Normanhurst West Public School

2019 Annual Report

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Introduction

The Annual Report for 2019 is provided to the community of Normanhurst West 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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School background

School vision statement

Our vision is that children leave school with the ideals of trust, honesty, responsibility, respect for oneself and others and to always "Aim High". Normanhurst West provides a positive, caring environment which encourages students to achieve their personal best and develop a love of learning. We provide quality programs in a wide range of academic, cultural and sporting activities. Our professional and highly motivated staff aims to equip students for the demands and opportunities of the 21st Century by offering a differentiated, effective and rigorous curriculum for all. We want students to contribute actively to the life of the school and the wider community, ultimately preparing them for life as worthwhile citizens of the community. We value the partnership that exists between school, parents and the community and the part it plays in realising this vision.

School context

Normanhurst West Public School offers a broad, well–balanced quality learning environment that caters for all students. The school is committed to high educational standards and offering opportunities for students to participate in a wide range of cultural and sporting experiences. The dedicated staff strives to deliver high quality teaching in a nurturing environment. The school is supported by an educated and engaged parent community.

Community participation is significantly high compared with many other schools. P&C activity includes the executive and its sub committees: band, canteen, craft, languages–LOTE, Family Fun Day, fundraising, grounds, website, vegetable garden, OOSH and uniform pool. Parents also assist with book club, student banking, reading and craft lessons. Staff cater for a multitude of extra curricula activity including SRC, public speaking, debating, dance groups, sporting teams, choirs, chess club, SPECTRA–science, peer reading tuition, etc.

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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1

Quality Learning Environment

Purpose

To provide an engaging and differentiated curriculum that enables students to become active and future focused learners.

Improvement Measures

Analysis of NAPLaN data shows increased growth of 6% (approx. 5 students)from Year 3 to Year 5 in all aspects and shows increased percentage 8%(approx.12) of students achieving in the top 2 bands in all aspects of NAPLaN.

All teaching and learning programs and assessment tasks reflect future focused learning.

100% of staff are providing a differentiated teaching and learning program, that uses a variety of technology as indicated through review of teaching programs, Performance Development Plan reflections and supported by staff surveys.

The majority of students to achieve cluster level benchmarks in literacy and numeracy using the new Learning Progressions / Planning Literacy and Numeracy2. Individual learning plans are in place for all who do not achieve cluster level benchmarks.

Evidence of increased student engagement and satisfaction as indicated by Tell Them From Me and student voice initiatives.

Progress towards achieving improvement measures

Process 1: Staff collaboratively develop and implement engaging and innovative learning experiences that provide purposeful learning for all students.

Evaluation	Funds Expended (Resources)
Review of teaching and learning programs and Performance Development Plans indicates that staff are continuing to provide purposeful learning opportunities. The expansion of our fleet of portable devices has enabled improved access to technology for our students. Interactive panels are available in all learning spaces with robotics available to supplement curriculum requirements. STEM share kits enabled our students in engage with virtual reality. Design thinking units of work were expanded in 2019 which has in turn ensured that curriculum delivery promotes future focused learning.	DoE STEM Share Kits. $26 000 in Laptop devices and storage. Increased number of Dash and Dot robots. $7000 upgrade of Computer Lab interactive panel.

Process 2: Provide a wider range of opportunities and experiences for students to learn and develop their leadership skills and capabilities.

Evaluation	Funds Expended (Resources)
The NWPS student leaders met every two weeks to discuss any student concerns that need raising. The prefect body relay any concerns with the School Principal who then acts accordingly and provides feedback. In 2019 all Year 6 students were encouraged to take up, and were provided with, leadership opportunities across the school. The organisation and running of student lead discos, assemblies, special events and mufti days provide significant opportunities for students to be supported in their ongoing leadership development.	Student Representative Council model to be reviewed. School elected Student Prefect Body. House Captains, Band Captains, Library Monitors and Technology Monitors.

Process 3: Through collaboration, mentoring and professional learning, strengthen the implementation of differentiation in teaching and learning programs in order to meet the needs of all students including learning and support and gifted and talented students.

Progress towards achieving improvement measures	
Evaluation	**Funds Expended (Resources)**
Our school has begun to utilise the Teaching Sprints framework to enable further staff collaboration. The Teaching Sprints process allows for continued mentoring of beginning teachers by aligning them with more experienced members within staff teams. This highly effective approach has enabled supervising teachers the opportunity to ensure that a differentiated curriculum is being effectively delivered across all classrooms within stage groupings. All teaching and learning programs are reviewed by Assistant Principals using a school wide performance proforma. Feedback to teachers ensures that high expectations of quality teaching and planning are being met.	Teaching Sprints modules developed by the Agile Schools Framework. Learning and Support funding directs Student Learning and Support Officers to targeted students.

