

North Nowra Public School

Annual Report



2018



4618

Introduction

The Annual Report for **2018** is provided to the community of North Nowra 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.

The front cover picture was taken during the evening after the Remembrance Day Ceremony and Celebration to open the Memorial Garden for return service personnel.

Peter Wright-Smith

Principal

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Message from the Principal

Our school community continues to support our school's programs and procedures to promote student growth.

The community has high regard for the school and the dedicated, hardworking staff. Our enrolments continued to grow throughout 2018.

This year we have continued making improvements to our teaching and learning by employing additional staff through our Resource Allocation Management (RAM) funding to support teacher professional learning and evaluating data on a five weekly cycle to target students to participate in intervention groups to promote and enhance students' growth in literacy and numeracy. Students with identified learning needs have also been supported at their point of learning need.

Staff have been involved in the following rigorous Professional Learning:

1. Learning Progressions

- To apply the Learning Progressions to enhance their ability to identify student needs, and to support classroom planning and reporting.

2. How 2 Learn

- Building a school culture that has learning at the centre of decision making and actions.
- Allowing teachers and students to understand the neuroscience of HOW we learn and approach challenges.
- Building a repertoire of habits that ensure all learners have strategies to utilise when learning throughout their life across multiple contexts.
- Creating powerful teaching practices that are focused on empowering students to be their own teachers and to enable teachers to see themselves through the eyes of their students.

As a result of professional learning, and the implementation of scope and sequences for Mathematics, Science and HISE (Geography and History), teachers are confidently delivering curriculum content consistently, setting learning and teaching to the cohort and at individual point of need.

The appointment of Deputy Principal Instructional Leader (K–2) and Assistant Principal Instructional Leader (3–6) positions have continued to be an asset to the school. The Instructional Leaders are supporting and mentoring teachers to improve student results and build the knowledge of teachers to deliver excellent teaching and learning across the curriculum focusing on Literacy and Numeracy growth.

In addition to teaching staff, we recognised the need to support students' emotional needs to enable them to be ready for learning. We continued to employ a Youth Worker, five days a fortnight. The youth worker has provided support to 120 students directly, and all teachers (and many other staff) have benefited from professional learning in Trauma Informed Practice. This intervention has supported staff to effectively support students' social and emotional needs while maintaining teaching and learning.

Many new resources continued to be purchased to support our teaching. The year commenced with the computer laboratory being redeveloped with 25 laptops. All classrooms also received laptops to support learning.

2018 has been an enriching and productive year for our community, and we have enjoyed delivering excellent teaching and excellent learning.

North Nowra Public School is truly a model of quality Public Education.

Peter Wright-Smith

Principal

School background

School vision statement

Valuing individual excellence and equipping future-focused learners

School context

At the commencement of the 2018 to 2020 School Plan North Nowra has a newly appointed Principal and has three years to run of the Early Action for Success (EaFS) initiative.

North Nowra Public School has an enrolment of 200 students, including 37 Aboriginal students. There are 8 mainstream and 3 support classes. North Nowra is committed to excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential. The school receives significant equity funding, including participation in the 'Early Action for Success' initiative. Positive Behaviour for Learning and Kids Matter are integral parts of the school culture. North Nowra Public School strives for a strong sense of community and enjoys a strong partnership with the Nowra AECG. The school is well resourced and has a strong future-focused approach to learning, including the authentic integration of technology and visible learning. The school benefits from an ongoing and targeted focus on professional learning in order to develop excellent teachers who are capable of creating change and positively influencing student outcomes.

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 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

In the domain of Learning the school has evaluated itself as Sustaining and Growing. The focus areas highlighted in this report show that, as a school, we are supporting our students by creating a positive, engaging learning environment where students and staff can develop healthy relationships. This report will highlight that, through well-developed policies and programs, we have a whole school approach that supports the well-being of all students as well as providing transparent systems for addressing and monitoring student social, behavioural and learning needs. The report will highlight that the school works closely with the community to monitor, review and support the development of the school's vision and learning priorities. The school is working more closely with preschools and high schools to support successful transitions for our students. In the element of Assessment, the report will highlight that the school needs to develop an assessment strategy that is planned and undertaken regularly in all classes with the systematic collection of data. The report will also outline how the school will implement a whole school assessment strategy designed to ensure that the learning of all students is systematically monitored. Our School Plan Strategic Direction 1 – excellence in teaching and excellence in learning, links closely with our on-balance judgment for these elements and provides the school community with clear future directions in these areas.

