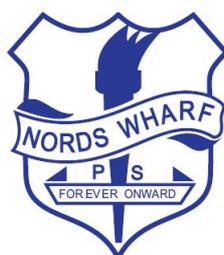


# Nords Wharf Public School

## Annual Report



2018



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## Introduction

The Annual Report for **2018** is provided to the community of **Nords Wharf 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.

Jodie Corrigan

Principal

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## School background

### School vision statement

At Nords Wharf Public School we value inclusivity and foster a sense of belonging for all members of the school community. We equip our students to be learners for life and give them the skills to succeed in an ever changing world. We actively cultivate a culture of high expectations, placing student learning and wellbeing at the forefront of our supportive and caring environment.

Every child matters, every day!

### School context

Nords Wharf PS is a rapidly growing TP2 school with a 2018 enrolment of 147 students in 6 classes situated on the shores of Lake Macquarie. Staff are a mix of highly experienced teachers and teachers in their first five years in the profession.

There are currently eight Aboriginal students enrolled. Twelve students have Individual Education Plans and three students receive Integration Funding support. The school has a FOEI of 77 with approximately two-thirds of the school population in the middle socio-economic quartiles.

Historically NWPS creates above average growth for students achieving in the lower bands of NAPLAN and in the past two years has had over 30% of students in both Years 3 and 5 in the top 2 bands for Numeracy, Reading, Spelling and Year 3 Writing. No students have been in the bottom band for Numeracy in the past 8 years. Major programs in recent years include Focus on Reading, Kids Matter, Positive Behaviour for Learning (PBL), Seven Steps for Writing Success and Speech Sound Pics (SSP).

NWPS enjoys the support of the school community, with an active P&C who run the canteen, the uniform shop and the Band.

NWPS is a proud member of the Galgabba Community of Schools, incorporating Swansea HS, Swansea PS, Caves Beach PS, Marks Point PS, Pelican Flat PS and Blacksmiths PS.

# 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 the domain of Learning we focused primarily on the areas of Curriculum, Assessment and Reporting in 2018. We undertook a review of our scope and sequence documents across all curriculum areas and made necessary adjustments and updates. Staff undertook online training in the new Science and Technology syllabus ready for full implementation in 2019 and PDHPE syllabus documents ready for full implementation in 2020. Participation in the Assessing for Impact project helped develop staff knowledge and expertise in incorporating explicit Learning Intentions and Success Criteria in lessons. Student understanding of, and ability to articulate, what the learning intention is and how they will know they have achieved it was checked regularly. This has become embedded in our practice. In the area of Assessment we continued to build an assessment schedule and utilised a range of assessment strategies to collect information to inform future directions for students. The use of Seesaw to communicate student achievement and progress to parents in a timely, regular manner enhanced existing reporting processes.

In the domain of Teaching the focus was on Data Skills and Use while ensuring that we maintained focus on Effective Classroom Practice.. Collaborative programming and analysing of student work and data was a focus this year and continued to be a focus of professional learning and collegial discussion. Executive staff undertook professional learning in the effective use of data which will be a continued focus for all staff during 2019. Further systems for collecting and interpreting data to effectively inform future teaching and learning were developed and put in place and will be an ongoing focus. Analysis, and comparison, of data from internal and external results was effectively used to drive school planning and decision making around staff and physical resourcing to achieve the best learning outcomes for all students. The use of feedback to students related to success criteria was further developed and incorporated into literacy and numeracy lessons. Student goal setting based on feedback, and data, will continue to be a focus.

In the domain of Leading our focus was on Management Practices and Processes and School Resources. We made significant progress in the area of School Resources with data from 2017 collected and used to determine the effectiveness of school processes for the management, use and distribution of resources. This information was used to inform 2018 resourcing decisions and directions. There was student, and community, involvement in decision making about improvements to the physical environment and the best utilisation of spaces, particularly in the playground. Teacher integration of technology into lessons was improved by strategic timetabling of existing resources and the effective use of financial resources to continue to build technology resources. Forward planning and budgeting for further technology resources and long term playground improvements was put in place. Systems for gathering student and community feedback and engagement during and after school events have been put in place and used in planning future events. Parent feedback of school processes and practices is actively sought and used to drive improvement. Student feedback was regularly gathered through the Student Representative Team and Milkshake Monday and used to improve student experiences.

