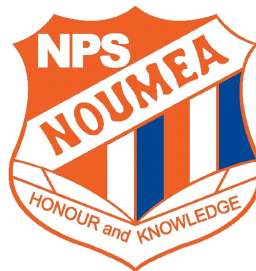


Noumea Public School

Annual Report



2017



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Introduction

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

Susan Finn

Principal

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Message from the Principal

Noumea Public School is a vibrant and caring learning community. All of our students and staff strive daily to achieve excellence and I am proud of their efforts and achievements.

Noumea Public School is proud to offer a variety of extra-curricular opportunities to our students and community through our numerous programs such as our playgroups, transition programs, choir, gardening groups, sporting teams, drumming and cultural dance groups. In partnership with our local community, Noumea Public School aims to provide our students with a comprehensive education and opportunities to enable them to become lifelong learners.

As the Principal of Noumea Public School, it is a pleasure to be leading such a dedicated staff and community.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Susan Finn

School background

School vision statement

Our vision at Noumea Public School is to create a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to achieve excellence through quality teaching for lifelong learning.

School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P2 school with an enrolment of 291 students, including 42% from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students. The school is currently participating in the regional initiative Early Action for Success. There is provision for extracurricular activities, including cultural dance and environmental projects. The school has recently focused on strengthening partnerships with local schools and community organisations. It has a dedicated staff made up of early career and experienced teachers.

Strategic Direction 1

Connected Learners

Purpose

Purpose: To enable students to develop increasingly complex thinking and understanding across all Key Learning Areas through school wide teaching and learning programs that encourage self-directed learning, active listening, and flexible and independent thinking. This will enable students to take responsible risks in their learning and transfer knowledge to new situations.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Did we do what we planned?

-
- In 2017 we have continued to work collaboratively towards the achievement of our milestones in our attempt to create connected learners. 100% of classroom teachers have been involved in collaboratively using data to inform future planning and to guide programming for differentiated lessons in Mathematics. The bi-termly planning cycle for Mathematics has continued to ensure adherence to the school's Mathematics scope and sequence and a consistent approach to programming.
-
- Throughout 2017 all K–6 classroom teachers have continued to report at risk students in reading to the Learning Support Team. As a result, intervention programs (Speech Therapy, Oral language, Reading Recovery, Minilit, Multilit, Fountas and Pinell) have been implemented for identified at-risk students by RAM funded support staff. Students who have been identified as requiring significant additional support in learning have had Individual Education Plans (IEPs) developed by their teachers under the guidance of the LaST. The school has had continued success in regularly monitoring and reporting on the progress of these students.
-
- Throughout 2017 all previous K–2 classroom teachers and support staff undertook a refresher course in the Targeted Early Numeracy (TEN) program. Two new K–2 staff members undertook the entire course. As a result 100% of K–2 teachers are now TEN trained ensuring greater capacity to differentiate learning for students based on their attainment of early arithmetic strategies.
-
- All staff K–6 have undertaken professional learning surrounding learning intentions and success criteria. All classroom teachers are beginning to implement WALT and WILF strategies into their daily routines.
-

Did it have the planned impact?

-
- In 2017 the school met its target of increasing the number of students achieving the top 2 bands for NAPLAN Reading. In 2017, 25% of students achieved placement in the top 2 bands compared to 16.2% in 2016.
-
- Whilst the improvement measure targets for 2017 have not been fully met in regards to Year 5 NAPLAN Numeracy, the Year 3 improvement measure targets were met for Numeracy with an increase of 9.3%.
-
- Teacher capacity to program and plan for individual student needs has continued to increase through ongoing professional learning, IEP development and collaborative programming and planning using student data.
-
- Whilst the benchmarks for Reading were not reached for Kindergarten and Year One, the students in Year Two exceeded the target and those students participating in the Fountas and Pinnell Intervention program had sound improvement.
-

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"> • 40% of students from K–2 achieving regional EA4S targets (30% in 2015 and 80% in 2017) • An increased number of students in Years 3 and 5 performing in the top two bands in NAPLAN Mathematics compared to 2015. • An increased number of students in Year 3 performing in the top two bands in NAPLAN Reading compared to 2015 	\$200,000	<p>27% of Kindergarten students reached EA4S regional reading level target.</p> <p>46% of Year One students reached EA4S regional reading level target.</p> <p>89% of Year Two students reached EA4S regional reading level target.</p> <p>83% of Kindergarten students reached EA4S regional EAS target.</p> <p>26% of Year One students reached EA4S regional EAS target.</p> <p>29% of Year Two students reached EA4S regional EAS target.</p> <ul style="list-style-type: none"> • Collaborative stage planning has been established across the school leading to all teachers identifying an increased confidence to program for the new Australian syllabuses. • Students across K–2 are participating in differentiated learning tasks, determined by school based assessments and data collection. • In school reading data identified that all students in Year 1 and Year 2 who participated in the Fountas and Pinnell Reading intervention program improved their individual reading levels, some significantly. <p>Whilst the improvement measure targets for 2017 have not been fully met in regards to Year 5 NAPLAN Numeracy, the Year 3 improvement measure targets were met for Numeracy with an increase of 9.3%.</p> <p>We also successfully achieved the following milestones:</p> <ul style="list-style-type: none"> • Bi-termly cycle stage planning for Maths implemented across the school. • BEST START and SENA 1 /2 completed with data entered on PLAN for all classes K–6 each term. • Differentiation evident in programming and classroom practice. • Hands on activities evident in teaching and learning activities.

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"> • 40% of students from K–2 achieving regional EA4S targets (30% in 2015 and 80% in 2017) • An increased number of students in Years 3 and 5 performing in the top two bands in NAPLAN Mathematics compared to 2015. • An increased number of students in Year 3 performing in the top two bands in NAPLAN Reading compared to 2015 		<ul style="list-style-type: none"> • Assessment used to inform termly planning. • Completion of the TEN training modules by new K–2 teachers and support staff. <p>In 2017 the school met its target of increasing the number of students achieving the top 2 bands for NAPLAN Reading. In 2017, 25% of students achieved placement in the top 2 bands compared to 16.2% in 2016. We also successfully achieved the following milestones:</p> <ul style="list-style-type: none"> • Continued identification of K–6 students at risk in reading based on Plan data and school assessments. • Continuation of reading Interventions programs implemented across school by support staff. • Oral language program delivered by Speech Therapist and support staff for identified students.

