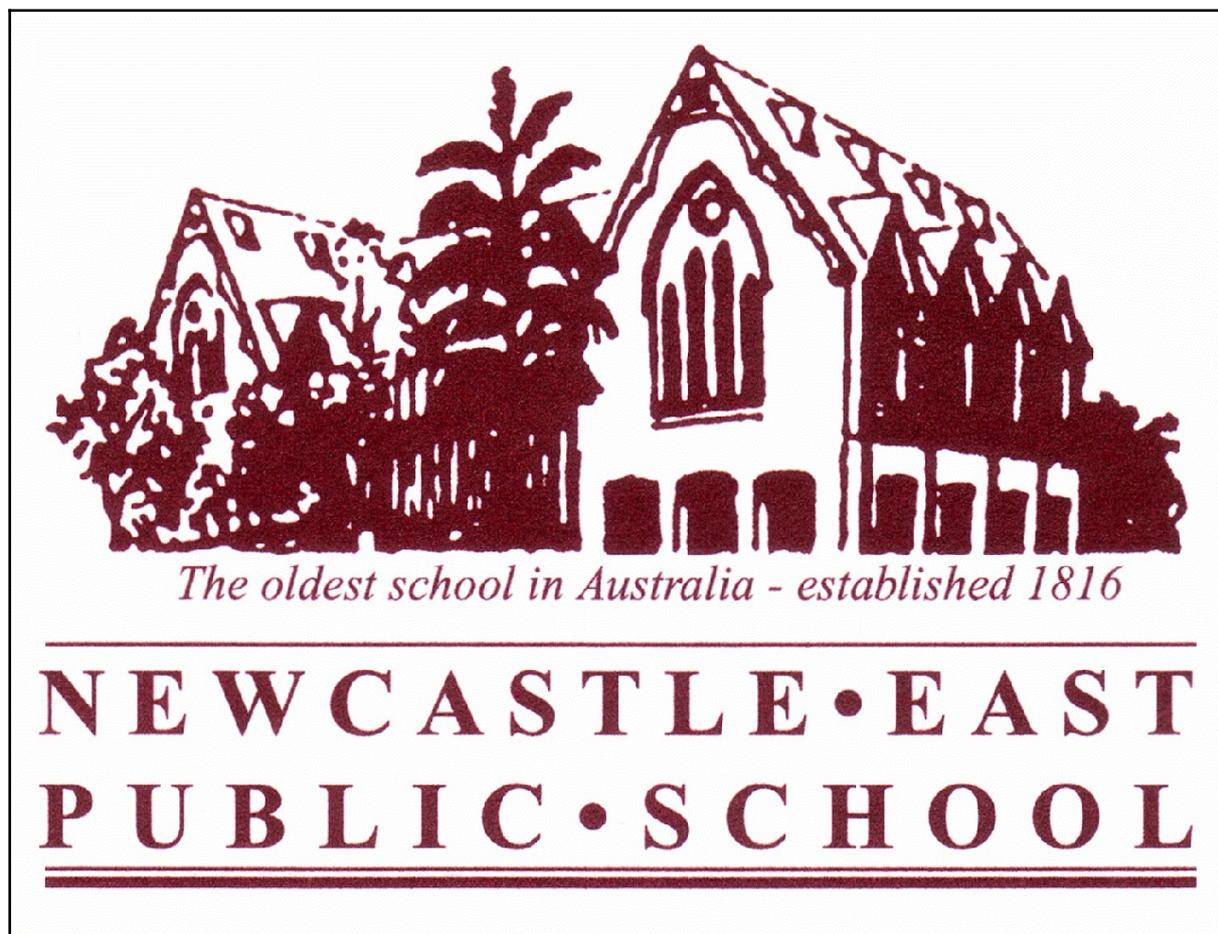


Newcastle East Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Newcastle East 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

At Newcastle East Public School (NEPS), I am proud to acknowledge the strength in which we uphold our school vision. Our school provides a teaching and learning environment in which every child thrives, learns and grows to enjoy a productive, rewarding and fulfilling life, while contributing to their local and global communities.

We have a staff who is committed to fostering a quality teaching environment and work together to ensure that inclusive, evidence-informed practices are embedded, to encourage students to achieve their personal best. In doing so, teachers have committed to their own professional learning and development to ensure that their practices are informed by current research and continuously refined.

As a school with a culture of strong community partnerships, with our hard working and supportive P&C and School Council, fulfil and enhance many school programs and resourcing to benefit and improve the learning outcomes for our students.

Our leaders enable a self-sustaining and self-improving community that will continue to support the highest levels of learning. Strong, strategic and effective leadership is recognised throughout the school as the cornerstone of school excellence. The school leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Message from the school community

P&C Report

Newcastle East P&C are a major peak parenting body for the school. As a proud supporter of the Newcastle East Public School, teachers, families and the broader community it provides key services. This includes our 75 place Outside of School Hours (OOSH) service and the school canteen. The OOSH delivers before and after school care and highly sort after vacation care programs for each school holidays. With an award winning leader and dynamic team the OOSH has become an essential part of the school community. The canteen offers families healthy treats and meals ensuring it caters for all children no matter what their dietary needs.

Each of these services contribute to the fundraising capability of the P&C with profits going back to the school. On an ongoing basis the P&C pay for the annual subscriptions for reading eggs, mathletics and the skool bag app. During 2019 although fundraising activity by the P&C was limited however we were able to pay for additional school needs including the new pebblecrete shade structure, home readers and sport equipment.

The P&C is run by a group of dedicated volunteers who are committed to delivering for the school now and into the future.

