

North Nowra Public School

2019 Annual Report



4618

Introduction

The Annual Report for 2019 is provided to the community of North Nowra 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

Valuing individual excellence and equipping future-focused learners

School context

At the commencement of the 2018 to 2020 School Plan North Nowra has a newly appointed Principal and has three years to run of the Early Action for Success (EAfS) initiative.

North Nowra Public School has an enrolment of 200 students, including 37 Aboriginal students. There are 8 mainstream and 3 support classes. North Nowra is committed to excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential. The school receives significant equity funding, including participation in the 'Early Action for Success' initiative. Positive Behaviour for Learning and Kids Matter are integral parts of the school culture. North Nowra Public School strives for a strong sense of community and enjoys a strong partnership with the Nowra AECG. The school is well resourced and has a strong future-focused approach to learning, including the authentic integration of technology and visible learning. The school benefits from an ongoing and targeted focus on professional learning in order to develop excellent teachers who are capable of creating change and positively influencing student outcomes.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Excellence in teaching, excellence in learning

Purpose

Excellent teaching occurs in every classroom, for every student, every day. Through instructional leadership, all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress achievement data. Teachers will employ evidence-based, effective teaching strategies to achieve high value-added outcomes for students. Teachers plan collaboratively for teaching, learning and assessment. Accommodations and adjustments are made by all staff to suit student needs as they arise. Case management of individual students occurs quickly and discretely.

Improvement Measures

100% of Teaching / Learning programs are data-driven, differentiated for individual student learning needs, demonstrate syllabus content and follow the NNPS scope and sequence of learning outcomes.

Increased percentage of students achieving expected growth in internal and external assessments.

8% increase of students in the top two NAPLAN bands for reading and numeracy

30% increase of Aboriginal students in the top two NAPLAN bands for reading and numeracy

80% of K – 2 on track in Literacy and Numeracy

Increase in students' sense of both skills and challenge as reported by the TTFM survey.

Progress towards achieving improvement measures

Process 1: Instructional Leadership K – 2 /3–6

Supporting consistent and accurate data collection in literacy and numeracy.

Identifying student and teacher learning needs through data collection to target specific intervention.

Providing responsive professional learning to address identified needs and improve teaching practice.

Evaluation	Funds Expended (Resources)
<p>All teaching staff are regularly providing Reading and numeracy data to Instructional Leaders to support the monitoring of effective teaching and student point of need.</p> <p>Programs demonstrated;</p> <ul style="list-style-type: none">• Text reading level data evident to support programming and planning• Vocabulary Assessment, Hear Recording Sounds In Words Assessment evident in programs• Year 3 to 6 data was recorded and tracked for Numeracy throughout the year <p>Classroom programs now demonstrate more evident differentiation for in-class programs interventions and interventions supported through student's Personal Learning Plans and Pathways as a result of data identified points of learning need.</p>	<ul style="list-style-type: none">• EAfS K2 State Funds FTE 0.8 (4 days) a week \$127,418.00• 3–6 Instructional Leader FTE 0.6 (3 days) a week \$64,000.00• Learning and Support Teacher FTE 1.0 (5 days) a week \$106,000.00• Interventionist Teacher K–6 focus FTE 1.0 (5 days) a week \$106,000.00

Process 2: Personalised Learning

Learning Support Team (L&ST) responds to data to provide individualised learning for Tier 2 & 3 students.

L&ST provides responsive professional learning to enable teachers to address identified need.

Teachers provide an individualised program that successfully supports the differentiation of the curriculum for all students.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>2019 data demonstrated that these targets remain a challenge. The impact of programs including EAfS, Instructional Leaders, interventionists and whole staff training programs such as How2learn and L3 are forming more durable and more effective learning habits among students which are expected to see growth in students outcomes and success in learning.</p> <p>There has been continued growth in the number of students identifying that they are participating in learning experiences that are 'high skills–high challenge'. According to the Tell Them From Me (TTFM) Survey, 47% of students indicated that the skill and challenge level of their learning is high.</p>	<ul style="list-style-type: none">• EAfS K2 State Funds FTE 0.8 (4 days) a week \$127,418.00• 3–6 Instructional Leader FTE 0.6 (3 days) a week \$64,000.00• Learning and Support Teacher FTE 1.0 (5 days) a week \$106,000.00• Interventionist Teacher K–6 focus FTE 1.0 (5 days)

Next Steps

Strategic Direction 2

Learning for today and tomorrow

Purpose

Teachers implement ongoing formative assessment to drive visible learning. Students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our school community demonstrates high expectations of learning progress and celebrates achievement for all students in the pursuit of individual excellence. Strong understanding of background and culture will build future aspirations and prepare students for rewarding and productive lives in a technologically complex and dynamic world. Effective transition practices will ensure longitudinal continuity of learning.

