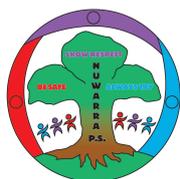


Nuwarra Public School Annual Report



2018



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Introduction

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

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

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School background

School vision statement

Nuwarra Public School provides a differentiated and innovative environment where the school and community work in partnership to achieve quality learning experiences within a culture of high expectations and inclusivity.

This will be achieved through targeted, quality professional learning to build teacher capacity, promote successful community engagement opportunities and enhance authentic collegial partnerships.

School context

Nuwarra is a level 3 public school in Moorebank with over 400 students. Included in this number are 15 mainstream and 7 Hearing Support Classes.

The core values of Nuwarra Public School are an acceptance of difference and a movement from tolerance to understanding. This is accomplished within a safe, nurturing environment emphasising the importance of respect, cooperation and the recognition of every student's right to equitable access of the curriculum. We provide opportunities for all students to reach their full potential academically, socially, physically and emotionally. Nuwarra offers the L3 (Language, Learning and Literacy) and Best Start programs for Kindergarten students and Reading Recovery to support identified Year 1 students.

Nuwarra is an active member of the Moorebank Community of Schools. Our school has a diverse population comprised of students from many cultural and socio-economic backgrounds.

Our school supports PBL (Positive Behaviour for Learning) taking a pro-active approach to behaviour by explicitly teaching behavioural expectations in all school settings

Nuwarra Public School offers a balanced approach to school life. We value participation while striving for excellence. As life-long learners, staff and students actively embrace the integration of technology across the curriculum.

Nuwarra Public School – Excellence. Innovation. Opportunity.

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.

Based on the schools self assessment it can be seen that in the element of Learning Nuwarra Public School is consistently Sustaining and Growing. It is clear from the evidence that demonstrating high expectations there is a demonstrated commitment within the school community that all students make learning progress. and that partnerships with parents and students support clear improvement aims and planning for learning. The theme of transitions and the continuity of learning the school clearly illustrated that we collect and analyse data to inform and support student transitions and seek to collaborate with parents of students whose continuity of learning is at risk. Finally, in the area of attendance, staff are regularly and accurately monitoring attendance and take prompt action to address issues with individual students and the school community celebrates regular or improved attendance. Student Wellbeing is addressed by well-developed and evidence-based approaches, programs and assessment processes which identify, regularly monitor and review individual student learning needs and expectations of behaviour are co-developed with staff students and the community to ensure effective conditions for learning. teaching and learning programs describe expected student progression in knowledge, understanding and skill and assessments are developed to measure them. Similarly, teachers differentiate curriculum to meet the needs of students at different levels of achievement.

Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students and assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. In the area of reporting, the school

analyses internal and external assessment data to monitor and report on student and school performance. Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.

In the area of Teaching our self assessment indicates our school is also Sustaining and Growing across all elements. Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students. Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning. A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.

Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. and the leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives. Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, ICAS, PAT, HSC) with internal measures to build consistent and comparable judgement of student learning., this provides clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report.

Nuwarra addresses the Professional Standards of Teachers by ensuring teachers' Professional Development Plans (PDP's) are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes. The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation and all teachers use professional standards and Professional Development Plans (PDP's) to identify and monitor specific areas for development or continual improvement and all teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.

Finally in the Leading element it was determined that Nuwarra is Sustaining and Growing. This is demonstrated by Educational Leadership that ensures professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders. The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in the school. In the area of School Planning, Implementation and Reporting, Nuwarra demonstrated that the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored and the team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.

In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities. Similarly, the leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school with the leadership team taking a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Throughout the school , technology is effectively used to enhance learning and service delivery and the school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.

Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals. Through leading management practices and processes the leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school and the leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.

Technology is effectively used to enhance learning and service delivery and the school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community. Along with longer-term financial planning integrated with school planning Nuwarra facilitated an implementation processes to address school strategic priorities and meet identified improvement goals.

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

Students are resilient, engaged and successful learners.

Purpose

To build the capacity of all students so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best with a growth mindset.

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences

To develop each student's ability to engage, monitor and confidently articulate their personal learning and social goals.

