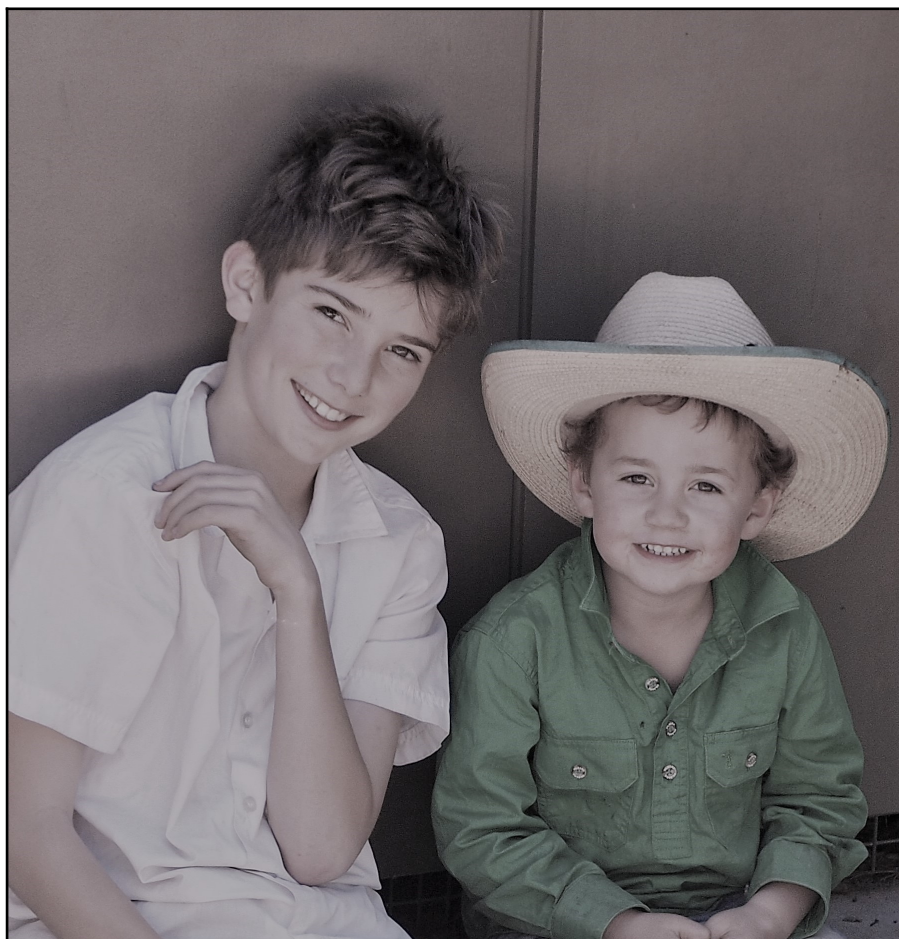


Nashdale Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Nashdale 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.

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Message from the principal

2019 has been one of success, highlights, positive achievements and one that we will reflect as being one of the best yet.

This we have witnessed such GROWTH across our community. Each letter represents an area of success within our fantastic school this year.

Goals, Resilience, Opportunity, Will, Team and Happiness

Goals – each of us set achievable goals based on high expectations. Ranging from our School Plan, P&C, student Individual Learning Plans and I also have the privilege to sit with staff as they set their goals to continually improve their teaching of your children. The goals that we all set, allow tomorrow to be better than today.

Resilience – this community has it in spades. We have lost some absolute stalwarts in our community this year. Many of their families are here tonight and their grief is no less but they have learned to walk with it and carry it close. We acknowledge and support our in your grief and take comfort in the many friends you have here supporting you.

Many families are also feeling the direct and indirect impact of drought. So many in our community are primary producers or service them through businesses such as stock and station & real estate agents, stock transport, hospitality, farm machinery and equipment, vets, rural health and banking and Department of Primary Industries to name a few.

Your children watch how you face these adversities and learn to deal with their own struggles by watching you. Thank you for showing them that life does have ups and downs but how our children face disappointments, injustices and adversities will be one of the greatest lessons they can take with them through life…because as we know there **will** always be ups and downs on the roller coaster of life

Opportunity – for a small school we provide so many teaching and learning opportunities, from educational, extra-curricular, sport and performance. We provide these as we believe in the fact that every student in every school deserves the best educational experience that can be provided, and we enjoy doing that.

Will – this is an intrinsic feeling that our students have. They have this due to the teachers between the hours of 9am – 3pm but also just as importantly the support, expectation, leadership and motivation provided by our school community. Parents and carers you need to take a lot of credit for the way students present each and every day.

The next letter is T. Team. Together everyone achieves more. I am blessed to have a wonderful staff here at Nashdale Primary School. The teaching staff, admin staff, support staff, volunteers and anyone associated with our great school make this a better place. The teaching staff work tirelessly to prepare lessons, delivery quality lessons that are differentiated and targeted to improving all children. Staff wellbeing is always a focus and because they are at their best it enables the students to become their best.