In the domain of Teaching the school has evaluated itself as Sustaining and Growing. Our primary focus in the domain of Teaching, are the elements that we see ourselves as delivering, which are data skills and use and learning and development. Within the aspect of data skills and use school structures have been embedded to ensure that teachers have adequate, valuable time to ensure that student learning progress is monitored. This report will demonstrate how, during this collaborative time, staff with expert skills support teachers to develop programs that provide consistency of curriculum delivery and adequate teaching strategies are embedded to support differentiation. The report will highlight that the school has clear programs in place to support the development of all staff. It will demonstrate how Student Performance Data has driven the professional development of staff in Literacy and Numeracy and how staff have been supported to implement new strategies in the classroom. This whole school training focused on building teachers' understanding of effective teaching strategies for differentiating tasks to support learning development. The report will include NAPLAN data that shows an increase in the number of students achieving at or above expected growth for

Grammar and Punctuation and Spelling. The report will also demonstrate how all staff, at different levels of their teaching career, are supported to maintain and develop their progress towards the Professional Standards which is linked to the School Plan Strategic Direction 2 – Learning for today and tomorrow.

In the domain of Leading the school has evaluated itself as Sustaining and Growing. In this area, our priorities have been to progress leadership, and develop school planning implementation and reporting. The report will state how staff have been identified for professional learning and purposeful leadership roles. The school has appointed staff into critical positions that support excellence in teaching and learning across the school and have executive teachers trained as trainers to support essential programs in the school such as L3 and How2Learn. The report will demonstrate and provide evidence of its monitoring and review processes that solicit and address feedback from staff, students and the community. The report will highlight the school processes that ensure that the school programs, professional development and the School Plan are evaluated and reviewed expertly by all staff and the community. The report will demonstrate how the school manages communication and reports to parents regularly about school priorities and individual student progress. This element is linked to crucial processes in our School Plan Strategic Direction 3 – Leading a high-performance culture.

Our self-assessment process will assist the school in refining 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

Excellence in teaching, excellence in learning

Purpose

Excellent teaching occurs in every classroom, for every student, every day. Through instructional leadership, all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress achievement data. Teachers will employ evidence-based, effective teaching strategies to achieve high value-added outcomes for students. Teachers plan collaboratively for teaching, learning and assessment. Accommodations and adjustments are made by all staff to suit student needs as they arise. Case management of individual students occurs quickly and discretely.

Overall summary of progress

The school focus to develop the fundamental skills in Literacy and Numeracy was enhanced this year with the continued employment of an Early Action for Success Deputy Principal Instructional Leader (K–2) and a School funded Assistant Principal Instructional Leader (3 to 6). The role of the Instructional Leaders (IL) was to demonstrate effective pedagogy in years K–6 and lead the use and implementation of data to track students progress and 'point of need' better. The Instructional Leaders supported the teachers to implement pedagogical strategies to address identified needs.

Our How 2 Learn team trained all staff in the first three modules of the How 2 Learn program. These meetings focused on developing consistent teacher language and classroom structures to promote active learning and focus students thinking towards 'thinking learn' so that they more effectively engage in learning opportunities across the school.

Teachers developed their skills to identify learning intentions for their classes based on available data. Teachers were able to have focused support in plotting their students on the progressions.

K–2 staff were trained or continued their training in L3 and Year 3–6 participated in NSW DoE Focus on Reading program.

