

Normanhurst Public School

Annual Report



2018



2760

Introduction

The Annual Report for 2018 is provided to the community of Normanhurst 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.

School contact details

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Message from the Principal

2018 saw the commencement of our new three-year Normanhurst Public School Plan, developed with input from staff, students and parents. In relation to this Plan, our school has initiated and continued a range of programs towards our strategic directions of Responsible and Reflective Learners; Collaborative and Innovative Practice; and Effective and Adaptable Systems.

This year we started implementing Visible Learning, which is focused on the impact we are having on student achievement and increasing this impact using strategies that are evidenced by research. Our Positive Behaviour for Learning program expanded to classrooms, with all settings having clear expectations linked to our school values and explicitly-taught routines to help our students meet these expectations. We implemented evidence-based programs in key learning areas, ensuring consistency and a clear progression of learning across K-6. We also expanded the learning opportunities for our staff and students through partnerships with professional organisations and our Community of Schools. We trialled new approaches to classroom design and to administrative systems, and we expanded our extra-curricular programs even further, with the introduction of a third dance group and PSSA sport for our Stage 2 students.

In 2018 our school underwent the Department of Education External Validation process, where a panel considered evidence and visited our school to assess us against the School Excellence Framework. The extensive work our staff and community have done over the last few years was recognised, with our judgements being validated and our progress against the Excellence Framework applauded.

None of these achievements could occur without a team effort! Thank you to our staff, parents and broader community who devote time and energy to create opportunities for our students.

I am very proud of the achievements of our school during 2018.

Amber Gorrell BA Dip. Ed. (Hons). M. Ed. Lead.

School background

School vision statement

Normanhurst Public School is an inclusive and collaborative community dedicated to meeting student needs. We seek to prepare our students to adapt and thrive in a dynamic society by providing diverse and innovative experiences.

School context

Normanhurst Public School is located on leafy grounds in Sydney's northern suburbs. Enrolments have increased steadily in recent years, with student numbers currently in the high 300s. Over one-third of students are from non-English speaking backgrounds.

There are high expectations for student achievement across academic, sporting and creative areas and students are provided with a broad range of learning opportunities to assist them in realising their potential. A strong focus on catering for the individual needs of students has been established.

Our school is fortunate to have an engaged community, with many community members contributing to school and extra-curricular programs. There is an active Parents & Citizens Association that offers input to school decision-making and initiates fundraising events to provide additional resources.

Our school is part of the North Shore Education Alliance comprising Asquith PS, Eastwood PS, Eastwood Heights PS, Normanhurst PS, Turramurra North PS, Wahroonga PS and Waitara PS. Current initiatives include partnering for professional learning projects and supporting staff through networks of aspirant leaders and early career teachers.

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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that, in the School Excellence Framework domain of Learning:

Our school has well–established, whole–school practices for student wellbeing, evident through our Positive Behaviour for Learning program and Learning Support procedures and programs. Our school evaluates student learning over time and bases planning decisions on this data. This is evidenced through new initiatives implemented as part of our 2018–2020 School Plan. Our school is currently implementing formative assessment strategies through the Visible Learning program. Our focus on numeracy over the last two years has led to excellent student growth. In our 2018–2020 School Plan we are focusing on improvement in specific areas of literacy through targeted programs.

In the School Excellence Framework domain of Teaching:

Our school has embedded collaborative practices for evidence–based teaching and learning programs. Through the implementation of Visible Learning, there is currently a clear focus on explicit teaching strategies and timely and effective feedback to students. Our staff demonstrates and shares their expertise within our school and across other schools and mentoring and coaching relationships are clearly visible. An increased focus on teachers' understanding of student performance and improvement data is part of our current School Plan. We have established the integration of Professional Standards with staff performance and development processes.

In the School Excellence Framework domain of Leading:

Our school has a clear emphasis on instructional leadership and operates as a professional learning community. There is a focus on continual improvement and embedding research–based strategies into teaching and learning programs. Flexible learning spaces and effective use of technology are key areas of our current School Plan. Our school has systematic processes to support parental engagement and we regularly seek feedback from all stakeholders. Our 2018–2020 School Plan has ongoing, measurable milestones focused on improvement of student achievement.

