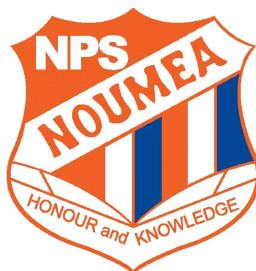


Noumea Public School

Annual Report



2018



4493

Introduction

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

Sue Finn

Principal

School contact details

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School background

School vision statement

Our vision at Noumea Public school is to create a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to achieve excellence through quality teaching for lifelong learning.

School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P4 school with an enrolment of 282 students, including 38% from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students. The school is currently participating in the regional initiative Early Action for Success. There is provision for extracurricular activities, including cultural dance and environmental projects. The school is focused on strengthening partnerships with local schools and community organisations. It has a dedicated staff made up of early career and experienced teachers.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. 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.

This year, our school undertook self-assessment using the elements of the School Excellence Framework.

At Noumea we are Sustaining and Growing across the three elements of the framework.

Learning: All students are actively engaged and are provided with enhanced wellbeing programs that lead to improved attendance. The teachers provide curriculum provisions that meet the needs of our students and differentiate practice where required. PBL runs efficiently and effectively across the school to ensure the wellbeing of all students. The school has effective transition programs that allow for smooth transition at key points in student learning journeys. Parents are regularly updated on the progress of their children and systematic processes are in place to improve attendance

Teaching: Regular review and revision of teaching practices enable well planned, engaging teaching and learning, driven by analysis and performance data. The staff actively engage in regular curriculum training and development and evaluate assessment of student outcomes. The school environment is well managed positive and engaging. Beginning teachers are provided with targeted support and all teachers are guided by the professional standards.

Leading: Parents and community members are welcomed and provided opportunities to engage with the school and promote a positive learning environment. The school fosters high expectations and is responsive to changing needs. Diversity is celebrated and acknowledged and resources are creatively used to meet a broad range of student interests and learning needs. The school leadership teams clearly communicate priorities and practices to the school community.

Our self-assessment process will further assist the school to refine the strategic priorities in 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

Visible Learners

Purpose

To build student capacity to use assessment and reporting processes to evaluate their own learning, ensuring a positive and engaging learning environment.

Overall summary of progress

This section describes the school's ongoing self-assessment, reflection processes and progress for Strategic Direction 1 of the School Plan. It draws on a comprehensive range of evidence to demonstrate school achievements.

Did we do what we planned?

- In 2018 we have continued to work diligently towards the achievement of our milestones in our attempt to create visible learners. 100% of classroom teachers have been involved in the bi-termly planning cycle for English and Mathematics to ensure adherence to the school's English and Mathematics scope and sequence, a consistent approach to programming and planning for individual student differentiation. 100% of classroom teachers have been involved in collaboratively using data to inform future planning and to guide programming for differentiated lessons in Reading, Writing and Mathematics. 100% of teachers participate in Consistent Teacher Judgement (CTJ) sessions for Writing.
- Throughout 2018 all K–6 classroom teachers have attended Professional Learning in regards to visible learning and student self-assessment. 100% of staff are using Learning Intentions (WALT) and Success Criteria (WILF) strategies in their teaching and learning programs. Staff are working towards implementing WALT and WILF strategies in the classroom in a more consistent manner. Staff are also trialing a variety of strategies to encourage students to participate in self-assessment of their learning.
- Students who have been identified as requiring significant additional support in learning have had Individual Education Plans (IEPs) developed by their teachers under the guidance of the LaST. The school has had continued success in regularly monitoring and reporting on the progress of these students.
- Throughout 2018 all classroom teachers and support staff undertook training in the National Literacy and Numeracy Learning Progressions. As a result 100% of teachers completed the training and demonstrated, through programming and PLAN 2 data, greater capacity to differentiate learning for students based on their attainment of literacy and numeracy skills.

Did it have the planned impact?

- Whilst the improvement measure targets for 2018 have not been fully met in regards to Literacy and Numeracy, the other improvement measure target was met. Students have been introduced to self evaluation strategies and teachers are incorporating Learning Intentions (WALT) and Success Criteria (WILF) into their teaching and learning programs.
- Collaborative stage planning and TPL on the Learning Progressions across the school has led to all teachers identifying an increased confidence to use data to program for the English and Mathematics syllabuses. Teachers are also becoming more confident in using the Learning Progressions in classroom programming and have continued to participate in professional dialogue about pedagogical practices.
- A staff survey on visible learning indicated that 65% of teachers have found identifying student success criteria for their lessons has increased their ability to identify teaching focus areas.

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">• 70% of students achieving EAfS Literacy and Numeracy benchmarks• Students take ownership of own learning through school self-evaluation processes and are able to provide justification | \$100,000 | <p>26% of Kindergarten students reached school reading level target.</p> <p>44% of Year One students reached school reading level target.</p> <p>28% of Year Two students reached school reading level target.</p> <ul style="list-style-type: none">• Collaborative stage planning has continued |

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"> • 70% of students achieving EAfS Literacy and Numeracy benchmarks • Students take ownership of own learning through school self-evaluation processes and are able to provide justification | | <p>across the school leading to all teachers identifying an increased confidence to program for the English and Mathematics syllabuses.</p> <ul style="list-style-type: none"> • Students across K–2 are participating in differentiated learning tasks, determined by school based assessments and data collection. • Targeted students in Years 1–6 participated in the Fountas and Pinnell Reading intervention program to improve their individual reading levels. • Teachers participated in professional learning around the National Literacy and Numeracy Learning Progressions • Teachers are beginning to track students' growth on PLAN 2. • Differentiation evident in all classroom programs and classroom practice as noted through program checks and classroom observations. • WALT and WILF evident in classroom programs, however not consistently evident in classroom practice across the school. • All students requiring a PLP or IEP collaborated with staff to complete. |

Next Steps

This section includes future directions for 2019 and ensures the 3-year plan remains on track to provide high quality educational outcomes.

