

Neville Public School Annual Report



2018



A HERITAGE COUNTRY SCHOOL
Neville Public School

2732

Introduction

The Annual Report for **2018** is provided to the community of Neville Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School background

School vision statement

At Neville Public School we believe in providing 'Learning for life' through quality teaching in an inclusive and caring environment.

Our aim is to ensure that our students become successful learners, confident and creative individuals and active and informed global citizens and leaders.

School context

Neville Public School is an attractive, well-resourced small, rural school with well-established gardens, grassed playground, vegetable gardens and environmental area. Our school is situated 22km from the town centre of Blayney and prides itself on being part of the Heritage Country Schools. The Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve. At Neville Public School we pride ourselves on having a welcoming atmosphere of friendly, dedicated staff, students and parents whose participation, enthusiasm and support are an outstanding feature, making Neville a vibrant school conducive to learning. Neville Public School takes pride in offering over 160 years of public education in the same facility.

The school offers diverse educational programs that challenge and inspire students across all key learning areas and maintains a culture based upon continuous improvement and quality services. These programs include an internationally recognised environmental education Program, a technology program where every student has access to their own computer and are provide with opportunities to experience latest technologies, a Kitchen Garden Program that is supported by the Stephanie Alexander Kitchen Garden Program and a creative arts program that develops children's skills in both the theory and practical aspects of art and music.. A focus at Neville is on developing values and citizenship through our student leadership program.

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.

In 2018 Neville Public School implemented the School Excellence Framework and began to identify where the school sits within each domain. Throughout analysis of the school plan and the Excellence Framework staff identified areas of strength and areas of growth. Ongoing self-assessment against the Framework will further assist us to refine the strategic priorities in our school plan, leading to further improvement in the delivery of education to our students.

Excellence in Learning – In the domain of learning, positive, respectful relationships are evident among staff and students, insuring student wellbeing that defines behavioural expectations and creates a learning environment that is conducive to learning. All students take responsibility for their actions and contribute to the care and wellbeing of others. We are focused on providing extra-Curricular learning opportunities that are significant, support student development and are strongly aligned with the school's vision, values and priorities.

Excellence in Teaching – In the domain of teaching it is evident that the classroom is well managed with well planned teaching taking place to ensure students engage in learning productively with minimal disruption. There has been a particular focus on improved teaching methods in literacy and numeracy with professional learning activities focused on building understanding of effective teaching strategies in these areas. The development of Performance and Development Plans (PDPs) for all teachers has individualised professional learning and strengthened practice for classroom observations, reflection and feedback.

Excellence in Leadership – The school's leadership is committed to improving teacher quality, community involvement and student learning. The school's financial and physical resources and facilities are well maintained within the constraints of the school budget and provide a safe environment. The school has an organisational structure that enables management systems, structures and processes to work effectively across the school to ensure a high standard is maintained.

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

Learning

Purpose

To provide a whole school approach to the delivery of meaningful, future focused learning experiences that are differentiated and engaging.

We will continue to create a learning environment where students are supported to achieve their full potential as successful individuals, competent and creative learners and active and informed citizens.

Overall summary of progress

In 2018 Neville Public School has focused on individualised learning for all students that cater to the students strengths, interests and weaknesses. Staff have begun to use the Literacy and Numeracy learning Progressions to further guide their planning, programming and assessment in a complex K–6 setting. Students have actively participated in engaging, authentic and challenging classroom work while developing their capacity to set goals, reflect and evaluate their own learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Every Student achieves at least a year's growth in Literacy and Numeracy for a years learning.	Low level adjustment for disability funding	Learning has become more student centered and self monitored allowing students to achieve at least a years growth for a years learning. The majority of students demonstrated a years growth in internal school performance measures. Those students who did not will be targeted to receive additional support in 2019. All staff trained in the Seven Steps to writing program.
Improved levels of student wellbeing and engagement.	Equity loading for Socio-economic background	Student attendance in 2018 was well above state DoE average across all grades. All students collaboratively set learning goals and reflected on these throughout the year.

Next Steps

Whole school focus on visual learning with student directed Learning intentions and success criteria. Staff will be trained in PLAN2 and data collection.

Ongoing training in Imaginative Writing using the Seven Steps to Writing program and focused professional learning through the Bathurst Small Schools' principal's network.

Strategic Direction 2

Teaching

Purpose

To deliver quality teaching and best practice which are informed by current thinking and research.

We will continue to build the capacity of every staff member through focused professional learning that is engaging, relevant and evidence based.

Overall summary of progress

In 2018 all teaching and non teaching staff at Neville Public School undertook focused professional learning that was engaging, relevant and evidence based. All teaching staff were trained in the Seven Steps writing program

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of teachers demonstrating growth against the National Professional Standards for Teachers.	Professional learning	Knowledge and understanding of the National Professional Standards for teachers has increased due to collaboration with learning communities and professional dialogue among staff.
An increased proportion of teachers using evidence informed teaching strategies.	Equity Loading for Low socio-economic background	All teaching staff trained in the Seven Steps to Writing Program. Purchase of resources to support staff training.