The school employed additional staff as Interventionists for literacy and numeracy to support the implementation of targeted support strategies. Students were identified through the implemented data analysis and programs were identified to support the development of students' reading, comprehension and numeracy skills.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| 100% of Teaching / Learning programs are data-driven, differentiated for individual student learning needs, demonstrate syllabus content and follow the NNPS scope and sequence of learning outcomes. | <ul style="list-style-type: none">• EAfS K2 State Funds FTE 0.8 (4 days) a week \$127,418.00• 3–6 Instructional Leader FTE 0.6 (3 days) a week \$64,000.00• Learning and Support Teacher FTE 1.0 (5 days) a week \$106,000.00• Interventionist Teacher K–6 focus FTE 1.0 (5 days) a week \$106,000.00 | Approx 75% of all staff are regularly inputting data. Some staff need further training and encouragement. |
| Increased percentage of students achieving expected growth in internal and external assessments. 8% increase of students in the top two NAPLAN bands for reading and numeracy 30% increase of Aboriginal students in the top two NAPLAN | <ul style="list-style-type: none">• EAfS K2 State Funds FTE 0.8 (4 days) a week \$127,418.00• 3–6 Instructional Leader FTE 0.6 (3 days) a week \$64,000.00• Learning and Support Teacher FTE 1.0 (5 days) a week \$106,000.00• Interventionist Teacher K–6 focus FTE 1.0 (5 days) | 2018 data demonstrated that these targets remain a challenge. The impact of programs including EAfS, Instructional Leaders, interventionists and whole staff training programs such as How2learn and L3 are forming stronger and more effective learning habits among students which is expected to see the school achieve the targets by 2020. <ul style="list-style-type: none">• K– 2 reading (Literacy) 65% on track.• Year 3, in top two bands Literacy 33.9% and Numeracy 13%• Year 5, in top two bands Literacy 10.6% and |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|---|---|
| bands for reading and numeracy 80% of K – 2 on track in Literacy and Numeracy | a week \$106,000.00 | Numeracy 3% |
| Increase in students' sense of both skills and challenge as reported by the TTFM survey. | <ul style="list-style-type: none">• Communication School Contact Officer (SLSO) FTE 0.4 (spread over 5 days a week) \$30,000.00• Social Worker FTE 0.5 \$64,000.00 | There has been an 8% increase in the number of students identifying that they are participating in learning experiences that are 'high skills–high challenge'. According to the Tell Them From Me (TTFM) Survey 45% of students indicated that the skill and challenge level of their learning is high. |

Next Steps

Instructional Leaders K–2 /3–6:

- Supporting consistent and accurate data collection in literacy and numeracy
- Identifying student and teacher learning needs through data collection to target specific intervention
- Providing responsive professional learning to address identified needs and improve teaching practice
- Provision and monitoring of assessment that is planned and undertaken regularly in all classes to systematically collected data
- Establish with stage leaders (and teachers) a whole school assessment strategy designed to ensure that the learning of all students is systematically monitored

Personalised Learning:

- Learning Support Team (L&ST) responding to data to provide individualised learning for Tier 2 & 3 students
- L&ST providing responsive professional learning to enable teachers to address any identified need
- Teachers providing an individualised program that successfully supports the differentiation of the curriculum for all students
- Systems will be established that regularly and accurately monitor attendance so that prompt action is taken to address issues with individual students

Strategic Direction 2

Learning for today and tomorrow

Purpose

Teachers implement ongoing formative assessment to drive visible learning. Students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our school community demonstrates high expectations of learning progress and celebrates achievement for all students in the pursuit of individual excellence. Strong understanding of background and culture will build future aspirations and prepare students for rewarding and productive lives in a technologically complex and dynamic world. Effective transition practices will ensure longitudinal continuity of learning.

Overall summary of progress

Excellent professional learning is leading to consistent implementation of visible learning in classrooms. Evidence of visible learning is being seen in teaching programs.

Students, staff and community are indicating that transitions between a range of stages and locations of learning are being enhanced.

Excellent professional learning has enabled the development of school culture that is increasingly positive where staff, students and community members are beginning to embrace life long learning as a characteristic of their approach to learning.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--|--|
| 100% of teachers use learning intentions and success criteria within daily literacy and numeracy teaching as a platform to provide effective feedback/feed forward. | <ul style="list-style-type: none">• Release 11 teaching staff, Instructional Leaders and Stage Leaders for 'Data Conversation' and analysis each term for a 1 day, \$30,000. | <ul style="list-style-type: none">• 2 out of 8 classes are consistently using Visible Learning techniques• 3 other classes are experimenting with some area. |
| Improved evaluative feedback data from whole school community regarding effectiveness of transitions. | <ul style="list-style-type: none">• Release staff to attend training, communicate with preschools, High schools and prepare transition events \$4,000.• Communication School Contact Officer (SLSO) FTE 0.4 supported these days as part of the Community communication role. | <ul style="list-style-type: none">• Four successful transition days were developed and run.• Instructional Leaders and Stage leader attended a number of preschools to support the pre to school transition.• The out of area school panel meet frequently to discuss applications and provided families with recommendation.• Stage 3 participated in training to implement the Bomaderry High School Asia project to run in 2019. |
| 100% of staff use the language of How2Learn in daily practice and explicitly teach effective life-long learning dispositions. | <ul style="list-style-type: none">• How2Learn training for 4 staff for 4 days \$8000 to support the implementation of How2Learn across the school. | <ul style="list-style-type: none">• Modules 1–4 of Phase 1 were completed• Three staff attended 4 days of Train the Trainer Training for How 2 Learn delivery |

Next Steps

Making Learning Visible:

- Maintain professional learning to lead an increase in the consistent implementation of visible learning in every classroom. Implement Learning Sprint program to monitor and record evidence of visible learning being evident throughout teaching programs and classes. Utilise data gained through Learning Sprint implementation to identify areas and actions to enhance the application of visible learning across the classroom environments.

