

# Newbridge Heights Public School

## Annual Report



2017



4499

## Introduction

It is my pleasure to present the 2017 Annual Report to you. The Annual Report for 2017 is provided to the community of Newbridge Heights Public School as an account of the school's operations and achievements throughout the year.

To reflect on the achievements of the school is an important process and has highlighted the strong collaborative efforts and professional commitment of our teachers and staff that has enabled our students to experience wonderful success in their learning and considerable enjoyment in their school lives.

Our partnerships with parents have been built on positive and caring relationships to support the needs of every child. In particular, our P&C have supported the school through various events, merit selection and policy development.

This Annual report 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.

Mrs Irene Faros

Principal

## School contact details

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# School background

## School vision statement

At NHPS we facilitate a learning community which enables students to be articulate, self motivated life long learners who can successfully use and evaluate information in a future focused environment.

## School context

Newbridge Heights Public School plays a vital role in shaping the lives and learning of our students. Our school shares this responsibility with supportive parents, carers and the wider community. Together we nurture the development of the whole child.

The school enjoys a remarkable culture of achievement and this is reflected in its well-deserved pre-eminent status as an excellent educational institution in South West Sydney. Our school provides the best in public education and is committed to the core values of excellence, equity, integrity and respect for all.

While the teaching of literacy and numeracy is the cornerstone of learning for our students, the school provides a broad comprehensive education. Through its diverse curriculum, Newbridge Heights PS contributes significantly to the development of skills in areas such as sport, performing arts, student leadership, personal resilience, social interaction and the use of digital technology.

Our students showcase their talents through the school dance troupe, Hip Hop group, Jump Rope for Heart skipping squad, choirs, music enrichment groups, Footsteps Dance and community of schools concerts. Our sporting program includes interschool sports competition, swimming, athletics, cross country and the development of fundamental movement skills. We actively celebrate student participation and achievement.

The Moorebank Community of Schools (Newbridge Heights Primary School, Chipping Norton Primary School, Nuwarra Primary School and Moorebank High School) work together to provide quality professional learning activities for staff, student interaction, and opportunities, such as the combined schools concert, to showcase student achievements.

## 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– Curriculum

A major focus for professional learning in 2017 was to plan the delivery of curriculum and assessment to be responsive to the needs of all students.

The leadership team researched evidenced based practices that work to develop reading decoding and comprehension. Professional learning, for executive staff, in the area of Sprints, facilitated a short cycle of explicit teaching to address a very specific student need which was measured over a short period of time. Resources were developed and trialled. Teaching sprints with other teachers enabled sharing of the Sprints process. Data indicated significant success in the achievement of these small goals. During Term 4 most staff trialled a sprint with a similar small goal relating to specific student need in the area of decoding or comprehension.

### Teaching– Learning and Development

Professional learning was closely aligned with the school plan in 2017 as well being aligned to the achievement of staff professional learning goals. Formal mentoring processes were in place to improve teaching. The school identified expertise within its staff and drew on this to further develop its professional learning community. Teachers engaged in

professional discussions which included negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.

### **Leading– School Planning, Implementation and Reporting**

The school plan continued to drive continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The leadership team actively supported future focused learning initiatives, incorporating English textual concepts into the teaching and learning program and actively supported staff towards the completion of accreditation requirements.

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

### Developing Future – Focused Citizens

#### Purpose

To build student capacity, within an interactive, global environment, to be creative and to think deeply and logically. Future successful citizens will be collaborative, self – evaluative, innovative and resourceful with strong social connections.

#### Overall summary of progress

The main objectives of the Bring Your Own Device (BYOD) trial was to ascertain the viability of embedding BYOD across the school and to explore ways that teachers can deliver content in more innovative ways. Leaders reflected on current research and built partnerships with a local school which has successfully embedded Bring Your Own Device (BYOD) across primary classrooms. Prior to the trial, data was collected from students and parents of trial classes and used this data to drive the future direction of the project. At the completion of the trial, leaders communicated their experience to staff and began to develop a mastery of digital communication and change of pedagogy to the teaching process. Students reflected on their experience and made contributions towards future direction of the project.

