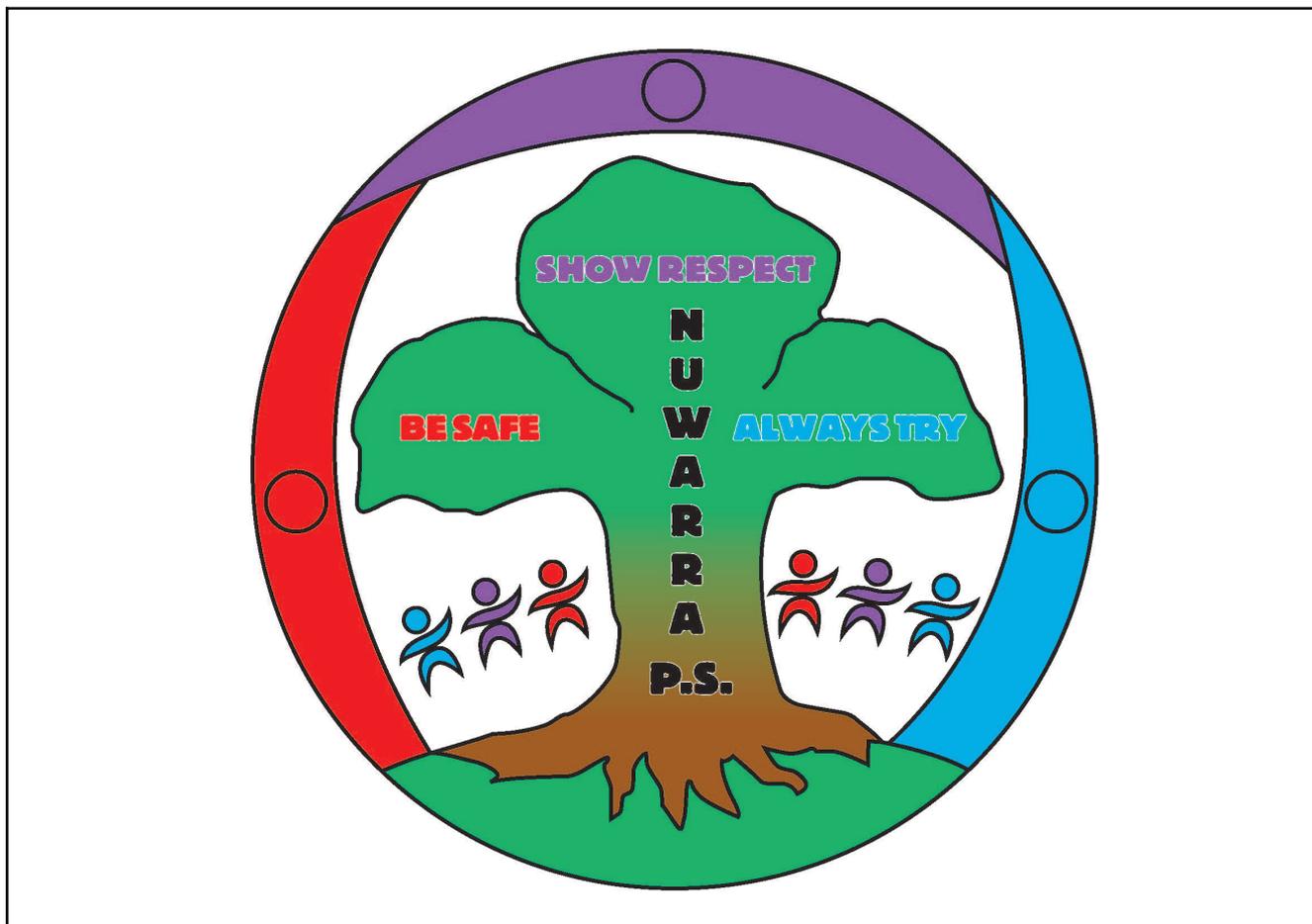


# Nuwarra Public School

## 2019 Annual Report



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## Introduction

The Annual Report for 2019 is provided to the community of Nuwarra 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