H. Last but not least, **Happiness**. Every day that I walk into this school, I smile. I look around and see great facilities,

wonderful staff, tremendous support from parents and most importantly pretty happy kids. I am so proud to lead this school. Thanks for the opportunity – I am grateful every day!

The Growth we have had individually and collectively is something that we should all be proud of and we look forward to doing it all over again next year.

Mrs Kylie Toberty

Principal

Message from the school community

In 2019 the Nashdale P & C was very successful in its fundraising efforts. We went with a less is more approach in doing less of the smaller things but taking on bigger events and projects. With our membership fees, Mothers Day stall, Connie's Special Lunch, Maggie Dent fundraiser, Movie Night, two Election Stalls and our School Development Catering event, we raised just over \$14,000. This has helped us contribute to the school with laptops, the cricket nets at the oval, book sets for classes and helping with School Spectacular costumes.

We also decided to start our own Cash Cow fundraiser. We started with seven heifers which were donated to the P and C. They were then sold and with the profit we brought another 18 beasts. When we started this we obviously didn't realize we were heading into the worst drought Australia has seen since the early 80's. Due to lack of feed and water around we have had to sell the entire herd apart from 2 of the heifers that have recently had calves. A huge thank you to the Rodgers, Balcomb and White families for keeping the cattle on what little feed everyone had. Although we had to cut the project short we are about to bank nearly a \$15,000 profit. This is an amazing achievement for our little school and hopefully something we can continue when this drought eventually breaks!

For a small school we are pretty lucky to have so many helpers and volunteers that are happy to jump in and help in some way, for a school of this size to raise nearly \$30,000 for the year is outstanding and just goes to show how many volunteers we do have. Whether you are making it to a P&C meeting, helping out in classrooms, changing home readers, baking a cake, helping at sports carnivals, making costumes for the school spectacular or making 100 scones on demand, every little bit helps. It doesn't matter if you're a farmer, a nurse, a stay at home mum, an office worker or a exercise physiologist, everyone has something to offer. Thank you to everyone that has inputed in some way this year.

Mrs Cassie Garlick

P&C President



School background

School vision statement

Nashdale Public School promotes equity and excellence to ensure students become active, informed and contributing citizens who are successful, confident and creative lifelong learners.

At Nashdale Public School we are RIPE for Learning. We value Respect, Integrity, Pride and Engagement.

School context

Nashdale Public School is situated at the foot of Mt Canobolas, ten kilometres west of the city of Orange.

The school caters for both urban and rural families from the surrounding district. Student enrolment has doubled in the recent past and has reached its enrolment buffer. It is a school that has strong community significance and ownership, with both present and past families taking an active interest in the school. Staff members are dedicated, highly skilled and cater for the wide range of abilities of the students.

Nashdale offers a rich and rigorous curriculum which allows all students the opportunity for diversity and success.



Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Strong Teaching and Learning

Purpose

Strong teaching and learning underpins the core business of Nashdale Public School through;

- use of evidence based practice to develop learning across the curriculum with a focus on explicit teaching, feedback and questioning
- collective use of data about individual students' capabilities and needs, to inform practice
- engagement of students in rich and authentic learning experiences, resources and environments
- evaluation of the impact of teaching on student learning both individually and collaboratively
- support the highest levels of learning and growth through an effective wellbeing framework
- shared responsibility for collective improvement

Improvement Measures

Increase the proportion of students achieving proficiency in line with the Premier's Priorities (focus on writing)

Students will achieve a years worth of growth for a year's worth of learning

All teachers will collaboratively and expertly analyse system and school based data to plan and implement a differentiated curriculum.

Progress towards achieving improvement measures

Process 1: Effective curriculum delivery through evaluative practice

Evidence based research will underpin high quality professional learning for all staff which will inform teaching practices and educational delivery.

Students are engaged in active and learning experiences that are also evidence based.

Assessment, planning and programming and teaching models inform and improve student learning outcomes.

Evaluation	Funds Expended (Resources)
<p>The school was awarded a Central West STEM award for whole school STEM projects.</p> <p>Staff trained in Quality teaching Rounds for 2020 implementation.</p> <p>Four gifted and talented Year Six students commenced remote learning through Aurora College. Successful implementation of Stage 3 moving to Google Classroom/One Note structure to facilitate differentiated learning paths.</p>	

Process 2: Strong wellbeing framework supporting learning

A clear, consistent and preventative wellbeing framework supports the school community's mental health and wellbeing.

Evaluation	Funds Expended (Resources)
<p>Thirty-eight out of seventy-two families have accessed a variety of reports.</p> <p>Pre and post student surveys indicated improved wellbeing and positive mental health following the Positivity project.</p> <p>Revised anti bullying, discipline and wellbeing policies ratified by P&C.</p>	<p>School TV subscription – \$870 per annum</p>

Progress towards achieving improvement measures

Process 3: Authentic Learning Environments

Providing authentic and engaging experiences that are active, inclusive, global, flexible and creative.

