

# Normanhurst West Public School

## Annual Report



2018



4275

## Introduction

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

Paul McSweeney

Principal

## School contact details

Normanhurst West Public School  
Dartford Rd  
Thornleigh, 2120  
[www.normanhurw-p.schools.nsw.edu.au](http://www.normanhurw-p.schools.nsw.edu.au)  
[normanhurw-p.school@det.nsw.edu.au](mailto:normanhurw-p.school@det.nsw.edu.au)  
9484 4252

## Message from the Principal

Children, parents and staff at Normanhurst West Public School together form a wonderful school community that works together for the benefits of students' education.

In the short time that I have been here, I have noticed that Normanhurst West Public School is very lucky indeed to have such a supportive Parents and Citizens Association. In every facet of school life in 2018 there were parents ready and willing to assist whenever needed. I saw this first hand at the Annual Family Fun Day. I thank everyone who supported the school in 2018.

Schools are for and about children, and the Normanhurst West children have had an excellent year. Opportunities have been had with many Creative Arts and Sports programs, excursions and other special events held at the school including Grandparents' Day and the Performing Arts Concert.

National testing in Literacy and Numeracy was held for students in Year three and Year five with Normanhurst West achieving results of a very high standard. Kindergarten children participated in the Best Start program to find significant starting points for their learning. Across all grades many of our academic targets were achieved.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

**Paul McSweeney**

**Principal**

## School background

### School vision statement

Our vision is that children leave school with the ideals of trust, honesty, responsibility, respect for oneself and others and to always “Aim High”. Normanhurst West provides a positive, caring environment which encourages students to achieve their personal best and develop a love of learning. We provide quality programs in a wide range of academic, cultural and sporting activities. Our professional and highly motivated staff aims to equip students for the demands and opportunities of the 21st Century by offering a differentiated, effective and rigorous curriculum for all. We want students to contribute actively to the life of the school and the wider community, ultimately preparing them for life as worthwhile citizens of the community. We value the partnership that exists between school, parents and the community and the part it plays in realising this vision.

### School context

Normanhurst West Public School offers a broad, well-balanced quality learning environment that caters for all students. The school is committed to high educational standards and offering opportunities for students to participate in a wide range of cultural and sporting experiences. The dedicated staff strives to deliver high quality teaching in a nurturing environment. The school is supported by an educated and engaged parent community.

Community participation is significantly high compared with many other schools. P&C activity includes the executive and its sub committees: band, canteen, craft, languages–LOTE, Family Fun Day, fundraising, grounds, website, vegetable garden, OOSH and uniform pool. Parents also assist with book club, student banking, reading and craft lessons. Staff cater for a multitude of extra curricula activity including SRC, public speaking, debating, dance groups, sporting teams, choirs, chess club, SPECTRA–science, peer reading tuition, etc.

## 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 each of the domains of Learning, Teaching and Leading, the school's self-assessment was consistent with the evidence presented and was validated by the panel using the School Excellence Framework.

### Elements 2018 Assessment

**Learning:** Learning Culture – Sustaining and Growing, Wellbeing – Sustaining and Growing, Curriculum – Sustaining and Growing, Assessment – Excelling, Reporting – Excelling, Student performance measures – Excelling.

**Teaching:** Effective classroom practice – Sustaining and Growing, Data skills and use – Sustaining and Growing, Professional Standards – Sustaining and Growing, Learning and development – Sustaining and Growing.

**Leading:** Educational leadership – Sustaining and Growing, School planning, implementation and reporting – Sustaining and Growing, School resources – Excelling, Management practices and processes – Sustaining and Growing.

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

### Quality Learning Environment

#### Purpose

To provide an engaging and differentiated curriculum that enables students to become active and future focused learners.