Nuwarra Public School

McKay Ave

Moorebank, 2170

[www.nuwarra-p.schools.nsw.edu.au](http://www.nuwarra-p.schools.nsw.edu.au)

[nuwarra-p.school@det.nsw.edu.au](mailto:nuwarra-p.school@det.nsw.edu.au)

9601 2864

## School background

### School vision statement

Nuwarra Public School provides a differentiated and innovative environment where the school and community work in partnership to achieve quality learning experiences within a culture of high expectations and inclusivity.

This will be achieved through targeted, quality professional learning to build teacher capacity, promote successful community engagement opportunities and enhance authentic collegial partnerships.

### School context

Nuwarra is a level 3 public school in Moorebank with over 450 students. Included in this number are 17 mainstream and 8 Support Classes.

The core values of Nuwarra Public School are an acceptance of difference and a movement from tolerance to understanding. This is accomplished within a safe, nurturing environment emphasising the importance of respect, cooperation and the recognition of every student's right to equitable access of the curriculum. We provide opportunities for all students to reach their full potential academically, socially, physically and emotionally.

Nuwarra is an active member of the Moorebank Community of Schools. Our school has a diverse population comprised of students from many cultural and socio-economic backgrounds.

Our school supports PBL (Positive Behaviour for Learning) taking a pro-active approach to behaviour by explicitly teaching behavioural expectations in all school settings

Nuwarra Public School offers a balanced approach to school life. We value participation while striving for excellence. As life-long learners, staff and students actively embrace the integration of technology across the curriculum.

Nuwarra Public School – Excellence. Innovation. Opportunity.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1

Students are resilient, engaged and successful learners.

### Purpose

To build the capacity of all students so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best with a growth mindset.

Students are actively connected to their learning through meaningful, engaging and rewarding personalised learning experiences

To develop each student's ability to engage, monitor and confidently articulate their personal learning and social goals.

### Improvement Measures

- Increase the proportion of students achieving the top two NAPLAN bands in Reading.
- Increase the proportion of students achieving the top two NAPLAN bands in numeracy.
- Improved levels of student wellbeing and engagement.
- Increased student participation in school-based enrichment activities.
- Increased level of student engagement in History and Geography lessons and an improved understanding of learning outcomes.
- Increased opportunity for students to participate in STEM lessons and activities.

### Progress towards achieving improvement measures

**Process 1:** Deliver quality student centred and self regulated learning experiences which enable students to understand how they learn and to set and achieve their personal learning/social goals; and how they give and receive effective feedback through their use of a growth mindset.

Evaluation	Funds Expended (Resources)
Teachers demonstrated consistent implementation of explicit learning intentions and success criteria, Students demonstrated ability to identify learning goals and future directions.	QTS, PL

**Process 2:** Ensure learning is data driven and based on formative assessment practices and learning continuums/progressions. Intervention is early, timely and targeted to ensure student support and feedback reflects best practice.

Evaluation	Funds Expended (Resources)
Teachers confident in using formative and summative assessment to support students.	

**Process 3:** Students are exposed to experiences that enrich or extend their understanding dependent on their personalised learning and social needs.

Evaluation	Funds Expended (Resources)
Student engagement and results evaluated	Maths Olympiad program and past competition papers. Problem solving text book and classroom for extension lessons

**Process 4:** Implement a whole school integrated approach to student wellbeing through the embedded use of 'Positive Behaviour for Learning' and the 'You Can Do It' programs that encourage students to connect, succeed, thrive and learn.

Evaluation	Funds Expended (Resources)
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## Progress towards achieving improvement measures

We found that due to the structuring of the program, it did not cater for students in years 3–6 very well and have decided not to use this program in 2020. Positive Behaviour for Learning (PBL) will be re-launched in 2020 with the new characters called Nuwarra Ninjas as figure heads.

