

# Newbridge Heights Public School

## Annual Report



2018



4499

## Introduction

The Annual Report for **2018** is provided to the community of Newbridge Heights 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.

Mrs Irene Faros

Principal

## School contact details

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## School background

### School vision statement

At NHPS we facilitate a learning community which enables students to be articulate, self motivated life long learners who can successfully use and evaluate information in a future focused environment.

### School context

Newbridge Heights Public School plays a vital role in shaping the lives and learning of our students. Our school shares this responsibility with supportive parents, carers and the wider community. Together we nurture the development of the whole child.

The school enjoys a remarkable culture of achievement and enjoys high enrolment interest. Our school provides the best in public education and is committed to developing future focused learners utilising evidence based practices.

While the teaching of literacy and numeracy is the cornerstone of learning for our students, the school provides a broad comprehensive education. Through its diverse curriculum, Newbridge Heights PS contributes significantly to the development of skills in areas such as sport, performing arts, student leadership, resilience, social interaction and the use of digital technology.

Our students showcase their talents through the school dance group, Hip Hop group, Jump Rope for Heart skipping squad, choirs, music enrichment groups, dance and community of schools concerts. Our sporting program includes PSSA sports competition, swimming, athletics, cross country and the development of fundamental movement skills. We actively celebrate student participation and achievement.

The Moorebank Community of Schools (Newbridge Heights Primary School, Chipping Norton Primary School, Nuwarra Primary School and Moorebank High School) work together to provide quality professional learning activities for staff, student interaction, and opportunities, such as the combined schools concert, to showcase student achievements.

## 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.

#### Learning– Wellbeing

A major focus for 2018 was the introduction of the Positive Behaviour for Learning (PBL) program at Newbridge Heights Public School.

Led by the PBL team, expectations of behaviour, within universal (whole school) settings, were co-developed with staff and the community. Lessons to support these expectations explicitly taught these behaviours and ensured there was consistency across the school. The school community was informed through newsletters, specific meetings and assemblies.

Data from the tiered Fidelity Inventory Action Planning Tool indicated the school community is developing a shared understanding of the PBL program. Data was gathered in our universal settings and adjustments were made to further support a positive environment. As a result, student leaders were trained to referee touch football and soccer games on the oval at lunchtime to further facilitate a positive environment.

An in school online data base has been developed to track patterns of behaviour enabling staff to focus learning activities around areas of need.

#### Teaching– Effective Classroom Practice

Our teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence based strategies. Two part time instructional leaders were employed to further

develop explicit teaching practices. Strategies of support, in 2018, included mentoring, examining data and professional learning.

Using the evidence based practice of 'Sprints,' grade teams, led by the instructional leaders, engaged in collaborative teacher learning and practice improvement. The aim was to look for better ways to enhance teaching practice to maximise impact on student learning in a five week period.

Teachers identified a specific need, accessed research to identify appropriate teaching practices and implemented a short intervention. Most grades identified sentence structure as a focus and comparison of pre and post data indicated improvement.

### **Leading– Community Engagement**

Increased community engagement is one of the improvement measures within our 2018 – 2020 School Plan. A significant initiative to increase community engagement was the employment of a Community Liaison Officer (CLO) one day per week. The CLO maintained our website and Facebook account, coordinated Coffee and Chat sessions between the principal and community twice a term, facilitated community engagement with all our initiatives and assisted with all school events.

A customer service survey was completed at the beginning of the school year. An area of strength identified in the results was the high level of professionalism displayed by the office staff. School communication was enhanced through the increased use of multiple communication platforms including website, email, newsletter, Facebook and notes. The school provides opportunities for volunteers to be inducted and involved throughout the year.

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

Informed, creative and positive citizens

### Purpose

To ensure optimum conditions that challenge students to become motivated, confident and creative individuals, thriving in a school culture that is strongly focused on future focused learning.

### Overall summary of progress

K–6 staff were supported in the implementation of a number of future focused pedagogies in 2018.

Students in Stage 3 used Minecraft in Education to build an environment to showcase changes in colonial times.

Throughout the year staff engaged in Science, Technology, Engineering and Mathematics (STEM) professional learning which resulted in these lessons being embedded in some classrooms. During Education Week, parents participated in coding, STEM and SOLE (Self Organised Learning Environment) which included demonstrations of class use of Spheros and coding mice.