Overall summary of progress

The school now has explicit systems and processes for collaborative practice and collective efficacy across stages and classes. All Stages now use bump it up walls showing visual tracking and feedback to students to assist monitoring and reflection on progress and engagement. All students participated in Stage appropriate lessons in resilience and wellbeing through the introduction of the U Can Do It program. The program was implemented K–6 with all staff given professional learning and resources distributed to all classes. Students engaged with the characters enthusiastically in Early Stage 1 and Stage 1, although the older grades found it difficult to identify with the key characters, despite the development of modified "bridging" lessons.

After assessing NAPLAN data it was determined that a focus on extension and enrichment activities for Stage 3 was a priority. The Maths Olympiad was offered to all year 4, 5 and 6 students to support the development of their understanding of problem solving techniques.

Resources to support the implementation of the History and Geography syllabus we purchased and implemented across all stages. Students engaged with the INQUISITIVE interactive lessons and subscriptions to History Online Interactive Resources we purchased. Interactive resources were integrated into the class teaching and used extensively to support the introduction of the new syllabus documents. the school Scope and Sequence was reviewed to ensure it aligned with the requirements of the new documents.

Students participated in Coding workshops to consolidate upon previous coding learning experiences. New students were introduced to coding skills, whilst students in upper grades were able to consolidate and expand upon their skills.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase the proportion of students achieving the top two NAPLAN bands in literacy.• Increase the proportion of students achieving the top two NAPLAN bands in numeracy.• Improved levels of student wellbeing and engagement.• Increased student participation in school-based enrichment activities.• Increased level of student engagement in History and Geography lessons and an improved understanding of learning outcomes.• Increased opportunity for students to participate in STEM lessons and activities.	<p>Resources have been purchased and implemented in the areas of Numeracy extension, History and Geography.</p> <p>Coding workshops have been provided to all Stage 2 and 3 students.</p> <p>Focus on providing enrichment activities in problem solving for Stage 2 and Stage 3 students through Maths Olympiad.</p>	<p>Implementation of the STEM academy partnership with Sydney university .</p> <p>Interactive resources to support the Scope and sequence in History and geography will continue to be implemented and expanded.</p> <p>Reintroduction of PBL framework, reassessment of current PBL policies to ensure they are relevant and update as necessary.</p> <p>Enrichment opportunities through Art workshops provided by The Street University.</p>

Next Steps

Further development of student access to quality STEM activities through the participation in the STEM academy partnership program.

Expanding coding activities to enable all Stage 2 and Stage 3 students to experience computer coding experiences and enable the consolidation of skills for all students.

After a review of the U Can Do It program it was decided that an alternative program be sourced to promote student wellbeing and positive values. U Can Do It had challenges in its implementation due to the nature of the program and its inflexibility surrounding the need for prior knowledge of the program.

Continue with the Maths Olympiad and encourage more students to become involved. Provide professional learning to staff and community surrounding techniques to support and promote enrichment in maths across all grades.

Revisit and reassess Positive Behaviour and Learning processes within the school. Update and promote to the wider school community.

Consolidate and expand upon the new History and Geography syllabus through continued engagement with interactive resources. ongoing professional learning will be provided to all staff to maximise the learning opportunities afforded through the use of on line resources.

Continue and expand access to Coding workshops for students in Stage 2 and Stage 3. Provide professional learning and information opportunities for all staff and the wider school community surrounding coding and its application to student learning.

Strategic Direction 2

Staff are innovative and collaborative professionals, committed to improving and evaluating student learning.

Purpose

To build the capacity of all staff and a professional learning culture, so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best.

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

To develop each staff member's ability to engage, monitor and confidently articulate their personal learning and social goals through a genuine PDP process..

To provide opportunities for staff to attain a deeper knowledge of current research regarding the support of students experiencing difficulties and student enrichment.

Overall summary of progress

During 2018 all staff were able to access high quality professional learning based on current research in Literacy and Numeracy pedagogy. The expertise of school based practitioners what utilised to build the capacity of staff in the areas of TEN (targeted Early Numeracy) , L2 and L3 focusing on Curriculum enrichment and Wellbeing through You Can Do It and The Alert program.