Process 4: Implement assessment and tracking strategies by using data and common assessment tasks, to inform teaching and learning programs K–6.

Evaluation	**Funds Expended (Resources)**
The school has begun to develop a whole school assessment and review schedule. Student achievement data is now located in a central location using the Sentral software applications. This data is used to identify trends, strengths and weaknesses. Teachers utilise the consistent collection of student achievement data to evaluate teaching and learning programs and establish next steps in the teaching/learning cycle.	$9115 subscription to Sentral school management software. $4000 subscription to ACER Online Assessment and Review Schedule.

Strategic Direction 2

Creating Innovative Teachers as Educational Leaders

Purpose

To develop leadership capacity, collaboration and quality professional learning, through a culture of innovation and evidenced based pedagogy.

Improvement Measures

All Performance and Development Plans reflect a range of goals and professional learning options, strongly linked to the School Plan.

All teachers' Performance and Development Plans demonstrate teacher reflection of our own practice against Australian Professional Standards for Teachers.

A cross section of staff (at least 50%) lead in–school professional learning as well as parent information sessions, directly linked to the School Plan 2018–2020.

15% of staff aspire to become school executive leaders through school and Department of Education leadership pathways.

10% of staff displaying commitment towards Highly Accomplished level.

Increased roll over of various technology devices to enable innovative teaching and learning.

Progress towards achieving improvement measures

Process 1: Collaboration to create quality Performance and Development Plans that reflect individual and grade based goals.

Evaluation	Funds Expended (Resources)
All staff have personalised performance and development plans that reflect a range of goals. These goals mirror the experience levels of staff and are closely aligned to the school plan. Teaching staff are familiar with the Australian Professional Standards and utilise these to maintain teacher accreditation.	Professional Learning funding enables continued support of teacher performance development.

Process 2: Engagement in collaborative planning, lesson studies, learning hubs, whole school professional development, workshops, courses, online modules and in–services to enhance teaching practices, evaluated through reflective discussion and regular collegial dialogue.

Evaluation	Funds Expended (Resources)
Teachers engage in weekly professional development sessions that target specific school priorities as determined by the school executive. In 2019 the school welcomed Department of Education strategic support focusing upon formative assessment. All staff have engaged deeply in professional development surrounding formative assessment and best practice. This will continue as a priority in 2020. Staff are encouraged to seek professional development opportunities that align with performance development goals.	$30 673 allocated to staff professional development. This funding enables in–school professional development as well as teacher attendance at conferences, workshops and online course completion.

Process 3: Further develop a supportive and collegial culture amongst staff and with peer mentoring, as well as increased opportunity for leadership roles.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures	
All staff engaged in peer observations and provide collegial support and feedback to each other. This process ensures that individual members of the teaching staff reflect upon their individual performance goals and demonstrate progress towards the achievement of such goals. In 2019 we were able to support three staff members who successfully fulfilled higher duties in supervisory roles. Four members of non–executive staff successfully led curriculum working parties across the school.	Performance and Development review schedule NWPS Working Parties

Process 4: Implementing professional learning plans, Performance and Development Framework checks with regular reflection to further enhance teaching practice.

Evaluation	Funds Expended (Resources)
In 2019 all teachers have begun their first cycle of teacher accreditation. Teachers maintain an online log of professional development hours. In maintaining accreditation status, our teachers must reflect upon their own professional goals as well as whole school performance indicators. Professional readings, workshops, online courses and seminars enable continued professional development. This year a member of staff has continued to work towards higher levels of accreditation with the establishment of a HA/LEAD Accreditation network based at Normanhurst West P.S.	NESA Teacher Accreditation. Higher accreditation and Lead Network.

Strategic Direction 3

Whole School Wellbeing for Student Growth

Purpose

In partnership with the community, provide experiences that promote mindfulness, resilience and leadership for all students.

Improvement Measures

Surveys to students, staff and parents (Tell Them From Me, Wellbeing Framework and school based) indicate continued growth in social/emotional outcomes.

Written student self–evaluations demonstrate a growth mindset and honest reflection upon the learning process.

Meeting minutes and other records indicating increased community participation at school forums such as P&C, meetings, wellbeing workshops and curriculum related information sessions.

The positive behaviour policy is reviewed and a new wellbeing policy is developed.

Data indicates greater community utilisation of the school App and website.

Progress towards achieving improvement measures

Process 1: Student Voice: Increased student leadership which will lead to increased voice and purpose. There will be an emphasis on building whole school practices to increase student leadership, participation and voice.