Evaluation	Funds Expended (Resources)
Projects has enjoyed increased participation in garden clubs and sales of produce at the Nashie Nosh, use of cricket nets both by school and community groups, increased use of sensory garden area and decrease of negative playground incidents as evidenced by wellbeing database.	\$25 000 school funds, community grants \$600 landscaping budget

Next Steps

Our future directions for 2020 include

- piloting the use of Google classrooms and Microsoft Teams/One Note within the classes and across schools
- introduction of Math Pathways for differentiated Stage 3 Mathematics
- staff piloting DoE pilot "Devices for Teachers
- University Newcastle – Quality Teaching Rounds (implementation year)



Strategic Direction 2

Collaborative Culture of Growth

Purpose

Leaders shape a self-sustaining and self-improving community that will;

- contribute to a shared learning culture across the school community
- promote personal and collective responsibility for improving teaching practice and leadership capacity within and across communities of schools
- share and articulate the schools vision, directions and learning through high-quality communication platforms
- work in partnership with parents as active participants in their children's education
- grow the establishment and use of a wide range of community facilities and sustainable environmental practices
- Collective efficacy clearly binds all school systems and practices

Improvement Measures

Systematic processes will be evident allowing teachers to collaborate and receive feedback on professional practice.

Collective practices are evident through all performance and development processes in the school

Increase proportion of community involvement in the school

Progress towards achieving improvement measures

Process 1: Instructional Leadership through collaborative practice

Opportunities are in place and staff are involved in observations and feedback within and across communities of schools.

Staff use data to strategically inform practise

Evaluation	Funds Expended (Resources)
Teacher engagement in instructional leadership sessions. Overall improvement reported in teacher efficacy as evidenced by improvement in student A-E, external testing data and anecdotal evidence through teacher Performance Development Plans..	\$32 000 varying the mix of staffing to purchase hours of instructional leadership time.

Process 2: Community satisfaction

Strengthen school community relationships to enable meaningful participation in and support of new and existing school programs and facilities

Evaluation	Funds Expended (Resources)
The participation of parents in a variety of engagement strategies have increased by 15% over 2017/18. Data collected and analysed to inform 2020 targets.	

Process 3: Systems

School systems and practices are clearly communicated

Evaluation	Funds Expended (Resources)
Successful implementation of processes and policies that are able to be accessed by community.	

Next Steps

- Improved environmental systems and practices across the school.
- Use of Google forms to increase participation in feedback surveys



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2202	Aboriginal students accessed literacy and numeracy support in small groups and celebrated their culture throughout a range of activities embedded in the curriculum.
Low level adjustment for disability	\$27522	During 2019, 17 students accessed 1:1 and small group support in literacy and numeracy. Seven students graduated from support programs with others enjoying ongoing assistance and new students coming onto programs Mrs Toberty supported students and teachers in differentiated curriculum supports for students with disabilities in a variety of areas.
Quality Teaching, Successful Students (QTSS)	\$21770	The QTSS model enabled us to use additional staffing to implement our Instructional leadership model to embed sustainable culture of improvement in teaching. We used this model to evaluate Visible Learning in the classroom and will use it to also support Quality Teaching Rounds in 2020.
Socio-economic background	\$3163	Students had access to targeted support to ensure equity of access to the curriculum.



Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	69	68	70	82
Girls	47	51	55	50

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	95.6	97	95.5
1	96	95.3	93.9	94.8
2	94.5	97	95.8	93.9
3	95.3	97.5	95.9	94.1
4	97	95.9	96.2	93.9
5	95.2	96.6	94.8	95.5
6	97.6	96.8	96.1	94.1
All Years	95.8	96.4	95.8	94.6
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	3.61
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.74

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

Staff type	Benchmark ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2019 Actual (\$)
Opening Balance	225,792
Revenue	1,308,136
Appropriation	1,151,535
Sale of Goods and Services	800
Grants and contributions	153,667
Investment income	2,134
Expenses	-1,222,253
Employee related	-1,047,288
Operating expenses	-174,965
Surplus / deficit for the year	85,883

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.



Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2019 Approved SBA (\$)
Targeted Total	0
Equity Total	35,798
Equity - Aboriginal	2,202
Equity - Socio-economic	3,163
Equity - Language	0
Equity - Disability	30,434
Base Total	978,467
Base - Per Capita	29,330
Base - Location	1,551
Base - Other	947,587
Other Total	49,441
Grand Total	1,063,707

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.



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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

The My School website provides detailed information and data for national literacy and numeracy testing. Go to 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.



Parent/caregiver, student, teacher satisfaction

Parents, students and teachers were given opportunities to provide feedback to the school through a variety of methods including the Tell Them From Me surveys. Survey results indicated a very high overall satisfaction with Nashdale School consistently across a number of areas.









Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.