\$1800

**Process 5:** Staff development in History and Geography syllabus including enquiry and skills based learning.

Use of interactive resources and online learning modules in History and Geography to support classroom teaching and learning programs and increase student interest and engagement.

Evaluation	Funds Expended (Resources)
Teachers confident in using resource to create engaging and interactive lessons.	Stage budgets

**Process 6:** Students participate in activities that develop understanding and skills in coding and STEM.

Evaluation	Funds Expended (Resources)
All S2 students and teachers involved in project demonstrated an improved understanding of STEM and design process. A sound platform developed to continue in 2020. Video and written reflections indicated growth in students understanding and skills.	Time allocated from QTS and resources Liverpool Council Grant. Amazon Australia Grant \$10,000

## Strategic Direction 2

Staff are innovative and collaborative professionals, committed to improving and evaluating student learning.

### Purpose

To build the capacity of all staff and a professional learning culture, so they are equipped with the skills, knowledge, understanding and desire to be active, reflective and intrinsically motivated learners who seek to achieve their personal best.

Staff nurture professional relationships with students which are safe, respectful and supportive, and which help students to reach their full potential.

To develop each staff member's ability to engage, monitor and confidently articulate their personal learning and social goals through a genuine PDP process..

To provide opportunities for staff to attain a deeper knowledge of current research regarding the support of students experiencing difficulties and student enrichment.

### Improvement Measures

- Improved comparison data in the Tell Them From Me student and staff surveys.
- Increased use of evidence informed pedagogy by all teachers.
- Increase in teachers seeking higher accreditation.

### Progress towards achieving improvement measures

**Process 1:** Access current research to develop and implement high quality professional learning in Literacy and Numeracy teaching practices.

Utilise the expertise of current school-based and local practitioners to build the capacity of staff and nurture professional relationships in the areas of 'Targeted Early Numeracy', 'Taking Off With Numeracy', L2, L3 and Literacy/Numeracy enrichment; and wellbeing through the 'You Can Do It' and 'Alert' programs.

Evaluation	Funds Expended (Resources)
Approved and executive team notified. Plan to complete <b>even</b> year NPS Scope and Sequences by Stages 1, 2 & 3 in 2020.	Staff  LANSA – Salam Haidar (Riverwood Education Office)  Laptop  English Scope and Sequence  Examples of Scope and Sequences from other schools.

**Process 2:** Develop and implement collaborative practices that focus on staff and student wellbeing and genuine goal setting.

Evaluation	Funds Expended (Resources)
Student data was collected (work samples, discussions, self reflections) at the end of the project. The data indicated a 70% improvement in student and teacher understanding of identifying learning goals in the area of text structure. This data was presented to all schools involved in the workshops.	Staff members participated in a series of workshops led by Jan Farmer Hailey which focused on supporting teachers to support students in identifying areas of need to improve student outcomes.

### Strategic Direction 3

Community participation is valued and embedded through practices that promote connectedness.

#### Purpose

To create an environment that accepts and encourages the community to be active participants within the school. Deep connections will be formed to enrich and expand the lives of learners.

To inspire students to be effective leaders and realise that positive change is possible through the actions of individuals. Students will be nurtured to become resourceful, empathetic and resilient lifelong learners both within and beyond the classroom.

Parents and the broader school community actively participate in the school and in helping students to develop positive connections.

#### Improvement Measures

- Increased community participation in CLO and staff led workshops.
- Increased levels of community participation in 'touching base' decision-making sessions each year.
- Increased student participation in school-based leadership programs.

#### Progress towards achieving improvement measures

**Process 1:** Develop and implement collaborative practices to ensure community voice is valued through the employment and effective use of the Community Liaison Officer (CLO) position.