Next Steps

This section includes future directions for 2018 and the new 3 year school plan to remain on track to provide high quality educational outcomes.

EA4S–

-
- Effectively implement EAFS pedagogical practices in Literacy and Numeracy.
-
- Investigate expertise amongst staff in Guided Reading instruction to develop and increase effective programming.
-
- Provide further opportunities for professional dialogue and collaborative planning among staff.
-
- Provide professional learning for differentiated practice in Literacy collecting data through ongoing assessment and using data to inform planning.
-
- Continue professional learning for learning intentions and success criteria (WALT/WILF).
-
- Review Mathematics Scope and Sequence to incorporate rich tasks.
-
- Investigate alternatives to our Literacy and Numeracy Data Walls to reflect the introduction of the Learning Progressions.

Interventions –

-
- Continue to develop IEPs and PLPS for identified students in conjunction with LaST and Support Teachers to ensure that individual student needs are being catered for in the classroom.
-
- Develop more efficient and effective methods for tracking and accessing intervention data.
-
- Speech Assessments and Speech Therapy to continue to be offered for students that have been identified as having possible language development delays.
-
- Continue to implement reading programs (Reading Recovery, Fountas and Pinnell, Pre–Lit and Minilit) for targeted, at-risk students across K–6.

In the 2018–2020 School Plan, our interventions will be aligned with personalised learning incorporating the academic, social and emotional needs of each student.

Strategic Direction 2

Dynamic Teachers

Purpose

Purpose: To maintain an excellent standard of education by committed and competent staff supported by effective, strong and strategic leadership. This will create students who are responsible risk takers in regard to their learning and who are able to transfer acquired knowledge to life situations.

Overall summary of progress

Did we do what was planned?

- Teachers have engaged in professional dialogue around the Quality Teaching Framework (QTF) and used it to guide practice as evidenced in all programs. Teachers regularly participated in professional development in new documents concentrating on the School Excellence for Validation and policy implementation. This provided opportunities to engage in pedagogical conversations with staff to improve practice.
- Teachers have a good understanding of the Performance and Development Framework (PDF) and have discussed Personalised Development Plans (PDPs) with colleagues. Each PDP has been created to meet individual needs, identify goals and ascertain staff with the capacity to assist the achievement of set goals. These have been reviewed and discussed with Supervisors to identify where to next. Teachers have a good understanding of Australian Professional Standards for Teachers (APST) and utilise these to inform practice and programming, which meet student needs.

Did it have the planned impact?

- Quality teaching has been imbedded in practice and programs and will continue to drive whole school practice to enable quality learning. The planning three week cycle has allowed for consistency and collaboration across the school.
- Teachers at Noumea are using the Performance and Development Framework to assist with achieving personal and professional goals and expectations. They are building a sound knowledge of the Australian Professional Standards for Teachers and regularly participate in professional learning and collaboration to meet their goals. The Performance and Development Framework and the Australian Professional Standards for teachers are embedded in whole school teaching and learning cycles.

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">• Staff are implementing and engaging in whole school programs and practices integrating 21st Century learning and encouraging high expectations• Leaders are developing capacity, inspiring others and guiding innovative teaching and learning	\$50,000	<ul style="list-style-type: none">• Continue linking the QTF to practice guided by APST• Staff are collaboratively programming on 5 week cycle using assessment data• Staff were provided with opportunities to attend professional learning aligned to professional goals and school plans• Staff were upskilled on the use of interactive technologies and its application to enhance student learning• Staff expertise was utilised for training and capacity building

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"> • Staff are implementing and engaging in whole school programs and practices integrating 21st Century learning and encouraging high expectations • Leaders are developing capacity, inspiring others and guiding innovative teaching and learning 		<ul style="list-style-type: none"> • Leaders regularly participated in professional development in new document and policy implementation • Staff discussed and identified goals with supervisors and shared expertise with colleagues with relation to PDPs • Professional learning was provided to introduce School Excellence Framework (SEF) and self-assessment tool • Staff have a common understanding of the APST • Staff participated in Teacher Professional Learning (TPL) and discussed the School Excellence Framework. • Staff participated in workshops in evidence supporting SEFs • Staff reviewed goals and collected evidence with supervisors in relation to PDPs • Staff member selected for Quality Teachers, Successful Students (QTSS) as a mentor and coach to others, developing their skills to successfully fulfil the role

Next Steps

-
- Staff will revisit the elements of the QTF in order to incorporate it in everyday teaching, linking this practice to the Australian Professional Standards for Teachers.
-
- Staff will be involved in Professional Learning for the School Excellence Framework Version 2
-
- Continual reflection and self-assessment against the SEF supported by evidence.
-
- More opportunities will be provided for Leader capacity to be built and for closer community ties
-
- Leaders will continue to keep current with new policies and documents to help guide and build staff understanding.
-
- All K–2 staff completed training throughout 2017 in order to implement this pedagogy and the practices into classroom teaching and learning programs.
-
- New staff members will be provided TEN training next year
-
- The annual identification and setting of goals to become best practice for leaders, inspiring others and guiding innovative teaching and learning.
-
- The QTSS funding and additional funding will enable the mentor to work with stage teams and individuals across 3–6 with a strong emphasis on quality effective teaching.

Strategic Direction 3

Leading an Inclusive and Positive Community

Purpose

Purpose: To sustain a nurturing, positive and safe learning community through an ongoing focus on equity, wellbeing and welfare. This will foster the cultivation of resilient, connected learners.

Overall summary of progress

Did we do what was planned?