School Council Report

Following extensive work by the NEPS School Council in 2018, 2019 saw the School Council begin acting under the new ratified constitution which aligned the responsibilities and function of the council with those of the NSW Department of Education. This has prompted a further discussion regarding governance and the definition of the role of the P&C and the School Council. The School Council has initiated a draft governance document for the two bodies to distribute to parents for wider engagement during 2020.

The council's focus for the year was on the impact of the construction of the new building and the ongoing renovation works of the heritage building on students and staff. The council had very little feedback from parents regarding the building works during the majority of the of the build period due to the regular updates provided by the Principal in the newsletters and the regular distribution of work notices regarding the ongoing construction. The events of January 2020 in relation to the identification of asbestos on the site were a marked deviation. The School Council responded by working closely with the entire School community and was very pleased when the Minister, in response, undertook to attend the school and directly respond to concerns. The Council has subsequently continued our key role in compiling and communicating community concerns to the Department and Minister and are in the process of finalising a second substantial Ministerial submission on behalf of the school body.

Even with the significant work undertaken by the School Council as a result of the new building construction work, the Council has continued to work through broader issues of concern. For instance, we have undertaken ongoing discussions regarding the population growth in the Newcastle East precinct due to large multi-storey residential developments occurring within the catchment of NEPS and the impact these developments would have on enrolments at the school. This is an ongoing issue at NEPS due to the obvious geographic limitations of the campus.

We also continued our focus on the safety and wellbeing of students and our community. A significant issue continues in relation to traffic and the consequential ongoing after school pick up issues which continue around the school. The school council continued to work on solutions throughout 2019 and this will continue across 2020, in conjunction with our other work. The school council with the school executive also considered a zebra crossing to be an important addition to traffic solutions around NEPS and, although constrained by various government regulations, will continue to prioritise child safety and petition the City of Newcastle for a crossing in 2020.

I would like to take the opportunity to thank everyone who volunteers their time to attend the meetings, their invaluable contribution to the positive future of the School Council and the School.

School background

School vision statement

At Newcastle East, we believe that by collaborating within and beyond the school, we will inspire confidence, creative and innovative individuals. We develop critical thinkers, effective problem solvers and dynamic learners, who will become productive citizens and future leaders.

Newcastle East aims to support every child in achieving their potential and prepare them for life and future learning through the development of their capacity for:

- Higher order thinking;
- Problem-solving;
- Relating positively with others;
- Resilience;
- Using information technology;
- Self-discipline and responsible behaviour;
- Personal fitness and wellbeing; and
- Lifelong learning.

Positive values and attitudes are integral aspects of all teaching and learning programs at our school.

School context

Newcastle East Public School is an inner-city primary school with a proud tradition of providing high-quality educational services to its community for over two centuries. The school has a committed, diverse community, with a broad range of socio-economic positions, and from non-English speaking backgrounds.

In response to high expectations from teachers and the local community, the school has undertaken a program of strategic changes in teaching practice to improve learning outcomes for its students, particularly in the skills of problem-solving with a strong focus with literacy and numeracy. The school is able to provide a diversified range of curricular and co-curricular opportunities for students. Successful changes have been adopted by all staff and sustained across the school K-6.

In 2019, there are 254 students enrolled. This includes 6 Aboriginal students and 9 students who have English as an additional language or dialect.

Newcastle East Public School has dedicated teachers consisting of 10 full time and 3 part-time teachers. All teaching staff are classified as proficient against the NSW teaching standards. In 2019, the non-teaching staff consists of a school administration manager, a school assistant officer school learning support officer, a learning support teacher, a part-time school counselor and a general assistant.

Within the current three year plan, the school will continue to place the strong emphasis on strategic improvements in literacy and numeracy through enhancement of teaching practice and extended use of information and communication technology in teaching and learning.

The school will continue to offer a diverse range of co-curricular activities, across all the KLA'S and will aim to develop the whole child. With a strong focus on developing more resilient students who are able to adapt and modify their own learning to achieve greater educational outcomes

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

Strategic Direction 1

Continued Learning Growth

Purpose

Equipping students with the knowledge and skills to embrace 4C's learning (communication, collaboration, critical thinking, and creatively), and become resourceful and resilient lifelong learners.

- *Embed positive pedagogy, respectful relationships based on high expectations, care and engagement.*
- *Effective partnerships in learning with parents and students to be motivated to deliver their best and continued improvement.*
- *Develop and expand Newcastle East Public School's educational, well-being and organisational leadership culture to be inclusive of all the stakeholders that comprise our community.*

Improvement Measures

Students report both verbally and in written form on their achievement of well-being goals.

Student Measure

All teaching and learning programs reflect the development of future focussed skills for all students.

Teacher Measure

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Teachers collaboratively design, write, implement and review school well-being program. Opportunities provided for students to demonstrate their wellbeing knowledge.

Evaluation	Funds Expended (Resources)
Throughout 2019, the NEPS staff and students have continued to work to develop a school wide wellbeing program. With this collaborative approach, the Calm Mind Project is embedded with all staff and students. Parents have also been able to attend information sessions. We have received feedback indicating the positive benefits this program has provided staff, students and parents. The Calm Mind Project has been supported in the classrooms with the use of a wellbeing journal and on-going lessons by the class teacher. Further work will continue into 2020 and beyond.	

Process 2: Self Regulation

Students empowered to demonstrate their skills and understanding of personal wellbeing goals and how they can progress to the next level.