EAfS–

- Continue to implement, track students' progress and evaluate the National Literacy and Numeracy Learning Progressions in classrooms.
- Programs developed reflect evidence of assessment for, as and of learning for English and Mathematics.
- Differentiation evident in programming and classroom practise.
- Continue TPL for new staff; including Running Records, TEN, for differentiated classroom practice
- Assessment to inform future planning – PLAN2 data.

Visible Learning–

- Continue successful implementation of whole school Scope and Sequences across all KLA's.
- Students are able to articulate the lesson learning intentions.
- Begin collegial dialogue in stage groups around visible learning in classrooms (examples, challenges, successes, etc).
- Students practise using the self-assessment walls.
- Students collaborate with their teachers to set their own learning targets (PLP's, IEP's)
- WALT and WILF strategies used in all classrooms to ensure that students can articulate the purpose of their learning and criteria for success.

Strategic Direction 2

Differentiated Teaching

Purpose

To review, evaluate and refine formative assessment practices to inform quality, differentiated instruction in Literacy and Numeracy.

Overall summary of progress

Did we do what was planned?

- Teachers have engaged in professional dialogue around a variety of differentiated teaching strategies for English and Mathematics and have used it to guide practice as evidenced in all programs. Teachers regularly participated in professional development in new document and policy implementation. This provided opportunities to engage in pedagogical conversations with staff to improve practice.
- Teachers have worked in collegial stage groups to discuss current formative assessment processes across the school (assessment for and of learning). This collegial dialogue has ensured that teaching staff are beginning to use a range of strategies and tools to effectively assess student learning and guide future programming.

Did it have the planned impact?

- Differentiated practice has been a strong focus this year and will continue to drive whole school programming to ensure individual student learning needs are being met. Regular stage planning, Individual Education Plans (IEPs) and Personalised Learning Plans (PLPs) continue to determine areas of need across our student population.
- Teachers at Noumea are trialing a range of formative assessment tools to monitor and measure student growth and needs across all key learning areas. Teachers are using a variety of rubrics, databases, data and assessment walls, exit strategies and questioning techniques to encourage students to self-assess their learning. This process has had a limited impact this year as staff are only beginning to develop confidence and knowledge in using these strategies in classrooms.

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">Teachers understand and implement differentiated Literacy and Numeracy tasks measured by:<ul style="list-style-type: none">Increasing the proportion of students in the top two NAPLAN bands in reading and numeracyIncreasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%Staff will improve and build expertise in formative assessment methods to inform planning | \$50,000 | <ul style="list-style-type: none">Staff are collaboratively programming on a regular basis using assessment dataStaff were provided with opportunities to attend professional learning on a range of differentiated learning practices.Staff expertise was utilised for training and capacity buildingWhilst the improvement measure of increasing the proportion of students in the top two bands for Reading and Numeracy was not met, teachers are indicating an increased confidence to cater for individual student needs in implementing differentiated number and reading groups.Leaders regularly participated in professional development in new document and policy implementationStaff engaged in professional dialogue on formative assessment techniques and strategies.Staff started to trial a range of assessment tools and techniques in the classroom.Teaching staff are implementing learning intentions and success criteria (Walt/ Wilf) in daily teaching and learning practices.Visible learning strategies are beginning to be implemented and their impact discussed. |

Next Steps

- Staff will revisit learning intentions/ success criteria and how to utilize them more effectively in classroom settings.
- Continual reflection and self– assessment against visible learning strategies.
- Leaders will continue to keep current with new policies and documents to help guide and build staff understanding.
- The annual identification and setting of goals to become best practice for leaders, inspiring others and guiding innovative teaching and learning.
- Continue to work in stage teams to develop effective formative assessment techniques.
- Continue to develop student self–assessment strategies to ensure students are engaged in their own learning.

Strategic Direction 3

Positive Community and Leadership

Purpose

To establish positive and productive relationships with our school community, where leadership development is central to building school capacity.

Overall summary of progress

Did we do what was planned?

- Staff, students and parents are well informed of many cultural practices across the school. Aboriginal and Torres Strait Islander (ATSI) student learning continued to be supported through the Connected Beginnings program and Aboriginal Education Officer (AEO) classroom programs. Two Year 5 boys achieved growth above the State average in all aspects of Literacy and Three girls were above average in writing
- Executive attended Leadership professional learning workshops at Chifley College Shalvey with an experienced Principal with the ongoing intention to create a vibrant network of current and aspiring leaders.
- Parent helpers were significant community and cultural leaders in many aspects of school life. From teaching cultural dance to supporting extracurricular activities across the school.
- The school provides the funds for student leaders to attend the Leadership Day at Longneck Lagoon where they develop team building and communication skills required of a leader
- Student Representative Council leaders were part of key changes for the provision and delivery of sporting equipment at lunchtime and the rewarding of student chosen music during play time.
- Significant cultural days were recognised or celebrated across the school community and cultural dance groups have been formed to celebrate and promote cultural diversity.
- The Sista Speak program has provided a framework for transition for ATSI students to high school. Sista Speak Junior has had a positive impact on attendance, student self-esteem and engagement.
- Student behaviour has been monitored and tracked in Learning and Support Team (LST) meetings. Parents, departmental and other agencies have been informed and included in student support processes where appropriate integration funding has been sought and approved for targeted students. A data collection site (Sentral) has been created for all students. Sentral allows all staff to view learning, wellbeing and attendance records.
- The phone home program processes have been followed on a regular basis and progress toward student attendance targets has been positive. The school has worked closely with the HSLO and the ASLO in monitoring student attendance.