Our self–assessment and the external validation 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

Responsible and reflective learners

Purpose

To implement explicit learning and wellbeing programs to develop learners who embody our school values: Be Responsible, Be Respectful and Strive for Success

Overall summary of progress

Visible Learning

All teachers participated in professional learning on Visible Learning with our professional partner Corwin and integrated learning intentions and success criteria into their teaching and learning programs.

Student Wellbeing

Phase 2 of Positive Behaviour for Learning (PBL) was implemented across our school, embedding practices in classrooms. The 'What's the Buzz?' social skills program was expanded, with groups from all year levels having the opportunity to participate.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
At least 65% of students in Years 3 and 5 achieving in the top two NAPLAN bands in all domains of Literacy and Numeracy	Total Spent on Strategic Direction 1: \$23 900	Literacy YEAR 3 students who achieved in the top two bands: Reading – 65%; Writing – 59%; Spelling – 67%; Grammar & Punctuation – 66%. YEAR 5 students in the top two bands: Reading – 69%; Writing – 33%; Spelling – 69%; Grammar & Punctuation – 67%. Numeracy 54% of Year 3 students and 68% of Year 5 students achieved in the top two bands for Numeracy.
At least 65% of matched students achieving expected growth in NAPLAN Literacy and Numeracy from Year 3 to 5 and Year 5 to 7 and students not achieving expected growth identified for targeted programs		In Literacy, 68% of matched students achieved expected growth in Reading; 66% in Writing; 66% in Spelling and 58% in Grammar & Punctuation. In Numeracy, 69% of matched students achieved expected growth.

Next Steps

Continued implementation of our 2018–2020 School Plan including:

- Ongoing implementation of Visible Learning strategies such as formative assessment and feedback
- Familiarisation with learning progressions and how these apply in teaching and learning programs
- Commence implementation of Tier 2 PBL targeted interventions to support students with specific behavioural needs

Strategic Direction 2

Collaborative and innovative practice

Purpose

To deliver consistent, quality and evidence-based practice to respond to student needs and optimise learning progress

Overall summary of progress

Evidence-based Programs

The Seven Steps to Writing Success and Soundwaves Spelling programs were implemented across K-6.

Scope and Sequences

Scope and sequences for English, Mathematics and Science & Technology were refined to ensure consistency of programming and a clear learning progression across K-6.

Professional learning

All teaching staff participated in Instructional Rounds, collaborative programming sessions, and professional learning with staff from our NorthSEA Community of Schools.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A high-performing teaching staff as measured against the Australian Professional Standards and progress towards PDP goals	Total Spent on Strategic Direction 2: \$11 450	All staff members focused on improving skills through implementation of whole-school initiatives and achievement of Personal Development Plan goals
All staff participating actively in professional learning opportunities that involve sharing practice		Staff from Normanhurst PS represented at NorthSEA Beginning Teacher network, Aspiring Leaders network, English through Drama project and GROWTH mindset session. All teaching staff participating in collaborative programming sessions across stages. All staff members completed team-based Instructional Rounds.

Next Steps

Continued implementation of our 2018-2020 School Plan including:

- Development of scope and sequences for Personal Development, Health and Physical Education and Creative Arts key learning areas
- Ongoing implementation of evidence-based programs: Seven Steps to Writing Success, Targeting Early Numeracy, Soundwaves Spelling
- Participation in professional learning across schools including Instructional Rounds with Connect Collaborate Grow network of schools and future-focused learning with NorthSEA network

Strategic Direction 3

Effective and adaptable systems

Purpose

To enhance communication and management systems to plan strategically, ensure efficiency and encourage involvement

Overall summary of progress

Learning spaces

Flexible learning spaces created in Stage 3 classrooms with elements also integrated into Kindergarten classrooms.

Communication

Achievement of School Plan milestones communicated at regular intervals through school newsletter and P & C meetings and through key projects presented as workshops at Parent Forum.

Update of school website to ensure information is current and accessible.