Evaluation	Funds Expended (Resources)
During 2019, the daily practice of Calm Mind Project activities, coupled with the wellbeing journals, has provided staff and students with skills to deepen their understanding and when and how to use these skills. During 2020, we will have a focus of developing a whole school plan to develop greater understanding around Connect, Be Active, Give, Keep Learning and Take Notice.	

Process 3: Professional Learning

Professional development programs for LMG / School staff to develop well-being, the 4C's teaching skills and Future Focused Learning skill.

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Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
NEPS staff have been engaged in a range of professional development opportunities throughout the school year. Staff and students have combined with Carrington PS and Fern Bay PS for staff development days and student leadership days. All NEPS staff have continued to develop lessons and activities to utilize the new future focus learning spaces in the new building.	

Strategic Direction 2

Visible and Connected Learning Programs

Purpose

To ensure learning for students at Newcastle East Public School is based on quality educational delivery and consistent, high standards and shared professional practices, in line with the school excellence framework, and in response to explicit evidence and data.

- *Creating collaborative Teaching and Learning Systems*
- *The school works to embed best practice to enable a culture of high expectations and effectively caters for a range of equity issue within the school.*
- *Staff engaged in tailored professional development to build upon and continually develop teaching capacity.*

Improvement Measures

All staff able to confidently report back to parents and students on 4 C's (communication, collaboration, critical thinking, creativity) and Future Focussed Learning skills.

Teacher measure

Students able to define, articulate, provide feedback on their current learning goals, and explain how they can move forward with their personal learning goals.

Student measure

All students to achieve an improvement of an expected two band growth in literacy and numeracy in NAPLAN year 3 to year 5.

Data Measure

Progress towards achieving improvement measures

Process 1: Collaborative Practice

Teachers collaboratively develop stage and whole school teaching & learning programs

Evaluation	Funds Expended (Resources)
In 2019, NEPS staff have collaboratively planned and developed a kinder – year six skeleton program. This program provides all staff a scaffold to begin their teaching and learning programs for the year. The new skeleton program has enabled a new report format to be developed and implemented. Staff have worked collaboratively to develop and implement the new assessment schedule throughout the school year.	Planning day K–6 Staff

Process 2: Future Focussed Learning

Student empowered to demonstrate their understanding of personal educational learning progressions and goals.

Evaluation	Funds Expended (Resources)
Some teachers and students have begun to embrace the goal setting structure and the empowering nature this offers to the learning process. Further work will be carried out within this area in 2020.	

Process 3: Professional Development

Engaged staff in relevant professional development which is future focussed and builds their capacity in

Progress towards achieving improvement measures

Process 3: the full use of the literacy & numeracy progressions..

Evaluation	Funds Expended (Resources)
This process has been delayed. External issues have prevented the time needed to make this work at NEPS. This area will be a focus during the 2020 school year.	

Strategic Direction 3

Collaboration and Building Capacity

Purpose

Staff collaborates with the school community to use student progress and achievement data to identify strategies and priorities and develop and implement a plan for continuous improvement.

- *Building a Visible, Supportive and Innovative Leading Environment*
- *Embedding quality leadership and organisational practices to support leadership design, learning alliances, organizational innovation and leadership sustainability*

Improvement Measures

Increase teachers ability to develop and sustain collaborative practices within stage, whole school, and with LMG schools.

Teacher measure

Students work collaboratively and are given the capacity to lead personal, classroom and whole school project and programs.

Student measure

Progress towards achieving improvement measures

Process 1: Consistent Practice

Teachers develop school based scope and sequence, assessment schedules and consistent teacher judgement (CTJ) documents

Evaluation	Funds Expended (Resources)
Through collaboration, NEPS staff have developed a new scope & sequence for teaching & learning programs. These plans also include assessment tasks and rubrics for consistent teacher judgements. (CTJ)	QTSS funing for teacher release \$7500 – check with Claire

Process 2: PDP's

PDP documents demonstrate clear link with school based PD

Evaluation	Funds Expended (Resources)
All staff have successfully completed the PDP process in 2019. All staff were able to link personal learning goals with the school plan, milestones or in-school projects.	

Process 3: Feedback

Students feedback skills improved to empower them to demonstrate their understanding of their learning and it's future direction.

Evaluation	Funds Expended (Resources)
This process has been delayed. External issues have prevented the time needed to make this work at NEPS. This area will be a focus during the 2020 school year.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4426	All students have engaged in strong connections to culture, finding voice and high impact learning for Literacy & Numeracy
English language proficiency	\$11,679	Our EALD teacher worked to complete initial inductions and testing of new EALD students. The EALD teacher supports the learning of students through in-class support, withdrawal and specialised programs.
Low level adjustment for disability	\$68,589	Programs implemented to support targeted students in Literacy & Numeracy who require additional assistance to achieve grade expectations.
Quality Teaching, Successful Students (QTSS)	\$21,290	Our teachers are mentored and supported by an experience teacher throughout the school year. They collaboratively develop lessons, teaching & learning programs, and assessment tasks. They jointly reflected and evaluated the success of these classroom practices.
Socio-economic background	\$3,233	Combined with low level adjustments for disability to fund additional allocation for Literacy & Numeracy support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	125	126	135	139
Girls	117	115	104	115

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.1	96.7	94.6	95.2
1	95.8	94	96	91.5
2	93.7	92.9	93.2	96
3	93	94.8	95.1	90.2
4	95.5	93.8	90.4	94.4
5	94.3	94.5	92.4	92.4
6	91.8	93.4	96.3	92.4
All Years	94.1	94.3	94	93.4
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)	3
Classroom Teacher(s)	9.22
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*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	194,479
Revenue	2,438,110
Appropriation	2,278,775
Sale of Goods and Services	11,526
Grants and contributions	144,609
Investment income	1,375
Other revenue	1,825
Expenses	-2,315,263
Employee related	-1,993,649
Operating expenses	-321,615
Surplus / deficit for the year	122,846