Transitions:

- Build on the increased connection developed in 2018 between the preschools. Ensure active participation in the Northern Shoalhaven Community of Schools and maintain strong links to Bomaderry High School. Ensure that students, staff and community experience smooth transitions between all stages and locations of learning. Collect further data and information to inform decision making, focused on increasing the seamlessness of transitions to, through and from our school.

Strategic Direction 3

Leading a high performance culture

Purpose

To build a workforce of the highest calibre which improves every year. A shared focus on continuous, sustained and measurable whole school improvement will ensure that distributed leadership is facilitated, creating a culture of shared accountability to achieve organisational best practice. Individual expertise is recognised school wide to best meet the needs of the school and the students. Community confidence will grow as a result of strong community partnerships and effective leadership by all.

Overall summary of progress

Across the school, there has been improved respectful communication and many staff, students and community members are reporting an improved and positive school culture.

Deliberate and focused planning, reviewing and implementation strategies is identifying individual expertise is recognised and supported by the school's leadership, enabling staff and students to identify a sense of belonging while engaging a cycle of continuous improvement.

A number of key policies and procedures were reviewed and updated throughout the year. This also led to the school website being updated to provide community access to current documentation that is meeting the needs of the changing school context.

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|--|--|--|
| 100% of staff have a PDP linked to the school strategic directions. 100% of teaching staff are purposefully engaging with the Australian Professional Standards for Teachers. | <ul style="list-style-type: none">• Release 11 teaching staff, Instructional Leaders and Stage Leaders for 'Data Conversation' and analysis each term for a 1 day, \$30,000. | <ul style="list-style-type: none">• Programming meetings with Instructional Leaders has been successful and effective, with coaching conversations focused on linking all teaching staff members Personal Development Program (PDP) to the Australian Professional Standards.• A number of School Assistant Support Staff have also requested the development of Personal Development Plans to enhance their professional development.• Increased support has developed a physiological safe space for constructive feedback to be delivered and staff are developing more confidence to receive feedback and direction about improving teaching quality and seeing it as a continually growing process. |
| A cyclic maintenance calendar will be available for regular policy review and development in line with the A to Z tool. | <ul style="list-style-type: none">• Staff released to review, develop and write policies• Professional learning provided to Communication School Officer in how to edit and enhance the school website. | <ul style="list-style-type: none">• Policies reviewed and developed included Learning Support Guidelines, Well-being (level System), Playground, Detention, Enrolment and Safe Sports Guidelines• Surveys have been developed and are to be administered and evaluated. Further work to be done as the How to Learn culture is embedded into the policy. This will be done through changes to the language, teaching and culture around the concept of the North Nowra Way. |
| Tell Them From Me survey results demonstrate increased positive perception of school culture. | <ul style="list-style-type: none">• A staff member released to prepare for and deliver the survey to students \$1000• Communication School Contact Officer (SLSO) FTE 0.4 supported the delivery | <ul style="list-style-type: none">• 52.5% of students in 2018 reported that they experience High Advocacy, High Belonging and High Expectations. |

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Funds Expended (Resources) | Progress achieved this year |
|---|--------------------------------|--|
| Tell Them From Me survey results demonstrate increased positive perception of school culture. | of the TTFM survey to parents. | • 52.5% of students in 2018 reported that they experience High Advocacy, High Belonging and High Expectations. |

Next Steps

Building Community

- Due to the overwhelming response to and support of ClassDojo as a communication system between school and families in 2018, policies will be finalised, and all classroom teachers will be using ClassDojo as one of the preferred communication avenues to maintain and build parents involvement and knowledge of students daily learning experiences. The ClassDojo policy will be finalised and published, and training will be available for teaching staff and the school community to support the implementation of ClassDojo.