#### Overall summary of progress

Progress has been made on all 2018 milestones. Extensive professional development sessions have focused upon design thinking. High quality differentiated teaching and learning programs that incorporate project based initiatives have been developed and established across the whole school ensuring consistency of delivery and pedagogical approach. These new initiatives have been trialed and evaluated. Student leadership opportunities have been promoted with many students representing the school at events both within and beyond the school setting. Learning technologies have been expanded with the further purchase of laptops and robotic devices. Interactive panels are now available in every classroom.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Analysis of NAPLaN data shows increased growth of 6% (approx. 5 students) from Year 3 to Year 5 in all aspects and shows increased percentage 8% (approx. 12) of students achieving in the top 2 bands in all aspects of NAPLaN.		Transition to NAPLaN online has made analysis of data difficult. The variables between pen and paper assessments against the online format must be considered. In 2018 results indicate an increase in expected growth for all students in Reading. An increase in the percentage of students achieving in the top two bands occurred in Year 3 Spelling and Year 3 Reading.
All teaching and learning programs and assessment tasks reflect future focused learning.	\$2020 Minds Wide Open Professional Learning _ Design Thinking.  \$19, 500 Prowise Interactive Panels installed.	Flexible seating arrangements trialed across five classrooms.  Design thinking units of work developed and implemented across the school.  Expansion of technology available for student use.  Interactive panels available in all learning spaces.
100% of staff are providing a differentiated teaching and learning program, that uses a variety of technology as indicated through review of teaching programs, Performance Development Plan reflections and supported by staff surveys.		Teaching programs reviewed by executive members of staff every term.  Whole school proforma developed to provide teaching staff with quality feedback surrounding program development.
The majority of students to achieve cluster level benchmarks in literacy and numeracy using the new Learning Progressions / Planning Literacy and Numeracy2. Individual learning plans are in place for all who do not achieve cluster level benchmarks.	\$9115 Sentral Education subscription.	Individual learning plans are in place for all funded students with annual reviews in partnership with parents.  School students assessment data digitalised via Sentral software allowing for early identification of at risk students.
Evidence of increased student engagement and satisfaction as indicated by Tell Them From Me		Tell Them From Me survey completed in order to establish base line data. In 2018, 87% of the students survey indicated a positive response to

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and student voice initiatives.		Advocacy at School with 98% reporting a positive reaction to Expectations for Success.

## Next Steps

Move to the online platform for NAPLaN assessments.

Expansion of learning technologies infrastructure to improve student access to available devices.

Design thinking units developed to enhance student engagement and twenty first century fluencies.

Personalised learning plans ensure consistent tracking of student achievement.

School wide system to be developed that allows for a consistent collection of school wide student performance data sets.

Consistent teacher judgement protocols to be developed in order to promote high expectations and improve the quality of student feedback.

## Strategic Direction 2

### Creating Innovative Teachers as Educational Leaders

#### Purpose

To develop leadership capacity, collaboration and quality professional learning, through a culture of innovation and evidenced based pedagogy.

#### Overall summary of progress

All staff have individual Performance and Development Plans that are reviewed by the appropriate member of the school executive. These plans are directly linked to a range of school and personal priorities. The establishment of Working Parties in the areas of Literacy, Numeracy, Technology and PDHPE have distributed leadership opportunities among the staff. Working parties have established future directions and have plans to provide a range of parent forums/workshops. Teacher led professional development sessions allow for the continued sharing of expertise and knowledge whilst enhancing the leadership capacity of our teaching staff.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All Performance and Development Plans reflect a range of goals and professional learning options, strongly linked to the School Plan.	\$30, 521 Teacher Professional Learning.	All staff Performance and Development Plans contained an individually developed goal that was directly related to the school plan. Staff reflections demonstrate a wide variety of relevant professional learning.
All teachers' Performance and Development Plans demonstrate teacher reflection of our own practice against Australian Professional Standards for Teachers.		Teacher reflections demonstrate a growing knowledge and understanding of the Australian Professional Standards. Teacher accreditation will assist this further.
A cross section of staff (at least 50%) lead in-school professional learning as well as parent information sessions, directly linked to the School Plan 2018–2020.		Parent information sessions surrounding Numeracy were well received by the parent community. Staff were engaged in Working Parties led by non-executive members of staff. Professional learning sessions were presented by a wide cross section of teachers; sharing expertise and knowledge across the entire teaching staff.
15% of staff aspire to become school executive leaders through school and Department of Education leadership pathways.		Leadership pathways developed through the creation of teacher lead Working Parties.
10% of staff displaying commitment towards Highly Accomplished level.		A member of staff has displayed a commitment towards achieving Highly Accomplished accreditation.
Increased roll over of various technology devices to enable innovative teaching and learning.	\$12 000 spent on laptop devices and secure storage.	Laptop devices purchased for the Library and Year 5.  Robotics program expanded across Years 3 to 6 with the purchase of Dash and Dots as well as additional Lego EV3 robots.

#### Next Steps

Continuation of Working Parties with a review of current leadership structure.

Review of current school staff orientation as per the Department of Education Induction processes.