-
- Staff, students and parents are well informed and included in many cultural practices across the school. Aboriginal and Torres Strait Islander (ATSI) student learning continued to be supported by an Aboriginal Education Officer (AEO) and Aboriginal Worker with classroom programs.
-
- There is evidence of 8 Ways of Learning in programming through observations and program checks.
-
- Significant cultural days were recognised or celebrated across the school community and cultural dance and singing groups have been formed to celebrate and promote cultural diversity.
-
- The Sista Speak program has provided a framework for transition for ATSI students to High School. Sista Speak Junior has had a positive impact on attendance, student self-esteem and engagement.
-
- Student behaviour has been monitored and tracked in Learning and Support Team (LST) meetings. Parents, Departmental and other agencies have been informed and included in student support processes where appropriate and integration funding has been sought and approved for targeted students. A data collection site (Sentral) has been created for all students. Sentral allows all staff to view learning, wellbeing and attendance records.
-
- The phone home program processes have been followed on a regular basis and progress toward student attendance targets has been positive. The school has engaged the Home School Liaison Officer and the Aboriginal School Liaison Officer where necessary

Did it have the planned impact?

-
- Staff informed parents of many cultural practices throughout 2017. The Multicultural and Aboriginal dance groups performed throughout the year at various events. The school again worked with Uncle Mick to explain artefacts and tell cultural stories to the students during (NAIDOC) week activities. This was very well received by students and staff. The Junior Sista Speak program for our younger Aboriginal girls continued in 2017 and was again extremely successful in helping the girls build strong relationships and self-esteem. The Senior Sista Speak program ran across Noumea and the local high school initially for support with transition
-
- Noumeas wellbeing programs and support were identified as excelling at validation in line with the School Excellence Framework.
-
- Positive Behaviour for Learning was reviewed and implemented successfully in the classroom in 2017. The trend of a reduced amount of negative behaviour entries was continued this year as compared to last. There were only a few recorded incidents reported to the Anti-Racism Contact Officer (ARCO).
-
- Noumea has monitored student attendance diligently and has engaged with both the Home School Liaison Officer (HSLO) and the Aboriginal School Liaison Officer (ASLO) when required and continues to work closely with the community to ensure student attendance at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
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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"> • The Learning community has a deeper understanding and tolerance of cultural identity and diversity reflected in a decrease of negative incidents on Sentral • The learning community has clearly defined behavioural expectations and reward systems that support student wellbeing • Students are active, engaged participants in classroom teaching and learning programs as evidenced through a 3% increase in attendance. 	<p>\$100,000</p>	<ul style="list-style-type: none"> • Discussion with staff on current cultural programs and the needs of our community • Supported ATSI student learning needs with AEO and AEW • 8 Ways of Learning evident in programming through observation and program checks • Cultural dance groups performed at Christmas concert • 80% reduction of incidents reported to the ARCO • 5% of incidents for bullying recorded on Sentral • Explicit PBL lessons taught and reviewed • All children are aware of school expectations • Peer support has continued across the school • Sentral data was reviewed each term to drive PBL direction • Continued communication of student achievement, programs running and PBL focus in newsletter • Principal initiated commendation letters home to acknowledge good school citizenship. • Student behaviour and attendance was monitored and tracked in LST meetings. Parents and other agencies were informed and included in student support process where appropriate • The phone home program targeted student attendance K–6 continued and reviewed • Continued the ATSI phone home program K–6 • Bounce Back lessons continued K–6 – linking with Child Protection • Peer Support program initiated with positive results • Stage 3 classes buddied with Kindergarten classes on a weekly basis from the beginning of the year providing positive role models for the younger students • Students were regularly rewarded for outstanding attendance each term at attendance assemblies and an excursion at the end of the year. Attendance rates have increased

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"> • The Learning community has a deeper understanding and tolerance of cultural identity and diversity reflected in a decrease of negative incidents on Sentral • The learning community has clearly defined behavioural expectations and reward systems that support student wellbeing • Students are active, engaged participants in classroom teaching and learning programs as evidenced through a 3% increase in attendance. 		<p>to 92% by the end of 2017</p> <p>· ATSI student attendance rates are steady at 91% in 2017</p>

Next Steps

-
- Attempt to further decrease the negative incidents reported on Sentral and to the ARCO.
- Increase community involvement in school practices and planning
-
- Continue to increase positive referrals on Sentral and increase the number of students achieving a minimum of 'Bronze' badge level.
-
- Increase the number of students K–6 attending school regularly.
-
- The school newsletter expanded with communication of student achievement, programs and PBL focuses. The staff is currently looking into setting up a Facebook page and updating the website
-
- Continue the send commendation letters to students from the Principal.
-
- Continue to use Sentral as a main data collection site for all aspects of student learning and wellbeing information.
-
- Teachers have an awareness and differentiate to accommodate the increasingly culturally diverse student population.
-
- IEPs need to be formulated to specifically address student needs and contain appropriate short term goals. These continue to be reviewed annually.
-
- Continue to review attendance procedures and liaise with HSLO and ASLO where necessary
-
- Review Sentral data once each term to drive PBL direction.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$80,743	<ul style="list-style-type: none"> In addition to our AEO, Noumea Public school has two more trained facilitators for the Sista Speak Program. In previous years, five Primary Schools and Chifley College, Shalvey Campus have been involved in the Program. Unfortunately, in 2017, Noumea Public School was the only school delivering the program. One of the programs Graduates was School Captain at Noumea, and in 2017, was another elected to be School Captain of Chifley College, Shalvey Campus. Five members of the Noumea School staff have been members of the local AECG and regularly attended meetings. The AEO has established strong links with the Community and frequently meets with parents and students to provide assistance and a range of support. The school provides aboriginal families with information regarding the wide range of services available to students and parents outside of the school including Aboriginal Health Services and Family support All teaching staff is trained in the 8 Ways of Learning program. Aboriginal perspectives are included in all lessons and this is verified through lesson observations and regular program checks across the academic year. Throughout the course of the year, the AEO meets with families and teachers to prepare and review Personal Learning Plans for Aboriginal students. In addition to working with Stage and Grade groups in the school and, in conjunction with the University of Western Sydney, our AEO is working with a local Pre School delivering an Aboriginal Perspective program to the students there. The school has a Phone Home program specific to Aboriginal students. Daily phone calls home are made by the Aboriginal programs co-ordinator when Aboriginal students are recorded as being absent. Two teachers formed a Senior Aboriginal Contemporary Dance group. Teachers and group members attended a whole day workshop on Contemporary Dance. All reported that they had an excellent and productive day of learning. Two students from the Contemporary Dance Group were provided the opportunity to attend a series of workshops in Newcastle

