

# Nundle Public School

## 2019 Annual Report



2781

## Introduction

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

### School contact details

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## School background

### School vision statement

Nundle Public School upholds high expectations for all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong venture.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to taking opportunities to grow and succeed in a highly engaging differentiated curriculum, with a broad range of opportunities for personalised learning and leadership development. The capacity to think creatively and flexibly will be fostered in a future focused learning environments, whilst students take opportunities to engage with the wider community in learning that is relevant and worthwhile.

Students will develop the skills, knowledge and understanding necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

### School context

Nundle Public School is a small rural school situated 60 minutes south east of Tamworth.

The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions.

The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities including excursion transport costs, purchase of teaching and learning resources and playground beautification.

As a school, we are focussed on providing a safe and happy environment for students that encourages active participation in their learning. School Learning Support Officers and Learning Support Teachers work with all classes to provide students with additional, personalised support in their learning. Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate in a wide variety of events.

## 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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1

Self-motivated, Self-regulated, Future Focused Learners

### Purpose

Every student in our care will:

- develop a growth mindset
- become self-motivated and self-regulated to learn effectively
- be capable in collaboration, critical thinking and communicating
- creatively solve problems
- learn in a future focused learning environment with a range of technologies
- learn how they best learn
- develop the skills to reflect on their learning and grow.

### Improvement Measures

Tracked students achieve growth in learning that is equal to or greater than expected achievement.

A language of learning, focused on growth is used consistently school wide. Thematic language assessment used in the classroom will be conducted to set baseline and monitored over time to show alignment with the language of growth mindset.

Evidence gathered from NPS future focused learning tool, demonstrate growth on a pre-post test analysis.

### Progress towards achieving improvement measures

#### Process 1: Future Focused Learning

Students will have well developed independent learning skills through the development of problem solving and thinking skills. Staff will employ a range processes and develop philosophies that promote flexible, creative and critical thinking. Rich and relevant learning opportunities will be well established and incorporated into regular activities for all students.

Students will be learning in future focused environments that incorporate the use of a range of technologies. Significant development in staff skills will ensure students are using technology to support their learning at their level of need.

Evaluation	Funds Expended (Resources)
<p>Classroom facilities have allowed for students to be connected through both iPads and laptops to ensure opportunities for students to be connected in their learning. Partnerships have been established with Think3 to support the management of iPads across the school. Staff partnerships with DEC iPad initiative will support staff with the provision of new iPads including support in how to use them in a classroom context. Students in K-2 are well versed in flexible seating practices, understanding how to work cooperatively to produce their best work. Students are able to articulate strategies to decide what is best for them. Further practice needs to be embedded in upper years to reinforce cooperative learning behaviours.</p> <p>Creative and critical thinking opportunities have been incorporated into Problem based, inquiry learning projects. Students in K-6 have worked through Problem solving in a variety of flexible learning formats. As a staff, continue working with syllabus in science, history, geography and PD/H/PE to develop the inquiry process.</p> <p>My Chinese Teacher program to be offered to students K-6. Compulsory for students in K-2 and a choice offered for students 3-6. Staff facilitating elements of choice in learning, assist in developing self-regulation, personal awareness of interests and self-control.</p>	<ul style="list-style-type: none"><li>• T4L rollout</li><li>• STEM SHARE</li><li>• Consolidated funds for Chinese Program</li><li>• Flexible Use of Furniture</li></ul>

### Process 2: Self-motivated, Self-regulated Learners with Growth Mindsets

Students will develop strategies to become self-aware through the implementation of whole school approaches to developing emotional intelligence that incorporates self-regulation and language development through structured learning activities as part of the PD/H/PE curriculum and General SEL capabilities. This will be carried out through positive behaviour support programs. Teachers will develop best practice in both modelling and teaching behaviour based on the methodology from "Play is the Way". Students will have a range of opportunities to develop leadership capacity and confidence through learning opportunities that embrace general capabilities across the whole curriculum.