All teaching staff to maintain NESA Accreditation at proficient level as well as the continued promotion of higher levels of accreditation.

Promotion of high quality professional learning opportunities that enhance collegial engagement and ensure evidence based teaching practice.

## Strategic Direction 3

### Whole School Wellbeing for Student Growth

#### Purpose

In partnership with the community, provide experiences that promote mindfulness, resilience and leadership for all students.

#### Overall summary of progress

In 2018, a number of surveys were conducted in order to ascertain levels of student engagement and to outline opportunities for student voice. Growth mindset was explored through staff professional learning and a number of initiatives were trialed in select classrooms. Opportunities were developed for students to engage with authentic audiences beyond the classroom. The Stage 3 Antarctic, Stage 2 Greenhouse and SPECTRA Showcases were examples in which students demonstrated mindfulness, resilience and leadership. Community engagement measures have been developed with the school executive staff completing professional development in enhancing communication and community engagement. The redesign and launch of a new school website and app were positive steps to improving communication methods. The purchase of Sentral software has enabled ongoing data collection of student progress and an updated process surrounding referrals to the learning support team.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Surveys to students, staff and parents (Tell Them From Me, Wellbeing Framework and school based) indicate continued growth in social/emotional outcomes.		2018 TELL Them From Me data indicates a 77% positive response to "Sense of Belonging."
Written student self-evaluations demonstrate a growth mindset and honest reflection upon the learning process.		Growth mindset professional learning presented to all teaching staff.  Student self evaluations utilised within teaching and learning opportunities.
Meeting minutes and other records indicating increased community participation at school forums such as P&C, meetings, wellbeing workshops and curriculum related information sessions.		Strong participation at the numeracy workshop with thirty sets of parents in attendance.
The positive behaviour policy is reviewed and a new wellbeing policy is developed.	\$9115 Sentral Education subscription	Positive behaviour policy review was completed in Term 3. Changes related to reporting of incidents with the use of Sentral software. Data is now available to identify and monitor any trends in reportable behaviour incidents.
Data indicates greater community utilisation of the school App and website.	\$500 (P&C funded) School App subscription	Analytics indicate that the school app was deployed on 590 devices. The app will be discontinued in 2018 and plans in place for a replacement app in 2019. The school website will be replaced in 2019 with analytics to follow.

#### Next Steps

Review of current school app and its use within the community. Replacement app in 2019.



Data analysis of the analytics surrounding app usage and newsletter downloads.

Redesign of current website and movement to the Department of Education provider.

Redesign of current school newsletter to improve readability on mobile devices and translatable content for community members with non-English speaking backgrounds.

Promotion of community involvement through special events and celebrations.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1445	With small student numbers, funding was used to support students in the classroom with resources.
<b>Low level adjustment for disability</b>	\$94766	Students with learning difficulties were supported by an SLSo, personalised learning plans and differentiated tasks within the classroom and in withdrawal groups. This includes Learning and Support teacher.
<b>Quality Teaching, Successful Students (QTSS)</b>	QTSS staffing allocation	Extra release time for executive staff to mentor teachers and work with them in the classroom. Also to help with extra administrative tasks.
<b>Socio-economic background</b>	\$6474	Funding was used to ensure that no student was disadvantaged through an inability of parents to pay. Funds, including school general funds, were used for excursions, textbooks, performances and other needs.
<b>Support for beginning teachers</b>	\$11500	Permanent beginning teachers were working to achieve accreditation at proficient level. Funds also used for mentoring several beginning temporary and casual performance and development plans and attendance at Beginning Teacher professional learning courses.

## Student information

### Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	248	269	278	277
Girls	231	236	245	237

In 2018, enrolments began at 514 and grew marginally during the year. Enrolments have been steady for the past three years.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.8	95.7	97.2	97
1	96.4	95.2	95.9	96.3
2	96.5	95.6	95.2	96.5
3	95.9	96.3	94.4	96.3
4	95.1	95.9	95.4	96.2
5	96.8	95.7	94.6	95.7
6	95	96	93.6	93.9
All Years	96.1	95.7	95.2	96
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

- Regular attendance at school is essential to assist students to maximise their potential. In 2018, school attendance at Normanhurst West was well above the state average across all years. Schools, in partnership with parents, are responsible for promoting the regular attendance of students. Parents are required to explain the absences of their children from school promptly. An explanation for absence must be provided to the school within 7 days of the first day of any period of absence. Our school, with the support of the home school liaison officer, monitors the regular attendance of students and develop and implement strategies to support students with identified attendance issues.