Student voice

Refinement of procedures for Student Representative Council to further value student voice in decision-making processes.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
School planning and decisions are responsive to input from staff, students and parents	Total Spent on Strategic Direction 3: \$12 360	Input from staff, students and parents encouraged and evident in these processes
Information provided to the school community through all mediums is current, timely, clear and thorough		Communication mediums are updated with current and relevant information and systems are adapted for ease of use

Next Steps

Continued implementation of our 2018–2020 School Plan including:

- New ICT resources purchased and integrated into teaching and learning programs e.g. Robotics
- Professional learning focused on SAMR model of integrating ICT resources to promote authentic and valuable learning experiences
- Continued modification of learning spaces to promote flexible approaches to learning
- Refinement of systems for payment of invoices, visitor sign in and permission notes

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$648	<ul style="list-style-type: none"> • Teacher released to develop and review Personalised Learning Plan for identified student
English language proficiency	\$42 759	<ul style="list-style-type: none"> • Identified students across K–6 had regular support from EAL/D teacher employed with these funds, including small–group lessons and in–class assistance, to support the development of the four macro–skills of English language learning: reading, writing, speaking and listening • The 2018 EAL/D survey highlighted the positive impact for identified students and class teachers benefitted from professional learning and team teaching provided by EAL/D teacher
Low level adjustment for disability	\$18 532	<ul style="list-style-type: none"> • Numeracy support program assisted identified students across K–6 in developing and improving number skills • Additional School Learning Support Officer time in classrooms supported the implementation of individualised literacy and numeracy programs
Quality Teaching, Successful Students (QTSS)	\$62 051	<ul style="list-style-type: none"> • All teachers released one day per term to engage in collaborative planning within their stage teams • Teachers released to participate in collegial professional learning projects, including Instructional Rounds • Executive team members allocated additional release to facilitate classroom observations and professional development meetings
Socio–economic background	\$2 233	<ul style="list-style-type: none"> • Identified students supported to engage in curriculum–based excursions and incursions to supplement classroom teaching and learning programs
Support for beginning teachers	\$22 114	<ul style="list-style-type: none"> • Targeted teachers participated in professional learning opportunities, a mentoring program, a Beginning Teacher network and were provided with additional release from face–to–face teaching
Targeted student support for refugees and new arrivals	0.2 (1 day per week) staffing allocation	<ul style="list-style-type: none"> • These funds were combined with English language proficiency funds to be able to employ EAL/D teacher for additional hours

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	164	166	192	215
Girls	177	161	170	183

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.1	96.4	96.4	95.6
1	96.1	94.7	95.5	94.9
2	96.5	95.9	96.1	95.5
3	96	96.9	95.6	96.3
4	97.2	96.1	95.4	95.1
5	95	96.6	95.8	94.8
6	94.4	94.9	94.9	94.3
All Years	96.1	95.9	95.7	95.2
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 rates for Normanhurst Public School have continued to be above Department of Education averages. Attendance rates are monitored on a regular basis by the Learning and Support Team. The school encourages full attendance and addresses attendance concerns with parents / carers and through the Home School Liaison Officer as needed.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.83
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

*Full Time Equivalent

Normanhurst Public School does not currently have any 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	15

Professional learning and teacher accreditation

All teaching and administrative staff participated in a range of professional learning opportunities in 2018, with these linked explicitly to the 2018–2020 School Plan.

Teaching staff participated in school development days and weekly professional learning sessions and were also provided with opportunities to be involved in specific professional learning projects throughout the year. The main areas of focus for professional learning centred on the implementation of the Seven Steps to Writing Success program and the Soundwaves Spelling program; the introduction of Visible Learning strategies, which also involved staff working with professional partner Corwin and completing Instructional Rounds based on these practices; and the classroom implementation phase of Positive Behaviour for Learning.

Professional learning activities completed within our Community of Schools included a whole-staff session on GROWTH mindset; an executive team day on

coaching practices; and specific staff members participating in an English through Drama project, a Beginning Teacher network and an Aspiring Leader network.

All staff also completed mandatory training in areas such as child protection, CPR and anaphylaxis.

The total school expenditure for professional learning was \$21 844.