Did it have the planned impact?

- Executive are building networks across the local community of schools to support leadership development and currency of practice
- Student leaders are proposing changes via consultation with the Principal to give students a voice in school decision making
- Professional development been provided and funded for both student and staff leaders across the school
- Staff informed parents of many cultural practices throughout 2018. The Multicultural and Aboriginal dance groups performed throughout the year at various events. The school engaged Uncle Mick to create some artifacts and give cultural talks and demonstrations to the whole school. The school engaged a company to present cultural dance for boys and girls during National Aboriginal and Indigenous Day of Celebration (NAIDOC) week activities. This was very well received by students and staff. The Junior Sista Speak program for our younger Aboriginal girls continued in 2018 and was again extremely successful in helping the girls build strong relationships and self-esteem. The Senior Sista Speak program was also run in 2018 and provided senior girls time to yarn building their self-esteem and discuss transition to high school. Parent helpers attended the school to support the girls and lead cultural dance classes.
- Noumeas multicultural group performed external and internal concerts and were well received by parents, community and visitors. Parent helpers visited the school to teach the students traditional Samoan dance for their performances
- Positive Behaviour for Learning was planned Termly and implemented successfully in the playground and the classroom this year. PBL continues to reduce the number of negative behavior entries particularly noticeable that severe incidents are not occurring at all and that less negative incidents were recorded this year as compared to last. There was also a reduction of recorded incidents reported to the Anti-Racism Contact Officer (ARCO).
- Noumea has monitored student attendance diligently and has engaged with both the Home School Liaison Officer

(HSLO) and the Aboriginal School Liaison Officer (ASLO) when required and continue to work closely with the community to ensure student attendance at school.

| 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"> The school leadership team models effective instructional leadership and implements sustainable programs which provide opportunities to develop future leadership skills Increase parent participation by 20% across all aspects of school life | \$100,000 | <ul style="list-style-type: none"> Executive attended Leadership professional learning workshops at Chifley College Shalvey with an experience Principal with the ongoing intention to create a vibrant network of current and aspiring leaders. Assistant Principals attended workshop with Director to build leadership skills and identify areas of development and expertise Executive lead planning across school for Literacy and Numeracy and mentor new teachers Explicit PBL lessons taught and reviewed All children and community are aware of school expectations Peer support has continued across the school Sentral data was reviewed each term to drive PBL direction Continued communication of student achievement, programs running and PBL focus in newsletter Discussion with staff on current cultural programs and the needs of our community Cultural dance groups performed at Christmas concert 60% reduction of incidents reported to the ARCO 5% of incidents for bullying recorded on Sentral which is over 50% lower than last year Facebook school site set up in response to parent requests Student behaviour and attendance was monitored and tracked in LST meetings. Parents and other agencies were informed and included in student support process where appropriate The phone home program targeted student attendance K–6 implemented and reviewed Continued the ATSI phone home program Bounce Back lessons continued K–6 – linking with Child Protection Students were regularly rewarded for outstanding attendance each term at attendance assemblies and an excursion at the end of the year. Attendance levels did not quite meet the target but attendance rates have increased from 88% at the beginning of the year to almost 90% by the end of 2015 ATSI student attendance increased to 90% |

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">• The school leadership team models effective instructional leadership and implements sustainable programs which provide opportunities to develop future leadership skills• Increase parent participation by 20% across all aspects of school life | | |

Next Steps

- Continue to build staff leadership networks across the community
- Offer many opportunities in a variety of forms for student leadership across the school including continuing Peer Support, SRC, Sports leaders etc
- Attempt to further decrease the negative incidents reported on Sentral and to the ARCO.
- Increase community involvement in annual events.
- Continue to increase positive referrals on Sentral and increase the number of students achieving a minimum of 'Bronze' badge level.
- Increase the number of students K–6 attending school regularly.
- Greater communication of student achievement, programs and PBL focuses in newsletter and school noticeboards.
- Introduce Facebook and continue newsletters as a means of communication with parents
- Continue to use Sentral as a main data collection site for all aspects of student learning and wellbeing information.
- Teachers heightened awareness of student needs and differentiation will be evident in current practice particularly in light of our increasingly culturally diverse student population.
- IEPs need to be formulated to specifically address student needs and contain appropriate short term goals. These will be reviewed annually.
- Continue to modify and review attendance processes in consultation with the HSLO.
- Review Sentral data twice per term to drive PBL direction.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Aboriginal background loading | \$80,743 AEO | <ul style="list-style-type: none"> • AEO successfully ran Sista Speak programs for girls in Stage Two resulting in increased attendance, improved self-esteem, confidence and the building of strong bonds and relationships between the girls • Sista Speak for Stage Three girls enabled peer support and strengthened transition between our school and our sister high school. • Ngroo Education supported the funding of an Aboriginal Education worker to work closely with Aboriginal Kindergarten students to support and achieve targeted Literacy and Mathematics outcomes • Significant cultural days were celebrated. NAIDOC week included workshops, storytelling, Aboriginal dance and music workshops with Uncle Russell, artefact discovery and mural painting with Uncle Mick. This culminated in all students creating jacaranda seedpod necklaces and brooches • 8 Ways provides cultural links across all curriculum areas in every classroom • The phone home program encouraged open communication with parents and carers to support regular attendance which resulted in Aboriginal attendance increasing from 89.1% to 92.4% • 75% of Year 5 Aboriginal students achieved above expected growth in reading for Naplan. |
| English language proficiency | \$62,780 EAL/D teacher | <ul style="list-style-type: none"> • Staffing allocation of two days per week • Whole school assessment data analysed to determine priority students • Diagnostic tests completed to determine students literacy levels resulting in differentiated support programs and appropriate modes of delivery • EAL/D progression tool used to determine movement between and within levels • 71% of Year 3 EAL/D students performed in band 3 and above in the NAPLAN Reading test. • Professional learning around the EAL/D Learning Progressions was carried out which has built the capacity of staff to determine student progression phase. |
| Low level adjustment for disability | \$234,233 Teachers LaST and parents | <ul style="list-style-type: none"> • Individual Education Plans for all students with disabilities developed and were reviewed annually by LaST, classroom teachers and parents • Adjustments were made in all Key Learning Areas for students who required support • School Learning Support Officers (SLSO) and support teachers assisted in all classrooms • Resources were purchased and utilised in all rooms such as visuals, timers, sensory products, toys, pencil grips and occupational therapy equipment • Professional development undertaken in the areas of student disabilities (Autism, Language Delays and Behaviour |