### Class sizes

Class	Total
KC	18
KT	19
KG	18
KF	19
1_2G	21
1S	21
1P	21
1JB	21
2JN	24
2V	24
2M	24
3S	28
3MC	28
3H	29
4M	25
4G	26
4B	26
5_6D	25
5VS	24
5P	24
6S	27
6M	24

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.66
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.46

\*Full Time Equivalent

Currently there is no staff member of indigenous heritage at Normanhurst West Public School.

### 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

In 2018 Normanhurst West Public School continued to develop and enrich its staff in their professional learning. All teachers were involved in professional development activities during 2018. This was shown in different forms, including staff development days, subject specific professional learning, meetings and conferences. When individual staff members attend professional development courses, they then share their acquired knowledge with the staff, which aids in developing a culture of professional learning and teacher leadership.

All staff completed all mandatory professional learning courses, such as CPR, Anaphylaxis, Child Protection and Emergency Care. A major focus for all staff for 2018 was in Design Thinking. All staff were also part of a Working Party where they did professional learning for a specific Key Learning Area which related to one of the school's Strategic Directions.

## 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>	317,686
<b>Revenue</b>	4,556,627
Appropriation	4,236,639
Sale of Goods and Services	40,897
Grants and Contributions	272,849
Gain and Loss	0
Other Revenue	0
Investment Income	6,242
<b>Expenses</b>	-4,549,387
Recurrent Expenses	-4,549,387
Employee Related	-3,995,625
Operating Expenses	-553,762
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	7,240
<b>Balance Carried Forward</b>	324,926

The school's finance management team meets regularly to monitor and manage the school budget in line with the school's strategic directions and fiscal responsibilities. Increasing technology in all classes is one area where the school is intending to use surplus funds from 2018.

## Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,537,469
Base Per Capita	101,132
Base Location	0
Other Base	3,436,336
<b>Equity Total</b>	125,205
Equity Aboriginal	1,445
Equity Socio economic	6,474
Equity Language	22,521
Equity Disability	94,766
<b>Targeted Total</b>	236,095
<b>Other Total</b>	203,529
<b>Grand Total</b>	4,102,298

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The school is again very pleased with the outcome of these sample tests. The teaching staff throughout the school analysed the attempt by the students to reveal strengths and weaknesses that may assist with school planning. Teachers compare the NAPLAN test to ongoing 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.

Year 3 Literacy percentages in top two bands (5&6)

Grammar & Punctuation: School 65.4% to State 44.1%.

Reading: School 78.6% to State 48.6%.

Spelling: School 71.4% to State 48.1%

Writing: School 48.9% to State 43.3%

Year 5 Literacy percentages in top two bands (7&8)

Grammar & Punctuation: School 52.5% to State 32.9%

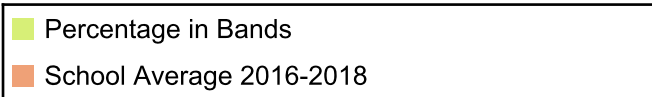
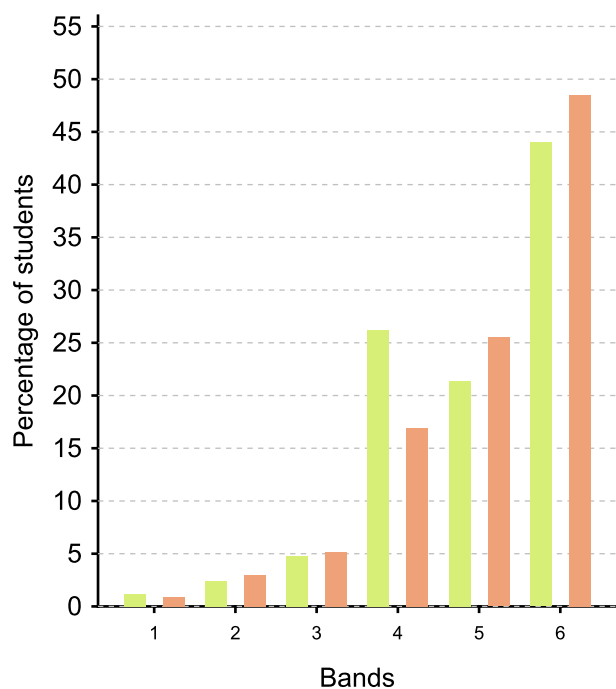
Reading: School 47.5% to State 34.8%