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

Creating confident, capable learners through high quality teaching and learning programs.

### Purpose

There is a culture of high expectations and collective responsibility for all students' learning and success. Consistent school-wide practices that reflect evidence based pedagogy result in rich learning experiences that are differentiated and informed by student data.

### Overall summary of progress

Our school focus has been on embedding existing teaching and learning programs, reviewing assessment practices and establishing high quality formative assessment strategies and practices. By utilising QTSS funding to release the Assistant Principal to act as an Instructional Leader in Literacy all staff were given support and additional training in the implementation of SSP resulting in SPP being established and consistently implemented throughout the school. Focus on Reading and Seven Steps Writing implementation was also supported utilising QTSS funding. Key teaching staff attended Assessing for Impact training and began the process of delivering professional learning and supporting school wide formative assessment practices. Resourcing for teaching in Numeracy was undertaken using Literacy and Numeracy Funding.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 80% of students demonstrate expected growth across DoE Literacy and Numeracy Progressions and school based assessments each semester.	Professional Learning – \$1500 AP released 1 day a week to act as Instructional Leader – QTSS funding – \$21 135. Literacy and Numeracy funding – \$4824	Professional learning in consistent teacher judgement and the learning progressions. Whole school writing task and assessment criteria was developed and implemented. Staff collaboratively reviewed student work samples and plotted results on the progressions. SSP, Seven Steps and Focus on Reading embedded in teaching and learning. Initial planning, and resources purchased, for changes in Numeracy teaching and learning.
Student survey demonstrates improvements in student engagement and responsibility for learning using March/April 2018 survey as a baseline.	Literacy and Numeracy funding – \$1000 Professional Learning – \$2200	All staff engaged in professional development on using learning intentions and success criteria. Student understanding of learning intentions was monitored regularly. Goal setting was implemented in two classes to determine the best approach for whole school implementation.

### Next Steps

- Continuation of Assessing for Impact implementation and professional learning will be a priority In 2019. The focus for this will be questioning and giving feedback that is explicit and specific to the learning intention and success criteria in 2019.
- Time for collaborative planning of teaching and learning and assessment tasks be budgeted and timetabled.
- Whole school goal setting to be a focus in 2019 based on evaluation from 2018.
- Numeracy teaching and learning and assessment will be a specific focus in 2019.

## Strategic Direction 2

Effective, shared and successful staff and student leadership.

### Purpose

There is a leadership culture of high expectations and engagement, which fosters continuous improvement that is evidence based and results in sustained and measurable student and staff leadership growth.

### Overall summary of progress

Shared staff leadership and stronger student leadership were successes in 2018. Staff were able to achieve personal goals through undertaking a variety of roles and responsibilities within the school and by the personalisation of professional learning through online courses and Galgabba Community of Schools workshop afternoons. Student voice was extended through Student Representative Team and the range of opportunities provided by the Leadership Passport.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students in Years 4, 5 and 6 engage in the leadership passport process evidenced by passports.	School funds – \$1000	Students in years 5 and 6 participated in the leadership passport by setting goals and completing a reflection of leadership activities undertaken. Students in years 5 and 6 participated in GRIP Leadership Conferences.
All staff members take on a range of roles and responsibilities to achieve personal goals and develop leadership skills as evidenced by successful PDP cycles and records of staff roles and responsibilities.	Professional Learning – \$4500	All staff undertook a successful PDP cycle. All staff took on a range of roles and responsibilities to meet their goals and develop a range of skills. Professional Learning in curriculum delivery and time to complete online training targeted to individual needs,

### Next Steps

- Students develop a deeper understanding of the leadership skills and how to identify areas for development and set goals.
- Ensure students have opportunities and activities that allow them to achieve their leadership goals.
- Further individualise professional learning to support the varied needs of staff.
- Further develop links with Galgabba CoS schools to provide effective, personalised professional learning.
- Timetable PDP reviews and provide release for this.



