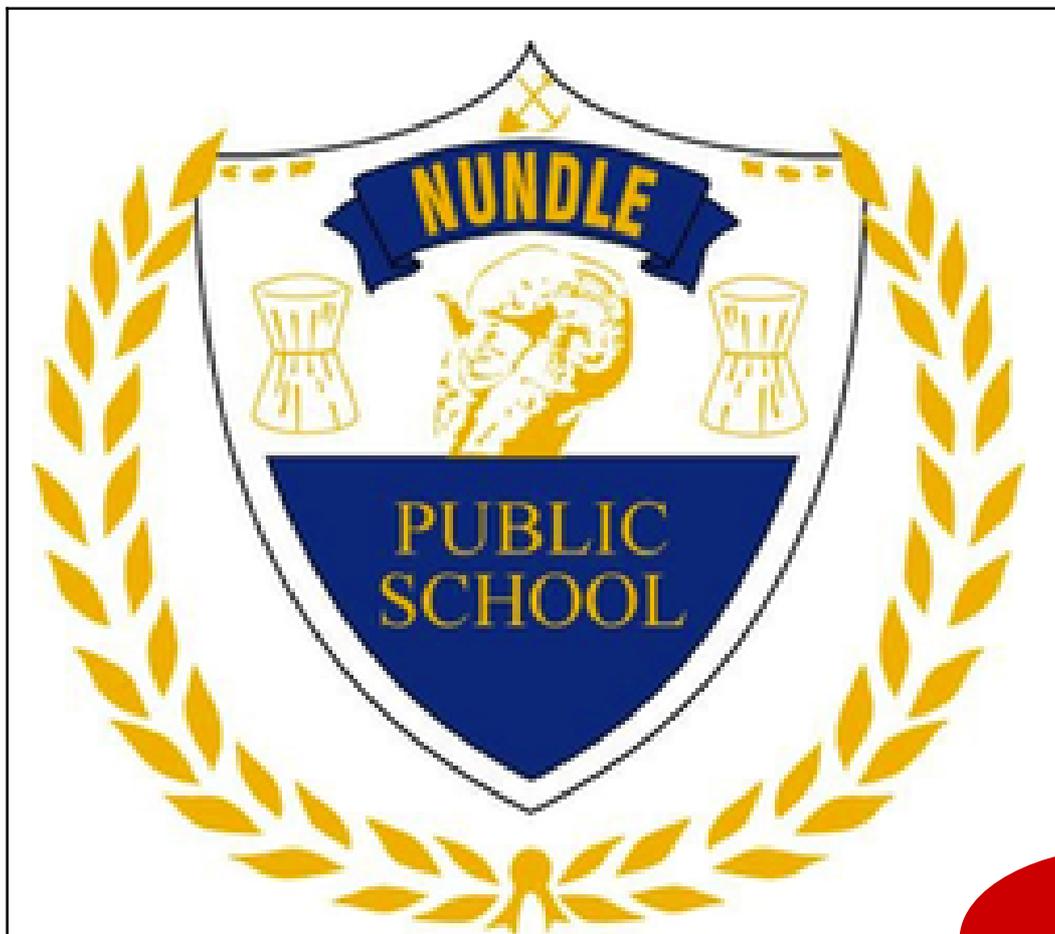


Nundle Public School Annual Report



2018



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Introduction

The Annual Report for **2018** is provided to the community of Nundle 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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Principal

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School background

School vision statement

Nundle Public School upholds high expectations for all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong venture.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to taking opportunities to grow and succeed in a highly engaging differentiated curriculum, with a broad range of opportunities for personalised learning and leadership development. The capacity to think creatively and flexibly will be fostered in a future focused learning environments, whilst students take opportunities to engage with the wider community in learning that is relevant and worthwhile.

Students will develop the skills, knowledge and understanding necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

School context

Nundle Public School is a small rural school situated 60 minutes south east of Tamworth.

The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions.

The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities including excursion transport costs, purchase of teaching and learning resources and playground beautification.