Rainbow cottage speech therapists presented professional learning on skills to develop oral language including demonstration lessons in Stage 1 classrooms. All staff are involved in professional learning onsite surrounding Using Literacy and Numeracy data with Confidence to ensure all staff are able to accurately collect and analyse data to support student.

Staff were introduced to the new Science Syllabus document through shared professional learning and collegial development of a new scope and sequence to better reflect the focus of the new document.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Improved comparison data in the Tell Them From Me student and staff surveys.Increased use of evidence informed pedagogy by all teachers.Increase in teachers seeking higher accreditation.	<p>Casual teachers were employed to cover classes to facilitate collaborative planning time to examine data and plot student progress against the Literacy Continuum in the area of Writing.</p> <p>TRIO professional learning opportunities were provided to all staff in assisting student to reach milestones and to gather the necessary data to ensure accurate reporting on student progress.</p>	<p>All teachers have received professional learning to better use data to make informed judgements about student progress.</p> <p>Teacher numbers seeking higher accreditation has remained stable this year.</p>

Next Steps

Staff are participating in Spirals of Inquiry to drive informed practice and improve overall pedagogy across the school. A number of staff are to be trained as facilitators and the process of Spirals of enquiry is to be implemented K–6. Spirals will drive a research based process driven approach to analysing student progress and assist in identifying areas of

need.

Significant professional learning opportunities are to be provided to assist in the implementation of the new Learning Progressions and ensure smooth transition from the Learning Continuums in Literacy and Numeracy to support the Progressions. Writing is to form the primary area of focus for the implementation of the Learning Progressions across the school including the Support unit.

Participation in the STEM Academy joint initiative with the University of Sydney will enable a number of staff across Stage 2 to embed innovative learning practices in STEM into current learning opportunities across Science, technology and Maths.

Cognitive load and growth mindset will be revisited and professional learning surrounding students being cognitively able to access and retain what is presented. This is in line with CESE recommendations that Cognitive Load Theory be addressed and strategies to support learning and memory strategies implemented across K–6.

Professional Learning opportunities are to be provided in Applied Behaviour Analysis (ABA) to assist teachers to better manage students within the school who have significant challenging behaviours which impact on their learning and the learning of those around them. Therapists will present afternoon workshops and therapists will be available to consult in class with students who have significant behavioural barriers to learning.

Establishment of the Quality Teaching roll to facilitate and track professional learning across the school. Linking PDP's with learning opportunities to ensure authentic goal setting and evaluation of professional learning practices across the school.

Use of beginning teacher funding to best support all teachers early in their careers to visit other settings, attend professional learning opportunities, team teach and work closely with a mentor teacher within the school. Each beginning teacher is allocated time to support their identified areas of growth and resources, both in terms of time or training are provided to maximise opportunities within the first years of each teachers career.

Strategic Direction 3

Community participation is valued and embedded through practices that promote connectedness.

Purpose

To create an environment that accepts and encourages the community to be active participants within the school. Deep connections will be formed to enrich and expand the lives of learners.

To inspire students to be effective leaders and realise that positive change is possible through the actions of individuals. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners both within and beyond the classroom.

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

Overall summary of progress

A Community Liaison Officer (CLO) was appointed as part of the pioneer project and school community engagement plan. This has led to increased participation in school/ community linked initiatives, and improved community understanding of the role of the CLO.

Parent workshops and information sessions to engage parents with student learning were organised by the CLO. Parents gained a greater understanding of early reading strategies and managing anxiety in children. Similarly inter agency information sessions were coordinated by the CO with presentations occurring after school hours as requested through parent surveys. As a result parents and community members gain valuable information and understanding about NDIS funding and how to support their students through challenging situations. A successful Harmony Day Celebration event was organised which recognised our schools' diverse cultural backgrounds. Students and families had the opportunity to engage in a morning tea and compete learning activities to recognise and value the backgrounds of all members of our school community.

