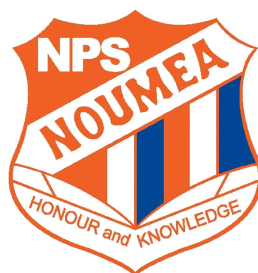


Noumea Public School

2019 Annual Report



4493

Introduction

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

Noumea Public School

Noumea St

Shalvey, 2770

www.noumea-p.schools.nsw.edu.au

noumea-p.school@det.nsw.edu.au

9628 7220

School background

School vision statement

Our vision at Noumea Public school is to create a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to achieve excellence through quality teaching for lifelong learning.

School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P2 school with an enrolment of 282 students, including 38% from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students. The school is currently participating in the regional initiative Early Action for Success. There is provision for extracurricular activities, including cultural dance and environmental projects. The school is focused on strengthening partnerships with local schools and community organisations. It has a dedicated staff made up of early career and experienced teachers.

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	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Visible Learners

Purpose

To build student capacity to use assessment and reporting processes to evaluate their own learning, ensuring a positive and engaging learning environment.

Improvement Measures

- 70% of students achieving EAfS Literacy and Numeracy benchmarks
- Students take ownership of own learning through school self-evaluation processes and are able to provide justification

Progress towards achieving improvement measures

Process 1: Students: Students are using rubrics, WALT and WILF strategies and peer feedback to confidently self-assess their learning. Using concrete materials to support the development of problem solving in mathematics.

Staff: Programming and planning with group differentiation and hands on activities. Assessments are in line with teaching and learning. Incorporating visible learning strategies into classroom learning experiences.

Parents: Utilising parent helpers in classrooms across the school.

Leaders: Providing opportunities for school community to review school-wide teaching and learning programs and initiate change where necessary.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• 100% of teachers have been involved in Termly planning for English and Mathematics ensuring adhere to the school scope and sequence and a consistent approach to planning and programming for individual student differentiation.• Teachers are using Learning Targets and success criteria strategies in their teaching and learning programs.• All beginning teacher and support staff completed training in administering and analysing Running Records and TEN assessment for number which has allowed for differentiated learning for students based on their attainment of reading and numeracy skills	<p>Learning Progressions, Tracking Sheets, PLAN 2 and TPL – Instructional Leader</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$200000.00)

Next Steps

- Continue to review planning and programming so they reflect evidence for, as and of learning for English and Mathematics.
- Ensure differentiation is evident in programming and classroom practices.
- Utilise PLAN 2 data to inform future directions
- Continue successful implementation of Whole School Scope and Sequences across all KLA's
- Students practice using self assessment strategies and collaborate with their teachers to set their own learning targets (PLPs, IEPs)
- The language of Learning Targets and Success Criteria is used in classes enabling students to articulate their purpose for learning and criteria for success.

Strategic Direction 2

Differentiated Teaching

Purpose

To review, evaluate and refine formative assessment practices to inform quality, differentiated instruction in Literacy and Numeracy.

Improvement Measures

- Teachers understand and implement differentiated Literacy and Numeracy tasks measured by:
 - Increasing the proportion of students in the top two NAPLAN bands in reading and numeracy
 - Increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%
- Staff will improve and build expertise in formative assessment methods to inform planning

Progress towards achieving improvement measures

Process 1: Students: Student participate in differentiated, personalised and targeted learning to meet their needs and provide feedback. Increase student engagement using research on best practice to develop critical thinking, problem solving and higher order thinking in Literacy and Numeracy.

Staff: Assessment data informs differentiated planning and programming to reflect a more student centred learning focus. Opportunities for staff to engage in collegial dialogue and attend professional learning aligned to professional goals and school plans.

Parents: Parent feedback from surveys, informal communication and social media.

Leaders: Provide ongoing support to students, staff and community. Guide, mentor and drive the implementation of whole school differentiated practice and concept planning.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff are collaboratively planning regularly and attending professional learning or peer training on a range of differentiated learning practices.• Visible learning strategies are beginning to be implemented and their impact discussed.• 57% of students in Year 5 were at or above state average for NAPLAN• 69% of Year 5 students were at or above state average for spelling in NAPLAN	<p>Classroom Teachers, Executive, feedback resources</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$150000.00)

Next Steps

- Staff will continue utilize formative assessment practices more effectively in classroom settings
- The annual identification and goal setting to become best practice for leaders inspiring other and guiding innovative teaching and learning
- Continue to develop student self-assessment strategies to ensure students are engaged in their own learning
- Continue to work in stage teams to develop effective formative assessment techniques

Strategic Direction 3

Positive Community and Leadership

Purpose

To establish positive and productive relationships with our school community, where leadership development is central to building school capacity.

Improvement Measures

- The school leadership team models effective instructional leadership and implements sustainable programs which provide opportunities to develop future leadership skills
- Increase parent participation by 20% across all aspects of school life

Progress towards achieving improvement measures

Process 1: Students: Students seek feedback from community members utilising iPad surveys and a suggestion box for parents and carers. Purple Noumea stars introduced to support PBL focus for week.

Staff: Less formal format for meet the teacher and parent information sessions. Staff to provide Q and A sessions at afternoon and morning tea meetings. Revise format for reporting to parents and providing other forms of feedback.

Parents: Parents are more visible in school routines including assemblies, sporting events, community meetings. Feedback from parents reflects positive relationships and high expectations. Introduction of Facebook site for more immediate communication and feedback.