| | | |
|---|---|--|
| Low level adjustment for disability | <p>\$234,233</p> <p>Teachers LaST and parents</p> | <p>Management)</p> <ul style="list-style-type: none"> • Interventions in Literacy include Fountas and Pinnel and Reading Recovery • Speech Therapist employed two days per week to support students in Kindergarten, Year One and Year Two • 68% of Kindergarten students diagnosed as having moderate to severe expressive and receptive language delays. All students' language has improved, with follow up assessment showing a huge improvement in sentence structure, recalling sentences and following directions. • Bounce Back social skills and resilience program implemented across all classes as part of our school's involvement with the KidsMatter Program • Peer Support implemented to help encourage our Year Six students to become leaders and role models to our younger students • Hook'd up, a social skills group run by Mission Australia to target at risk children, continued throughout 2018. This group also offered support and helped facilitate support services to families in need |
| Quality Teaching, Successful Students (QTSS) | <p>\$49,558</p> <p>All Teaching staff</p> | <ul style="list-style-type: none"> • Teachers feel confident in preparing and using assessment to set learning tasks • Assistant Principal employed as part of QTSS to mentor and support teachers with Literacy Planning across all Stages • Introduced staff to the new Learning Progressions and introduced the use of PLAN2 to track student data in English and Mathematics. • Professional development provided on Number Talks • A number of staff members undertook online training in differentiated practice for number. |
| Socio-economic background | <p>\$589,203</p> <p>Smaller class sizes</p> <p>Extra teachers SLSO</p> <p>Breakfast Club</p> <p>Speech therapy</p> <p>Oral language program</p> <p>Support for families</p> | <ul style="list-style-type: none"> • Differentiated programming and practices across the school which provided each student with access to the curriculum • Smaller classes supported each students learning • Extra teachers supported differentiated learning based on IEP's in classrooms • Regular collaborative planning and evaluation of programmes • Targeted interventions and regular data collection informed teaching • All Kindergarten students reviewed by Speech Therapist • Speech Therapy provided for identified students across K-2 • Oral language program provided for Kindergarten and Year One students • Breakfast club ran daily and Oz Harvest visited once a week with a food drop off. Noumea is also supported by Christ Mission brown paper bag scheme. |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 128 | 146 | 144 | 148 |
| Girls | 138 | 138 | 141 | 140 |

Noumea Public School had a slight increase in student enrolment again this year. We have increased our student numbers in 2018. Our student enrolments are still heavily influenced by the changing demographics of the local area, the ageing population and the mobility rate of our local community. Our school enrolments reflect a large number of Aboriginal and Pacific Islander students. With the support of funding we are able to employ an additional support teacher who liaises with our Pacific Islander families, aiming to strengthen relationships between the school and our community. The Aboriginal Education Officer (AEO) works with the community team to encourage and engage our Aboriginal families.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 93.5 | 91.4 | 91.9 | 90.1 |
| 1 | 91.6 | 93.1 | 90.2 | 90.4 |
| 2 | 90.9 | 91.8 | 94.7 | 91.2 |
| 3 | 90.5 | 88.4 | 93.5 | 93.5 |
| 4 | 87.1 | 90 | 90.4 | 93.8 |
| 5 | 90.9 | 92.9 | 91 | 90.2 |
| 6 | 88.6 | 93.6 | 93.5 | 90.3 |
| All Years | 90.4 | 91.6 | 92.1 | 91.3 |
| 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

RAM funding has continued to enable us to create an administrative position to engage in a phone home program. This process encourages parents to support the regular school attendance of their children and is also supported by our executive staff. In addition to this, we continue to focus on rewarding students with prizes and awards for outstanding attendance. We are constantly monitoring attendance of our students and liaise frequently with the HSLO. In 2018, we continued our "In line on time" theme to reduce partial absence rates and encourage our students to be at school, on time, every day. We also conducted regular congratulatory messages for classes with perfect attendance and weekly attendance blitzes throughout the year. Students with outstanding attendance were also recognized by attending a free excursion to the movies. The expectation and need to be at school every day is communicated to students and the community regularly.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 9.74 |
| Teacher of Reading Recovery | 0.53 |
| Learning and Support Teacher(s) | 1.6 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 3.72 |

*Full Time Equivalent

Noumea Public School has Aboriginal staff employed at the school. The staff comprises a full time Aboriginal Education Officer (AEO) position, one Aboriginal Education Worker (AEW) position.