Spelling: 44.1% to State 34.8%

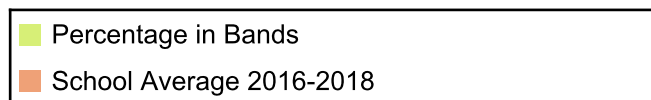
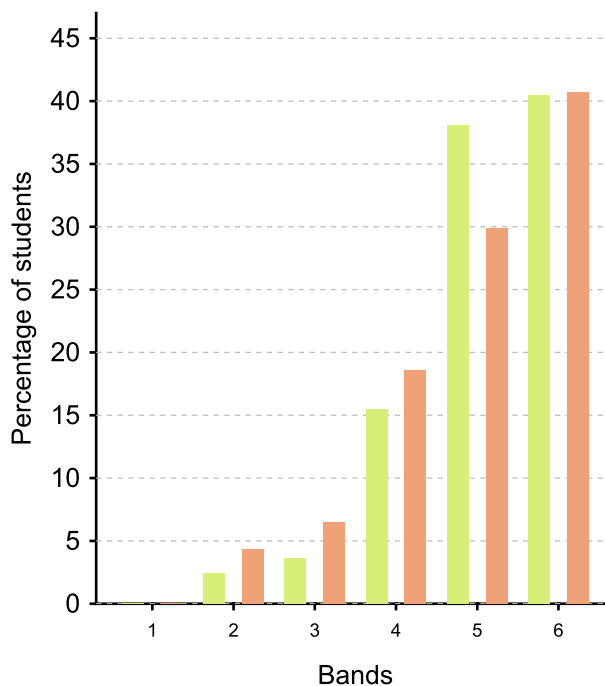
Writing: 20.4% to State 14.5%



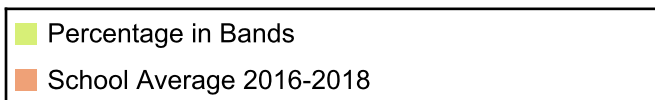
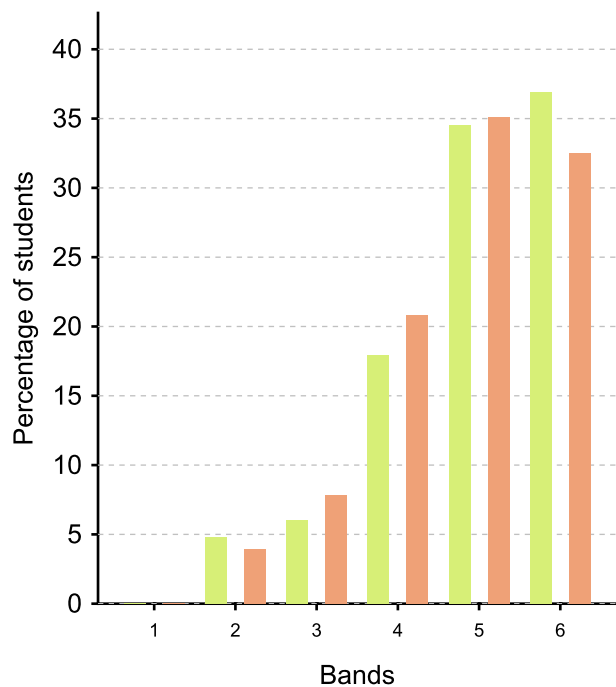
**Percentage in bands:**  
Year 3 Grammar & Punctuation



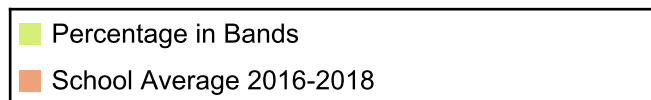
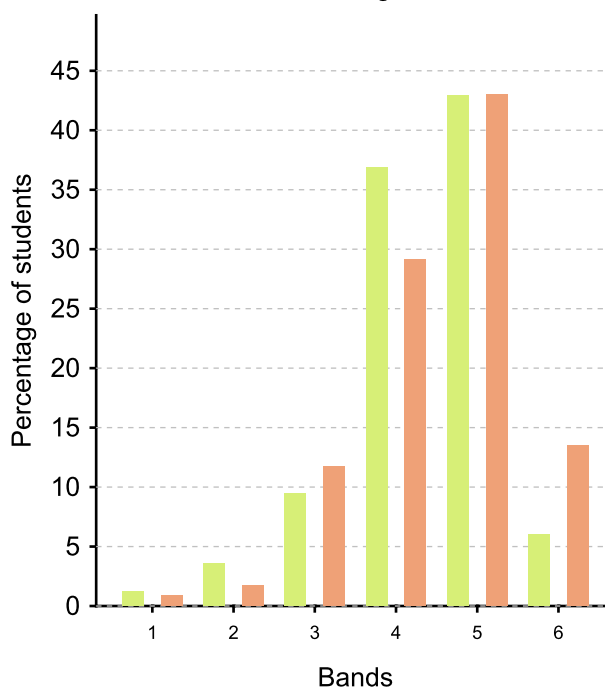
**Percentage in bands:**  
Year 3 Reading