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	38,543
Equity Total	87,927
Equity - Aboriginal	4,426
Equity - Socio-economic	3,233
Equity - Language	11,679
Equity - Disability	68,589
Base Total	1,862,424
Base - Per Capita	56,079
Base - Location	0
Base - Other	1,806,346
Other Total	210,918
Grand Total	2,199,812

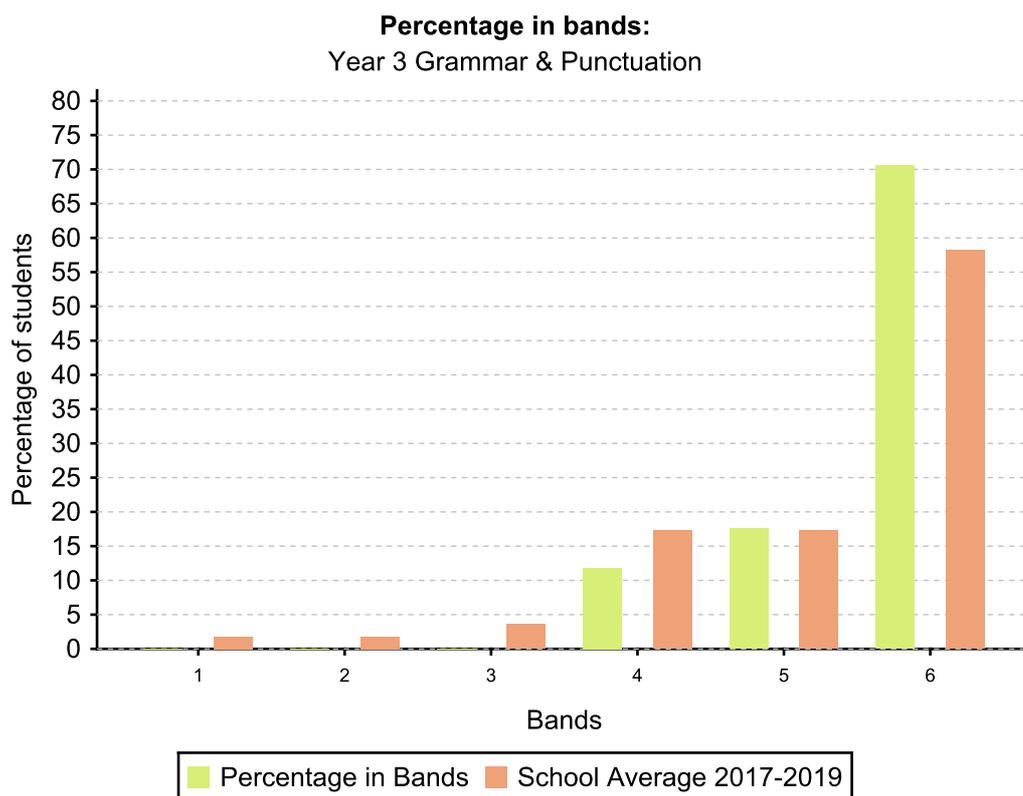
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

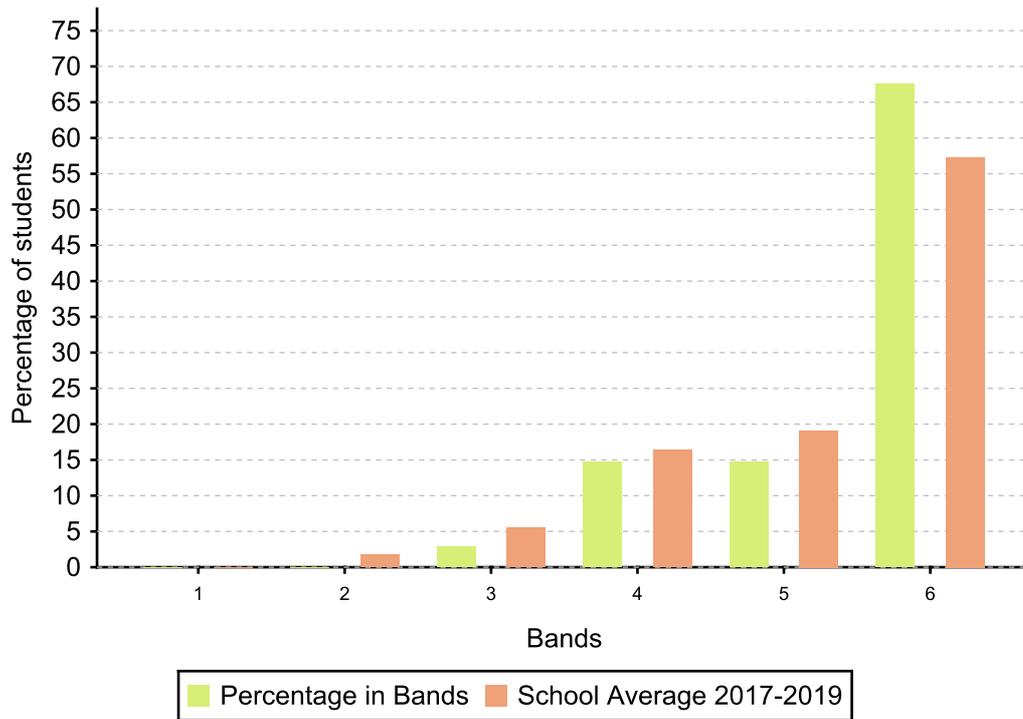
From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison 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.