Inquiry Based Learning (IBL) has supported the implementation of the History and Geography syllabus in the library for all classes K–6. Utilising an IBL approach strongly supports the delivery of the syllabus inquiry questions. In 2017, more staff undertook professional learning in IBL and some classes are utilising this model in their classroom.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased percentage of classrooms incorporating Inquiry Based Learning in their practice.	\$8900 for Inquiry Based Learning and STEM. Additional computer hardware also purchased.	100% class implementation IBL during library lessons. Improved staff questioning skills Staff and students surveyed.
By the end of 2017 the BYOD policy will be trialled with at least 2 classes across 3–6, using technology in innovative ways to connect with and deliver content.	\$1500 to release staff to visit schools implementing BYOD and to allow planning time.	Two classes trialled BYOD in 2017. Overall success of the trial with students observed as having and level of engagement and achievement of outcomes.

#### Next Steps

In order to build staff capacity and prepare staff new to the school, additional professional learning will be provided to all staff in 2018. Utilising IBL in the delivery of the Geography syllabus will be the focus of professional learning and support in 2018.

The BYOD project will be rolled out to a small number of classes in 2018 and the capability of our current network will be monitored. Professional learning will assist staff in utilising BYOD in meaningful ways to develop future focused citizens and improve student learning outcomes.

## Strategic Direction 2

### Challenging and Engaging Curriculum

#### Purpose

To deliver explicit, high level educational practices where there is sustained improvement in all student learning through informed teaching practices and a deep understanding of curriculum.

#### Overall summary of progress

1. Formative Assessment has been a focus for all teaching staff at NHPS throughout 2015 – 2017 school plan cycle. A Formative Assessment committee was established and the 5 key strategies that enable formative assessment have been embedded across the curriculum. A number of staff attended professional learning which outlined the use of Formative Assessment in the classroom and this professional learning was passed onto all staff to improve their level of understanding.

Formative assessment strategies which have been implemented throughout the school are evidenced by the level of ongoing professional dialogue amongst staff members. This has included discussion of Formative Assessment techniques that staff has used to enhance their pedagogy in the classroom and how it has informed the development of learning intentions. Anecdotal comments are made in teaching programs to indicate changes made to cater for the differing learning styles of students.

Data and class goal walls are displayed in the majority of classrooms and student 'I can' booklets have been used to reinforce learning goals. Staff questionnaire pre and post has provided feedback on the effectiveness of formative assessment across the school.

2. The Bump It Up project linked closely with English and was a multi pronged approach.

This included professional development for all staff on the teaching of comprehension strategies and the improvement of vocabulary for all students. The middle cohort of children as identified through pre testing of reading were targeted for explicit teaching of super six strategies by the project team. Resources were developed to support the explicit teaching of strategies across the school following professional development in short sharp programming sequences.

This project and our English focus has enabled staff to develop their capacities to assess, plan and program explicit teaching and learning of comprehension strategies and vocabulary and was presented in all teaching programs. Overall success was demonstrated in pre and post tests showing the effect size of 0.2 and above for most targeted students. In teacher evaluations, teachers noted the language of 'Super Six' was being used not only in English but regularly across all KLA's.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Data from formative assessment shows increased effective application of teaching strategies supports improved student learning outcomes.	nil	There is a deeper understanding across the school of formative assessment. Formative assessment strategies are more evident in teaching practices. Formative assessment and differentiation will be a continued focus in 2018.
School Excellence Framework data indicates an improvement in the delivery of curriculum in a well sequenced manner supporting improved student learning outcomes.	\$10300	Scope and sequence charts in place for all English and Mathematics outcomes. Science & technology, History and Geography scope and sequences updated.
School effect size indicates a year's improvement for 80% or more of our identified cohort.	\$2200 resources \$101 000 Bump It Up Project	Professional learning, resources acquisition and focused explicit teaching of the middle cohort resulted in improved student learning outcomes.