## Strategic Direction 3

Safe, connected, caring and responsive school community.

### Purpose

There is a culture of collective responsibility for wellbeing built on meaningful, respectful relationships. We foster a sense of belonging, success and engagement for all members of the school community.

### Overall summary of progress

Student voice was very strong in 2018. Student confidence to share ideas and make suggestions was supported by the Student Representative Team, Milkshake Monday and surveys. Changes to the playground environment to provide quiet spaces and a wide range of activities, including art, coding, sport and organised games were made to ensure that all students interests and social and wellbeing needs were met. The Buddy Bench was used infrequently by students who felt alone and more often as a place to sit and chat. School Learning Support Officers (SLSOs) were used to individually support students with difficulty engaging in positive playground activities which resulted in a calmer playground with less behaviour referrals.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Most students (90%) demonstrate personal responsibility for their learning and their behaviour choices measured by wellbeing data.	Got It! Funding – \$5955 Zones of Regulation – \$195 Teacher Release – \$1000	Behaviour data was used to evaluate and refine Behaviour Management Processes. The significant decrease in behaviour referrals from Term 1 to Term 4 indicated that our processes and practices are being effective.  Participation in the "Got It!" Program supported parents and students. Use of Fun Friends in K–2 classrooms support implementation.  Zones of Regulation lessons supported targeted Stage 3 students to make better choices and regulate their responses and behaviour.
Staff and students will contribute to their own wellbeing, the wellbeing of their peers and the collective wellbeing of the school community.	\$2950 – fundraising and school funds.  \$200 school funds.	Mindfulness and growth mindset practices were evident in all classrooms evidenced by engaged learners and positive classroom environments. Student behaviour referrals from the classroom reduced significantly by the end of term 4.  Wide variety of playground modifications, activities and groups to support all students based on student surveys and feedback.  Milkshake Monday implemented from term 3 to increase student voice and recognise students who embody PBL expectations.

### Next Steps

- Continue playground development and resourcing based on student surveys and feedback.
- Lunch time groups and activities extended to support and include a wider range of students.
- Continued use of Fun Friends and Zones of Regulation with targeted students.
- Social skills development activities.
- Continued tracking of student behaviour and attendance and monitoring of student and staff wellbeing.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	RAM Aboriginal Funding – \$1456  RAM Aboriginal Funding – \$1000  RAM Aboriginal Funding – \$900	SLSO classroom support to ATSI students in Literacy programs.  Casual release for collaborative PLP development and review/evaluation.  To support cultural activities and resources for Galgabba combined NAIDOC week and Reconciliation Day.
<b>English language proficiency</b>	RAM English Language Proficiency Funding –\$431  0.2 ESL Teacher allocation T2–T4	Casual teacher employed to develop PLaSP plans.  Teacher employed one day per week to work in classroom with two targeted students (1/2 day each) to support acquisition of English.
<b>Low level adjustment for disability</b>	RAM Funding – \$8 805	Additional SLSO time to support literacy and numeracy intervention programs. Students in Kinder and years 2 and 3 targeted.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$21 135	AP released 1 day per week to work as Instructional Leader – focus on embedding SSP from K–6, team teaching and releasing teachers for peer observations.
<b>Socio–economic background</b>	\$2 500  \$1508  \$10 099	Additional staff release time for developing, reviewing and evaluating PLaSPs.  Additional SLSO time to support literacy and numeracy intervention programs.  Additional 3 hours Learning and Support Teacher (LaST) time each week to support interventions programs – 2 hours and implement Genius Hour (for identified GaTs students) 1 hour.
<b>Support for beginning teachers</b>	\$5 077	Teacher employed 1 hour per week to provide additional release for classroom observations and accreditation.



## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	56	57	67	77
Girls	42	51	58	70

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.1	95.6	96.7	94.2
1	95.6	94.6	95.5	95.5
2	93	96.6	93.5	93.9
3	95.5	92.3	96.9	91.7
4	92.6	96.9	97.1	94.9
5	96	92.9	94.4	95
6	93.9	94.5	94.5	90.3
All Years	94.5	94.6	95.6	93.8
State DoE				
Year	2015	2016	2017	2018
K	94.4	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	94	94	93.9	93.4

### Management of non-attendance

Student attendance is monitored fortnightly and checked by the Attendance Coordinator. Attendance concerns are referred to the Learning Support Team. Students with attendance concerns have their learning and support needs addressed by the Learning Support Team in consultation with the parents. Individual attendance plans to improve attendance are created and implemented in partnership with the student, parents/carers and Learning Support Team. Continued attendance concerns are referred to the Home School Liaison Officer (HSLO).

## Class sizes

Class	Total
CLASS 1	16
CLASS 2	21
CLASS 3	25
CLASS 4	27
CLASS 5	27
CLASS 6	28

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.76
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.71

\*Full Time Equivalent

There are no staff members who identify as Aboriginal or Torres Strait Islander.

### 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	25

## Professional learning and teacher accreditation

Professional learning was undertaken by all staff at Nords Wharf Public School during 2018. Staff who were new to the school were provided with training in Speech Sound Pics (SSP). All staff continued to have training in Kids Matter and were provided with training in using the new SAP HR Payroll system. There was also professional learning for staff on the Literacy and Numeracy Progressions, Best Start Assessment, Seven Steps for Writing, Explicit Direct Instruction and the new Science and Technology and PDHPE syllabus documents. All professional learning utilised Professional Learning Funding and additional school funds.

The school executive team attended training in school planning and evaluation to support the development of the 2018–2020 school plan. The Principal and Senior Administration Manager participated in professional learning on the eFPT budgeting tool. The Assistant Principal attended targeted Leadership training for school executive.

One teacher became accredited at Proficient after being provided with time and support in this area utilising Beginning Teacher Funding. Two other teachers are working towards becoming accredited at Proficient and will continue to be supported in this area in 2019. All teachers maintaining accreditation at proficient were supported with maintaining records and ongoing professional learning.

## Financial information

### Financial summary

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

	2018 Actual (\$)
<b>Opening Balance</b>	57,438
<b>Revenue</b>	1,345,530
Appropriation	1,277,927
Sale of Goods and Services	8,160
Grants and Contributions	58,011
Gain and Loss	0
Other Revenue	525
Investment Income	907
<b>Expenses</b>	-1,266,380
Recurrent Expenses	-1,266,380
Employee Related	-1,138,079
Operating Expenses	-128,300
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	79,150
<b>Balance Carried Forward</b>	136,588

\$50,000 of the funds carried forward has been set aside for refurbishment of the basketball court and to cover the quite play and sandpit areas using shade sails. Other funds carried forward are to be used for asset replacement and other major expenses relating to grounds and buildings, including tree maintenance and replacement of the ride on mower.

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	1,079,164
Base Per Capita	24,171
Base Location	1,772
Other Base	1,053,221
<b>Equity Total</b>	59,099
Equity Aboriginal	2,967
Equity Socio economic	15,663
Equity Language	431
Equity Disability	40,039
<b>Targeted Total</b>	72,124
<b>Other Total</b>	22,536
<b>Grand Total</b>	1,232,923

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.

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 were in the first round of schools

participating in NAPLAN online testing. All Literacy tests except Year 3 writing were undertaken online.

In Year 3 52.6% of students were in the Top 2 bands for Grammar and Punctuation which was an increase of 2.6% from 2017 and also an improvement compared to similar schools and all schools. In Spelling 42.1% of students were in the Top 2 bands which was an increase of 11.2% from 2017 and also brought us closer to similar schools and all schools. In Writing 5.6% of students were in the Bottom 2 bands which was below the average for both similar and all schools.