Literacy and Numeracy Graphs



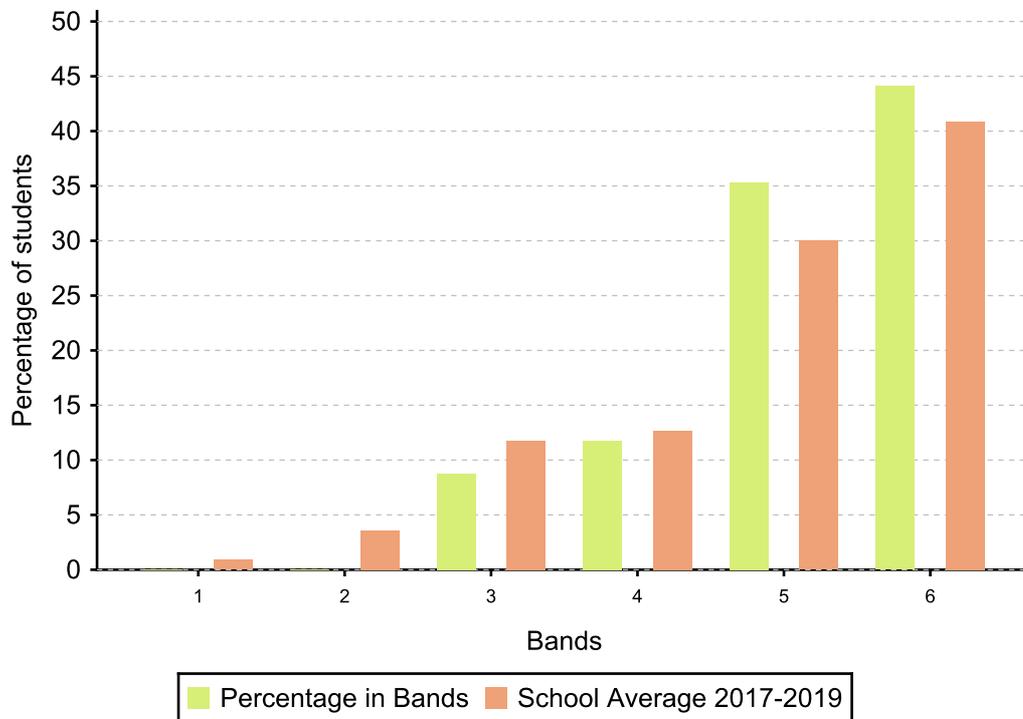
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	0.0	11.8	17.6	70.6
School avg 2017-2019	1.8	1.8	3.6	17.3	17.3	58.2

Percentage in bands:
Year 3 Reading



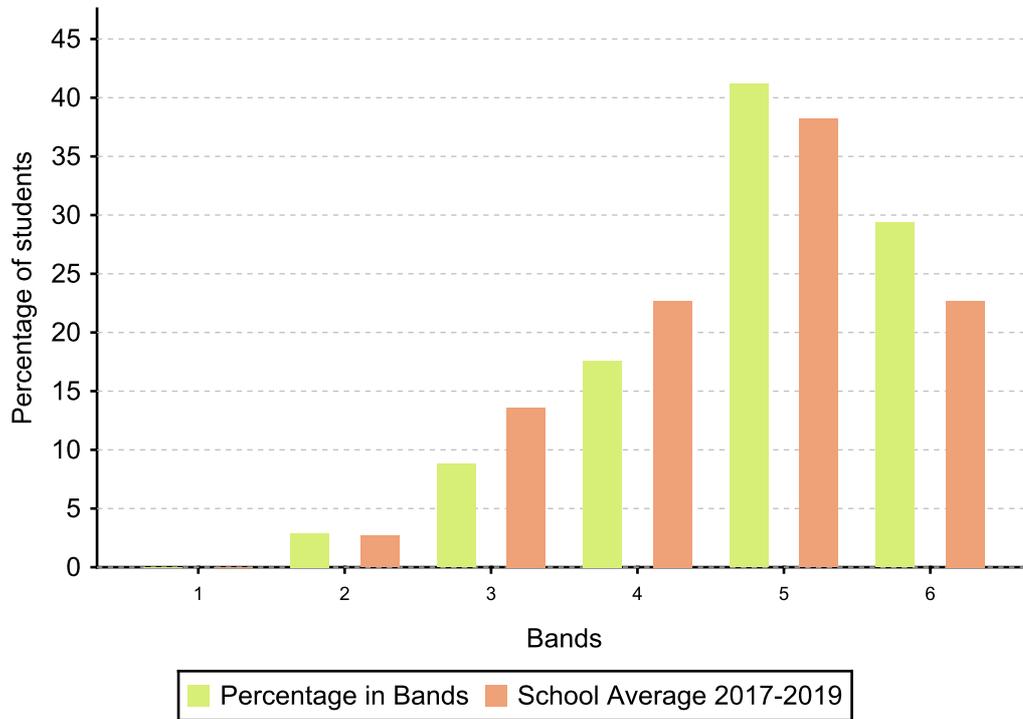
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	2.9	14.7	14.7	67.6
School avg 2017-2019	0	1.8	5.5	16.4	19.1	57.3