Aboriginal background loading	\$80,743	<p>over a three week period.</p> <ul style="list-style-type: none"> · In Year 3, 3 students achieved Band 4 for Reading and 1 achieved Band 6 in spelling · In Year 5 1 student achieved Band 7 in Reading and another Band 6 in spelling · Noumea Public School has formed strong links with a local Pre School. The Pre School is invited to participate in our Cultural Days, Book Week, NAIDOC Week celebrations and others. · In Term 4 each year, we provide a structured, school readiness, transition program for all prospective Kindergarten students and their parents. In 2017, to support our Aboriginal families, our AEO was present at these sessions. · In 2017 we continued our Junior Sista Speak program for Stage 2 Aboriginal girls. The AEO, Aboriginal Programs coordinator and our 2 trained Sista Speak facilitators all support this program which will be further refined and continue to be offered in 2018.
English language proficiency	\$62 780	<ul style="list-style-type: none"> · This year the number of students enrolled at Noumea PS with English as an additional language or dialect (EAL/D) meant that the school received a staffing allocation of two days per week to employ a teacher to assist these students in increasing their English language proficiency. The school provided funding for an additional day of teacher support from its resource allocation. · Extra funding was also provided under the New Arrivals Program for one student who had recently arrived in the country. · Students have participated in individual intervention programs, small group intervention programs or withdrawal or within class support, to meet their learning needs. In particular an intensive Oral Language program was delivered to Early Stage One and Stage One students as part of a whole class intervention which supported their English language acquisition. · The EAL/D Learning Progression tool was used to determine that there has been movement either between the levels or within the levels for all EAL/D students. · Formal assessments such as NAPLAN indicate that in Reading in Year 3, 71% of EAL/D students performed in Bands 3 and

English language proficiency	\$62 780	<p>above compared to 65% of non EAL/D students which is a positive outcome for one of the school wide decisions which was to prioritise the early years learning.</p> <ul style="list-style-type: none"> In Reading in Year 5, 69% of EAL/D students performed in Bands 5 and above compared to 55% of non EAL/D students. Trend data shows that the scored scale for Reading in Year 5 was the highest since 2013.
Low level adjustment for disability	\$234,233	<ul style="list-style-type: none"> Individual Education Plans for all students with disabilities are developed and reviewed annually by LaST, classroom teachers and parents. Differentiated programming was made in English and Mathematics for students who required support. School Learning Support Officers (SLSO) and support teachers assist in all classrooms. Professional Development undertaken in the areas of student disabilities (Language Delays, Hearing, Occupational Therapy, Behaviour Management) to upskill staff in the effective management of these students. Literacy intervention programs include Minilit, Multilit, Fountas and Pinnell and Reading Recovery to support students with additional needs in reading and comprehension. Speech Therapist employed two days per week to support students in Early Stage One and Stage One. Approximately 68% of Early Stage One students diagnosed as having expressive and receptive language delays. All students' language has improved, with follow up assessment showing a huge improvement in sentence structure, recalling sentences and following directions. Bounce Back Social Skills and Resilience Program implementation continued in 2017 across all classes as part of our school's involvement with the KidsMatter Program. Peer Support implemented to help encourage our Year Six students to become leaders and role models to our younger students. Students identified by the school as being "at risk" continued to participate in the Hook'd Up program throughout 2017. This social skills group, run by Mission Australia, also helped facilitate support

Low level adjustment for disability	\$234,233	services to families in need.
Quality Teaching, Successful Students (QTSS)	\$21,026	<ul style="list-style-type: none"> – Teacher/Mentor employed to implement and provide professional learning on concept planning K–6. – Teachers collaboratively designed programs with support of the QTSS teacher.
Socio–economic background	\$589,203	<ul style="list-style-type: none"> – Collaborative planning and evaluation of programmes facilitated differentiated programming and practices across the school. This provided each student with equity of access to the curriculum – Additional teachers were engaged to support the implementation of negotiated Individual Education Plans for students with identified specific learning needs · Regular evaluation of targeted interventions and regular data collection informed teaching · All Early Stage One students were assessed and reviewed by Speech Therapist · Speech Therapy provided oral language intervention for identified students across K–2 · Intensive Oral language program for Early Stage 1 students facilitated their ability to communicate in informal and structured classroom settings with peers and teachers while transitioning from home to school · Breakfast club ran daily and Oz Harvest visited once a week with a food drop off to provide nutritional food for students in need
Support for beginning teachers		
Early Action for Success (EAFS)	\$159,272	<ul style="list-style-type: none"> · Teachers feel confident in preparing and using assessment to set learning tasks. · Scope and sequence for Maths implemented in 2017. · Data wall reviewed termly K–2 for Maths · PLAN data entered based on assessment

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	131	128	146	144
Girls	139	138	138	141

Noumea Public School had a slight increase in student enrolments again this year. We have increased our student numbers in 2017 by 3 students. Our student enrolments are still heavily influenced by the changing demographics of the local area, the ageing population and the mobility rate of our local community. Our school enrolments reflect a large number of Aboriginal and Pacific Islander students. With the support of funding we are able to employ an additional teacher who liaises with our Pacific Islander families, aiming to strengthen relationships between the school and our community. The Aboriginal Education Officer (AEO) works with the community team to encourage and engage our Aboriginal families.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	92.3	93.5	91.4	91.9
1	88.6	91.6	93.1	90.2
2	92	90.9	91.8	94.7
3	89.5	90.5	88.4	93.5
4	91.6	87.1	90	90.4
5	90.9	90.9	92.9	91
6	90.8	88.6	93.6	93.5
All Years	90.8	90.4	91.6	92.1
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