As a school, we are focussed on providing a safe and happy environment for students that encourages active participation in their learning. School Learning Support Officers and Learning Support Teachers work with all classes to provide students with additional, personalised support in their learning. Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate in a wide variety of events.

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, staff assessed our practice as **delivering** in the area of Learning.

Significant work was done with our community to develop strategies that established and sustained strong learning culture within our classrooms. Reinforcing expectations and rules allowed for students and staff to work together to maintain high standards of behaviour. Play is the Way was adopted as a whole school strategy to develop the students skills in self-regulation, problem solving and conflict resolution.

In the domain of teaching we are **delivering**.

Staff were provided with opportunities to develop their understanding of effective classroom practice, with a particular focus in formative assessment strategies. Staff teams were formed to facilitate high quality professional learning following attendance at the Hawker Brownlow Conference with staff pursuing Embedding Formative Assessment and Building Numeracy Leadership to develop high quality teaching practice.

School leadership was rated as **delivering**.

Highlighting the effective nature in which the school community works with the school to effectively make use of our facilities, and the consultative approach in resourcing classrooms has effectively. The school plan reflects the department priorities and student needs.

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

Self-motivated, Self-regulated, Future Focused Learners

Purpose

Every student in our care will:

- develop a growth mindset
- become self-motivated and self-regulated to learn effectively
- be capable in collaboration, critical thinking and communicating
- creatively solve problems
- learn in a future focused learning environment with a range of technologies
- learn how they best learn
- develop the skills to reflect on their learning and grow.

Overall summary of progress

Students are developing the language and capacity to recognise emotions and self-regulate. Students and teachers are allowing opportunities for feedback on teaching and learning practices. Students reflections see an improvement in the building of shared responsibility in learning. Student language shifts in terms of growth mindset and the development of capable and confident problem solvers is evident in all aspects of school life. Students are less reliant on teachers and more confident in themselves to complete learning tasks independently and are developing the skills of self-regulation more capably. A clear and consistent process for dealing with student behaviour was identified and successfully implemented to ensure communication was clear and behaviour issues were being appropriately dealt with. Students are enjoying opportunities to work with robotics, and rich tasks in mathematics to become future focused problem solvers. The growth is most evident in K-2 classrooms where the flexible learning environment has students very self-aware of their own strengths in learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Tracked students achieve growth in learning that is equal to or greater than expected achievement.		L3 is embedded in the K-2 classroom and is complimented by Focus on Reading Strategies in the 3-6 classrooms. Students have been developing creative and critical thinking (CCT) strategies through the use of activities that have been honed and adapted from CCT Professional Learning. Open ended learning tasks and choice is more prevalent in learning opportunities and students are adapting to the shift in expectation. This needs to continue to be developed at appropriate age and stage level.
A language of learning, focused on growth is used consistently school wide. Thematic language assessment used in the classroom will be conducted to set baseline and monitored over time to show alignment with the language of growth mindset.		The school has established an assessment strategy using rubrics to establish expectations of a growth mindset. Staff development opportunities scaffolded use of the Mood Meter. Staff are using the mood metre after breaks to develop and coach students understandings in the social and emotional context of shared spaces. Students are coached to use the language of choice in developing strategies to build resilience. Weekly focus behaviours ensure students are explicitly taught about behaviours leading to

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A language of learning, focused on growth is used consistently school wide. Thematic language assessment used in the classroom will be conducted to set baseline and monitored over time to show alignment with the language of growth mindset.		empathetic understanding and growth mindset
Evidence gathered from NPS future focused learning tool, demonstrate growth on a pre-post test analysis.		

Next Steps

In 2019, to support the continuation of students becoming Self-regulated, future focused learners we will:

- Continue to grow the expertise of staff in the development of play is the way language and knowledge.
- Focus on the development of language components in PITW.
- Continue to refine strategies to ensure Rich learning tasks and Project Based Learning is being supported across all key learning areas.
- Have a consistent focus on mathematics and in particular, 21st century skills in relation to mathematics. This includes the incorporation of communication and critical thinking strategies that will be supported as part of Embedding the Big Ideas in Mathematics.