Percentage in bands:
Year 3 Spelling



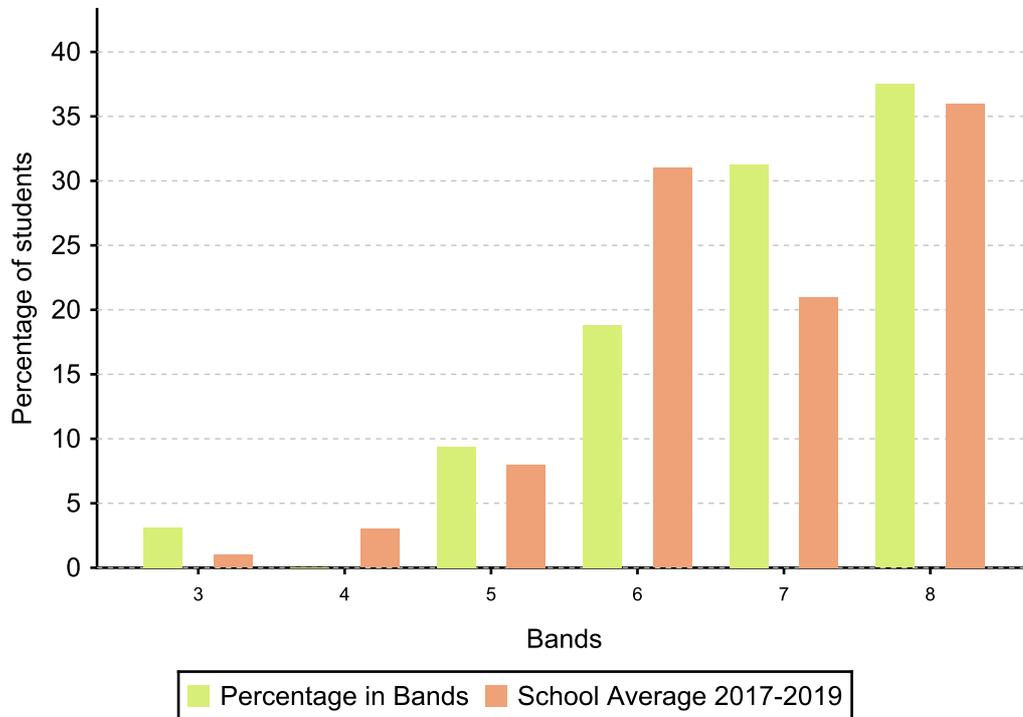
Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	8.8	11.8	35.3	44.1
School avg 2017-2019	0.9	3.6	11.8	12.7	30	40.9

Percentage in bands:
Year 3 Writing



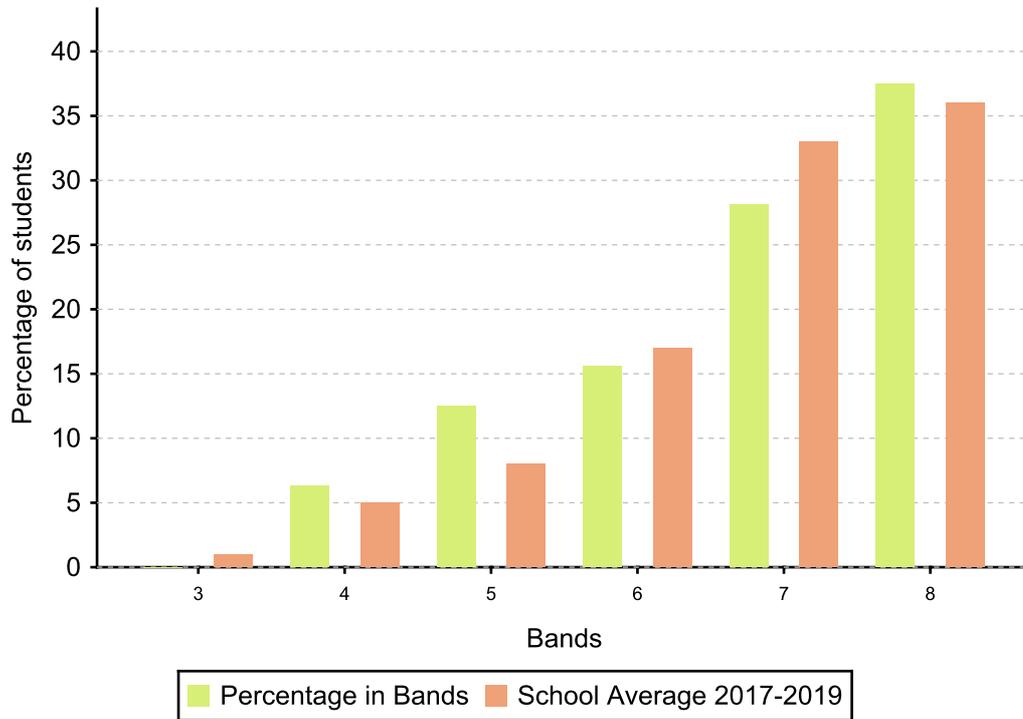
Band	1	2	3	4	5	6
Percentage of students	0.0	2.9	8.8	17.6	41.2	29.4
School avg 2017-2019	0	2.7	13.6	22.7	38.2	22.7