## Next Steps

Formative assessment will be sustained and supported through professional learning in feedback which is identified as a major influencer of improving student learning outcomes. Staff new to our school will supported in the implementation of formative assessment strategies.

Explicit Teaching Cycles at regular intervals will be implemented with each grade developing differentiated lessons for guided reading groups. We will continue to build teacher capacity to plan English units based on concept planning ensuring responding to and composing of texts – oral, written and multimodal is based on quality modelled literature.



## Strategic Direction 3

### Dynamic Learning Community

#### Purpose

To build a learning community focused on professional learning to increase educator effectiveness, develop leadership capacity and the results for all students. Members of the learning community are committed to continuous improvement, collective responsibility, and goal alignment.

#### Overall summary of progress

In 2017, staff have become committed to continuous improvement, collective responsibility, and goal alignment in the following areas: Inquiry Based Learning with authentic links to the History and Geography syllabus documents, differentiation, academic growth of our middle cohort and tracking assessment for learning in all programming areas.

Within the streamlining of the accreditation process, the executive team and project leaders have supported pre 2004 teachers with up to date information regarding their transition to maintaining in 2018. Both graduate and proficient teachers have been provided with networking opportunities and accreditation groups. These groups have developed the confidence and expertise in the practice of teaching through consistently meeting the teaching descriptors at this level. Staff who are currently maintaining, have been supported with access to high quality professional development that aligns with their current PDP goals.

Leadership opportunities have become more accessible in 2017 with teachers taking ownership of school projects that support program that facilitate school programs, in the following areas of: BYOD, PBL, formative assessment, IBL and English based targets. Mentor/ Mentee roles have extended with the QTSS funding from two days in semester one, to four days in semester two. Within this opportunity, staff were able to work with colleagues to analyse their current teaching practice, through observations, team teaching and collegial discussion.

Within community involvement enhancing school improvement, the Schools Facebook became live in Term 3 of 2017 and is now reaching increasing numbers of parents and our school community, which impacts participation and has connected our community on a larger scale. A new, more user friendly, school website was also launched in 2017.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of staff involved in working towards higher levels of accreditation and Principal Credentials. Increased number of staff leading school initiatives.	nil	One staff member has completed their Principal Credentials and two staff are working towards completion.
An increase in the number of school initiatives the whole school community consults in.	\$1700 professional learning community engagement and career progression.	In 2017 the school community was represented/ consulted on two merit selection panels, uniform survey, student discipline review and the updated homework policy.

#### Next Steps

Executive staff will provide opportunities for staff induction training and networks to support our future school plan and directions. Within this training, staff will have access to targeted projects and their milestones as well as current school policies and procedures.

Project and aspiring leaders will expand networks with an authentic purpose to further develop quality teaching within our staff through the Beginning Teacher Network, accreditation group and High Accomplished Teacher Network. This will extend further than 2017 MCOS schools and provide opportunities for staff to build on their own professional networks in an authentic collaborative environment.

Maintaining staff will be provided with quality professional development and opportunities to reflect on their understanding of NESA and how to input their professional log. This will be supported with the executive staff and



tracked with admin meetings.

QTSS funding will continue to work in a mentoring capacity, however in 2018 funds will support projects that facilitate the achievement of school targets, ultimately achieving a year's growth for a years teaching.