Evaluation	Funds Expended (Resources)
<p>Teacher programming; staff meeting discussions; student-teacher interactions; student-student interactions; events open to the public; photographs; volume of 'shout outs' and 'I caught you...' awards.</p> <p>Play is the Way games stopped in Term 4 to allow for time to rehearse dances as part of CAPERS. This provided opportunities to incorporate the Play is the Way language in other aspects of school life. Ubiquitous incorporation of the language is the aim so children can apply these understandings across a broad range of contexts both in and out of the classroom.</p> <p>Music groups have seen our students develop their self esteem, confidence, self regulation and capacity to move outside their comfort zone exponentially. More than 30 students participate in music lessons, whether that be group or individual lessons. Through this, students are exposed to the benefits of music and performance.</p> <p>Self-regulation is to be promoted by both teachers and peers. A section of older students were interviewed about the concepts of Self-Regulation, revealing more explicit teaching needs to be done in this area. Students should be able to articulate what self-regulation means and how it can benefit their learning.</p> <p>Students need to be encouraged to use shout outs as a means for positive recognition of each other displaying the virtues of strong learners beyond "being a good friend". Students have raised concerns about the authenticity of the shout outs and this needs to be taught explicitly to demonstrate the importance of the virtues. Big Life Journals are to be used to develop Social and Emotional Capabilities in a structured program with the support of the Student Wellbeing Officer. Music will continue to be implemented with more groups, leading to performance with the incorporation of workshops, to link in learning beyond the school gate. Moodwalls to be referred to in teaching contexts to develop emotional literacy and language as a support for characterisation and self-awareness.</p> <p>In light of the last year of the current school plan, some questions raised include:</p> <ol style="list-style-type: none"> <li>1. What impact have the music had on student self-esteem, self-regulation and opportunities to demonstrate leadership?</li> <li>2. How consistent has attention to the mood walls and social and emotional learning become in classrooms? How do teachers explicitly link this learning to self-regulation?</li> <li>3. Where can we observe student leadership opportunities within the curriculum and school events?</li> <li>4. What additional projects can be developed that support the development of Emotional Intelligence to develop self-regulation, and how can elements of student voice and choice impact on both student wellbeing, engagement and subsequently learning?</li> </ol>	<ul style="list-style-type: none"> <li>• Staff meeting time To focus on language development</li> <li>• Games equipment</li> </ul>

### Next Steps

Self-regulation will continue to be promoted through a variety of learning opportunities, including music. The partnership with the Tamworth Conservatorium of music will continue to promote high quality learning opportunities for students, building confidence, responsibility and student leadership for students in all stages of learning.

The explicit teaching of self-regulation will occur differently in 2020, in partnership with the Student Wellbeing Officer. Guided by the social and emotional capability, students will be guided to develop Growth mindset through the use of the Big Life Journal, with opportunities being tied in across all key learning areas.

Future focused learning opportunities will be promoted with students and staff engaged in learning using a wide variety of technology, engaging with the StemShare program and staff involved in a device pilot project with T4L. A sustainability grant has been won and we look forward to continuing to involve student voice in the roll of developing school based projects, as the success of the Toilet Door project has shown strong impacts of students safety and confidence.

## Strategic Direction 2

### High Quality Teaching & Learning

#### Purpose

The establishment of high quality teaching and learning will result in:

- Cooperative, collaborative partnerships with neighbouring schools to share professional learning opportunities and expertise
- School policy and practice that is strongly supported by evidence.
- A strength based approach to developing high levels of student engagement.
- Enhanced teaching and learning opportunities that focus on Literacy and Numeracy

#### Improvement Measures

To move from delivering to sustaining and growing in the teaching domain of effective classroom practice and data skills and use.

Staff demonstrate growth in achievement against teaching standards according to AITSL360 tool, moving towards aspects of highly accomplished and lead level teaching for all staff.