Our Bring Your Own Device (BYOD) project commenced in some classrooms and our school wireless system was upgraded to manage the additional traffic.

Positive Behaviour for Learning (PBL) was introduced to our school in 2018. The aim for the first year of implementation was the development of a matrix of positive behaviours in the universal settings. Implementation included professional learning, surveys across the school community, parent information sessions and newsletter articles. Playground data was analysed and as a result soccer and oz tag games were established involving a draw and referees. Data confirmed a reduction of incidents reported.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
There is an increase in the student's skills and abilities to be critical and creative thinkers.	TPL delivered by Toni Falusi	Understanding of the new Science and Technology syllabus for K–6 staff. STEM is being implemented in many classrooms supporting the development of critical and creative thinkers.
There is increased student engagement and positive behaviour in universal and classroom settings.	\$6475 plus costs associated with attending professional learning.	PBL data used to establish a Universal behaviour matrix that all staff and students are using to teach expected behaviours. Staff identified minor and major behaviours and strengths and areas of need in regards to the PBL program.

### Next Steps

The BYOD project will be further advanced through, professional learning for staff and continued upgrade of the internet service within the school. As a community we will determine the future direction of BYOD class use. The Future Focused Learning team will research and define creativity and critical thinking in certain subject areas. The library lessons will focus on this pedagogy for K–6 classes and staff will be supported to extend this pedagogy within classrooms.

The focus of PBL in 2019 is to develop a matrix of consistent expectations of behaviour within the classroom setting and classes will use Dojo Points to track positive behaviour. The online tracking of behaviour incidents will be implemented in 2019 which will enable better tracking and addressing of needed areas.

## Strategic Direction 2

### Quality Teaching and Learning

#### Purpose

To build a teaching and learning community where teachers implement explicit teaching methods with a high priority given to evidence based practices.

#### Overall summary of progress

To further improve student literacy achievement K–6 staff were provided with professional learning utilising English Textual Concepts to consolidate the teaching of all English syllabus outcomes. During Staff Development Days, twilight professional learning sessions and professional learning afternoons, external expertise provided guidance to develop teaching and learning activities that were engaging and covered all aspects of the English syllabus. New resources were purchased to support these units of work. During the year a process of explicit step by step scaffolding of writing units was developed to write programs on Representation and later Genre. Feedback from staff was positive.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
A greater percentage of students achieve in the two highest bands in NAPLAN in reading and writing from 2018 – 2020.	\$12100	English Textual Concepts were introduced to better address all English syllabus outcomes. Significant professional learning and planning time was allocated and an explicit step by step scaffolding for the writing of teaching and learning programs was embedded.
An increased percentage of classrooms using a Assessment As, Of and For Learning with emphasis on Explicit teaching, Learning Intentions, Goal Setting and Success Criteria.	nil	Staff development in the area of assessment for learning will be carried forward next year.
An increased percentage of students achieving in the two highest bands in NAPLAN in numeracy.	nil	Staff development in the area of numeracy will be carried forward to 2019.

#### Next Steps

In 2019, opportunities will be provided to staff to continue to collaborate on English Textual Concept units and a scope and sequence will also be developed.

To further improve student performance in the area of numeracy, NAPLAN and school based data will be examined to determine appropriate area of focus. Interested staff will be selected to conduct research, plan a trial a learning process prior to implementation K–6.

Staff will attend formative assessment professional learning and a team of staff will provide professional learning and activities from Semester 2, 2019 to increase the percentage of classrooms using assessment as, of and for learning.



### Strategic Direction 3

Effective leaders, communication and connection.

#### Purpose

To build a culture of high expectations, high community engagement, distributed leadership and continuous improvement.

#### Overall summary of progress

The focus of our Community Engagement project in 2018 was to improve communication. To support this initiative a Community Liaison Officer (CLO) was employed one day per week. The CLO ensured our school's website was up to date, created additional sms alert groups for our performing arts groups, kept our Facebook page up to date and assisted in whole school community events.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased engagement and participation in school decision making by students, staff and community.	Catering \$8 900 CLO	Communication has been enhanced with the school community by maintaining an up to date website and Facebook page. SMS alerts, emails and notes have been streamlined. The introduction of the CLO has enabled enhanced communication.
Increased distributed leadership opportunities and differentiated professional learning experiences builds leadership capacity.	Catering	This network examined the implementation and impact of Great Teaching, Inspired Learning reforms to support teachers at the beginning of their careers – specifically, induction, and mentoring and release time. From surveys in Term 4 the direction will include expanding the network further than Moorebank Community of School (MCOS).