RAM funding has continued to enable us to create an administrative position to engage in a phone home program. This process encourages parents to support the regular school attendance of their children and is also supported by our executive staff. In addition to this, we continue to focus on rewarding students with prizes and awards for outstanding attendance. We are constantly monitoring attendance of our students and liaise frequently with the HSLO. In 2017, we continued our "Inline on time" theme to reduce partial absence rates and encourage our students to be at school, on time, every day. We also conducted regular congratulatory messages for classes with perfect attendance and weekly attendance blitzes throughout the year. Students with outstanding attendance were also recognized by attending a free excursion to watch the V8 Supercars race at Homebush. The expectation and need to be at school every day is communicated to students and the community regularly.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.47
Teacher of Reading Recovery	0.53
Learning & Support Teacher(s)	1.7
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	3.72
Other Positions	0

*Full Time Equivalent

Noumea Public School has a number of Indigenous staff employed at the school. The staff comprises a fulltime AEO position, one Aboriginal Education Worker (AEW) position and two classroom teachers identify as Aboriginal.

Teacher qualifications

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

Management of non-attendance

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	93
Postgraduate degree	7

Professional learning and teacher accreditation

Professional learning and teacher accreditation.

Noumea Public School is committed to the provision of quality professional learning support for all staff. The school recognises that the participation of teams and individuals in workplace learning and in the wider professional context are keys to developing quality professional practise.

Strategies to build the capacity of staff to achieve key priorities

All staff participated in whole school professional development sessions delivered by Staff, Executive and Expert others. Topics addressed were: School Excellence Framework, Hearing loss in Aboriginal students and its implications in the classroom, Wellbeing Framework, Australian Professional Standards, Policies: Departmental and School based, MoneySmart, Visible learning, Validation, World Book Presentation, Whole School Planning, Occupational Therapist Presentation, Annual School Report and Policies, Whole School Plan

Expenditure on professional learning.

Average expenditure per teacher on professional learning, at school level

An average of \$150.00 was spent on teacher professional learning

\$ 1,300.00 was spent on Beginning teacher support

Total school expenditure on teacher professional learning

A total of \$16,000.00 was expended on teacher professional learning

Information on all school development days and number of staff participating.

Board of Studies Teaching and Educational Standards accreditation:

*There are 3 teachers Requiring Accreditation working their way towards NESA accreditation

*There are 16 teachers maintaining accreditation at Proficient

*There is one teacher seeking voluntary accreditation at Highly Accomplished or Lead

*There are no teachers maintaining accreditation at one

of the voluntary stages of Highly Accomplished and / or Lead Teacher

The school has no Appointed Beginning Teachers

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

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

	2017 Actual (\$)
Opening Balance	403,168
Revenue	3,236,356
Appropriation	3,170,149
Sale of Goods and Services	17,416
Grants and Contributions	46,692
Gain and Loss	0
Other Revenue	0
Investment Income	2,099
Expenses	-3,598,612
Recurrent Expenses	-3,566,915
Employee Related	-3,278,899
Operating Expenses	-288,017
Capital Expenses	-31,696
Employee Related	0
Operating Expenses	-31,696
SURPLUS / DEFICIT FOR THE YEAR	-362,255
Balance Carried Forward	40,913

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

The school purpose photocopiers and installed Wifi across the school.

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	1,962,966
Base Per Capita	43,403
Base Location	0
Other Base	1,919,563
Equity Total	977,662
Equity Aboriginal	95,602
Equity Socio economic	575,056
Equity Language	71,733
Equity Disability	235,271
Targeted Total	101,555
Other Total	232,219
Grand Total	3,274,402

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.

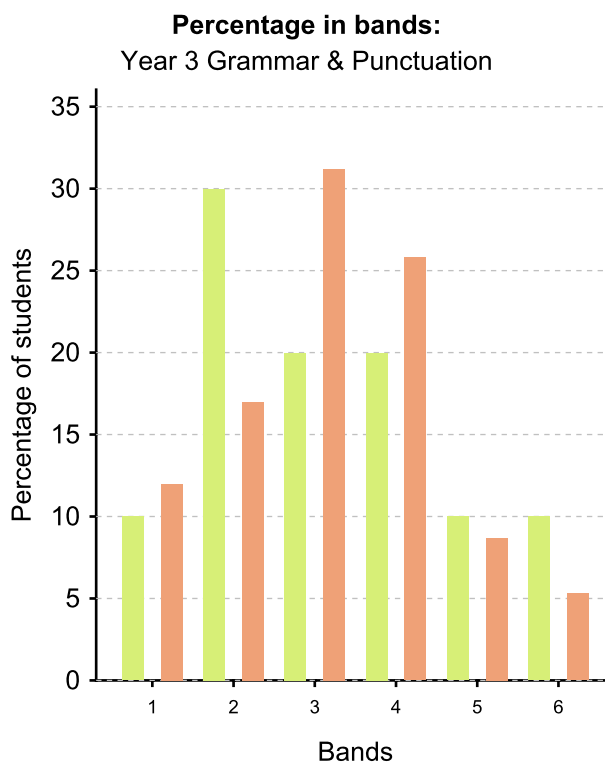
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

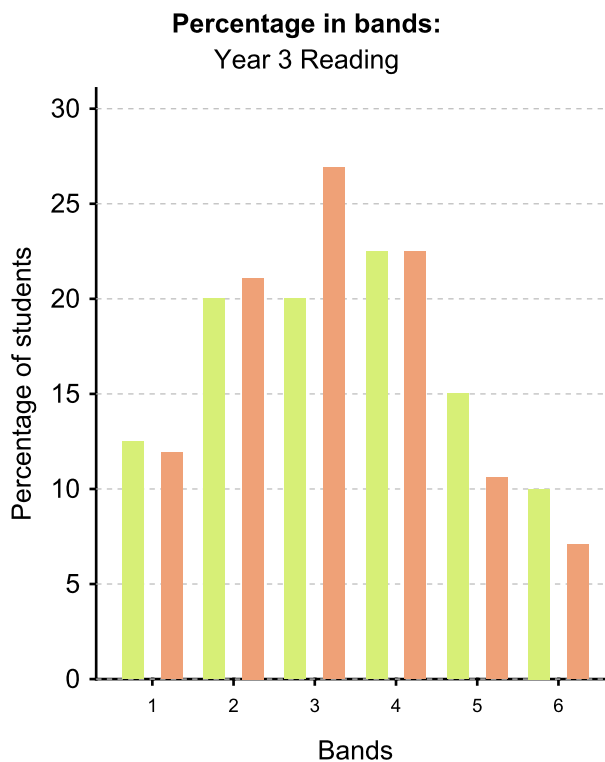
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