Evaluation	Funds Expended (Resources)
Throughout 2019 a series of professional development opportunities for teachers focused upon how to make learning more visible. Changes in teacher practice is visible across classrooms. The continued implementation of effective formative assessment allows students to take greater control of their learning. Learning intentions and success criteria allow students to determine their own personal achievement against learning objectives. Effective teacher and peer feedback enables continued student growth. Teachers report greater levels of student engagement in lessons and ownership of the learning process.	Professional development

Process 2: Community Engagement: Improve communication structures between home and school through improved practices in areas such as P&C, Learning and Support team and community consultation.

Evaluation	Funds Expended (Resources)
Tell Them From Me surveys are conducted bi–annually to ascertain community satisfaction. The next survey is due to be completed in 2020. Students academic reports have been continually evaluated by the senior executive. The reporting format has been changed to allow for a consistent reporting to parents across all grades. School reporting guidelines are being finalised to improve consistency and quality. This year we moved to a new school App platform. This has allowed us to quickly send push notifications to the community and has become the central location for all messages to the school community. The revamping of our school newsletter and website has been well received from our community members.	Tell Them From Me Survey School reporting. $2000 School App and communications.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1336	NWPS staff continued to use Personalised Learning Plans (PLP) for the ATSI students enrolled. Funding was used to support students in the classroom with resources and a small amount of extra teacher support.
Low level adjustment for disability	$98999	All students requiring adjustments and learning support are catered for within class programs. These programs were further enhanced with the employment of SLSO's. These students were also provided with increased specialist individual and small group support throughout the year. A small number of students across all stages were referred for learning support.
Quality Teaching, Successful Students (QTSS)	QTSS staffing allocation	Extra release time for executive staff to mentor teachers and work with them in the classroom. Also to help with extra administrative tasks.
Socio–economic background	$6846	Funding was used to ensure that no student was disadvantaged through an inability of parents to pay. Funds, including school general funds, were used for excursions,, textbooks, performances and other needs.
Support for beginning teachers	$17800	The school utilised tied funding and school funds to support all early career teachers, including temporary teachers, from the beginning of the school year. Two permanent and temporary beginning teachers worked towards and achieved accreditation at proficient level by the end of the year. Programs were implemented to support early career and beginning teachers and included, but not limited to, development in – Report Writing, Parent Teacher Interview, Classroom Management, Demonstration lessons, Classroom Observations, Mentoring Support.

Student information

Student enrolment profile

Students	Enrolments			
	2016	**2017**	**2018**	**2019**
Boys	269	278	277	276
Girls	236	245	237	243

Student attendance profile

School				
Year	**2016**	**2017**	**2018**	**2019**
K	95.7	97.2	97	94
1	95.2	95.9	96.3	95.4
2	95.6	95.2	96.5	95.6
3	96.3	94.4	96.3	95.6
4	95.9	95.4	96.2	95.8
5	95.7	94.6	95.7	95.2
6	96	93.6	93.9	94.7
All Years	95.7	95.2	96	95.3
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.62
Teacher of Reading Recovery	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.46

*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	324,926
Revenue	4,894,839
Appropriation	4,475,835
Sale of Goods and Services	47,029
Grants and contributions	366,988
Investment income	4,436
Other revenue	550
Expenses	-4,668,427
Employee related	-4,025,661
Operating expenses	-642,766
Surplus / deficit for the year	226,411

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	233,618
Equity Total	140,327
Equity - Aboriginal	1,336
Equity - Socio-economic	6,846
Equity - Language	33,145
Equity - Disability	98,999
Base Total	3,567,054
Base - Per Capita	120,604
Base - Location	0
Base - Other	3,446,450
Other Total	366,227
Grand Total	4,307,224

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

In 2019 the school sought the opinions of students, staff and parents/carers about various aspects of the school. Responses show that the vast majority of students K–6 agreed that school is a place where they like to go each day, where learning is fun and allows for success. They also had positive feelings of acceptance and self worth. They enjoy the range of opportunities available within the school and almost universally made favourable comments about their teachers and the ways in which they taught.

Teachers feel they are valued by the community and their colleagues and the school is a harmonious working environment.

Parents agreed they are regularly encouraged to be involved in their children's learning, they are invited to participate in a variety of school organised activities and feel encouraged and supported when forming learning partnerships to contribute to their children's learning. They also feel that communication between the school and community has been enhanced by having more information distributed via the school app and emails as well as the school website being regularly updated.

In 2020 we will again be utilising the 'Tell Them From Me' online surveys to canvas student, teacher and parent opinions on a wide range of school activities.

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.