In Year 5 Grammar and Punctuation and Spelling 73.7% of students achieved at or above expected growth which was up from 60% in 2017. In Grammar and Punctuation 35% of students were in the Top 2 bands which was an improvement from 18.2% in 2017. In Spelling 45% of students were in the Top 2 bands which was an increase from 36.4% in 2018. In Reading 57.9% of students achieved at or above expected growth which was up from 50% in 2017 and 30% of students were in the Top 2 bands which was an improvement from 27.3% in 2017. In Writing 47.4% of students achieved at or above expected growth which was up from 20% in 2017 and 10% of students were in the Top 2 bands which was comparable with similar schools.

In 2018 we were in the first round of schools participating in NAPLAN online testing. All Numeracy tests were undertaken online.

In Year 3 Numeracy, 21.1% of students were in the top two bands and 1 student was above top two band expectations for year 3. 89.5% of students were in the top three bands. 1 student did not meet minimum standard (5.3%) compared with 12.7% of students in similar schools and 14.8% of students in all schools. Improvement in Numeracy teaching and learning programs, resourcing and assessment will be a key focus in 2019

In Year 5 Numeracy 57.9% of students were at or above expected growth and had higher scaled average growth when compared to similar schools and the state average. 20.9% of student were in the top two bands which was a decrease of 15.1% from 2017. 55% of students were in the top three bands. 3 students (15%) did not meet the minimum standard compared with 15.4% of students in similar schools and 17.9% of students in all schools. Improvement in Numeracy teaching and learning programs, resourcing and assessment will be a key focus in 2019.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to

communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In 2018 no year 3 students and one year 5 student who identifies as Aboriginal completed NAPLAN testing. That student achieved above expected growth in spelling and grammar and punctuation and average growth in reading and numeracy.

## Parent/caregiver, student, teacher satisfaction

Communication with the community is an area that has continued to improve in 2018 with the introduction of the SeeSaw app and a weekly "What's On" update posted on Facebook and School Stream. Parents have been positive in their feedback about school communication systems and the information provided. Parent feedback indicates that they feel welcome and valued as members of the school community and that their children are known and valued. They believe that teachers set high, yet realistic goals for their child's learning. All school events had high levels of community participation and feedback received after school sporting events, the inaugural Nordsy Fair, School Performance, Carols Night and fundraising events was overwhelmingly positive and indicated a high level of satisfaction.

Student feedback indicates that they have a strong sense of belonging and feel a strong connection to the school and community. Internal school surveys indicated that students appreciated being given a voice in decision making processes, being asked for feedback and taking on leadership roles and responsibilities within the school. The "Buddy Program", Peer Support and Student Representative Team were highly valued by students across all year groups and they would like to see this being expanded. The introduction of "Milkshake Monday" was well received and students indicated that they appreciated their efforts to be respectful, safe learners being recognised and valued the opportunity to give feedback on the school, have a chance to share their ideas and contribute to future decision making.

## Policy requirements

### Aboriginal education

The Aboriginal and Torres Strait Islander (ATSI) Education plan and ATSI Education policy are fully implemented at Nords Wharf PS. All Aboriginal students and their parents/caregivers participate in collaboratively designing, implementing and evaluating Personalised Learning Plans (PLPs). Additional support for ATSI students was provided by a School Learning Support Officer (SLSO) utilising Equity Funding.

The whole school participated in activities to recognise Sorry Day, Reconciliation Day and NAIDOC week together with learning experiences integrated into teaching and learning programs. ATSI students took a friend with them to participated in NAIDOC activities at Swansea High School.



### Multicultural and anti-racism education

Nords Wharf PS has a small number of students from diverse cultural, linguistic and religious backgrounds. We promote harmony and inclusion of all people through teaching about diverse cultures, religions and belief systems across all curriculum areas. We foster tolerance, kindness, understanding and acceptance of all others through regular teaching and learning opportunities and active participation in National Anti-Bullying Day, Harmony Day and Random Acts of Kindness Day. Nord Wharf PS has a trained Anti-Racism Contact Officer (ARCO) to support students, staff and the community.