#### Next Steps

The CLO will continue to be employed one day per week in 2019, and will focus on increasing parent engagement.

Early career teachers and teachers aspiring to accreditation at higher levels will continue to be supported.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$3981	Personalised learning plans were developed for all Aboriginal students. These were jointly constructed with each student and their parent. Aboriginal students were provided with the opportunity to learn more about their culture through dance workshops. All students at our school participated with NAIDOC activities developing all students understanding of Aboriginal Education.
<b>English language proficiency</b>	\$105 405	Funds were utilised to employ a number of part time teachers to support the 485 students that have a background other than English and come from 49 countries. The form of support included withdrawal and team teaching. Teachers with English as a second language teaching expertise also supported classroom teachers with contributing to the development of class programs to cater for the additional needs of students with a language background other than English.
<b>Low level adjustment for disability</b>	\$132 233	This funding was utilised to employ various teaching and school learning support officer staff. Teaching staff supported students through withdrawal and team teaching situations, coordinating the MULTILIT program and the Home Reading Program. Staff were supported with the preparation and implementation of Personalised Learning and Support Plans and the coordination the NCCD (Nationally Consistent Collection of Data) data.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$111 713	This initiative allowed for flexible teacher professional learning enabling program collaboration, observation of lessons within our school as well as other schools and time to moderate student work samples. The instructional leaders also facilitated a process by which grade teams analysed student data and creating explicit teaching sequences to meet student need within a short period of time, known as Sprints.
<b>Socio-economic background</b>	\$31 454	With this funding a staff member was allocated the role of facilitating all the programs that were coordinated by the Learning Support Team. This included follow up from counsellor referrals, applications for funding, supporting the development of personalised learning support plans, coordinating school learning support officers to support student's medical and learning needs as well as liaising with parents and external agencies.
<b>Support for beginning teachers</b>	\$27 572	In 2018 we had a number of beginning teachers that were eligible for this funding. This funding allows for the beginning teacher to have an additional two hours release from face to face teaching and it also allows for an additional one hour per week for the beginning teacher to work with a mentor ( in the first year of the funding). This time was utilised to prepare, mark and evaluate



<b>Support for beginning teachers</b>	\$27 572	lessons, observe experienced teachers, attend professional learning and liaise with mentors.
<b>Targeted student support for refugees and new arrivals</b>	\$3 605	In 2018 one student was eligible for additional English as a second language support through the New Arrivals program providing individualised support to develop the English written and spoken language.
<b>Early Intervention</b>	\$19488	This funding was utilised to support early intervention, specifically literacy for students with additional needs in Year 1. Support was provided through withdrawal and team teaching, focusing on reading, developing vocabulary and sentence structure.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	310	314	313	314
Girls	308	313	323	324

In 2018 our school continued to have a high demand for out of local area. 25 classes were formed once again and an additional demountable was installed in the event of the school needing to form the 26th class which did not eventuate.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.7	95.2	95.8	95.2
1	95.1	95	95.3	94.5
2	95.5	95.3	94.7	94.8
3	94.6	94.6	95.3	94.2
4	95.2	94.7	95.6	94.5
5	94.6	95	94.4	95.5
6	94.1	94.7	94.2	93.8
All Years	94.8	94.9	95	94.6
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

### Management of non-attendance

Student attendance is monitored at Newbridge Heights Public School very closely by the Deputy Principal and as a result our school's attendance rate is higher than State DoE average. Each fortnight the Deputy Principal identifies students who have fallen below the 80% attendance level. The teachers of these students are notified to monitor attendance. Students are then discussed at regular meetings with the Home School

Liaison Officer and Deputy Principal where interventions are put into place.

Parent meetings are conducted and a student attendance plan is established and agreed upon by the parents. These plans are presented to the Learning Support Team and monitored by the HSLO and Deputy Principal to ensure a satisfactory attendance level is re established.

### Class sizes

Class	Total
KB	22
KA	21
KD	22
KC	22
1A	23
1D	20
1C	21
1B	19
2_3A	26
2C	25
2B	24
2A	24
3B	30
3A	26
3C	29
4C	27
4B	28
4A	31
5C	27
5B	29
5A	28
5_6A	30
6A	31
6C	31
6B	31

## Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.31
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	0.6
School Administration and Support Staff	4.06

\*Full Time Equivalent

Two staff members have identified as Aboriginal or Torres Strait Islander in 2018. These staff members have been integral in educating our whole school community about Aboriginal education as well as supporting our Aboriginal students in various academic and cultural endeavours.