Two teaching staff gained accreditation at Proficient level against the Australian Professional Standards for Teachers and one teacher was working towards this accreditation. In addition, three staff members previously accredited as Proficient completed accreditation maintenance by meeting requirements for 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 (\$)
Opening Balance	468,396
Revenue	3,462,338
Appropriation	3,122,225
Sale of Goods and Services	4,659
Grants and Contributions	327,958
Gain and Loss	0
Other Revenue	1,050
Investment Income	6,446
Expenses	-3,196,215
Recurrent Expenses	-3,196,215
Employee Related	-2,690,488
Operating Expenses	-505,727
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	266,122
Balance Carried Forward	734,518

Our school was holding funds for specific projects and third parties at the time of this statement. These included a grant awarded to our OOSH, funds held for the Senior Psychologist, Education Counsellor Network and funds for a planned playground upgrade.

Our administrative staff hold regular finance meetings to set budgets and monitor expenditure and our yearly budget is tabled each year at a P & C meeting.

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	2,549,737
Base Per Capita	70,000
Base Location	0
Other Base	2,479,737
Equity Total	105,818
Equity Aboriginal	648
Equity Socio economic	2,233
Equity Language	42,759
Equity Disability	60,177
Targeted Total	63,053
Other Total	200,491
Grand Total	2,919,100

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. Year 3 results are reported from Band 1 to Band 6 and Year 5 results are reported from Band 3 to Band 8.

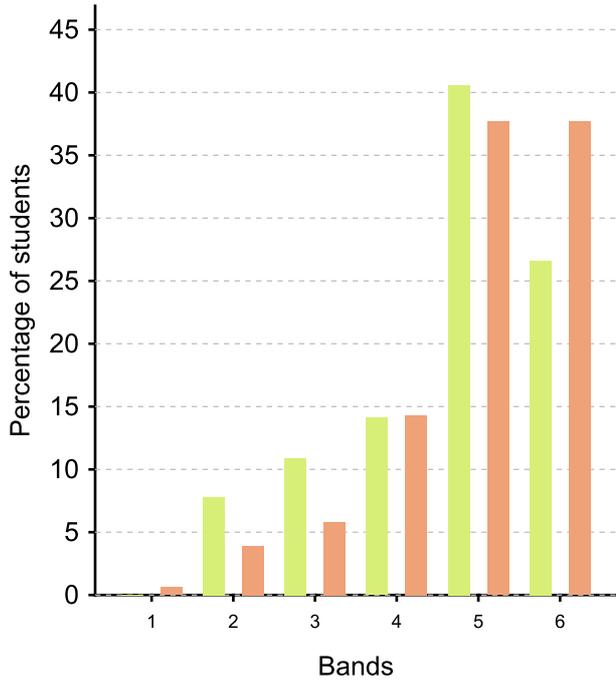
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons

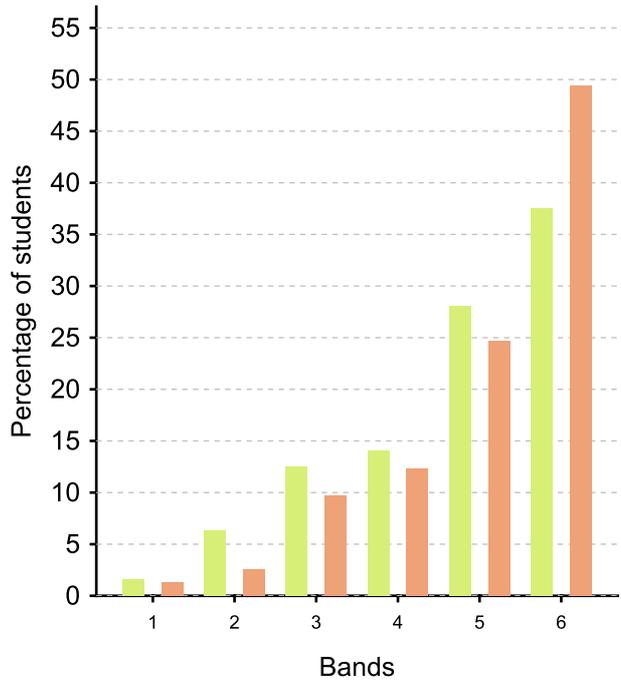
to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

In 2018 65 Year 3 students and 52 Year 5 students completed the Literacy component of NAPLAN. All results in Years 3 and 5 were well above state averages. In Year 5, our school percentage of students in the top two bands was above the Similar School Group for all areas of literacy and over 65% of matched students achieved equal to or above expected growth in reading, writing and spelling.