Percentage in bands:
Year 5 Grammar & Punctuation



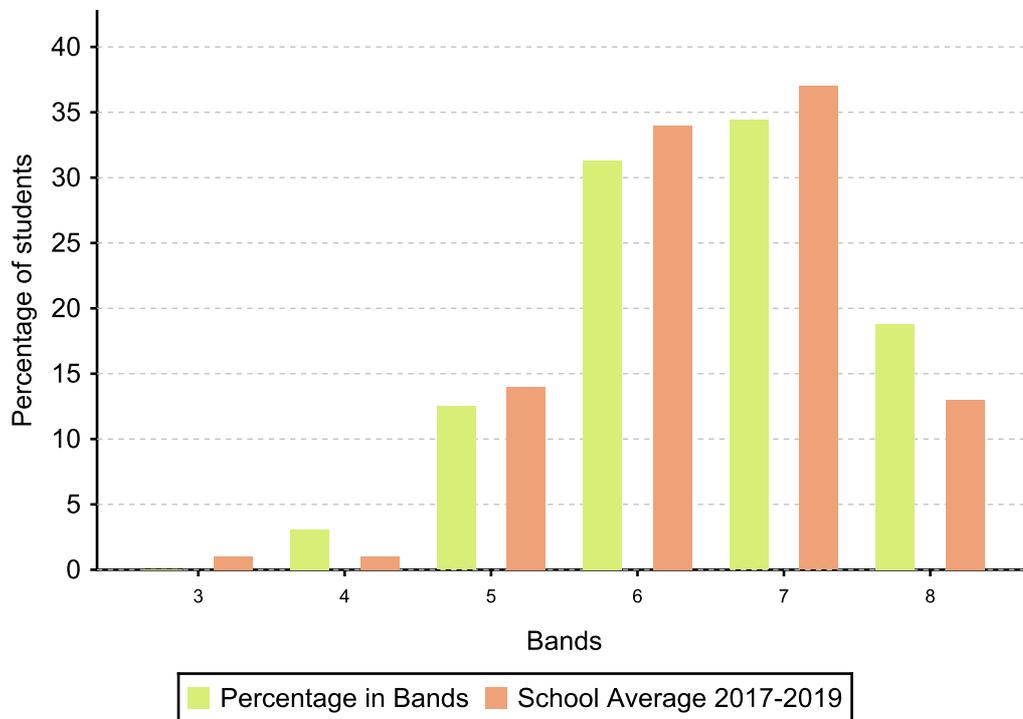
Band	3	4	5	6	7	8
Percentage of students	3.1	0.0	9.4	18.8	31.3	37.5
School avg 2017-2019	1	3	8	31	21	36

Percentage in bands:
Year 5 Reading



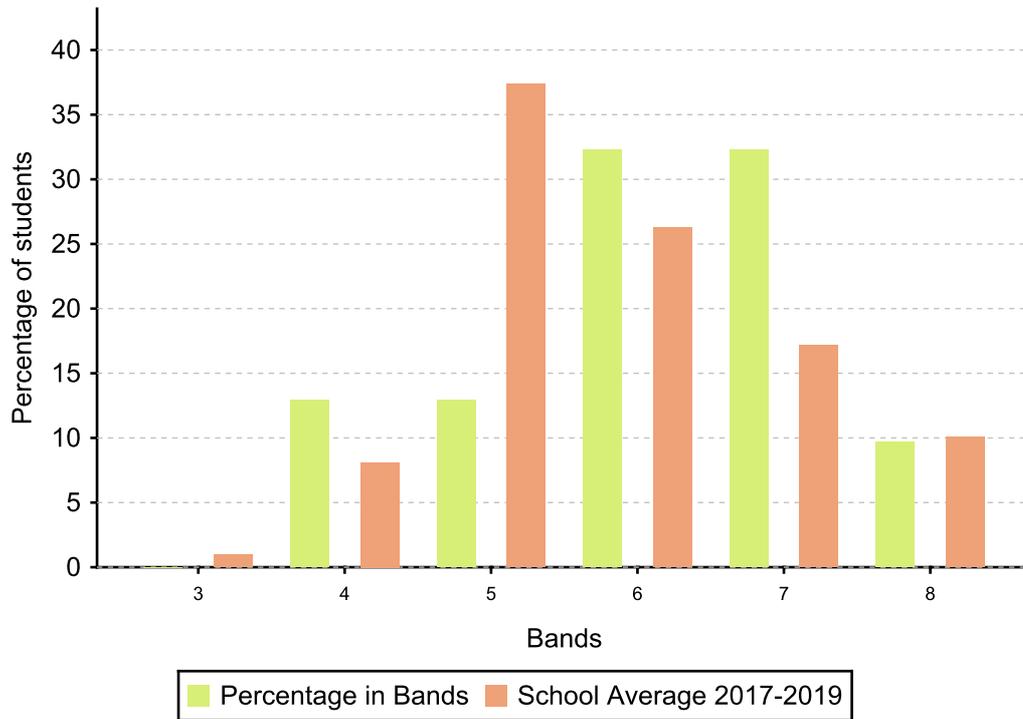
Band	3	4	5	6	7	8
Percentage of students	0.0	6.3	12.5	15.6	28.1	37.5
School avg 2017-2019	1	5	8	17	33	36