Professional Learning for All

- Maintaining and developing the 'Safe Space' to deliver feedback and direction (in 2019) will be essential for the development of excellent teacher and excellent learning. By recognising individual expertise and providing support to engage staff in a cycle of continuous improvement.

School Systems Review

- Further work needs to be undertaken to ensure that the How 2 Learn culture is embedded into policies. Changes to the language, teaching and culture that will be an integral component of the North Nowra Way concept to be developed in 2019. Relevant, accurate and current documentation meets the needs of the school context.

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|---|
| Aboriginal background loading | \$36000 SLSO support | <p>The attendance rates of North Nowra Public School Aboriginal and Torres Strait Islander students was 88%. Each year group attended at the following rates: Kindergarten (97%), Year 1 (88%), Year 2 (84%), Year 3 (87%), Year 4 (83%), Year 5 (97%) and Year 6(92%).</p> <p>NAPLAN results for Aboriginal and Torres Strait Islander students in Years 3 and 5, identified that in 2018 88% of Year 3 students achieved higher than Band 2 in all aspects of the NAPLAN assessment. The Year 5 Aboriginal and Torres Strait Islander student cohort in 2018 is too small to comment on or provide effective data analysis.</p> <p>Due to cohort size a report can not be provided for the premiers target of a 30% in crease in Aboriginal and Torres Strait Islander students achieving in the top two bands.</p> |
| English language proficiency | \$8000 (FTE 0.2 teacher allocation) New Arrival Support | <p>Refugee and newly arrived students are identified and assessed for immediate support to ease their transition into school.</p> <p>A Specialist teacher focuses on English language and social skills for all students.</p> <p>New Arrival funding was used to employ a trained English as an Additional Language or Dialect (EAL/D) teacher one day a week to work the students. The program supported the social and emotional development of students.</p> |
| Low level adjustment for disability | \$3040 (flexible funding) \$110551 (1.1 teacher allocation) | See strategic Directions 1 and 2 for the impact statement. |
| Quality Teaching, Successful Students (QTSS) | <ul style="list-style-type: none"> • EAfS K2 State Funds FTE 0.8 (4 days) a week \$127,418.00 • 3–6 Instructional Leader FTE 0.6 (3 days) a week \$64,000.00 • Learning and Support Teacher FTE 1.0 (5 days) a week \$106,000.00 • Interventionist Teacher K–6 focus FTE 1.0 (5 days) a week \$106,000.00 | See strategic Directions 1 and 2 for the impact statement. |
| Socio–economic background | \$67000 (flexible funding) \$30150 (FTE 0.5 allocation) | <p>The school was able to trial employing a Social Worker five days per fortnight to support students who were experiencing anxiety and trauma that is affecting their ability to engage in learning effectively. As a result of the program, more than 100 students were supported throughout the year. The program also impacted on the learning of other students, by allowing teachers to focus on the core business of teaching, the specialist Social Worker to support students quickly and efficiently.</p> |

| | | |
|---|--|--|
| Targeted student support for refugees and new arrivals | \$8000 (FTE 0.2 teacher allocation) New Arrival Support | See English Language Proficiency section for impact statement. |
|---|--|--|

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2015 | 2016 | 2017 | 2018 |
| Boys | 139 | 113 | 107 | 101 |
| Girls | 108 | 106 | 113 | 98 |

2018's decision to implement a stronger Local Area Enrolment procedure resulted in the school actively turning away out of area enrolments who did not meet eligibility for enrolment.

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2015 | 2016 | 2017 | 2018 |
| K | 94.6 | 95 | 94.4 | 93.7 |
| 1 | 93.4 | 92.4 | 94.2 | 92.8 |
| 2 | 94.5 | 92.8 | 94.4 | 92 |
| 3 | 93.9 | 96 | 91.3 | 91.3 |
| 4 | 93.2 | 92.9 | 93.1 | 90.9 |
| 5 | 92.3 | 93.8 | 93.5 | 91.4 |
| 6 | 93 | 94 | 92.5 | 93.6 |
| All Years | 93.6 | 93.8 | 93.4 | 92.2 |
| 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

North Nowra Public School is proactive in managing student attendance. Regular meetings are convened between the school and the Home School Liaison Officer (HSLO).

The school rewards students with outstanding levels of attendance each term as part of the school's Positive Behaviour for Learning program. Parents of students

whose attendance is of concern are contacted and invited to meetings where strategies and support are discussed. These students' attendance is closely monitored through:

- close monitoring of weekly attendance, including late arrival and early departure.
- adherence to HSLO procedures
- regular communication with parents via letter, telephone and interview.