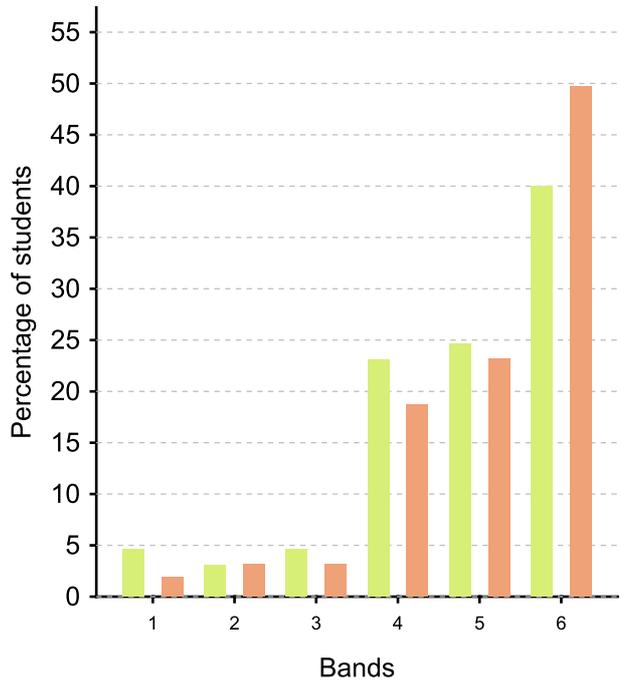
Percentage in bands:
Year 3 Spelling



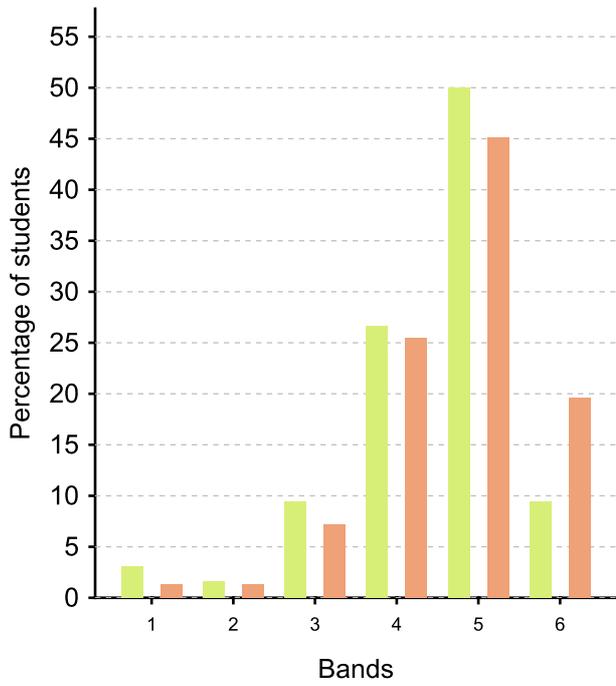
Percentage in bands:
Year 3 Grammar & Punctuation