Host Leadership program was implemented as professional learning for Executive and Aspiring Leaders who joined the reading and review of the Host Leadership philosophy text. This assisted to develop the leadership and communication capacity of school leaders and aspiring school leaders. The opportunities for ASpiring leaders to relieve in executive positions was also given throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">Increased community participation in CLO and staff led workshops.Increased levels of community participation in 'touching base' decision-making sessions each year.Increased student participation in school-based leadership programs.	<p>Additional funds were allocated to provide opportunities for the community to engage with the school in a number of open door activities such as Grandparents day and Harmony day. Increased numbers of parents attended each session.</p> <p>Funds were allocated to set up the Community Room and the associated programs to encourage the school to become a Community Hub</p>	<p>SRC involvement in a range of student lead initiatives to encourage student leadership and to give students a voice in the school. Mufti days and cake stalls provided opportunity for students to organise whole community events and raise money for charities.</p> <p>Establishment of the Community room and the engagement of the CLO led to an increased opportunity for engagement with the whole school community.</p>

Next Steps

Consolidating on the success of the inter agency collaborations with TAFE this year offering certificates in First Aid and

Beauty. the CLO will expand the course offerings from TAFE for parents and the community. Offering courses in Floristry and Computer Technology.

The Pioneer project will continue in 2019 and allow for ongoing Professional Learning around community engagement and will allow for member of staff to view other settings to see what is successful.

Harmony day will be presented again, encouraging students to celebrate their cultural backgrounds through cultural dress, food and dancing. This will be expanded in 2019 to integrate the notion of Harmony into the school concert. Harmonies of Nuwarra will be the theme and students will be encouraged to represent what harmony means to them through music singing and dance.

Continue "touching base" meetings with the community prior to P and C meetings to ensure community collaboration on key strategic directions particularly in the areas of Curriculum and Wellbeing

Aspiring leaders are to be given co leadership roles across all Focus teams to assist in the implementation, data collection and monitoring of key initiatives across all areas from Curriculum, to Wellbeing, PBL and Community Involvement. Aspiring leaders will continue to be given Professional learning and opportunities to relieve in Executive positions throughout the year.

Key Initiatives	Resources (annual)	Impact achieved this year
<p>Aboriginal background loading</p>	<p>The PLP's are created in collaboration with classroom teachers, the student , parents and an aboriginal elder. Meetings are scheduled within school hours and notes are provided to enhance communication between school and home. Casual teachers were used to relieve classroom teachers to attend the PLP meetings.</p> <p>Reconciliation Week at Moorebank High was attended by students with a PLP. Students participated in a range of activities and ceremonies.</p> <p>Yarning Circle was created at a cost of \$11 407.</p> <p>Naidoc Day Celebrations. Koomurri Group was engaged to run workshops and traditional ceremonies for students and Community members.</p>	<p>The PLP meetings helped to identify, organise and apply personal approaches to learning and engagement for each student. Short term and long term goals where created during the meetings to ensure the academic, social and emotional needs of the student were being met.</p> <p>The Yarning Circle was created with community involvement and donations as a centre of Students of Indigenous background to meet. It was specifically designed to promote outdoor learning and incorporate the Aboriginal 8 Ways Of Learning.</p> <p>Koomuurri Group led a number of activities including a traditional smoking ceremony, traditional aboriginal songs and dances, boomerang throwing , weaponry, bush survival, history and painting.</p>
<p>English language proficiency</p>	<p>School administration Officer (SAO) to review LBOTE data on enrolment forms</p> <p>Review of effective use of EAL/D to support K–6.</p> <p>Target support for New Arrivals/refugee children.</p> <p>Teachers. School Learning and Support Officers</p> <p>EAL/D specialist teachers.</p> <p>Employ additional SLSO \$41,819</p> <p>EAL/D timetable established and reviewed by school executive.</p> <p>Track EAL/D students who are below expected outcomes by observing PLAN data.</p> <p>Literacy skills focus., using EAL/D scales assess students learning progressions and Specialist teacher to collaborate with the students classroom</p>	<p>Students were assessed against the EAL/D learning progressions and plan data. Focus groups are flexible and formed based on analysis of NAPLAN data. EAL/D teachers planned with class teachers to implement programs specific for their students with EALD.</p> <p>Students were placed in focus groups where progress is reviewed and adjustments made to programs where necessary.</p> <p>The EAL/D survey feedback was successfully completed. No additional adjustments . Reports were issued and parent teacher interviews were conducted with positive attendance and feedback from parents.</p> <p>Explicit focus on oral communication for students to develop their functional language and increase their confidence to participate in formal and informal discussions. The link between increased oral language proficiency and writing ability is explored. Students writing is scaffolded and explicitly taught in conjunction with oral language and vocabulary development.</p> <p>PLAN data and NAPLAN results indicate growth across all students involved in EAL/D focus groups in vocabulary and writing</p>