Workforce information

Workforce composition

| Position | FTE* |
|---|------|
| Principal(s) | 1 |
| Assistant Principal(s) | 3 |
| Classroom Teacher(s) | 8.64 |
| Teacher of Reading Recovery | 0.32 |
| Learning and Support Teacher(s) | 0.8 |
| Teacher Librarian | 0.4 |
| School Administration and Support Staff | 5.02 |

*Full Time Equivalent

The Australian Education Regulation, 2013 requires schools to report on the Aboriginal composition of their workforce.

In 2018, one temporary employee at the school was Aboriginal. There were two other Aboriginal people employed on a casual basis at the school in 2018.

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 | 33 |

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by North Nowra Public School staff in 2018. With the release of a different funding model and research supporting teacher quality is the single largest indicator of student success, as a result, the school took ongoing direction to fund professional learning and support staff to enhance their professional growth in

teaching and learning, and leadership. Throughout the year five teachers completed their maintenance requirements with NESAs and were passed as at 'proficient' for a further 5 year period. There were no teachers seeking accreditation at Highly Accomplished or Lead status.

\$10000 was provided for professional learning directly to focus on compliance training for work, health and safety and other mandatory training was made available for all staff. Expenditure on professional learning and accreditation for staff included the following focus areas: Language, Learning and Literacy (L3), Focus on Reading (FoR), How2Learn and Personalised Learning eLearning. Professional learning was enhanced by the appointment of one Instructional Leader through the Early Action for success program and a school funded Instructional Leader (\$200000 investment). This program provided teachers with classroom and external professional support and learning throughout the year.

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 | 187,501 |
| Revenue | 2,993,686 |
| Appropriation | 2,918,578 |
| Sale of Goods and Services | 2,703 |
| Grants and Contributions | 70,765 |
| Gain and Loss | 0 |
| Other Revenue | 100 |
| Investment Income | 1,540 |
| Expenses | -3,061,974 |
| Recurrent Expenses | -3,061,974 |
| Employee Related | -2,726,897 |
| Operating Expenses | -335,077 |
| Capital Expenses | 0 |
| Employee Related | 0 |
| Operating Expenses | 0 |
| SURPLUS / DEFICIT FOR THE YEAR | -68,288 |
| Balance Carried Forward | 119,213 |

In 2018, a calculated decision was made to ensure that the allocated funds for 2018 and 50% of the school's

carry forward was used to establish new programs, resource the school further and support teaching and learning through reduced class sizes. Due to increasing students numbers throughout Term 1, 2018, an 8th classroom teacher was substantively funded by the Department of Education, which caused a reduction in projected spending.

The appointment of a new Principal and leadership team at the commencement of 2018 also brought increased stability to understanding Department of Education financial systems and enabled the budget to be monitored and managed more carefully. As a result, the school rolled over \$119,000 to carry forward in 2019.

The school finance team will be working closely with the Parent and Citizen's Association in 2019 to ensure that the public funds the school is provided are utilised to their full potential to enhance students growth and learning success. The team also intend to reduce the rollover figure to around \$60000 to ensure that students who the funds are given to are receiving their full benefit. The reserve will be maintained to support unforeseen costs related to the Work Health and Safety, maintenance and staff replacement costs.

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 | 1,441,593 |
| Base Per Capita | 45,867 |
| Base Location | 2,350 |
| Other Base | 1,393,376 |
| Equity Total | 399,042 |
| Equity Aboriginal | 70,406 |
| Equity Socio economic | 209,860 |
| Equity Language | 8,183 |
| Equity Disability | 110,592 |
| Targeted Total | 621,396 |
| Other Total | 249,108 |
| Grand Total | 2,711,139 |

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.

Literacy

In Year 3, students' performance increased in all areas of literacy when compared to 2017 results.

In Year 5, students' made improvements in grammar and punctuation, reading and spelling, although results in writing declined compared to 2017 results.

Results for grammar and punctuation and spelling continue to be encouraging with continued increases in score results for both Year 3 and Year 5 when compared to 2017.