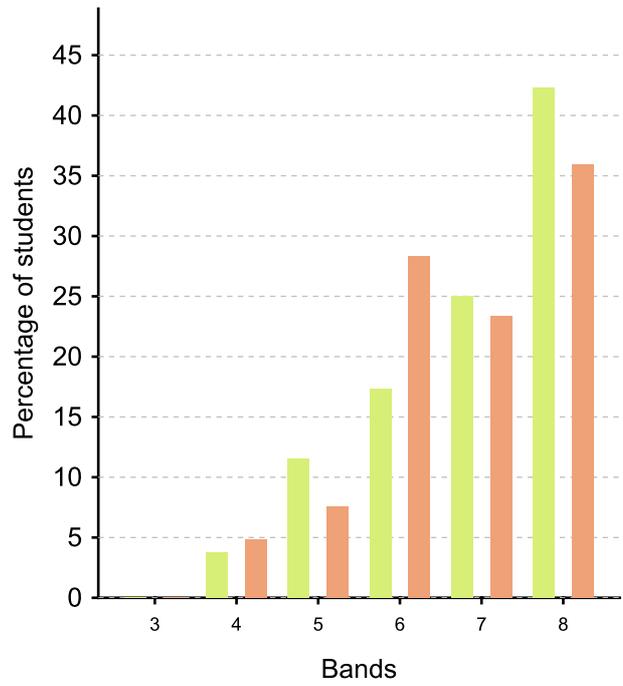
Percentage in bands:
Year 3 Reading



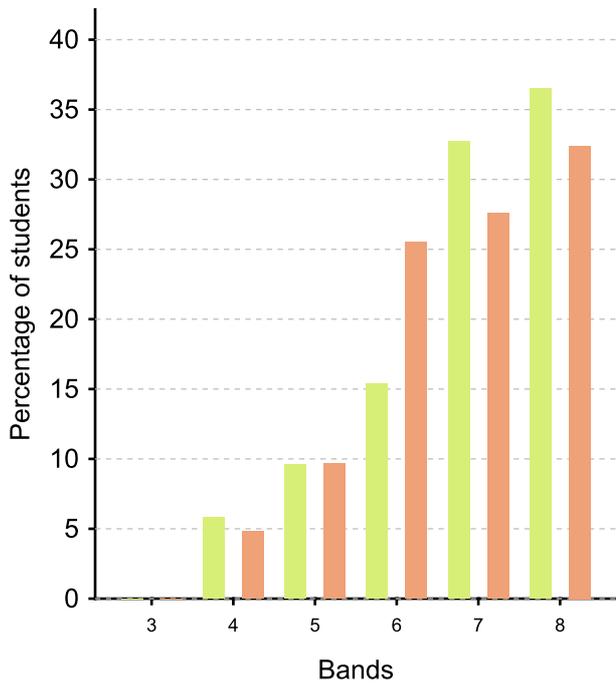
Percentage in bands:
Year 3 Writing



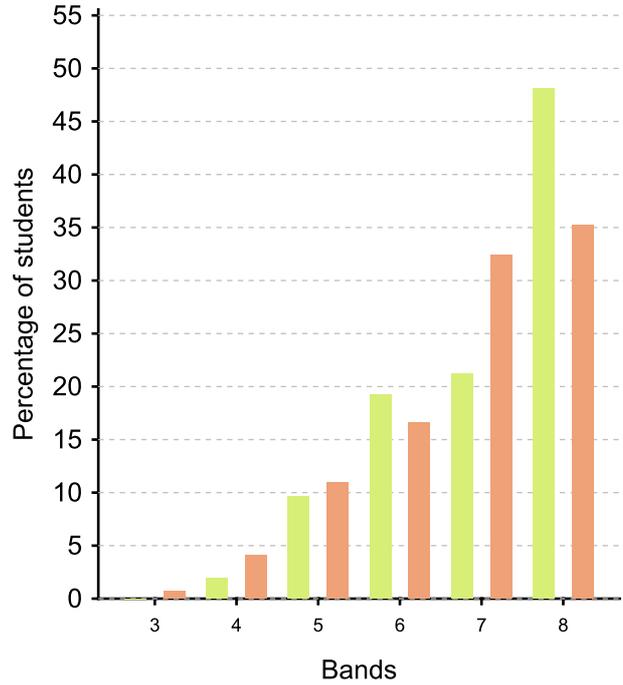
Percentage in bands:
Year 5 Grammar & Punctuation