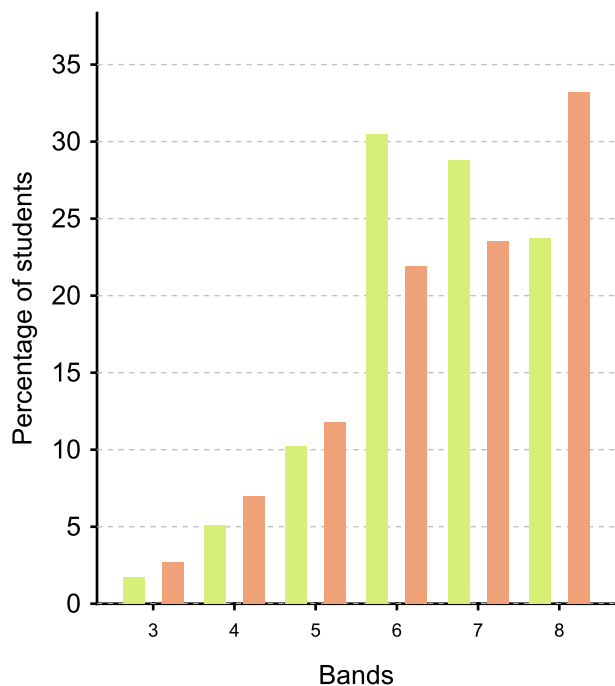
**Percentage in bands:**  
Year 3 Spelling



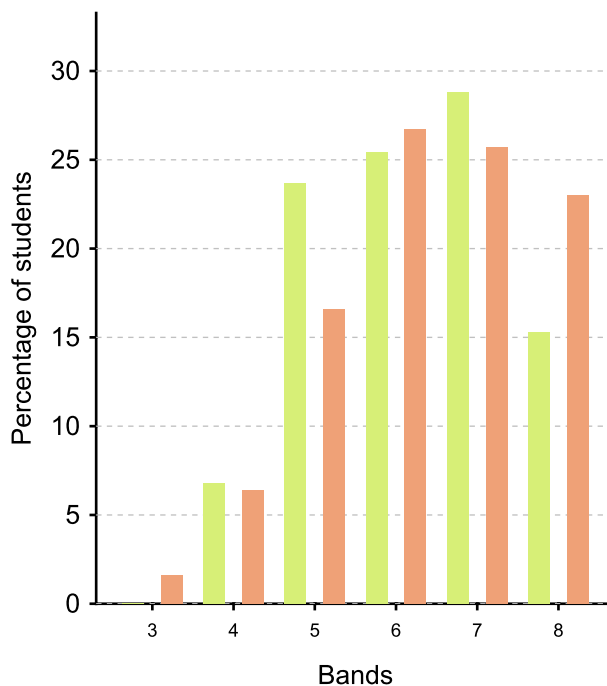
**Percentage in bands:**  
Year 3 Writing



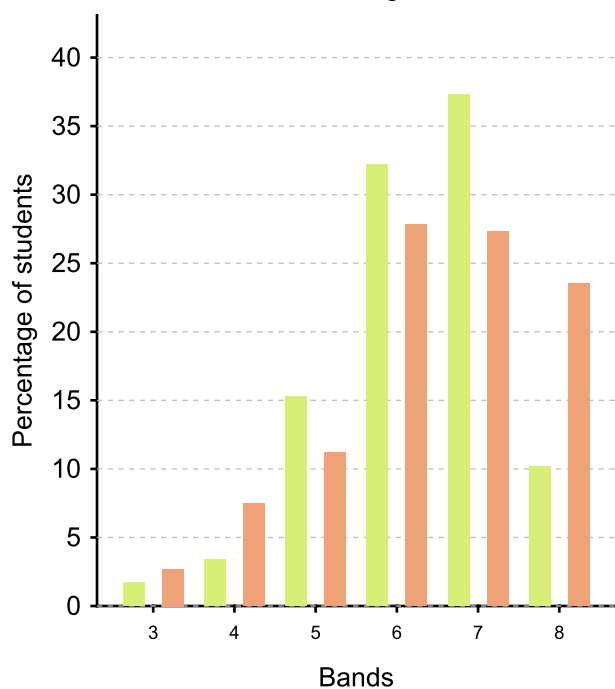
**Percentage in bands:**  
Year 5 Grammar & Punctuation