In 2017 the school met its target of increasing the number of students achieving the top 2 bands for NAPLAN Reading. In 2017, 25% of students achieved placement in the top 2 bands compared to 16.2% in 2016.



Percentage in Bands	
School Average 2015-2017	

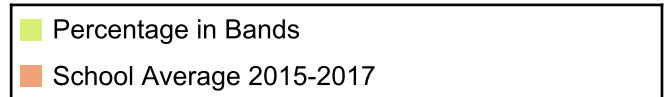
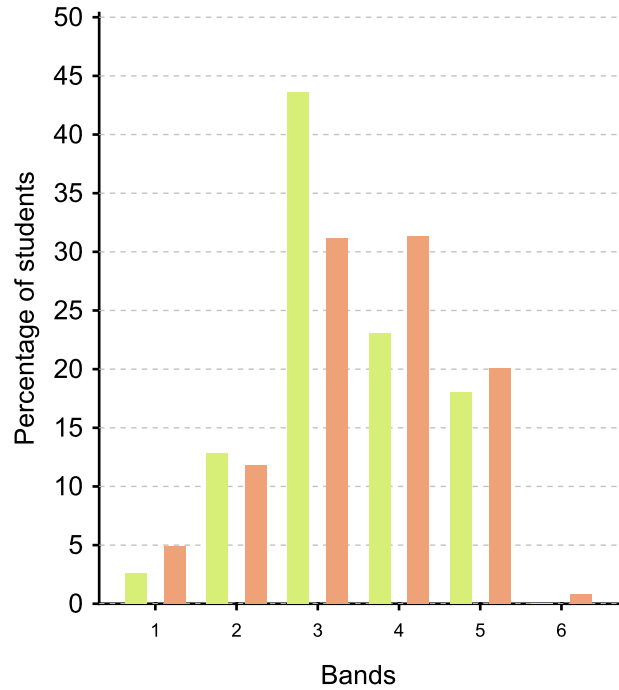
Band	1	2	3	4	5	6
Percentage of students	10.0	30.0	20.0	20.0	10.0	10.0
School avg 2015-2017	12.0	17.0	31.2	25.8	8.7	5.3



Percentage in Bands	
School Average 2015-2017	

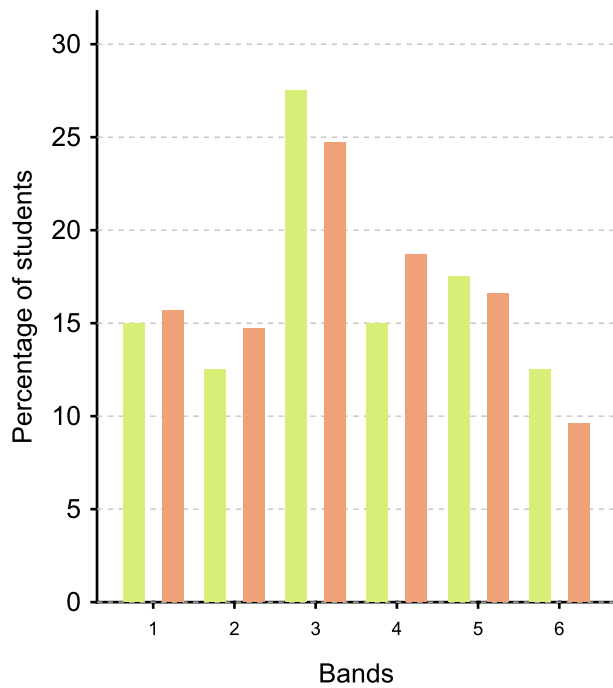
Band	1	2	3	4	5	6
Percentage of students	12.5	20.0	20.0	22.5	15.0	10.0
School avg 2015-2017	11.9	21.1	26.9	22.5	10.6	7.1

Percentage in bands:
Year 3 Writing



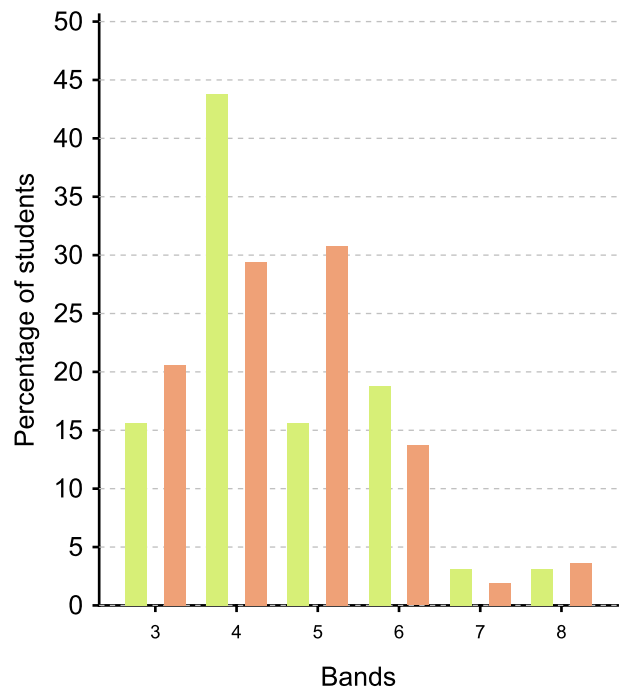
Band	1	2	3	4	5	6
Percentage of students	2.6	12.8	43.6	23.1	18.0	0.0
School avg 2015-2017	4.9	11.8	31.2	31.3	20.1	0.8