<p>English language proficiency</p>	<p>teacher.</p> <p>Complete and maintain the EAL/D survey. Comments on reports and parent teacher interviews. EAL/D to collaborate with classroom teacher to assist accurate reporting of student progress.</p> <p>Explicit focus on oral communication for students to develop their functional language and increase their confidence to participate in formal and informal discussions. The link between increased oral language proficiency and writing ability is explored. Students writing is scaffolded and explicitly taught in conjunction with oral language and vocabulary development.</p> <p>Follow the teaching and learning cycle, focussing on vocabulary development in conjunction with structured and modelled writing.</p>	<p>Students were assessed against the EAL/D learning progressions and plan data. Focus groups are flexible and formed based on analysis of NAPLAN data. EAL/D teachers planned with class teachers to implement programs specific for their students with EALD.</p> <p>Students were placed in focus groups where progress is reviewed and adjustments made to programs where necessary.</p> <p>The EAL/D survey feedback was successfully completed. No additional adjustments . Reports were issued and parent teacher interviews were conducted with positive attendance and feedback from parents.</p> <p>Explicit focus on oral communication for students to develop their functional language and increase their confidence to participate in formal and informal discussions. The link between increased oral language proficiency and writing ability is explored. Students writing is scaffolded and explicitly taught in conjunction with oral language and vocabulary development.</p> <p>PLAN data and NAPLAN results indicate growth across all students involved in EAL/D focus groups in vocabulary and writing</p>
<p>Low level adjustment for disability</p>	<p>Establish a timetable to best support student needs based on their rankings in the NCCD National Consistent Collection of Data using Adjustment timetables, NCCD documentation.</p> <p>Specialist teachers , in conjunction with classroom teachers review and create students Individual Educational Plans (IEPs) and Behaviour Support Plans (BSP) . Purchase resources, facilitate professional learning, employ speech pathology services for Stage 1 and Kindergarten students.</p> <p>Low level adjustment for disability and socio economic background. \$64,946</p> <p>Ongoing review of students progress against IEP and BSP goals. Assistant principals review target groups and students to review best use of withdrawal, in class support and the use of allocated</p>	<p>Specialist support teachers collaborate with classroom teachers to assess the best way to support students based on their NCCD focus adjustments.</p> <p>Stage Assistant Principals and Specialist Learning Support Coordinators review IEP's and BSP's. Parents are notified of the plans and their content with meetings conducted either face to face or via phone conferences.</p> <p>Target groups have been more accurately aimed at meeting identified student needs.</p> <p>Teacher and parent feedback has be positive as individual student progress can be seen as the progress against their individual goals. Individual progress is referenced against NAPLAN data to ensure steady and visible progress.</p> <p>Teachers and parents are working collaboratively to ensure their students specific learning needs are met. Classroom teachers feel supported and student growth is tracked against IEP goals and PLAN data.</p>