Strategic Direction 2

High Quality Teaching & Learning

Purpose

The establishment of high quality teaching and learning will result in:

- Cooperative, collaborative partnerships with neighbouring schools to share professional learning opportunities and expertise
- School policy and practice that is strongly supported by evidence.
- A strength based approach to developing high levels of student engagement.
- Enhanced teaching and learning opportunities that focus on Literacy and Numeracy

Overall summary of progress

Staff have engaged in significant opportunities to deliver high quality teaching and learning to students. Staff have demonstrated an eagerness and willingness to participate in professional learning opportunities including "Embedding Formative Assessment" in the classroom, Early Action for Success and Building Numeracy Leadership. Referring to the AITSL teaching standards as part of the professional development plans has ensured that staff are targeting improvements against these standards. Participation by 3 staff members at the Hawker Brownlow Conference opened doors for staff to be inspired to develop highly effective assessment practice.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		This box cannot be removed from the A.R .
Staff demonstrate growth in achievement against teaching standards according to AITSL360 tool, moving towards aspects of highly accomplished and lead level teaching for all staff.		<p>Staff participate in Learning Walks, however, "time" and convenient opportunity have become factors this year. Scheduling of events was limited to availability of casuals.</p> <p>Professional learning for formative assessment resulted in the development of collaborative planning and assessment of students' work as a moderation exercise.</p> <p>Formative assessment strategies are developed to used to deepen summative assessment understandings of students. Early identification of student needs as is having an impact of differentiated learning opportunities..</p> <p>Information related to students' capabilities and ongoing monitoring of student learning is captured using post-it notes as exit slips leading to improvements in differentiated learning opportunities.</p> <p>The community of schools embraced summative assessment collaboration. In developing the process we were able to utilise a larger cohort of students to develop consistent teacher judgement in mathematics as a collaborative exercise.</p> <p>The engagement of small schools during staff development days provided space for sharing of ideas and the development of teaching and learning programs</p> <p>Nundle P.S. engaged with 'Building Numeracy</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Staff demonstrate growth in achievement against teaching standards according to AITSL360 tool, moving towards aspects of highly accomplished and lead level teaching for all staff.		Leadership" (BNL) which significantly changed our schools focus on mathematics lessons. Programming and planning structure for mathematics has been developed, linking to opportunities for hands on practical maths lessons.> this is a significant shift culturally for our

Next Steps

Throughout 2019, staff are going to continue to work towards the delivery of high quality teaching and learning opportunities for students, through the implementation of a number of strategies. These include:

- A commitment to working with the Big Ideas in Mathematics through professional learning as part of Early Action for Success.
- Continued completion of training in "Embedding Formative Assessment" with a view to having students and staff developing a greater understanding of student capabilities through the use of meaningful assessment strategies.
- Developing effective and efficient means for differentiation for students of all abilities by working closely with the LAST to develop effective plans to ensure students are being catered for at their level of need, and supported in differentiation for all students.

Strategic Direction 3

Authentic Community Partnerships

Purpose

Nundle Public School will recognise the importance of strong partnerships between home and school in valuing education and learning. Collaboratively, we will develop authentic partnerships between parents and the school by establishing cooperative partnerships to further cater for the individual needs of students. Systems and practices will embrace open and collaborative learning opportunities on a regular basis throughout the school.