The schools Facebook page will continue to be updated regularly and enhance communication with our community. In 2018, teachers and students will be able to have more input and provide examples of their teaching and learning at Newbridge Heights Public School.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3158 was expended on the following events as well as teacher release to liaise with families for the development of PLP's.	Personalised Learning Plans (PLP's) were developed for all Aboriginal students at the beginning of the year and were reviewed throughout the year. Academic, social and cultural goals were included in the student's PLP's and projects throughout the year aimed to embed a sense of identity with our Aboriginal students and an appreciation of Aboriginal Australia for all our students. Projects included the Aboriginal mural, connecting with high school Aboriginal students, and our K–6 NAIDOC assembly.
<b>English language proficiency</b>	\$99340	The 4 day per week EALD position was supplemented with equity funding to make a fulltime position.
<b>Low level adjustment for disability</b>	\$101 500 \$42000	An Assistant (\$101 500) to provide specific support to programs K–6 to better equip teachers to further improve student learning outcomes for our middle cohort. The remaining funds were utilised together with socio–economic background funds below.
<b>Quality Teaching, Successful Students (QTSS)</b>	Semester 1– 2 day per week position  Semester 2– 4 day per week position	This position was utilised to facilitate mentoring relationships between staff, to enable staff to observe colleagues within our school and at other schools and to support the implementation of school projects developed to further improve student learning outcomes.
<b>Socio–economic background</b>	Learning Support Team Coordinator  \$61000	To meet the increasing needs of our student population this three day per week position was created to support students with additional academic, social and emotional needs. This position provided support with funding applications, differentiating the curriculum to meet student needs, liaising with external agencies, professional learning and coordinating in school support.
<b>Support for beginning teachers</b>	\$53800	Beginning teacher funding supported 4 staff in 2017. Each staff member was given an additional 2 hours of RFF and the supervisor was given an additional one hour RFF. This funding was utilised to mentor, observe teachers and attend professional learning.
<b>Targeted student support for refugees and new arrivals</b>	1 day per week	Two new arrival students were supported in Terms 1–3 one day per week and two other students were supported one day per week in Term 4. New arrival students were withdrawn to participate in tailored English lessons.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	300	310	314	313
Girls	308	308	313	323

Our school enrolments continued to grow and in 2017 twenty-five classes were formed and an additional building was installed. In 2017 we had a very large Year 5 cohort so a decline in enrolments is expected in 2019.

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.8	94.7	95.2	95.8
1	94.6	95.1	95	95.3
2	95.7	95.5	95.3	94.7
3	95.1	94.6	94.6	95.3
4	96.4	95.2	94.7	95.6
5	94.9	94.6	95	94.4
6	94.7	94.1	94.7	94.2
All Years	95.3	94.8	94.9	95
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

Student attendance is monitored at Newbridge Heights PS each week by the Deputy Principal who downloads a report identifying students who have fallen below the 80% attendance level. The teachers of these students are notified by email to monitor attendance and start students on a LAMP sheet if required.

Students are then discussed at a monthly meeting with

the Home School Liaison Officer (HSLO) and Deputy Principal and recommendations of intervention are suggested by the HSLO and implemented by Deputy Principal and teachers.

Parent meetings are conducted and a Student Attendance plan is established and agreed upon by parents. These plans are presented to the Learning Support Team and monitored by the HSLO and Deputy Principal to ensure satisfactory attendance is re-established.

### Class sizes

Class	Total
KB	21
KA	22
KD	21
KC	21
1A	25
1D	23
1C	21
1B	22
2A	24
2D	24
2C	21
2B	25
3B	30
3A	30
3C	29
4C	30
4B	30
4A	30
5D	23
5C	24
5B	25
5A	25
5_6A	30
6B	29
6A	30

## Workforce information

## Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	23.69
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	1.2
Teacher of ESL	0.8
School Counsellor	0
School Administration & Support Staff	4.06
Other Positions	0

\*Full Time Equivalent

There was one staff member that identified as Aboriginal in 2017.

## Teacher qualifications

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

## Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	80
Postgraduate degree	20

## Professional learning and teacher accreditation

In 2017, Newbridge Heights Public School supported seven teachers that were in the process of gaining accreditation at the Proficient and Lead career stages of the Australian Standards for Teachers. Sixteen teachers were maintaining accreditation at the Proficient stage of the Australian Professional Standards for Teachers.

Staff requiring accreditation at the Proficient level were supported through a mentoring program and regular accreditation meetings. This led to two teachers achieving their accreditation at the Proficient level.