<p>Low level adjustment for disability</p>	<p>SLSO School Learning and Support Officer time in accordance with student needs.</p> <p>Ensure ongoing collaboration between specialist support teachers and classroom teachers to ensure accurate reflection of program interventions and progress is reflected as part of the reporting cycle. Ensure parents are kept informed of students progress against agreed learning or behavioural goals.</p> <p>Ensure review meetings are conducted to ensure appropriate adjustments are continuing to be made. Evaluation and adjustment of individuals goals to reflect student progress.</p>	<p>Specialist support teachers collaborate with classroom teachers to assess the best way to support students based on their NCCD focus adjustments.</p> <p>Stage Assistant Principals and Specialist Learning Support Coordinators review IEP's and BSP's. Parents are notified of the plans and their content with meetings conducted either face to face or via phone conferences.</p> <p>Target groups have been more accurately aimed at meeting identified student needs.</p> <p>Teacher and parent feedback has been positive as individual student progress can be seen as the progress against their individual goals. Individual progress is referenced against NAPLAN data to ensure steady and visible progress.</p> <p>Teachers and parents are working collaboratively to ensure their students specific learning needs are met. Classroom teachers feel supported and student growth is tracked against IEP goals and PLAN data.</p>
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Time allocated to all staff to develop and complete PDP's to set school, stage and personal goals for 2018.</p> <p>Quality teaching support timetabled to K-2 to provide reading and LIPI support to staff and students in all K-2 classes.</p> <p>Purchase resources, implement professional learning and employ replacement staff to promote professional learning.</p> <p>Staff allocated to QTSS role to provide cover for classes while class teachers had time to complete PDP.</p> <p>Staff allocated from QTSS funding and learning support.</p> <p>\$83,915</p> <p>Year 4,5 and 6 students selected to participate in a maths problem solving enrichment group for one maths session per week. Students also participated in the Maths Olympiad competition</p> <p>Quality teaching support provided to S2 and S1</p>	<p>All PDP's completed and conferenced with supervisor with staff having a focused direction for the year.</p> <p>Improved student outcomes and a greater level of skills and knowledge of K-2 teachers.</p> <p>Increased level of skills and engagement for all students involved in Maths Olympiad.</p> <p>Increased level of understanding and skills for teachers in facilitating TEN lessons, grouping students using the Maths continuum and assessing student skills. Improved level of student participation and articulation of learning goals.</p> <p>Expert staff identified to conduct DEM lessons and provided resources.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>classes to support the implementation of TEN strategies in classrooms..</p> <p>Quality teaching support provided to S3 and ES1 classes to support the implementation of TEN strategies in classrooms.</p>	<p>All PDP's completed and conferenced with supervisor with staff having a focused direction for the year.</p> <p>Improved student outcomes and a greater level of skills and knowledge of K–2 teachers.</p> <p>Increased level of skills and engagement for all students involved in Maths Olympiad.</p> <p>Increased level of understanding and skills for teachers in facilitating TEN lessons, grouping students using the Maths continuum and assessing student skills. Improved level of student participation and articulation of learning goals.</p> <p>Expert staff identified to conduct DEM lessons and provided resources.</p>
<p>Socio–economic background</p>	<p>Provide opportunities for students in the area of Computer Coding.</p> <p>Scope IT employed each Monday and Thursday in terms 2 and 3 to implement digital technologies within stages 2 and 3.</p> <p>Purchase additional technology in the form of iPads and Notebooks for classrooms.</p> <p>\$183,581</p> <p>Google Drive professional learning.</p> <p>Purple Mash trial for K–4 staff and professional learning</p> <p>Purchase technology to support effective learning within the classroom.</p> <p>Provide professional learning for staff in the area of technology.</p> <p>Employ technology specialist to manage iPads and staffing technology concerns.</p> <p>\$10,000</p>	<p>Scope IT now also coordinate an enrichment course for selected Stage 3 students and will continue this in 2019.</p> <p>All staff are now capable of implementing Google Drive effectively. Purple Mash will be used in 2019</p> <p>Technology purchased and implemented in classrooms, including support classes.</p> <p>Technology has worked more effectively across the school since the hiring of the specialist.</p>
<p>Support for beginning teachers</p>	<p>Beginning Teacher and School allocated PL funds used for Professional learning opportunities in technology and programming for beginning teacher and mentor teachers.</p>	<p>Beginning teacher gained a greater level of understanding and confidence in implementing a greater range of quality teaching strategies in the classroom.</p> <p>Beginning teachers, and teachers new to the school were able to articulate school expectations and had a reference point for school organisation. Greater consistency in</p>