Evaluation	Funds Expended (Resources)
CLO has continued to provide an important link to Nuwarra community and external agencies. Through personal contact and feedback from parents we have continued to provide access to support for our families. Our Stage 1 parent focus groups has also provided important feedback on school initiatives and ideas for future focus areas. Grandparents Open day welcomed 164 community members into our school which was double the amount of community engagement since Term 2. Feedback was positive from the community and the community stated that they felt welcomed and cared for by the Nuwarra PS Staff, Students and community.	CLO, community room, funds from Harmonies of Nuwarra concert for Grandparents day.

**Process 2:** Strengthen community decision making, by establishing regular 'touching base' meetings each term before P&C meetings to collaborate on current and future school directions aligned to the Wellbeing Framework for Schools and the Pioneer Project (Schools as Community Hubs) milestones.

Evaluation	Funds Expended (Resources)
All participants in on Focus group indicated their increased knowledge of school and DOE initiatives gave them a better understanding of why decisions made at school, and also more confidence in contributing to discussion regarding these areas. Feedback provided from group was used to amend wording of new school policies.	QTC

**Process 3:** Implement an aspiring leader program that supports community involvement with deeper connections to enrich and expand the lives of all learners.

Evaluation	Funds Expended (Resources)
Aspiring and project leaders shared their knowledge and skills with all staff and across the community (STEM academy, PBL) to improve their learning and understanding.	

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Equity Funding Aboriginal Education \$8967	<p>The PLP meetings helped to identify, organise and apply personal approaches to learning and engagement for each student. Short term and long term goals were created during the meetings to ensure the academic, social and emotional needs of the student were being met.</p>
<b>English language proficiency</b>	Equity Funding English Language Proficiency \$31,134	<p>Students were assessed against the EAL/D learning progressions and plan data. Focus groups are flexible and formed based on analysis of NAPLAN data. EAL/D teachers planned with class teachers to implement programs specific for their students with EALD.</p> <p>Students were placed in focus groups where progress is reviewed and adjustments made to programs where necessary.</p> <p>The EAL/D survey feedback was successfully completed. No additional adjustments . Reports were issued and parent teacher interviews were conducted with positive attendance and feedback from parents.</p> <p>Explicit focus on oral communication for students to develop their functional language and increase their confidence to participate in formal and informal discussions. The link between increased oral language proficiency and writing ability is explored. Students writing is scaffolded and explicitly taught in conjunction with oral language and vocabulary development.</p> <p>PLAN data and NAPLAN results indicate growth across all students involved in EAL/D focus groups in vocabulary and writing.</p>
<b>Low level adjustment for disability</b>	Equity Funding Low Level Adjustment for Disability \$68,011	<p>Specialist support teachers collaborate with classroom teachers to assess the best way to support students based on their NCCD focus adjustments.</p> <p>Stage Assistant Principals and Specialist Learning Support Coordinators review IEP's and BSP's. Parents are notified of the plans and their content with meetings conducted either face to face or via phone conferences.</p> <p>Target groups have been more accurately aimed at meeting identified student needs.</p> <p>Teacher and parent feedback has been positive as individual student progress can be seen as the progress against their individual goals. Individual progress is referenced against NAPLAN data to ensure steady and visible progress.</p> <p>Teachers and parents are working collaboratively to ensure their students specific learning needs are met. Classroom teachers feel supported and student growth is</p>