Staff Development days are held at the beginning of Term 1, 2, 3 and the last two days of Term 4. In 2017, staff participating in professional learning during 4 twilight sessions in lieu of the last two days of Term 4. Professional learning supported the completion of

mandatory training and the achievement of school plan objectives. Mandatory professional learning during Staff Development days included CPR, Child Protection 2017 update, School Attendance and Face to Face Anaphylaxis training. The achievement of the school plan was supported through professional learning during Staff Development days including maths problem solving, Inquiry Based Learning, vocabulary, comprehension strategies and English Textual Concepts.

A total of \$31 000 was spent on professional learning for teachers and office staff which was linked closely to School Plan Strategic Directions and individual staff professional development goals.

## 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 (\$)
<b>Opening Balance</b>	212,825
<b>Revenue</b>	4,902,755
Appropriation	4,568,398
Sale of Goods and Services	28,669
Grants and Contributions	301,841
Gain and Loss	0
Other Revenue	0
Investment Income	3,848
<b>Expenses</b>	-5,001,559
Recurrent Expenses	-5,001,559
Employee Related	-4,474,008
Operating Expenses	-527,551
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-98,804
<b>Balance Carried Forward</b>	114,021

2017 saw the first full year of the school operating under the new finance system. The school community regularly receives up to date accounts. The Senior Administrative Manager and the School Principal monitors the budget on a regular basis with the school now also responsible for payment of the staffing component.

The Resource Allocation Model guidelines are adhered to ensuring money is spent according to authorised use in the year provided.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	4,064,478
Base Per Capita	95,822
Base Location	0
Other Base	3,968,656
<b>Equity Total</b>	279,838
Equity Aboriginal	5,308
Equity Socio economic	31,335
Equity Language	99,340
Equity Disability	143,855
<b>Targeted Total</b>	11,047
<b>Other Total</b>	93,665
<b>Grand Total</b>	4,449,028

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 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.

## Parent/caregiver, student, teacher satisfaction

Over 240 primary aged students completed the Tell Them From Me Survey (TTFM) in 2017. The TTFM survey measures indicators based on the most recent research on school and classroom effectiveness. The students at Newbridge Heights PS rated our school above the NSW Government norm in the majority of areas including:

- \* Students with a positive sense of belonging
- \* Students with positive relationships
- \* Students that value schooling outcomes
- \* Students with positive homework behaviours
- \* Students who are interested and motivated

Some staff participated in the People Matter 2017 NSW Public Sector Employee Survey. Staff indicated high satisfaction with:

- \* The school is focusing on improving the work that we do
- \* The school is committed to developing its employees
- \* The school strives to meet customer satisfaction
- \* The school respects differences including culture, working styles, backgrounds, ideas

Areas that were identified to further develop include:

- \* Opportunities for career development within the organisation
- \* Managing change

The school community was invited to participate in the Excellence in School Customer Service 360 Reflection Tool survey to assist in gathering feedback on the customer service behaviours exhibited.

Parent/caregiver identified strengths included:

- \* Administrative staff respond professionally and with sensitivity to customers
- \* Administrative staff place a high priority in maintaining positive customer relationships

Administrative staff perform their duties in a manner that is respectful, honest and ethical

Parent/caregiver areas that were identified to further

develop include:

- \* further develop school communication channels

- \*provide more opportunities for parent feedback and consultation

In 2018 a Team of staff, together with a Community Liaison Officer will work towards enhancing community engagement which will be outlined in the 2018–2020 School Plan.

## Policy requirements

### Aboriginal education

Newbridge Heights PS is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they can excel and achieve in every aspect of their education.

Personalised Learning Plans continued to be negotiated between the student, family and class teacher addressing academic as well as interest or aspirational goals.

Aboriginal Education for all students was continued with a cultural assembly during NAIDOC and specific cultural experiences were provided for our Aboriginal students including a new mural which is displayed outside the library.

### Multicultural and anti-racism education

The role of the Anti–Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules help to support these values.

Our Celebration of Life parade held around Easter this year shows how the students, teachers, parents and community are working harmoniously together.