<p>Support for beginning teachers</p>	<p>Executive allocated role of updating and refining school induction booklet and associated documents.</p> <p>Mentoring Days for Eligible Beginning Teachers Beginning Teacher and School allocated PL funds used for Professional learning opportunities in technology and programming for beginning teacher and mentor teachers.</p> <p>Beginning teacher resources allocated to cover beginning teacher and mentor teacher classes.</p>	<p>information shared with staff.</p> <p>Beginning teacher gained a greater level of understanding and confidence in implementing a greater range of quality teaching strategies in the classroom.</p> <p>Beginning teachers to developed a greater level of knowledge as a result of the guidance from more experienced colleagues in supportive environments with time allocated for collaboration and reflection.</p> <p>Beginning teachers developed a greater level of skills as they received guidance from more experienced colleagues in supportive environments</p>
<p>Targeted student support for refugees and new arrivals</p>	<p>EAL/D teachers and SLSO's work with students to assess and support incoming students on a social and academic level.</p> <p>EAL/D programs to be implemented and students work towards their goals. Students are informed about their students progress.</p> <p>Reports to be reviewed by EAL/D coordinator to ensure outcomes are being achieved. Discussions with class teachers and to assess if outcomes have been met and plan future directions.</p> <p>Explicit focus on oral communication for students to develop vocabulary and increase confidence to participate in formal and informal discussions.</p>	<p>Students working at an emerging level. Teachers and SLSOs work at developing students confidence in talking and listening with peers and their students.</p> <p>Student groups are monitored and groups changed in accordance with student individual learning needs and groupings to maximise program implementation and effectiveness. Groupings reflect student age not stage.</p> <p>Support timetables need to remain flexible to best meet student needs and new arrivals to the school. Some individual students must have increased time if they are new arrivals.</p> <p>Parents we pleased with student progress and offered contributions towards future goals.</p> <p>Focus on oral communication is the agreed focus for ongoing intervention and focus groups across all stages. Increased access to learning opportunities to increase vocabulary and real life experiences.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	182	183	208	222
Girls	171	171	188	206

Nuwarra Public School has a student enrolment in 2018 of 430 students. This enrolment represents a third consecutive year of growth in student enrolments. This number does not include the 5 Hearing Support nursery students or the two newly established Autism Support Classes.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.7	94.2	93.6	93.7
1	94.4	91.5	92.4	90.7
2	93.4	94.7	90.3	91.8
3	93.5	93	92.2	91.8
4	93.9	92.9	94.8	92.8
5	92.5	92.4	92.8	93.2
6	91.5	91.8	92.6	91.6
All Years	93.3	93	92.6	92.3
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

Nuwarra Public School is proactive in managing students of non-attendance. Together with the Home School Liaison Officer (HSLO) students are identified whose attendance is of concern. These students are monitored closely through:

- Attendance reports and meetings each term with

the HSLO.

- Consistent communication with parents by notification letter, telephone or interview.
- Stringent adherence to HSLO procedures.
- Meetings between the HSLO, Assistant Principals and Parents to discuss areas of concern and ways the school can support improved attendance.
- EBS4 access given to HSLO for remote attendance monitoring.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	20.77
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	10.12

*Full Time Equivalent

Nuwarra Public School has a large and talented workforce composed of beginning to highly experienced teachers. By the end of 2018 one staff member had been successful in obtaining a newly established Deputy Principal position and a new Assistant Principal began to increase executive numbers to reflect the school population. Additionally, the increase in student enrolments in the Autism classes meant 2 new staff members were appointed commencing in 2018. Similarly due to an increase in enrolments, an additional teacher was engaged. Nuwarra will also add two new classes to support students with significant needs in 2018. One staff member identified 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	25

Professional learning and teacher accreditation

The teaching staff at Nuwarra Public School participated in a number of professional learning activities designed to build the capability of staff to achieve some of our key priorities as set out in our School Plan. As well, staff have been involved in professional learning programs that have built the capability of early career teachers, current teachers and aspiring and current school leaders.

Teachers had access to a range of professional learning opportunities including:

- Four staff attending extensive professional learning regarding systems leadership.
- Whole staff participation in three TRIO workshops to develop skills in Literacy instruction
- Two staff members attended a workshop for STEM
- Four SLSO's updated their First Aid qualifications to support a high needs student.
- Individual staff also had the opportunity to participate in workshops and training on a range of topics and issues including Aboriginal Education, Music and Network meetings.

Whole School Professional development has included workshops in the following areas:

- The school plan
- Emergency care and CPR
- Anaphylaxis

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	504,244
Revenue	5,543,646
Appropriation	5,326,050
Sale of Goods and Services	4,119
Grants and Contributions	209,957
Gain and Loss	0
Other Revenue	0
Investment Income	3,520
Expenses	-5,386,462
Recurrent Expenses	-5,386,462
Employee Related	-4,502,565
Operating Expenses	-883,897
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	157,184
Balance Carried Forward	661,428

Nuwarra Public School adheres to the Department of Education's financial management processes and governance structures to meet financial policy requirements. We ensure we utilise government approved contracts where possible and gather quotes for major works carried out on the school site. The quotes are then compared for price and quality of work.