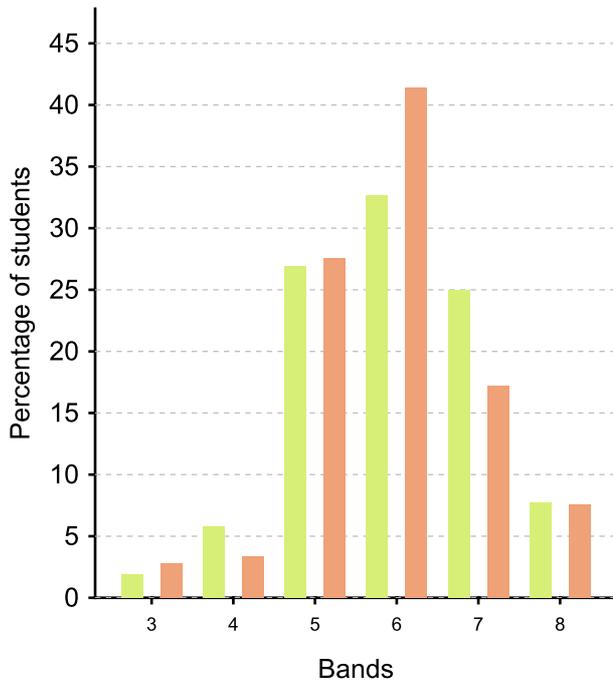
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

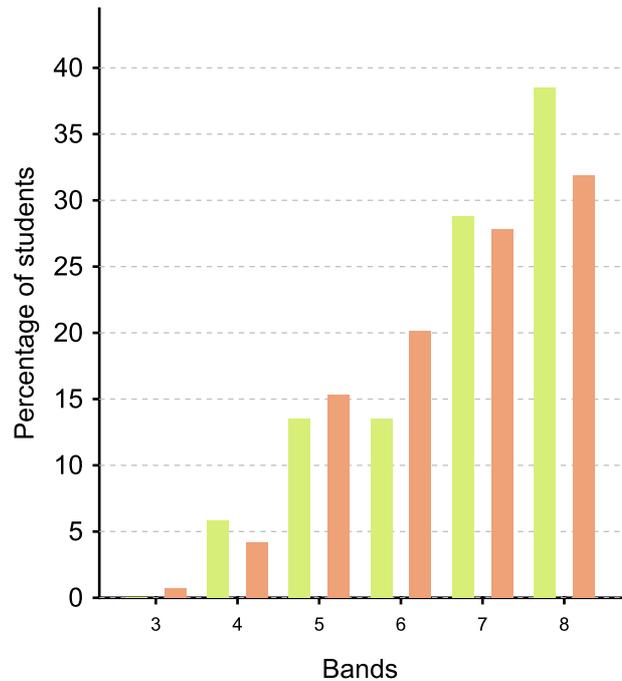


Percentage in bands:
Year 5 Writing



In 2018 65 Year 3 students and 52 Year 5 students completed the Numeracy component of NAPLAN. Results for both Year 3 and Year 5 were well above state averages. In Year 5, our school percentage of students in the top two bands was also above the Similar School Group. 69% of matched students achieved equal to or expected growth.

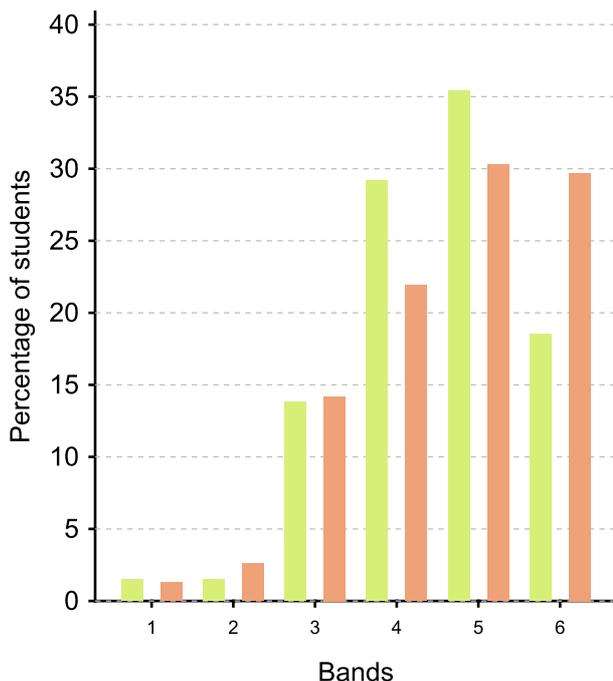
Percentage in bands:
Year 5 Numeracy



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.