Next Steps

Focus staff to participate in the Quality Teaching Rounds research project with Newcastle University with ongoing mentoring and support for other staff members.

Continued focus on both teaching and non teaching staff's professional development plans with emphasis being placed on well being.

Continue to develop teacher capacity to support students' progress in Literacy and Numeracy through further professional development – focusing on Quality teaching rounds.

Collaborative approach to data collection and creation of a visual data wall to track students in Creative writing and Numeracy.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	\$11,188 included – \$10,411 staffing \$777 flexible funding	Purchase of kinesthetic resources to support the K–2 literacy programs.
Socio–economic background	\$5,278	Funding enabled all students to participate in the Combined Heritage Stage excursions for 2018. Purchase of additional lower lever PM readers for the Home Reader Program. Assist with transport cost to and from extra curricula activities.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	8	9	9	8
Girls	5	10	10	10

Student attendance profile

School				
Year	2015	2016	2017	2018
K		88.9	95.6	95
1	95.6	92.5	93.9	97.4
2	96.7	93.5	96.2	95.1
3	100	92.5	98.9	97.2
4	93	99.5	95.2	93.7
5	100	95.3	99.5	96.8
6	98.2	95.3	96.4	97.2
All Years	95.9	94.1	96.3	96.4
State DoE				
Year	2015	2016	2017	2018
K		94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	93.9	94	93.9	93.4

Management of non-attendance

All grades recorded higher than state average for attendance in 2018.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*Full Time Equivalent

There are currently no staff at Neville Public School that are identified as being Aboriginal or Torres Strait Islander background.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

Professional learning and teacher accreditation

All staff at Neville Public School are continually updating their skills and knowledge through professional learning opportunities.

All staff completed mandatory training in Code of Conduct, Child Protection, Work Health and safety, Emergency Care, Anaphylaxis, Asthma, First Aid and CPR. A significant amount of professional learning was undertaken to support the implementation of the new Department Financial system.

All teachers at Neville Public School meet NESA accreditation requirements.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	18,974
Revenue	343,721
Appropriation	322,348
Sale of Goods and Services	0
Grants and Contributions	21,053
Gain and Loss	0
Other Revenue	0
Investment Income	320
Expenses	-325,239
Recurrent Expenses	-325,239
Employee Related	-281,800
Operating Expenses	-43,439
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	18,482
Balance Carried Forward	37,456

Professional learning was undertaken again this year to develop a sound understanding of the integrated administration system provided by the introduction of LMBR, focusing on the HR budget tool, SAP and the Electronic Financial Planning Tool.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	278,587
Base Per Capita	3,674
Base Location	10,452
Other Base	264,461
Equity Total	16,466
Equity Aboriginal	0
Equity Socio economic	5,278
Equity Language	0
Equity Disability	11,188
Targeted Total	0
Other Total	24,090
Grand Total	319,143

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. We are unable to report on the results due to the small cohort of students. The parents concerned have received a copy of their child's results and were given the opportunity to discuss these results with the teaching staff. Teaching staff have analysed the results and will use the data for future planning.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 we had 2 students complete the year 5 NAPLAN assessment in Literacy and 1 student complete the year 3 NAPLAN assessment in Literacy. We are unable to report on the results due to the small

cohort of students. The parents concerned have received a copy of their child's results and were given the opportunity to discuss these results with the teaching staff. Teaching staff have analysed the results and will use the data for future planning.

In 2018 we had 2 students complete the year 5 NAPLAN assessment in Numeracy and 1 student complete the year 3 NAPLAN assessment in Numeracy. we are unable to report on the results due to the small cohort of students. The parents concerned have received a copy of their child's results and were given the opportunity to discuss these results with the teaching staff. Teaching staff have analysed the results and will use the data for future planning.

All students at Neville Public School receive two reports throughout the year. This report is sent home in conjunction with a comprehensive portfolio of work samples and information for parents.

Parent/caregiver, student, teacher satisfaction

Neville Public School is committed to building a strong relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C and the wider community through both informal and formal communication.

Policy requirements

Aboriginal education

The Aboriginal Education and Training policy is used to guide planing and implementation of Aboriginal perspectives and content across all Key Learning Areas. A strong focus on Aboriginal education is provided across all stages where students learn about aspects of Aboriginal Australia, including the significance of culture, language, history and tradition. In recognising Aboriginal people as the first owners of this land, custodianship is recognised through Acknowledgment of Country at all formal gatherings and the flying of the Aboriginal flag alongside the Australian flag. Neville Public School combines with the Heritage country Schools to celebrate NAIDOC day.

In 2018 Neville Public School received no additional funding for Aboriginal Education and had no students identified as being of Aboriginal or Torres Strait Islander background.

Multicultural and anti-racism education

Neville Public School values cultural diversity, with the

school culture underpinned by the values of tolerance and respect for all people. Multicultural perspectives are embedded throughout Teaching and Learning activities and programs across all stages. All students have the opportunity to participate in Harmony Day activities, cultural studies and cultural cooking lessons.

Neville Public School has 1 teacher trained as an Anti-Racism Contact Officer for the school.