## 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	29

## Professional learning and teacher accreditation

School expenditure for professional learning in 2018 came to \$30530. Professional learning can be scheduled during school time or after hours. Professional learning requests will generally be approved when it meets school goals or goals identified by staff through their Professional Development Plan. School projects supported with professional learning in 2018 included Positive Behaviour for Learning, Host Leadership training, visiting other schools, Engaging with the Community, preparation for the new Science and technologies syllabus, Learning Progressions and Early Career Teachers.

Three staff were well supported and gained accreditation at Proficient career stage of the Australian Professional Standards for Teachers. These teachers were required to gather evidence of practice against the seven standards of teaching. Classroom observations were undertaken as part of the process and their

supervisor completed a report with all evidence approved by the Teacher Accreditation Authority.

Up to 3 staff have indicated an interest in gaining accreditation at higher levels.

Staff Development Days were held on the first day of Term 1, 2 and 3. There were two twilight Staff Development Days sessions held and there was a Staff Development Day on the last day of Term 4, 2018.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	114,021
<b>Revenue</b>	5,341,895
Appropriation	4,934,512
Sale of Goods and Services	28,862
Grants and Contributions	373,842
Gain and Loss	0
Other Revenue	1,430
Investment Income	3,248
<b>Expenses</b>	-5,070,236
Recurrent Expenses	-5,070,236
Employee Related	-4,429,915
Operating Expenses	-640,321
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	271,659
<b>Balance Carried Forward</b>	385,680

2018 saw further updates of the DoE finance system. As a result a conservative approach to expenditure was adopted resulting in a significant balance being carried forward which will be expended in 2018. A part time business manager was employed to specifically focus on Finance, Assets and Health & Safety.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	4,210,955
Base Per Capita	122,983
Base Location	0
Other Base	4,087,973
<b>Equity Total</b>	273,073
Equity Aboriginal	3,981
Equity Socio economic	31,454
Equity Language	105,405
Equity Disability	132,233
<b>Targeted Total</b>	95,294
<b>Other Total</b>	161,588
<b>Grand Total</b>	4,740,910

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.

The average scaled scores in NAPLAN literacy indicated students achieving substantially above the average of similar schools for Year 5 in the areas of spelling and grammar and above similar schools in reading and writing. The averaged scaled scores in NAPLAN literacy for Year 3 were close to the average of similar schools in all areas.

The average scaled scores in NAPLAN numeracy indicated students achieving substantially above the average of similar schools for Year 5 in the area of numeracy. The averaged scaled scores in NAPLAN numeracy for Year 3 were close to the average of similar schools.

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.

Due to there being less than the minimum number of Aboriginal students in the NAPLAN cohort, we are unable to report on the percentage of Aboriginal students in the top two NAPLAN bands.

## Parent/caregiver, student, teacher satisfaction

The 360 Customer Service Survey was offered to the parent community in 2018, to gather feedback on how we can better deliver customer service. The results of the service indicated that the administration staff offer an excellent level of service across many areas including, providing correct information, are sensitive to customers and they have a high priority on maintaining positive customer relationships.

In 2018 over 40% of staff completed the People Matter Survey. This annual survey is a valuable tool in understanding how staff experience their workplace. Overall, there is a positive shift in the results. The highest ranking results of satisfaction for teachers were accountability, communication, diversity and inclusion, employee engagement and engagement with work. A future area of development is acting upon survey results.

## Policy requirements

### Aboriginal education

Personalised learning plans were developed for all Aboriginal students. Where appropriate some students were additionally supported through the MULTILIT program. These were jointly constructed with each student and their parent. Aboriginal students were provided with the opportunity to learn more about their culture through dance workshops. All students at our school participated with NAIDOC activities developing all students understanding of Aboriginal Education.

## **Multicultural and anti-racism education**

At Newbridge Heights Public School, 75% of our students come from Language Backgrounds Other Than English (LBOTE). These students come from over 40 countries. The 4 day per week English as an Additional Language or Dialect (EALD) was supplemented through school funds in 2018. There was also one New Arrivals student who attracted additional support. Multiculturalism was celebration in our Celebration of Life Parade held annually.