Overall summary of progress

2018 was an incredible year in terms of community partnerships. We saw the introduction of a number of significant events which lead to various opportunities for students to develop into community minded citizens. Student participation in Yankee Jack the musical, while their involvement in the Great Nundle Dog Race, Go For Gold Festival, Rainmakers Dinner and the Variety Bash were opportunities for students to develop community mindedness. While 3 way conferences did not occur, parents and staff started working together for the benefit of the students across a variety of areas. Learning celebrations occurred at the end of each semester, with students showcasing their talents to the community. The variety of opportunities for students to learn and grow in sporting pursuits, academic and creative pursuits has seen fantastic support from our community.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Survey data shows the opportunities for parents to celebrate learning with their children are increased. An increase in parents participation in learning and school activities is prevalent through monitoring of parental attendance at school functions/celebrations. Parents indicate involvement in these programs is valued and they value their role in the educational progress of their child.		he school is developing strategies to enhance its communication strategies with the parents community. Significantly, we have hosted a parent meeting to improve consultation for our student welfare and behaviour policy, This has directly resulted in the school being more responsive to community concerns and feedback.
Discussions with students have language of community mindedness prevalent.		Teachers facilitated the implementation of opportunities for students to become community minded citizens through the development of care and community citizenship strategies.. These included Clean Up Australia Day, Australia Day, Harmony Day, ANZAC Day, Remembrance Day and the 'Rainmakers Dinner'. Opportunities for the community to influence and participate in programs that supported the school in the development of community relationships. These included, but weren't limited to the School Musical, night of the Notables, various sporting events and end of term assemblies and 'The Great Nundle Dog Race'.
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Next Steps

Throughout 2019, we will work towards enhancing parents and student partnerships by incorporating the following:

- 3 way interviews featuring students, parents and teachers.
- Continued opportunities for students to develop strong links to their community with community members participating readily in school activities.
- Opportunities for students to participate in community based activities such as sport, creative arts and performance.
- Identify strategies to support students who experience mental health challenges and support this through strategic programs targeted to their need.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	0.200 – for Staffing \$20823	Students were identified and supported using targeted support through a variety of learning and support interventions, based on individual student goals. Interventions varied between withdrawal and in class differentiation. Both classroom teachers and School Learning and Support Officers provided additional support. Students targeted through these interventions were more successful academically, with students identified as having low growth from Years 3–5 receiving additional support.
Quality Teaching, Successful Students (QTSS)	\$9 683 for Staffing	A classroom teacher was employed for 1 day per week during the 2nd semester to enable QTSS funds to be used to support the improvement of classroom teaching. With this position, classroom observations occurred on a regular basis during Semester 2 of 2018. The nature of these observations varied depending on teacher focus areas for the observations. It was a highly beneficial activity with staff developing a greater awareness of colleagues strengths and areas for development. All classrooms are using Learning Intentions and Success Criteria in addition to Assessment for Learning strategies that were identified as part of the course "Embedding Formative Assessment".

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	43	38	29	33
Girls	30	24	22	24

The school has had a slight increase in numbers during 2018. This has been due to:

- 2 families moving into the area.
- A direct response to the school developing strategies to improve 'community' through better community understanding of welfare and discipline policies.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	91.6	95.5	85.4
1	84.3	93.6	91.5	91.2
2	93.1	91.1	95.7	91.2
3	86.6	95.5	92.8	94.5
4	92.2	92.7	89	92.3
5	92.7	93.3	90.7	86.9
6	93.6	92.4	92.6	95
All Years	90.7	92.9	92.4	91.5
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

Students are encouraged to attend school on a regular basis. In accordance with Department Policy, our office staff contact parents and carers on the second day of absence. We have had success, in addressing minor attendance issues in a timely fashion with parents and

carers to ensure students who register as attendance concerns are at school regularly. Absence percentages are somewhat impacted by single students in both Kindergarten and Year 5 who both had extenuating circumstances. This significantly impacted on the school's overall attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Nundle Public School does not currently employ any staff who identify as Aboriginal.

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

Nundle Public School believes that all staff should have the opportunity to participate in high quality professional learning to improve teaching and learning practices. Professional development has related directly to the school's strategic directions. All teaching staff developed Professional Development Plan with individualised professional learning goals, that focused on improving individual practice and subsequently, student learning outcomes. Some of these opportunities included:

- Early Action for Success
- Completion of L3K and L3S1 training
- Embedding Formative Assessment
- Hawker Brownlow Conference
- LMBR Training for Principal and SAM
- Small Schools Network Sharing days
- Mandatory Professional Learning and Updates in First Aid, CPR etc.