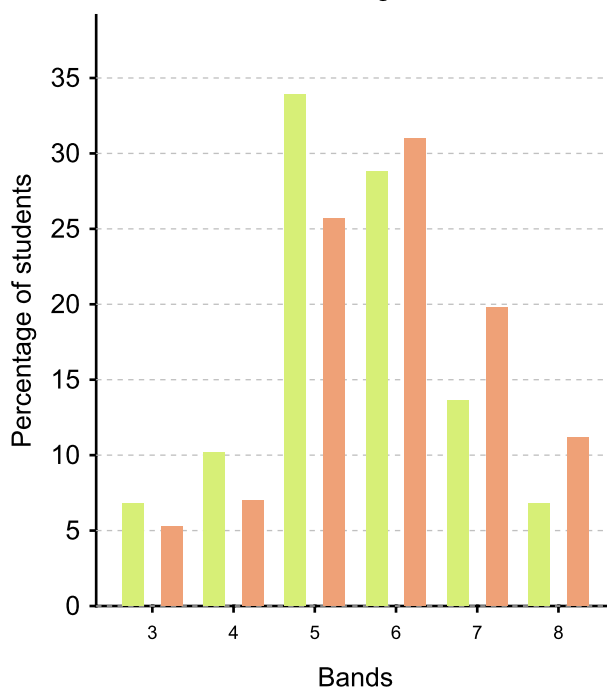
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 5 Writing

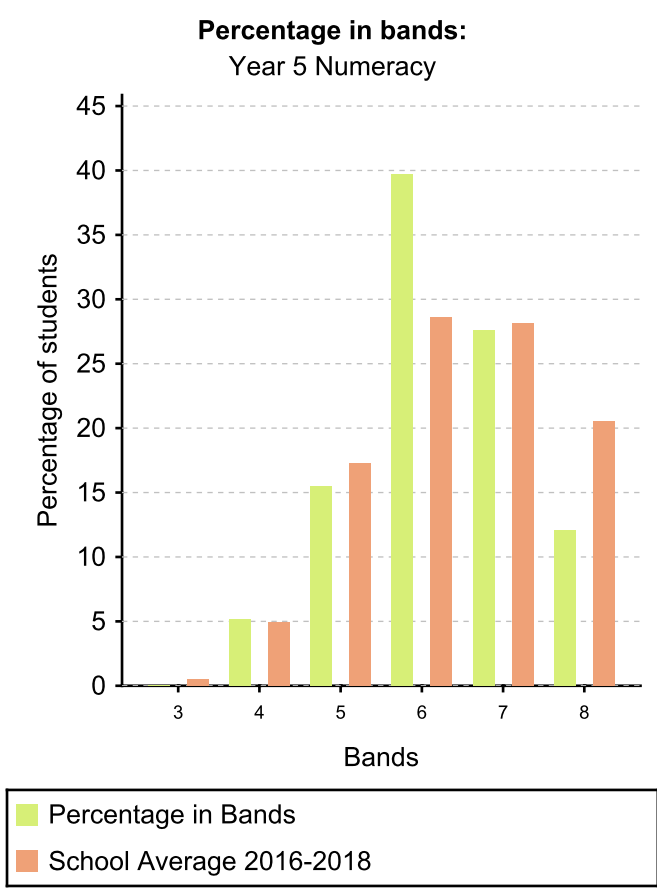
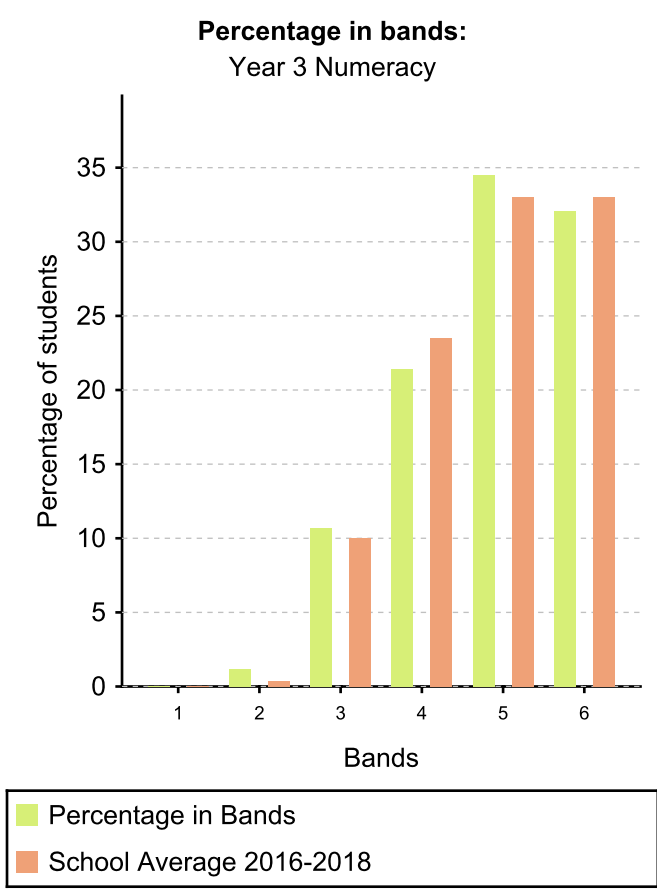


