toward matching state averages are being made each year. Student growth has been significant for all students, across all bands, as a result of effective classroom and learning support programs. Growth has exceeded state averages in aspects of NAPLAN.



## Parent/caregiver, student, teacher satisfaction

Parents and caregivers of students were invited to provide feedback to the school. Less than 15% of

families provided responses to the annual survey.

The key findings from the survey include:

- 100% of parents feel Newling is a welcoming school.
- 100% of parents think that Newling Public School encourages students to do their best.

The findings from surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school procedures and initiatives.

Other positive feedback has been provided about the caring and compassionate nature of the staff and the quality of education and breadth of opportunity children receive at Newling .

We are committed to seeking and analysing feedback, and where practical and appropriate, responding to parental perspectives.



## Policy requirements

### Aboriginal education

Newling Public School practices are consistent with the Department of Education's Aboriginal Education and Training Policy, Key Directions for Aboriginal Education guidelines. We aim to work together with all families to strengthen understanding of Aboriginal culture for all students and enhance learning outcomes for Aboriginal students. Newling promotes respect for the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies.
- Integration of Aboriginal perspectives across Key Learning Areas so all students can develop a deep knowledge and understanding about Australia's first peoples.
- Provide opportunities for Aboriginal students to develop leadership skills and high aspirations.

The school is committed to Aboriginal Education and supporting students and staff. We hosted significant

events during NAIDOC Week which enabled parents and students to acknowledge and celebrate the achievements of our students as well as developing greater awareness of Aboriginal culture.



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

Students, teachers, parents and the community are work to promote harmony at Newling. Multicultural perspectives are included in teaching programs to ensure students are respectful and informed of other cultures.

Newling Public School continued to offer a Mandarin (Chinese) program of language and culture that aims to complement and consolidate the learning across the curriculum. Through an intercultural approach to teaching and learning the aim is for students to make connections to the real world in a practical, fun and meaningful way.

Our school ARCO will be retrained in 2018 and we seek to review our practices at this time.