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 | 7 |

Professional learning and teacher accreditation

Professional learning and teacher accreditation.

Noumea Public School is committed to the provision of quality professional learning support for all staff. The school recognises that the participation of teams and individuals in workplace learning and in the wider professional context are keys to developing quality professional practise.

Strategies to build the capacity of staff to achieve key priorities

All staff participated in whole school professional development sessions delivered by Staff, Executive and Expert others. Topics addressed were: School Excellence Framework, School Plan and Milestones, Whole School Planning, Positive Partnerships, National Literacy and Numeracy Learning Progressions, Differentiating Assessment, Beginning Teacher Conference, Effective Reading course, Instructional Leader network updates and EAFS Literacy and Numeracy Conference.

Expenditure on professional learning.

Average expenditure per teacher on professional learning, at school level

An average of \$150.00 was spent on teacher professional learning

\$ 13,000.00 was spent on Beginning teacher support

Total school expenditure on teacher professional learning

A total of \$16,000.00 was expended on teacher professional learning

Information on all school development days and number of staff participating.

Board of Studies Teaching and Educational Standards accreditation:

*There are 3 teachers working towards Accreditation at Proficient Teacher.

*There are 2 teachers that Achieved Accreditation at Proficient Teacher.

*All teachers are Maintaining Accreditation at Proficient Teacher.

*There is one teacher seeking voluntary accreditation at Lead Teacher.

*There are no teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and / or Lead Teacher

The school has no Appointed Beginning Teachers

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 | 40,913 |
| Revenue | 3,522,467 |
| Appropriation | 3,433,538 |
| Sale of Goods and Services | 22,445 |
| Grants and Contributions | 59,044 |
| Gain and Loss | 0 |
| Other Revenue | 4,680 |
| Investment Income | 2,760 |
| Expenses | -3,243,745 |
| Recurrent Expenses | -3,243,745 |
| Employee Related | -3,033,910 |
| Operating Expenses | -209,835 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | 278,722 |
| Balance Carried Forward | 319,635 |

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

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 | 2,040,095 |
| Base Per Capita | 55,110 |
| Base Location | 0 |
| Other Base | 1,984,985 |
| Equity Total | 966,960 |
| Equity Aboriginal | 80,743 |
| Equity Socio economic | 589,203 |
| Equity Language | 62,780 |
| Equity Disability | 234,233 |
| Targeted Total | 103,263 |
| Other Total | 265,741 |
| Grand Total | 3,376,059 |

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

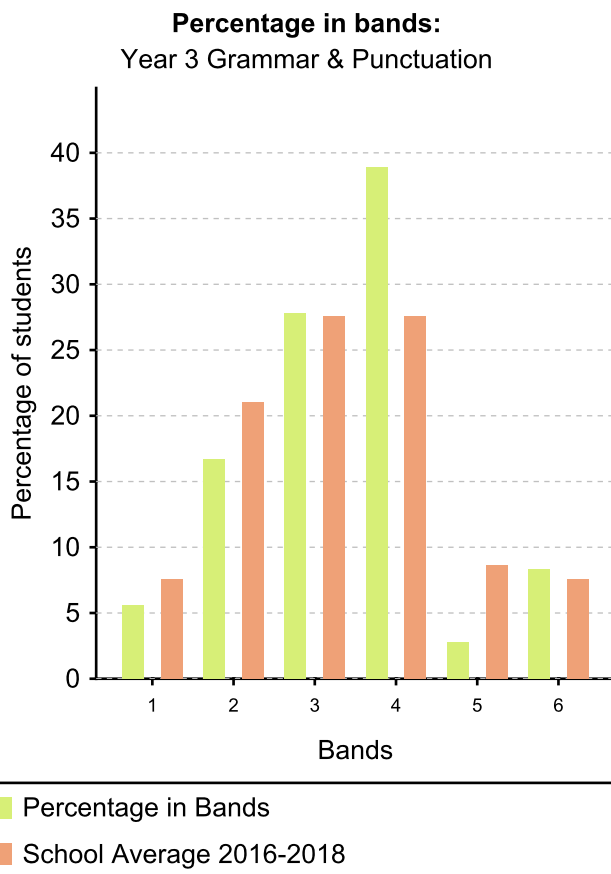
NAPLAN

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.

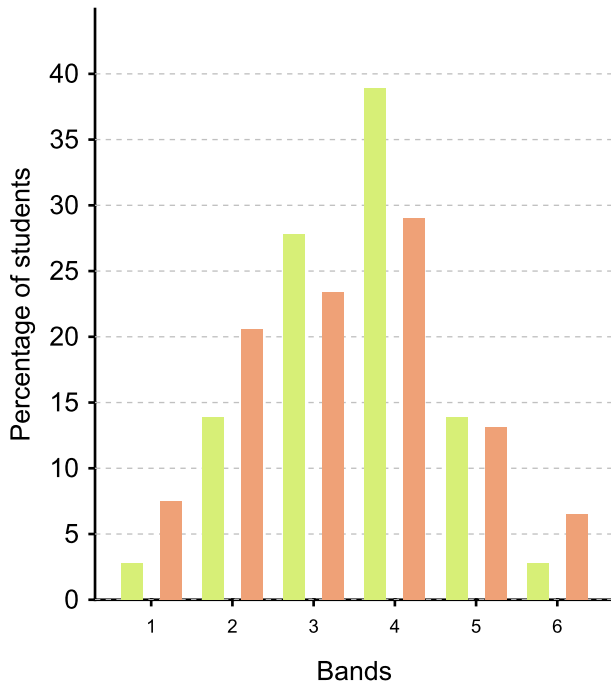
From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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.