#### Progress towards achieving improvement measures

##### Process 1: *High Quality Teaching and Learning Practices*

The implementation of evidence based teaching practices will be a priority, exploring effective means of differentiation, providing feedback and establishing processes for gathering assessment data to inform practice will be key processes.

Cooperative partnerships will be established with partnering small schools to develop an expert teaching team.

Evaluation	Funds Expended (Resources)
Staff are delivering high quality teaching and learning opportunities for students. Evidence of this sits in the attitudes of students towards learning, engagement is high and students respond appropriately to teacher feedback. Teachers regularly use student progress and achievement data to inform lesson planning. There is a need to explore cross stage planning opportunities and make these more intentional to build a solid foundation of data informed teaching and learning.	<ul style="list-style-type: none"><li>• Professional learning opportunities in Working with the Big Ideas in Maths</li><li>• QTSS funding to support shared observations</li></ul>

##### Process 2: *High quality professional learning*

Staff will draw on research to develop and implement high quality professional learning in literacy and numeracy. Developing best practice to be ubiquitous across all key learning areas. Priorities of collaborative practice to identify effective practice and areas for improvement.

Evaluation	Funds Expended (Resources)
Term 4 gave us an opportunity to consolidate some of the strategies that have been suggested throughout the previous 2 years professional learning. Through 2020, we hope to incorporate professional learning, focusing on the need to enhance teachers understanding of the literacy and numeracy progressions as part of a cycle of learning, assessment and planning cooperatively.  It has been difficult to get quality Professional Learning in Trauma informed practice, and as such, this has not been addressed as well as hoped.	



## Next Steps

The school will continue to work with Embedding Formative Assessment practices until its completion in 2020. Following involvement in high quality Professional Learning opportunities for staff in the teaching of Mathematics through Working with The Big Ideas in Mathematics, further opportunities will be sought for staff in mathematics curriculum.

Collaborative planning opportunities will be sought to refine planning processes across the school, with a review of Scope and Sequence documents to lead in meaningful and timely learning opportunities linked to Nundles's local context.

Staff will continue to investigate the most effective way to implement learning progressions in all stages.

Trauma informed professional learning opportunities for all staff will be investigated.

### Strategic Direction 3

#### Authentic Community Partnerships

#### Purpose

Nundle Public School will recognise the importance of strong partnerships between home and school in valuing education and learning. Collaboratively, we will develop authentic partnerships between parents and the school by establishing cooperative partnerships to further cater for the individual needs of students. Systems and practices will embrace open and collaborative learning opportunities on a regular basis throughout the school.

#### Improvement Measures

Survey data shows the opportunities for parents to celebrate learning with their children are increased. An increase in parents participation in learning and school activities is prevalent through monitoring of parental attendance at school functions/celebrations. Parents indicate involvement in these programs is valued and they value their role in the educational progress of their child.

Discussions with students have language of community mindedness prevalent.

We are unable to delete this field.

#### Progress towards achieving improvement measures

##### Process 1: *Positive Parent Partnerships*

The school develops opportunities for parents to provide support in a voluntary capacity on a regular basis to enhance teaching and learning and raise the status of quality education within the community.

The school community will explore ways to celebrate learning for students in a way that is focused on developing growth mindsets, and positive attitudes towards learning.

Evaluation	Funds Expended (Resources)
Celebrations of learning occur at the end of each semester through a number of activities, including presentation night and performance opportunities. Most parents recognise the courage involved in having the confidence to perform and promote students voluntary involvement in these projects.	

##### Process 2: *School/Community Mindedness*

Teachers facilitate the implementation of opportunities for students to become community minded citizens through the development of values and virtues that complement the development of empathy and citizenship. The school establishes a program of events that include opportunities for community members to participate. Continue to build a strong partnership with local schools to support and enhance student learning across the small schools network.