Percentage in bands:
Year 5 Spelling



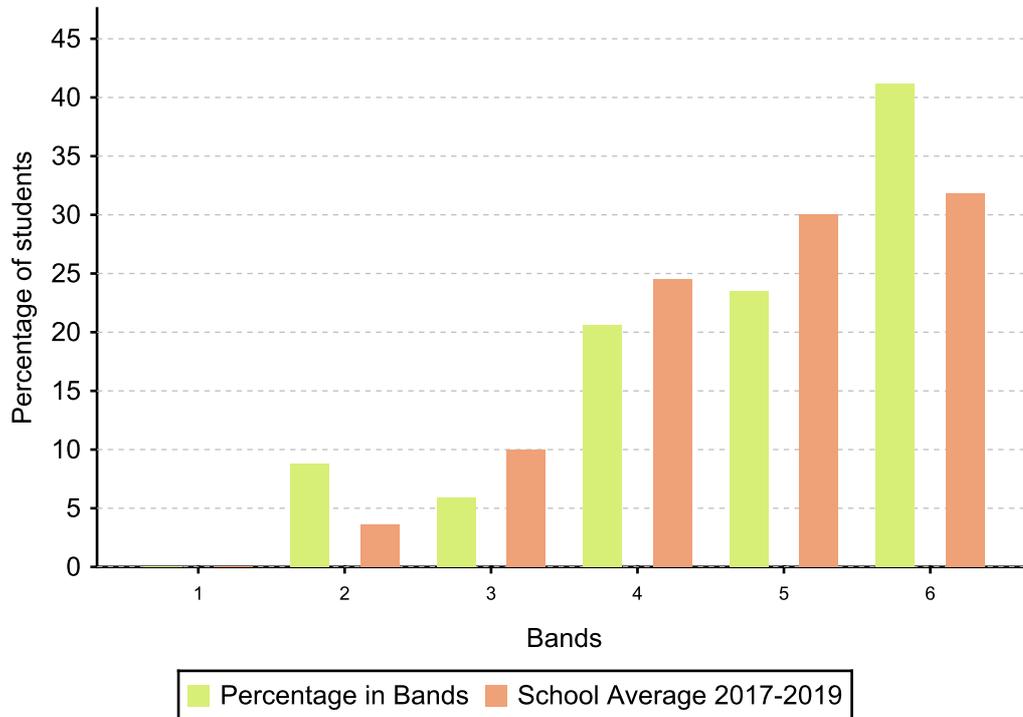
Band	3	4	5	6	7	8
Percentage of students	0.0	3.1	12.5	31.3	34.4	18.8
School avg 2017-2019	1	1	14	34	37	13

Percentage in bands:
Year 5 Writing



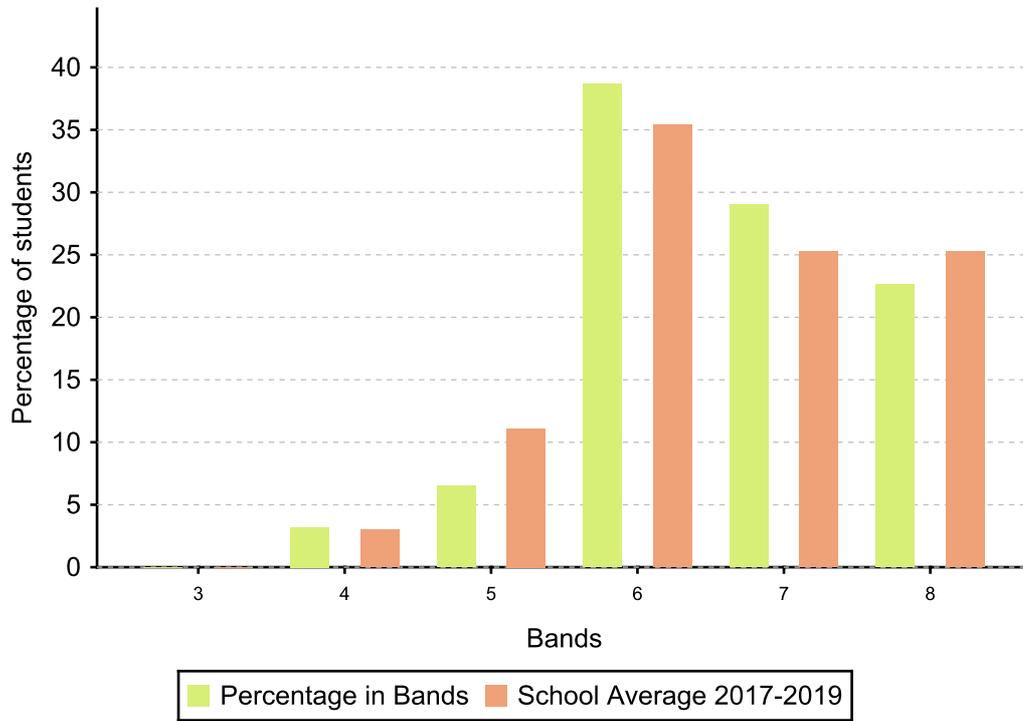
Band	3	4	5	6	7	8
Percentage of students	0.0	12.9	12.9	32.3	32.3	9.7
School avg 2017-2019	1	8.1	37.4	26.3	17.2	10.1

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	8.8	5.9	20.6	23.5	41.2
School avg 2017-2019	0	3.6	10	24.5	30	31.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	3.2	6.5	38.7	29.0	22.6
School avg 2017-2019	0	3	11.1	35.4	25.3	25.3

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students, and teachers about the school. An online survey resulted in 72 responses. The 2019 data was collected using the Tell them from Me survey (parents), and this survey was carried out online.

Our parents respond to many key areas and when compared to the state average, NEPS are above in these areas;

1. Parents felt informed about what is happening at school
2. Parents felt NEPS was an inclusive school.

Due to the major capital works program being carried out on-site, parents have identified this as an area of concern. Only 34% of the community felt the school was well maintained. 40% of parents felt that the school's overall environment was welcoming and 52% of parents felt that they could access the site safely. With the major capital works to be complete during 2020, it is expected to see an increase in this level of satisfaction.

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.