Compared to State growth, our students demonstrated the following:

- Reading: 55.0% compared to State 82.7%
- Writing: 21.1% compared to State 47.6%
- Spelling: 93.1% compared to State 79.7%
- Grammar and Punctuation: 82.7% compared to State 68.3%

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

In Year 3, the percentage of students performing in the top two bands were as follows:

- Reading 34.8%
- Writing 22.7%
- Spelling 39.1%
- Grammar and Punctuation 39.1%

In Year 5, the percentage of students performing in the top two bands were as follows:

- Reading 10%
- Writing 3.3%
- Spelling 13.3%
- Grammar and Punctuation 20.0%

Another reporting requirement from the State priorities:

Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of aboriginal students in the top two NAPLAN bands.

In Year 3, the percentage of Aboriginal students performing in the top two bands were as follows:

- Reading 0%
- Writing 0%
- Spelling 20%
- Grammar and Punctuation 20%

In Year 5, the percentage of Aboriginal students performing in the top two bands were as follows:

- Reading 0%
- Writing 0%
- Spelling 20.0%
- Grammar and Punctuation 0%

Numeracy

Results this year for both Year 3 and Year 5 showed a decline from the 2017 results.

Compared to Average Scaled State growth, our students demonstrated scores for Numeracy: 63.2% compared to State 93.2%

In accordance with the Premier's Priorities: Improving education results, schools are required to report their student performance for the top two NAPLAN bands.

- Year 3, 13.3% performed in the top two bands
- Year 5, 3.3% performed in the top two bands

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.

Another reporting requirement from the State priorities: Better services – Improving Aboriginal education outcomes is for schools with significant numbers of Aboriginal students to report the percentage of aboriginal students in the top two NAPLAN bands.

In Year 3, the percentage of Aboriginal students performing in the top two bands were as follows:

- Reading 0%, Writing 0%, Spelling 20%, Grammar and Punctuation 20% and Numeracy 0%

In Year 5, the percentage of Aboriginal students performing in the top two bands were as follows:

- Reading 0%, Writing 0%, Spelling 20.0%, Grammar and Punctuation 0% and Numeracy 0%

Parent/caregiver, student, teacher satisfaction

In 2018, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me survey. Their responses: This year we asked parents 'How do you want to access information about what your child is learning?' The majority of parents identified that they wanted to have some form of electronic communication with teachers. Of parent survived, 94% indicated that they would prefer to receive communication in an electronic format. These forms included email, website, facebook and applications such as ClassDojo.

Regarding learning, 54% of parents indicated that their child speaks regularly about their learning intentions at home. 63% of parents agreed or strongly agreed that they knew what their child is learning at school.

During 2017, students identified that there was a 15% reduction in bullying. The same group of students were asked if they could identify someone at school who consistently provides encouragement and they could turn to for advice when needed, 70% of students indicated that they had this type of support at school.

Teachers were asked about learning and if they believed that the Visible Learning strategy of using class learning intentions empowered student learning. All teachers agreed (38%) or strongly agreed (62%) that learning intentions do empower student learning.

Policy requirements

Aboriginal education

North Nowra Public School received Aboriginal background funding in 2018. These funds were used to support an Aboriginal School Learning Support Officer who worked with Aboriginal students developing a stronger learning culture for all students. We also embed Aboriginal Cultural into many aspects of school life.

This year we celebrated 20 years of education in the North Nowra Community. To celebrate this event our school developed a memorial garden to remember Indigenous and Non-indigenous returned service personnel. This brought together our Aboriginal war history and our military connections. The project was a great success and was well received by the community. The garden is now at the centre of our school's well-being practices to provide places of quiet reflection and connection with the past and our future. On the day the Choir presented Paint this Land by Busby Marou, a very moving tribute to the mateship of our military history.

We celebrated NAIDOC Day and Reconciliation Week, where all members of the whole school community participated in celebrations. We worked in partnership with the Nowra Aboriginal Education Consultative Group (AECG) to ensure that families of Aboriginal students were consulted when preparing Personal

Learning Plans. We also undertook an executive team consultation with the AECG to further develop the Executive's knowledge and understanding of Aboriginal Culture. Additionally, we strengthened ties with the Bomaderry High School Koori Dance group who supported our Aboriginal students to perform at the school performance and Presentation Day.

Multicultural and anti-racism education

We continue to monitor teaching and learning programs to provide a culturally inclusive classroom and school. Further to this, our programs foster student understanding of culture, cultural diversity, racism and active citizenship within a democratic, multicultural society. Harmony Day was celebrated by the whole school community, and a range of strategies have been incorporated to improve the school's communication with parents and community members from culturally diverse backgrounds. As a result, these strategies are strengthening parent and community engagement.