Students at Noumea continue have shown strong growth progressing from lower bands into the middle bands. Year three students have improved from 23.1% in Band 4 for Writing to 36.4% and in Spelling have increased in Band 6 from 12.5% to 16.7%. There are no children in the bottom two bands in Year 5 Reading and Band 5 results in Spelling have improved from 34.4% in 2017 to 42.4%..

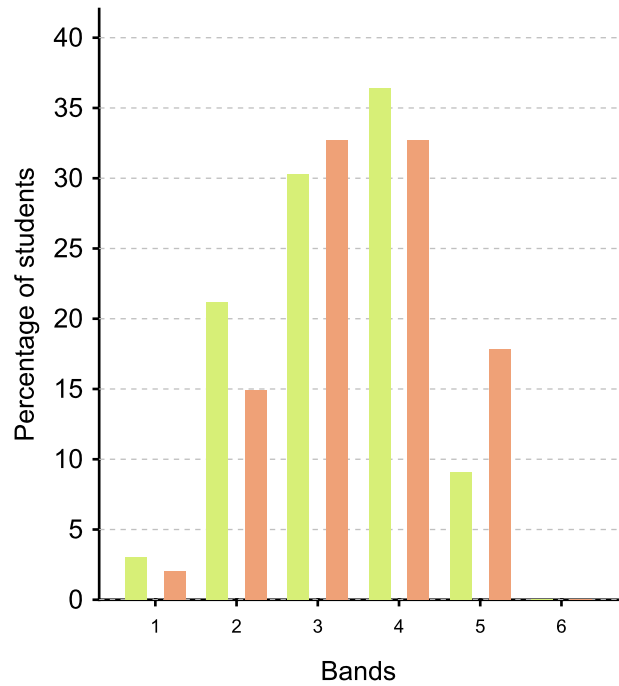


Percentage in bands:
Year 3 Reading



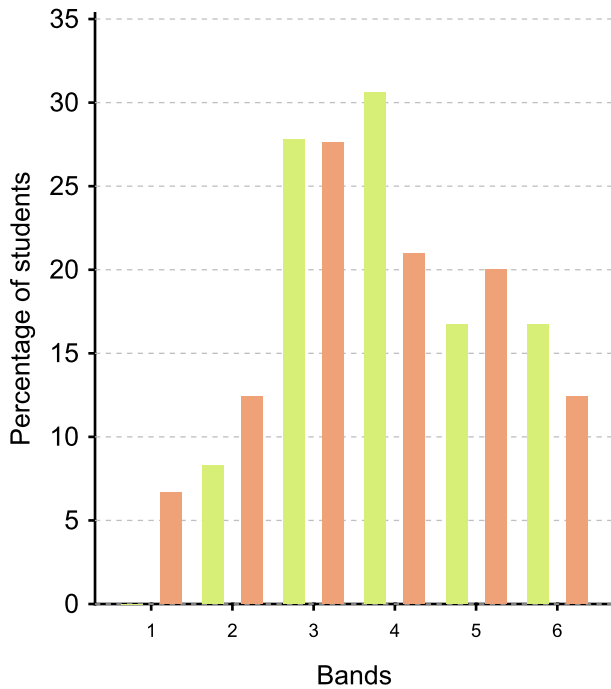
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



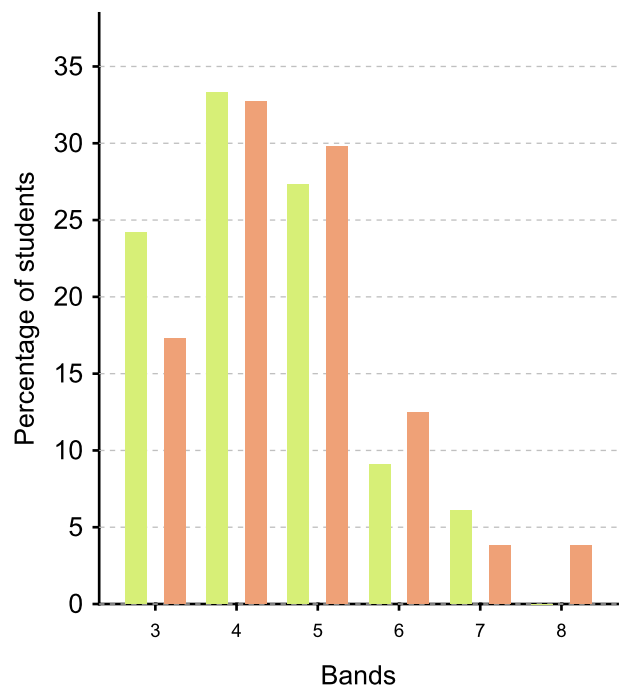
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Spelling