Leaders: Work collaboratively to build leadership skills in others. Professional development on instructional leadership and sustainability.

Evaluation	Funds Expended (Resources)
<ul style="list-style-type: none">• Staff, students and the community are well informed of many cultural practices occurring across the school.• Executive network was set up to connect leaders across a variety of local schools currently and into the future.• Multicultural and Aboriginal Dance Troupes performed at a variety of venues throughout the year culminating in or Contemporary Aboriginal dance Group performing at PULSE in the Opera House.• PBL continues to reduce the number of negative incidents recorded each Term and ARCO incidents were reduced.• Student leaders voice was encouraged by regular proposals being put forward in meetings with the Principal.	<p>Aboriginal Education Officer and Aboriginal Education Worker working with community</p> <p>SLSO employed to work with Pacific Islander community</p> <p>Instructional Leader and extra executive for leadership roles</p> <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$100000.00)

Next Steps

- Continue to build staff leadership networks across a community of schools
- Offer multiple opportunities for student leadership across the school continuing and including Peer Support, SRC, etc
- Continue to increase community involvement in the school
- Review IEP's annually and ensure regular attendance of students
- Utilise Facebook to provide the community with regular updates of school life

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>AEO and AEW employed.</p> <p>Resources purchased include artefacts, posters, paintings and book series to support the teaching of Aboriginal perspectives</p> <p>Materials were purchased for the Aboriginal dance troupe</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$90 672.00) 	<p>Aboriginal perspectives in programs are verified by lesson observations and regular program checks across the academic year.</p> <p>The Aboriginal Education Officer ensures strong bonds exist between the parents, community and the school to support student learning</p>
English language proficiency	<p>EAL/D teacher 2 days a week</p> <p>SLSO support also provided</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> English language proficiency (\$64 332.00) 	<ul style="list-style-type: none"> 55% of Year 3 EAL/D students performed in Band 3 and above in the NAPLAN reading test. Professional Learning was held around the EAL/D Learning Progressions and was carried out enabling capacity building for staff in determining student progression phases.
Low level adjustment for disability	<p>SLSO's employed to work with identified students</p> <p>Resources purchased and utilised in all rooms include visual, timers, sensory products, toys, pencil grips and occupational therapy equipment etc.</p> <p>Speech therapist employed two days per week for Kindergarten to Year 2</p> <p>Schools access APLAs and Learning and Wellbeing Officers as required</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$238 398.00) 	<p>All students with disabilities had Individual Education Plans developed and reviewed annually by the LaST, classroom teachers and parents.</p> <p>Staff have all participated in Professional Development in areas of student disability including Autism, Speech and Language delays and behaviour.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher employed to mentor and support teachers with Literacy Planning across all Stages.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$50 157.00) 	<p>All teachers are working closely in Stage teams to prepare plan and program utilising the Concepts of English for explicit teaching</p> <p>Teachers planning collaboratively to feel confident in preparing and using assessment to set Learning tasks</p>
Socio-economic background	<p>Above establishment teachers employed</p> <p>Extra SLSOs</p> <p>Speech Therapist</p>	<p>Extra teachers support provided differentiated learning based on Individual Learning Plans</p> <p>Speech Therapist provided extra support for students K-2</p> <p>Targeted Interventions being provided to</p>

Socio-economic background	Funding Sources: <ul style="list-style-type: none">• Socio-economic background (\$631 976.00)	identified students Students are provided with breakfast daily and lunches where required
----------------------------------	--	--

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	146	144	148	140
Girls	138	141	140	137

Student attendance profile

School				
Year	2016	2017	2018	2019
K	91.4	91.9	90.1	91.3
1	93.1	90.2	90.4	89.7
2	91.8	94.7	91.2	88.3
3	88.4	93.5	93.5	89.9
4	90	90.4	93.8	92.4
5	92.9	91	90.2	92.6
6	93.6	93.5	90.3	89
All Years	91.6	92.1	91.3	90.5
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)	10.77
Teacher of Reading Recovery	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Administration and Support Staff	3.72

*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	319,635
Revenue	3,799,513
Appropriation	3,722,055
Sale of Goods and Services	19,007
Grants and contributions	55,770
Investment income	2,581
Other revenue	100
Expenses	-3,451,396
Employee related	-3,161,249
Operating expenses	-290,147
Surplus / deficit for the year	348,118

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	88,779
Equity Total	1,025,378
Equity - Aboriginal	90,672
Equity - Socio-economic	631,976
Equity - Language	64,332
Equity - Disability	238,398
Base Total	2,149,476
Base - Per Capita	67,576
Base - Location	0
Base - Other	2,081,900
Other Total	348,430
Grand Total	3,612,063

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 Noumea Public School sought the opinions of parents, students and teachers regarding Writing, Student Welfare(Awards and Leadership) and Extra–Curricular Activities

In relation to Writing programs across the school 67% of parents indicated that their child enjoys writing, 7% of parents would like to see a greater focus on reading.

There was a strong focus on the schools Positive Behaviour for Learning systems. 62% of parents are happy with our current award system and 32% of parents requested a folder to keep and track their awards. 92% of parents believe that students are provided with enough leadership opportunities.

For Extra–Curricular activities provided by the school 69% of parents feel that enough activities are offered and 21% felt that they would like to see more excursions for each Stage.

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.