In 2018 our school did not have and students identifying as Aboriginal or Torres Strait Islander completing NAPLAN.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

In 2018, a School Plan parent forum was held where parents / carers had an opportunity to participate in workshops related to key areas of our 2018–2020 School Plan. Feedback was sought from all participants and this demonstrated that parents valued this opportunity to be informed regarding this programs.

In addition, students in Years 4–6, all parents / carers and all teachers had the opportunity to participate in online 'Tell Them from Me' surveys. A summary of these responses is presented below. All responses are collated and analysed external to the school, through the Centre for Education Statistics and Evaluation.

Parents / carers

There were 56 respondents to the parent 'Tell Them from Me' survey. The responses for each measure are converted to a value of ten (with 0 indicating strong disagreement and 10 indicating strong agreement). The responses received suggested the school's administrative staff are helpful (8.5), that parents feel their child is clear about the rules for school behaviour (8.5), that their children feel safe going to and from

school (8.4) and that written information from the school is in clear, plain language (8.1). There was lower agreement from parents that they are informed about their child's social and emotional development (5.6) and that school staff create opportunities for students who are learning at a slower pace (6.2). Thirty per cent of respondents stated they were involved in school committees and 64% of respondents had assisted in their child's classroom during 2018. 96% of respondents stated they thought the school newsletter was useful in finding out information about what is happening at the school. Feedback from the open–response question asking parents some things they value about our school were in the areas of teachers being engaged and approachable; systems for recognising student achievement; a positive environment; parents feeling welcome; the sense of community; and strong and capable leadership.

Students

The majority of students (over 90% in each year level) participated in the 'Tell Them from Me' student survey. 91% of students stated they value schooling outcomes and try hard to succeed in their learning. 90% of students said they had positive relationships with friends at school who they can trust and who encourage them to make positive choices. 81% of students reported that teachers are responsive to their needs.

Staff

There were 19 respondents to the staff 'Tell Them from Me' survey. As with the parent survey, the responses for each measure are converted to a value out of ten (with 0 indicating strong disagreement and 10 indicating strong agreement). The responses suggested teachers work with school leaders to create a safe and orderly environment (9.1), feel supported by school leaders in stressful times (8.8), work with other teachers in developing cross–curricular or common learning opportunities (8.9) and share lesson plans and other materials with other teachers (8.8). Teachers reported that they set high expectations for student learning (8.9), use results from formal assessments to inform lesson planning (8.8) and link new concepts to previously mastered skills and knowledge (8.8). There was lower agreement from teachers that they help students set goals for learning new technological skills (6.4) or that they ask parents to review and comment on students' work (5.0). Feedback from the open–response question asking staff what they value about working at our school were in the areas of it being a positive and happy environment; having a supportive and capable principal and leadership team; the direction of the school aligning with their own beliefs; opportunities to work collegially with colleagues; being provided with opportunities to improve practice and participate in new experiences; and the school having a clear direction and being organised. Staff identified that professional learning in Visible Learning, Seven Steps to Writing Success, Growth Mindset and TEN had impacted on their practice during 2018.

Policy requirements

Aboriginal education

The study of Aboriginal history, culture and society is embedded across curriculum areas. Acknowledgement of Country is an integral part of school assemblies and formal school occasions. The '8 Ways' Aboriginal pedagogy was integrated into teaching and learning programs as an effective means to educate all students about Aboriginal perspectives. A Personalised Learning Plan was developed for each Aboriginal student at our school. All students were invited to participate in a 'Book Swap' fundraiser to contribute funds to the Indigenous Literacy Foundation.

Multicultural and anti-racism education

Normanhurst Public School remains committed to promoting a harmonious school culture, where mutual support and appreciation of individual differences are integral to all we do. History and geography units of work reflect these values and encourage students to value multicultural Australia. In 2018 we celebrated Harmony Day by inviting students to dress in cultural costume or country flag colours to celebrate the variety of cultural backgrounds of all of our students. Each year, students in Years 3–6 are invited to participate in the Multicultural Perspectives Public Speaking Competition. Anti–racism is an important perspective that is reinforced during class lessons, and through the whole–school discipline and anti–bullying plans. Our school has a trained Anti–racism Contact Officer.