Evaluation	Funds Expended (Resources)
The appointment of the student wellbeing officer in partnership with the P&C has been recognised by students as incredibly positive. She has focused on strategies to develop healthy thinking, and lifestyle activities to compliment the development of positive attitudes in the classroom.	

#### Next Steps

The role of Student Wellbeing Officer is very much valued by the parent community. Authentic partnerships occur through joint funding of this staff member, who addresses concerns of students by developing collaborative projects. The toilet door project from 2019 will be finalised by the toilet door committee in 2020 while opportunities to celebrate learning, and have parents become more involved in their learning will be developed. Parents have indicated that they like to see what their children are learning about and the level at which they are working. Opportunities to refine how parents can have opportunities to support their learning will be investigated.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Low level adjustment for disability</b>	<p>As a component of staffing to fund an additional day for Learning and Support Teacher</p> <p>School Learning Support Officer</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$33 938.00)</li> </ul>	<p>Learning and Support processes and expertise has improved as a result of additional time to implement supports for student learning. Staff have developed tailored support strategies to benefit targeted students on an as needs basis.</p> <p>School Learning Support Officers were involved in supporting students in all classes on an as needs basis. Targeted support occurred as part of the teaching and learning planning cycle.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>Staffing</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$9 407.00)</li> </ul>	<p>QTSS Funding was used to support the shared classroom teacher observations to promote collaborative practice. A classroom teacher was appointed in this role under a temporary contract during term 1. Beyond this, the availability of casual teachers made finding an appropriate replacement difficult. Staff were involved in planning observations and working with colleagues to improve observations on a less regular basis. While some shift in teacher strategies was evident, cooperative planning time was needed to ensure strategies are embedded on a more regular basis.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	38	29	33	32
Girls	24	22	24	24

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.6	95.5	85.4	91.9
1	93.6	91.5	91.2	88.4
2	91.1	95.7	91.2	93
3	95.5	92.8	94.5	87.6
4	92.7	89	92.3	93.5
5	93.3	90.7	86.9	88.3
6	92.4	92.6	95	81.3
All Years	92.9	92.4	91.5	88.9
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
Classroom Teacher(s)	2.49
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	120,367
<b>Revenue</b>	944,776
Appropriation	906,682
Sale of Goods and Services	303
Grants and contributions	37,427
Investment income	363
<b>Expenses</b>	-903,307
Employee related	-784,179
Operating expenses	-119,128
<b>Surplus / deficit for the year</b>	41,469

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	19,200
<b>Equity Total</b>	97,370
Equity - Aboriginal	14,165
Equity - Socio-economic	52,431
Equity - Language	0
Equity - Disability	30,773
<b>Base Total</b>	673,758
Base - Per Capita	13,374
Base - Location	29,028
Base - Other	631,356
<b>Other Total</b>	91,137
<b>Grand Total</b>	881,464

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](https://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](https://myschool.edu.au) website.



## Parent/caregiver, student, teacher satisfaction

Nundle Public School has a highly engaged P&C with regular attendance at meetings collaborative partnerships for fundraising activities and significant help on offer for a wide range of extra-curricular activities.

A cross section of parents were surveyed about their satisfaction with the school and educational opportunities available for their children. Surveys have revealed that they are satisfied with the broad range of opportunities for students to be involved in. They highlighted opportunities in sport, creative and performing arts and student leadership as having a significant impact on students as they progress through school. On the whole, students saw school as a positive place to learn, where high expectations keep students accountable. Areas for further growth included occasional occurrences of bullying, while also indicating a need to have a stronger link between in class learning and participation in home learning.

Staff have expressed desires to refine some organisational practices, and seek an improvement in communication. Staff roles have been developed with a strength based approach based on student needs, embracing skill levels and personal interest areas.

All stakeholders within the school feel a strong loyalty towards the students of Nundle Public School and are striving to do their best for the good of the students. The small country town welcomes a diverse range of opportunities for students to develop their own interests in a safe and caring environment.

# 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.