Year 3 Numeracy percentages in top two bands (5&6)

Numeracy: School 66.6% to State 39.6%

Year 5 Numeracy percentages in top two bands (7&8)

Numeracy: School 39.7% to State 29.3%



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, in accordance with the Premier's priorities: Improving education results and State Priorities: Better services – Improving Aboriginal outcomes for students in the top two NAPLAN bands. There were no Aboriginal students in 2018 in Years 3 and 5 so no data was obtained.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school.

In 2018 the school sought the opinions of parents/carers about various aspects of school operation and communication.

Responses show that Normanhurst West is an effective school. Student learning and happiness are the core business of the school. Responses show that the school enjoys a very positive relationship with the parent community as well as the wider community. Parents would like to see the school communicate more through the school app such as putting the school newsletter on there. Parents believe the school offers a caring and nurturing learning environment which meets the individual needs of students.

Students agree that they have access to excellent resources and an interesting learning environment. They are motivated and keen to do their best. Teachers feel they have the support of the parents and students in the development and delivery of learning programs. The support of the parents, students and teachers in our community continues to be excellent.

# Policy requirements

## Aboriginal education

### **Recognition of Aboriginal and Torres Strait Islander People.**

Students at NWPS are given an opportunity to engage with and learn about Aboriginal and Torres Strait Islander People's culture and heritage. At all major school assemblies or events an "Acknowledgement of Country" is also included. Within the new History key learning area, all students are developing a deeper understanding of Aboriginal culture and Aboriginal heritage including Australian Aboriginal history. Each year at Normanhurst West we celebrate NAIDOC week. This is a time to praise Aboriginal and Torres Strait Islander history, culture and achievements and is an opportunity to recognise the contributions that Indigenous Australians make to Australian society. Once again, NWPS students and our parent helpers demonstrated their support for the needs of remote indigenous communities and raised funds to provide them with literacy materials

### **Childrens' Voices for Reconciliation.**

In June, twelve Stage 2 students were selected to represent Normanhurst West Public School at the Children's Voices for Reconciliation Concert in Hornsby, as part of National Reconciliation Week for 2018. The concert brought together students from local schools and Aboriginal people of the Darug and Guringai nations to share their knowledge of Hornsby Shire's rich Aboriginal culture and history. The event was made up of stories, songs, dance, plays and artworks. In preparation for the event, Normanhurst West students prepared speech poetry, which was presented in front of Aboriginal Elders and the community. These poems expressed the students' understanding of Reconciliation between Aboriginal and Non-Aboriginal Australians and their hopes for a united future.

## Multicultural and anti-racism education

At Normanhurst West Public School we believe education is the key to effective anti-racism strategies. We celebrate our multicultural population with many events including Harmony Day and implementation of learning programs with consideration of multicultural Australia. Age appropriate discussions on world events are held if deemed necessary by the class teachers. We have trained Anti-Racism Contact Officers who can intervene and assist students who have complaints.