<b>Low level adjustment for disability</b>	Equity Funding Low Level Adjustment for Disability \$68,011	tracked against IEP goals and PLAN data.
<b>Quality Teaching, Successful Students (QTSS)</b>	Equity Funding Quality Teaching Successful Students \$91,135	<p>All PDP's completed and conferenced with supervisor with staff having a focused direction for the year.</p> <p>Improved student outcomes and a greater level of skills and knowledge of K–2 teachers.</p> <p>Increased level of skills and engagement for all students involved in Maths Olympiad.</p> <p>Increased level of understanding and skills for teachers in facilitating TEN lessons, grouping students using the Maths continuum and assessing student skills. Improved level of student participation and articulation of learning goals.</p> <p>Expert staff identified to conduct DEM lessons and provided resources.</p>
<b>Socio–economic background</b>	<p>Equity Funding Socio Economic Background \$95,709</p> <p>Xenontech \$10,000</p>	<p>Scope IT now also coordinate an enrichment course for selected Stage 3 students and will continue this in 2020.</p> <p>All staff are now capable of implementing Google Drive effectively.</p> <p>Technology purchased and implemented in classrooms, including support classes.</p> <p>Technology has worked more effectively across the school since the hiring of the specialist.</p>
<b>Support for beginning teachers</b>	\$46,655	<p>Beginning teacher gained a greater level of understanding and confidence in implementing a greater range of quality teaching strategies in the classroom.</p> <p>Beginning teachers, and teachers new to the school were able to articulate school expectations and had a reference point for school organisation. Greater consistency in information shared with staff.</p> <p>Beginning teacher gained a greater level of understanding and confidence in implementing a greater range of quality teaching strategies in the classroom. Beginning teachers to developed a greater level of knowledge as a result of the guidance from more experienced colleagues in supportive environments with time allocated for collaboration and reflection.</p> <p>Beginning teachers developed a greater level of skills as they received guidance from more experienced colleagues in supportive environments</p>
<b>Targeted student support for refugees and new arrivals</b>	Equity Funding EAL/D \$2,102	Students working at an emerging level. Teachers and SLSOs work at developing students confidence in talking and listening with peers and their students.

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>Equity Funding EAL/D \$2,102</p>	<p>Student groups are monitored and groups changed in accordance with student individual learning needs and groupings to maximise program implementation and effectiveness. Groupings reflect student age not stage.</p> <p>Support timetables need to remain flexible to best meet student needs and new arrivals to the school. Some individual students must have increased time if they are new arrivals.</p> <p>Parents we pleased with student progress and offered contributions towards future goals.</p> <p>Focus on oral communication is the agreed focus for ongoing intervention and focus groups across all stages. Increased access to learning opportunities to increase vocabulary and real life experiences.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	183	208	222	241
Girls	171	188	206	197

## Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.2	93.6	93.7	91
1	91.5	92.4	90.7	91.2
2	94.7	90.3	91.8	89.9
3	93	92.2	91.8	90
4	92.9	94.8	92.8	91.7
5	92.4	92.8	93.2	91.9
6	91.8	92.6	91.6	91.8
All Years	93	92.6	92.3	91.1
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)	21.94
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.2
School Counsellor	2
School Administration and Support Staff	11.12

\*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 Actual (\$)
<b>Opening Balance</b>	661,428
<b>Revenue</b>	6,031,253
Appropriation	5,794,544
Sale of Goods and Services	7,987
Grants and contributions	226,108
Investment income	2,514
Other revenue	100
<b>Expenses</b>	-5,969,550
Employee related	-5,072,679
Operating expenses	-896,872
<b>Surplus / deficit for the year</b>	61,702

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>	1,626,624
<b>Equity Total</b>	572,767
Equity - Aboriginal	8,967
Equity - Socio-economic	187,193
Equity - Language	159,193
Equity - Disability	217,414
<b>Base Total</b>	2,862,076
Base - Per Capita	108,295
Base - Location	0
Base - Other	2,753,781
<b>Other Total</b>	540,559
<b>Grand Total</b>	5,602,026

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

In 2019 Nuwarra Public School measured parent / caregiver, student and teacher satisfaction through a variety of measures and surveys.

Our parent community ....

Student survey results revealed that 81% of students were interested and motivated to learn and 95% of students put in their best efforts to learn all they could. 97% of our students valued the outcomes that school had to offer. Other data revealed a school mean of 85% of students felt that the school provided effective learning time, 81% of students found classroom instruction relevant and 84% of students felt classroom instruction was well organised, clear and purposeful and provided immediate feedback that helped them learn.

The staff at Nuwarra indicated that 87% of teachers were engaged and motivated to collaboratively provide the best learning environments for their students. 89% of staff felt their employer listened to what they had to say as well as feeling encouraged and valued.

## 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.