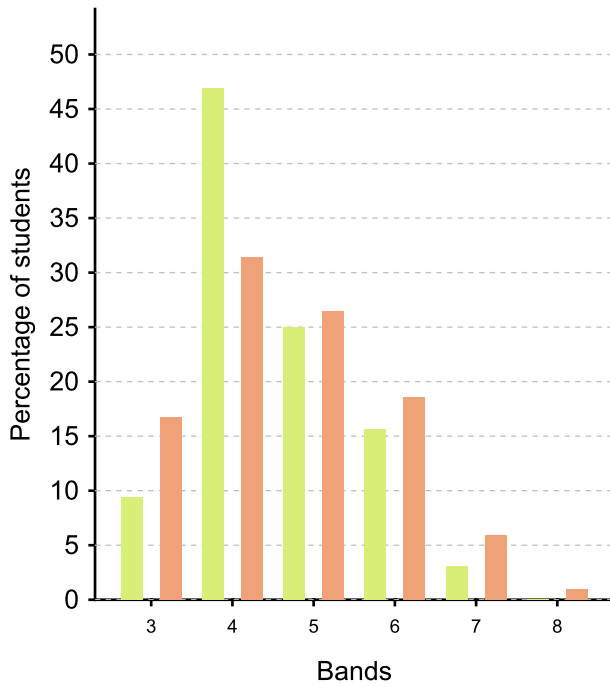
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Grammar & Punctuation



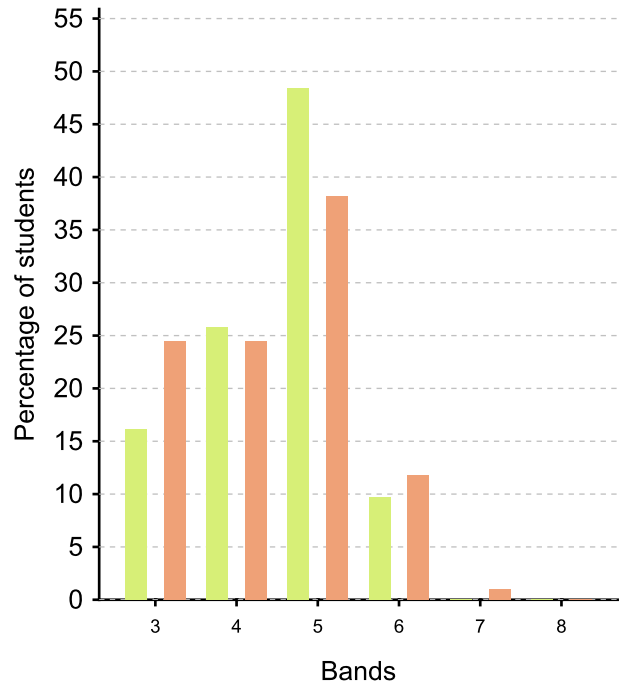
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Reading



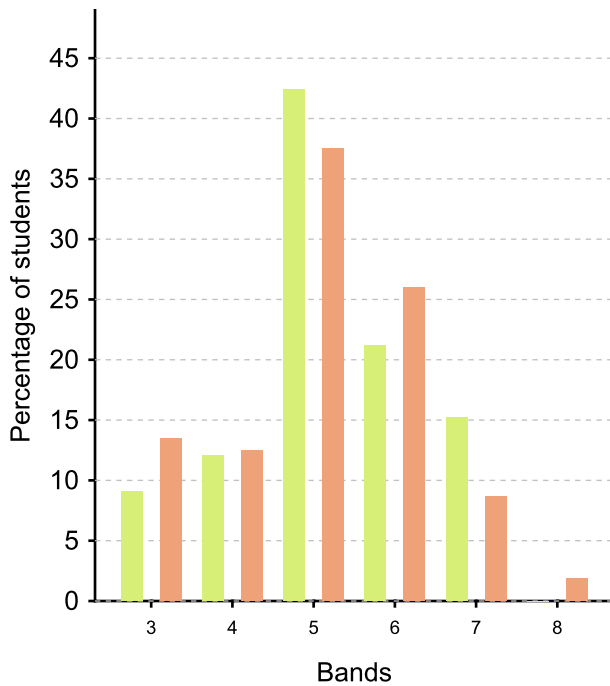
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

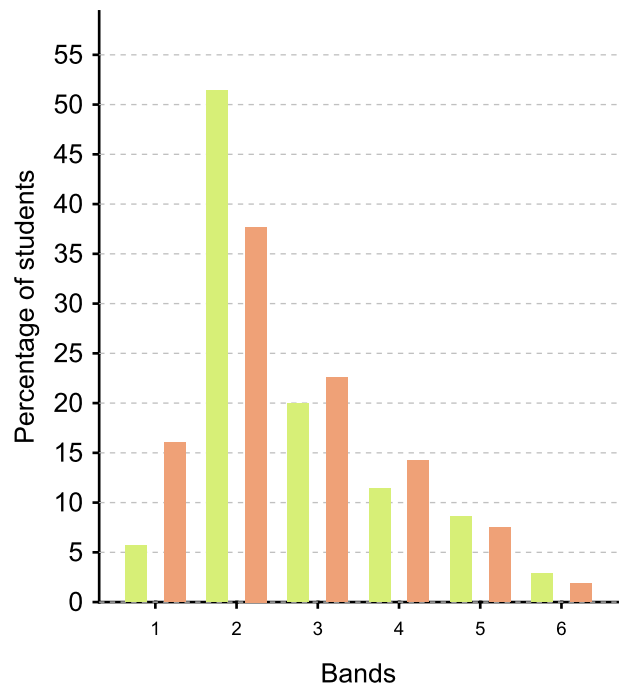
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