Percentage in bands:
Year 3 Spelling



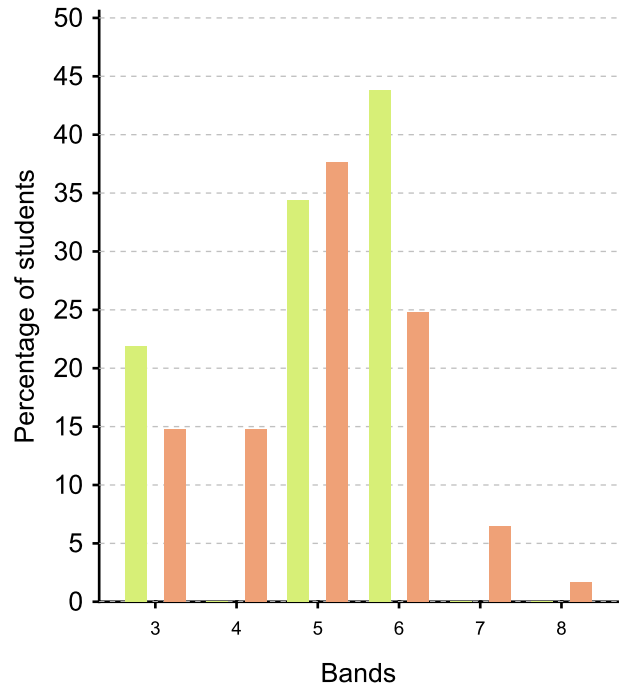
Band	1	2	3	4	5	6
Percentage of students	15.0	12.5	27.5	15.0	17.5	12.5
School avg 2015-2017	15.7	14.7	24.7	18.7	16.6	9.6

Percentage in bands:
Year 5 Grammar & Punctuation



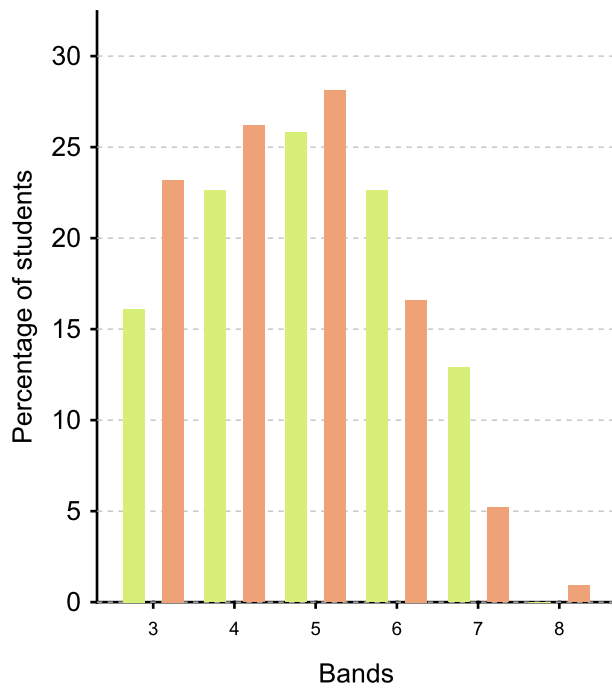
Band	3	4	5	6	7	8
Percentage of students	15.6	43.8	15.6	18.8	3.1	3.1
School avg 2015-2017	20.6	29.4	30.8	13.7	1.9	3.6

Percentage in bands:
Year 5 Spelling



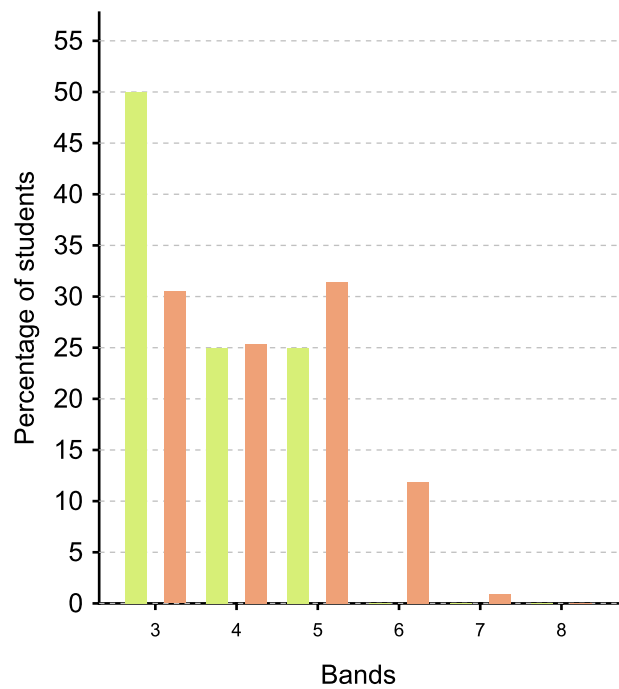
Band	3	4	5	6	7	8
Percentage of students	21.9	0.0	34.4	43.8	0.0	0.0
School avg 2015-2017	14.8	14.8	37.6	24.8	6.5	1.7