Although we currently have a large financial carry over amount, this has been set aside for 2018 staff payroll.

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	2,709,664
Base Per Capita	82,062
Base Location	0
Other Base	2,627,602
Equity Total	572,447
Equity Aboriginal	11,407
Equity Socio economic	183,581
Equity Language	166,755
Equity Disability	210,704
Targeted Total	1,432,237
Other Total	373,877
Grand Total	5,088,225

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.

Nuwarra continued to make progress across all bands in both Year 3 and Year 5 NAPLAN tests in 2018. Of particular note was year 3 Reading where 2% of students at Nuwarra were recorded in band 7 as compared to the state average of 1.9%. Similarly 2% of Year 3 students fell inside band 9 as compared to the state average of 0.2% of students.

In Grammar and Punctuation for Year 3, 3.9% of students achieved a score in band 7 as compared to the state average of 2.2%. Similarly in the Year 5 assessments 6% of students scored within band 9 compared to 1.3% across the state and 4% achieved a band 10 where as only 0.6% of students across the state scored in that band.

Nuwarra scored well across all bands for both Year 3 and Year 5 in the Numeracy assessment. Particularly pleasing was Year 5 students who scored in Band 9. With Nuwarra achieving 2.1% of students within that band compared to the state average of 0.7%

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands Nuwarra Public School has 10% of students in the top two band for Year 5 Grammar and Punctuation in comparison to the State which has 1.9%.

In Year 5 Numeracy, 2.1% of students at Nuwarra achieved the top two bands compared to the State which was .8%.

In Year 5 Reading, 4% of Nuwarra students achieved the top two bands compared to the State which achieved 1.4%.

Only 2 students who identified as Aboriginal completed the 2018 NAPLAN with 1 student achieving the top Reading band in Year 3.

Parent/caregiver, student, teacher satisfaction

Based on the Tell Them from Me Survey results it can be seen that 84% of students reported that they were interested and motivated in their learning as compared to the state average of 78% and 90% of students felt they displayed positive behaviour at school where as the state average was 83%. The majority of students felt that they try hard to succeed in their learning (91%) and 86% felt that important concepts were taught well, class time was used efficiently and homework and evaluations support class objectives. 75% of Aboriginal students felt good about their culture when they are at

school.

Reflection of a survey of the wider school community indicated that 81% of students participated in sports and 48% participated in extracurricular activities such as art, drama or music groups. 95% of students believe that school is useful and will have a strong bearing on their futures and 64% felt homework was beneficial and was completed with a positive attitude.

Policy requirements

Aboriginal education

Nuwarra Public School is committed to the continual improvement of the educational outcome and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education and training. In 2018, six students identified as being of Aboriginal and/or Torres Strait Islander descent. Nuwarra Public School promotes the inclusion of Aboriginal perspectives in the teaching programs to ensure student education opportunities are well rounded. The school also promotes respect of the unique and ancient culture of the Aboriginal people in the following forms:

- Acknowledging the traditional custodians of the land in all assemblies
- NAIDOC Day celebrations and Aboriginal performances.
- Integration of Aboriginal perspectives across Key Learning Areas so students can develop deep knowledge and understanding about Australia's first peoples.
- A staff member filling a role as an Aboriginal Education coordinator to oversee Aboriginal Education policies, programs, initiatives and events.
- Creation of the Yarning Circle as a meeting place for students and community members.
- Whole school celebration of Aboriginal culture

Multicultural and anti-racism education

The role of the Anti-Racism Contact Officer (ARCO) in schools is to be the contact between students, staff, parents and community members who wish to make a complaint regarding racism. The ARCO role involves promoting the values of respect for all races and cultures and our school rules of showing respect, being a problem solver, being safe and being a learner help to support these values. Students, teachers, parents and the community are doing a very good job of living together in harmony. There were 3 reported incidents of racism in 2018.