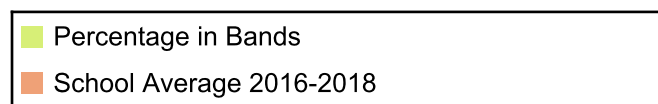
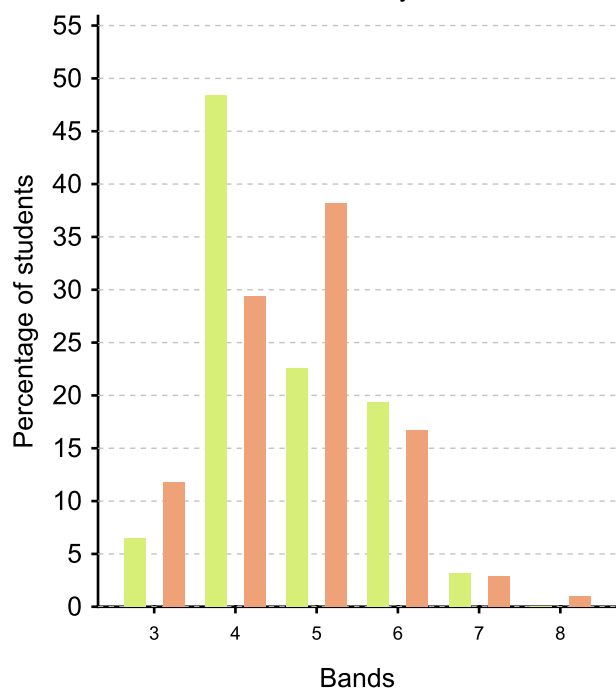
Students in Year 3 Numeracy have increased the results in Band 6 from 15.6% to 19.4% in Numeracy. There are no students in the bottom two bands and Band Three has 6.5% of students a decrease from 9.9% in 2017. Year 3 students have also seen a decrease in Band 1 from 25% in 2017 to 5.7%.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Percentage in bands: Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

Although students at Noumea were not able to meet the Premier's Priorities students continue to make strong progress particularly from the lower bands into the middle bands.

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 presented below.

Social Media

- 70% of parents utilize the schools Facebook page
- 70% of parents said that they find it useful for finding out information
- 30% of parents engage with teachers via class dojo

Welfare (Purple Stars)

- 60% of parents are aware of the newly introduced Purple Noumea Star
- 80% of students like the new purple stars

Home Reading and Learning Intentions

- 55% of children access Home Reading
- 50% of children discuss their learning intentions at home
- 60% of students discuss their learning intentions

in Science at home

Policy requirements

Aboriginal education

In 2018, 22% of students enrolled at Noumea Public School identified as Aboriginal or Torres Strait Islander.

All teaching staff at Noumea Public School attended a Professional Learning afternoon with the representative from the Aboriginal Education and Wellbeing Team on the Aboriginal Education Policy and discussed strategies to ensure Aboriginal perspectives are included in all lessons. Adherence of the guidelines is verified through lesson observations and regular program checks across the academic year.

Noumea Public School has a fulltime Aboriginal Education Officer who meets with families and teachers to prepare Personal Learning Pathways (PLPs) for Aboriginal students to identify learning goals and support targeted learning for the students. She also works closely with the community to support families and ensure students attend regularly.

In 2018 the school participated in the Sista Speak and Junior Sista Speak program, to foster self-confidence, public speaking abilities and well-being for Aboriginal girls. It also helped to build relationships between girls transitioning to high school from primary.

The school purchases resources including artefacts, posters, paintings and books to support the teaching of Aboriginal culture and perspectives.

In 2018, Noumea Public School continued to implement a Contemporary Aboriginal Dance Group. The group of students worked with teachers and collaborated with students from Chifley College Shalvey Campus to develop a contemporary dance routine, which was performed at multiple events throughout the year including the Education Week Concert and the NAIDOC Week celebrations.

Our K-2 Aboriginal Dance Troupe performed the welcome dance at our Presentation Assembly at the end of the year.

NAIDOC Week celebrations included a visiting Aboriginal Dance Troupe who worked with the boys and the girls to teach them traditional dance and the students performed these at the end of the session.

Uncle Mick attended for the week working in classes with students and teachers. He held artefact talks and showed the children how to make and use each artefact.

An Aboriginal School Education Officer attended to work with our Indigenous students to create artworks on the theme of NAIDOC 'Because of Her We Can' which is now permanently installed in our hall.

In-class tuition funding was utilised in 2018, to improve

learning outcomes for Aboriginal students in Kindergarten as part of the Indigenous Advancement Project which targeted Literacy and Numeracy. All Aboriginal and Torres Strait students were part of this project which saw improvements across all Key Learning Areas.

Additional funding was used to employ an Aboriginal Education Worker to work with the learning and cultural needs of Aboriginal students in Years 4 and 6 in preparation for transition to High School.

Noumea Public School was working with Ngroo in the pilot of the Connected Beginnings project which targets Aboriginal preschool children and their families to help make the children more school ready as they approach Kindergarten.

Multicultural and anti-racism education

Students from non-English speaking backgrounds represent 38% of the total number of enrolments at Noumea Public School. The school has a trained ARCO. There were three reported incidents of racial harassment in 2018, a slight increase from 2017.

Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in curriculum areas including History, Geography, Creative and Performing Arts(CAPA) and Literacy.

The English as an Additional Language/ Dialect (EAL/D) program operates two days per week and provides teaching and learning strategies to classroom teachers in Literacy and Numeracy. The focus for 2018 was on oral language and comprehension.

All students at Noumea Public School have the opportunity to take part in the Multicultural Group. The group comprised of over 60 students in 2018 and had the opportunity to take part in many Polynesian performances throughout the year, representing our school at a variety of assemblies and concerts. Using RAM funding, the school employed a Pacific Islander School Learning and Support Officer to develop cultural programming across the school and to liaise with the local Polynesian community, enhancing Home School Partnerships. A number of community members also volunteered to help with this program.

The Multicultural Dance Group had community members attend the school and provide traditional dance lessons for both boys and girls. This helped to further strengthen our ties with our Pacific Islander families.