Percentage in bands:
Year 5 Reading



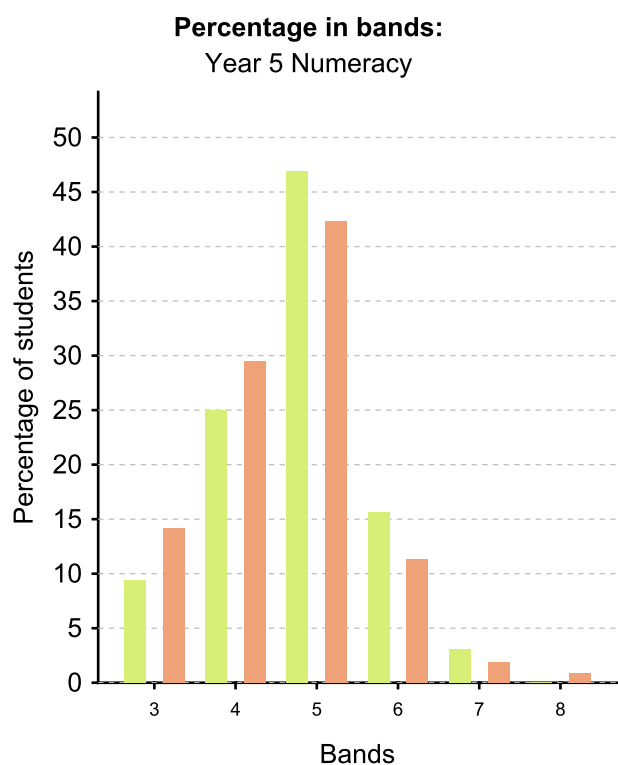
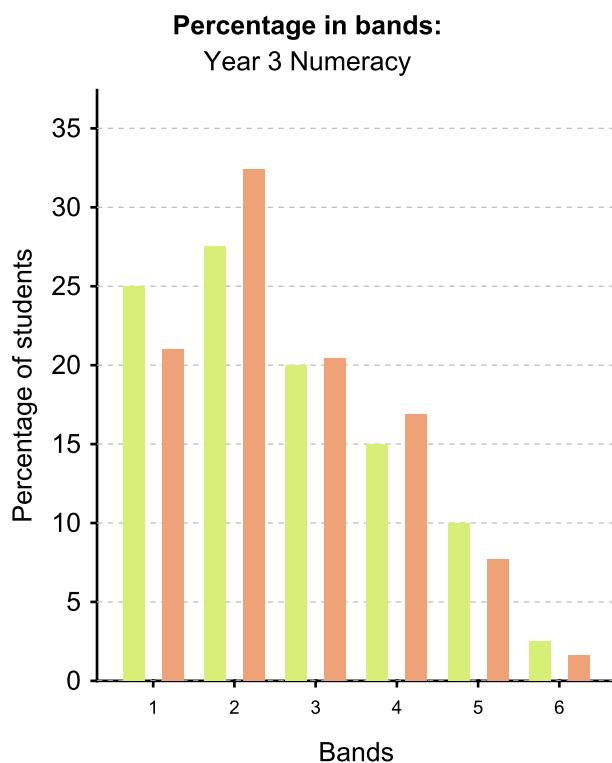
Band	3	4	5	6	7	8
Percentage of students	16.1	22.6	25.8	22.6	12.9	0.0
School avg 2015-2017	23.2	26.2	28.1	16.6	5.2	0.9

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	50.0	25.0	25.0	0.0	0.0	0.0
School avg 2015-2017	30.5	25.4	31.4	11.9	0.9	0.0

Whilst the improvement measure targets for 2017 have not been fully met in regards to Year 5 NAPLAN Numeracy, the Year 3 improvement measure targets were met for Numeracy with an increase of 9.3%.



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	9.4	25.0	46.9	15.6	3.1	0.0
School avg 2015-2017	14.2	29.5	42.3	11.3	1.9	0.9

Our Aboriginal students have continued to make gradual growth from lower into higher bands. One Year 3 student achieved 2% higher than state average on Band 6 spelling and a Year 5 student achieved 5% higher than state average in Band 7 reading and 7% higher in Band 7 Data, Space and Geometry.

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 presented below.

Future Focus Skills

- 100% of parents believe that their children are experiencing success using technology
- 100% of students believe that their learning is enhanced by the use of technology
- 100% of teachers are incorporating technology into their daily teaching and learning practices

Welfare (Wellbeing)

- 90% of parents believe that the school is working hard to develop resilience and social skills through our wellbeing programs

- 100% of students participate in weekly social skills lessons and activities such as Peer Support, Bounce Back and Hook'd Up.

Learning

- 75% of parents believe that they receive comprehensive feedback about their child's current learning
- 100% of teachers believe that they provide sufficient feedback to parents about student learning

Policy requirements

Aboriginal education

In 2017, 22% of students enrolled at Noumea Public School identified as Aboriginal or Torres Strait Islander.

All teaching staff at Noumea are trained in the 8 Ways of Learning program and Aboriginal perspectives are included in all lessons. This is verified through lesson observations and regular program checks across the academic year.

The AEO meets with families and teachers to prepare Personal Learning Plans (PLPs) for Aboriginal students that identify learning goals and support targeted learning for the students.

In 2017 the school participated in the Senior Sista Speak and Junior Sista Speak program. The program provided mentors from outside agencies to assist in creating pathways for students when they finish their education. It also helped to build relationships between girls transitioning to high school from primary.

The school purchases resources including artefacts, posters, paintings and books to support the teaching of Aboriginal culture and perspectives.

In 2017, Noumea Public School again had a Contemporary Aboriginal Dance Group. The group of fifteen students worked with two teachers to develop a contemporary dance routine which was performed at multiple events throughout the year including the Education Week Concert and the Naidoc Week celebrations. These teachers and students also had the opportunity to attend a professional development workshop for the performing arts.

Additional funding provided the support of an Aboriginal Education Worker to support students in the classroom and with the completion of Personalized Learning Plans.

Multicultural and anti-racism education

Students from non-English speaking backgrounds represent 42% of the total number of enrolments at Noumea Public School. The school has two trained ARCOs. There was only one reported incident of racial harassment in 2017 which represents a positive continuing decline in reports.

Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas including History, Geography, Creative and Performing Arts (CAPA) and Literacy.

The English as a Second Language (ESL) program operates three days per week and provides teaching and learning strategies to classroom teachers in literacy and numeracy. The focus for 2017 continued to be on oral language.

All students at Noumea Public School have the opportunity to take part in the Multicultural Group. The group comprised of over 50 students in 2017 and had the opportunity to take part in many Polynesian performances throughout the year, representing our school at a variety of assemblies and concerts. Using RAM funding, the school employed a Pacific Islander support officer to develop cultural programming across the school and to liaise with the local Polynesian community, enhancing Home School Partnerships.