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	98,869
Revenue	949,730
Appropriation	900,257
Sale of Goods and Services	524
Grants and Contributions	48,612
Gain and Loss	0
Other Revenue	0
Investment Income	337
Expenses	-928,232
Recurrent Expenses	-928,232
Employee Related	-770,777
Operating Expenses	-157,456
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	21,498
Balance Carried Forward	120,367

Nundle Public School staff meet regularly to discuss and monitor financial management processes. The School Administration Manager works closely with the Principal to ensure processes and governance meet financial policy requirements. In addition, our P&C meets regularly (usually on a monthly basis) to ensure the school budgets is prepared in a consultative manner. Projects for 2018 included the employment of additional staffing to further progress learning and support processes, key purchases for classroom resources including mobile interactive boards, robotics and technology to work towards facilities that facilitate the use of 21st century learning opportunities.

Additional funds were held in order to update classroom furniture, to enable flexible furniture options for three classrooms.

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	638,343
Base Per Capita	9,862
Base Location	27,301
Other Base	601,181
Equity Total	86,268
Equity Aboriginal	16,699
Equity Socio economic	39,335
Equity Language	0
Equity Disability	30,233
Targeted Total	72,331
Other Total	73,404
Grand Total	870,346

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.

With a small cohort of students in both years 3 and 5, we tend to focus on individual growth rather than trends to define our success. Students in Years 3 & 5 performed well in Literacy based tasks. There was significant improvement for students in Years 3–5 spelling, punctuation and grammar and writing. Our Value Added data has remained steady over the past 4 years. Our Year 3 reading is above state average. The

percentage of students at or above expected growth in Grammar and Punctuation and writing was above state average. Students in Year 3

All students in Years 5 experienced growth in Numeracy. Year 5 students were above Average score when compared to similar SSSG, but below state average. An anomaly between literacy and numeracy scores have been identified and subsequently, is a target for 2019.

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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.>

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Aboriginal students performed above the state average in reading, grammar and punctuation and writing, however, below in numeracy. No Aboriginal students sat NAPLAN in Year 3. We are unable to comment on students in the Top 2 Bands at this time.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are collected to and responded to as appropriate. Furthermore, parent meetings are opportunities to seek feedback on school satisfaction. On the whole, the students, parents and caregivers are happy with the wide variety of extra-curricular opportunities presented to their children. Following student, parent and staff meetings – a school discipline policy was developed and presented to approximately 20 parents. The policy was articulated and explained to further support the needs of all students. Feedback in relation to the efficacy of this policy has been positive. Communication between parents and school was also an area identified as one for improvement. The development of a SchoolStream App has ensured all notes and communications between home and school are readily accessible. Learning support processes continue to need refinement as identified by staff as an issue in ensuring SLSO time is best utilised in a way that supports student learning. This will continue to be a focus for 2019.

Policy requirements

Aboriginal education

Nundle Public School has almost 23% of students identifying as Aboriginal. There is strong emphasis on academic achievement and most aboriginal students

are achieving a level at or above non-aboriginal students. All students are supported through the development of Personalised Learning Plans. The whole school PLP process involves students developing an awareness of career paths. Cultural understanding is incorporated across all key learning areas to ensure the whole school is developing an awareness of the traditional custodians of the land. The implementation of the Aboriginal Education Policy and the acknowledgement of country for all school assemblies and on special occasions is valued. The school looks forward to sharing popular and meaningful events such as NAIDOC week in 2019, while also engaging the services of Aboriginal music teachers to ensure students have further opportunities to learn about culture.

Multicultural and anti-racism education

Multi-cultural perspectives are integral to our school context in developing an inclusive work-place free of racism. Program design and implementation contains multicultural perspectives as a general capability within the wider curriculum. The school participates in Harmony Day to highlight the acceptance and appreciation of many cultures. The school has an Anti-Racism Officer who supports staff to use appropriate protocols and policies.