Improvement Measures

100% of teachers use learning intentions and success criteria within daily literacy and numeracy teaching as a platform to provide effective feedback/feed forward.

Improved evaluative feedback data from whole school community regarding effectiveness of transitions.

100% of staff use the language of How2Learn in daily practice and explicitly teach effective life-long learning dispositions.

Progress towards achieving improvement measures

Process 1: Making Learning Visible

Excellent professional learning will lead to consistent implementation of visible learning in every classroom. Evidence of visible learning will be evident throughout teaching programs.

Evaluation	Funds Expended (Resources)
<p>It was decided to implement the Instructional Round program across the school for all teaching staff in 2019. The Instructional Leaders supported and implemented this program after training they received in late 2018. All classroom teachers participated in Instructional Rounds</p> <ul style="list-style-type: none">• 6 out of 8 classes are consistently using Visible Learning techniques• The 3 support unit classes also participated with adjusted criteria for success.• There was clear evidence that as a result of Instructional Round feedback to teachers significant increases were seen in student feedback that they knew what the learning intention of a lesson was for specific numeracy lessons resulting in increase capacity for the students to achieve the success criteria.	<ul style="list-style-type: none">• Release 11 teaching staff, Instructional Leaders and Stage Leaders for 'Data Conversation' and analysis each term for a 1 day, \$30,000.• Release staff to attend training, communicate with preschools, High schools and prepare transition events \$4,000.

Process 2: Transitions

Students, staff and community will experience smooth transitions between all stages and locations of learning. Data and information will be shared seamlessly.

Evaluation	Funds Expended (Resources)
<p>We built on the increase connection developed in 2018 between the preschools. Ensuring active participation in the Northern Shoalhaven Community of Schools and maintaining strong links to Bomaderry High School. We provided that students, staff and community experience smooth transitions between all stages and locations of learning. We collected further data and information to inform decision making about agency supports and actions with students, focused on increasing the seamlessness of transitions to, through and from our school.</p> <ul style="list-style-type: none">• Four auspicious transition days were developed and run.• Instructional Leaders and Stage leader attended several preschools to support the pre to school transition.	<ul style="list-style-type: none">• Release staff to attend training, communicate with preschools, High schools and prepare transition events \$4,000.• Communication School Contact Officer (SLSO) FTE 0.4 supported these days as part of the Community communication role.

Progress towards achieving improvement measures

- The out of area school panel frequently meet to discuss applications and provide families with the recommendation.

Process 3: How 2 Learn

Excellent professional learning will enable the development of a positive school culture where all staff, students and community members will display life-long learning dispositions.

Evaluation	Funds Expended (Resources)
<p>Instructional Leaders steered formative assessment and the associated use of scope and sequence and rubrics as a tool for assessment mathematics progress. Data entry expectations clarified by IL and they are now more straight forward and integrated with day to day teaching. Teachers are collaborating on learning intentions and success criteria. They have been on the agenda of multiple staff meetings. The weekly behaviour focus is an example of a whole school learning intention with agreed success criteria made the North Nowra Way a very successful wellbeing procedure across the school Lesson observations have become more flexible and are provided by the Interventionists regularly.</p> <p>How2Learn Phase 1 Modules 5 and 6 were completed along with Phase 2 Modules 1 to 4 were also delivered and will be revisited throughout 2020 professional learning.</p> <p>All teaching staff participated in how to learn training throughout the year.</p>	<ul style="list-style-type: none">• Limited resources were required to run How2Learn in 2019 due to having four trained staff delivering the program to staff. via staff meetings and staff development days.• Observation of implementation was monitored through Instructional Rounds and Classroom Peer Walk arounds.

Strategic Direction 3

Leading a high performance culture

Purpose

To build a workforce of the highest calibre which improves every year. A shared focus on continuous, sustained and measurable whole school improvement will ensure that distributed leadership is facilitated, creating a culture of shared accountability to achieve organisational best practice. Individual expertise is recognised school wide to best meet the needs of the school and the students. Community confidence will grow as a result of strong community partnerships and effective leadership by all.

Improvement Measures

100% of staff have a PDP linked to the school strategic directions.

100% of teaching staff are purposefully engaging with the Australian Professional Standards for Teachers.

A cyclic maintenance calendar will be available for regular policy review and development in line with the A to Z tool.

Tell Them From Me survey results demonstrate increased positive perception of school culture.

Progress towards achieving improvement measures

Process 1: Building Community

Improved respectful communication will build positive school culture.

Evaluation	Funds Expended (Resources)
Due to the overwhelming response to and support of ClassDojo as a communication system between school and families in 2018, policies were finalised, and all classroom teachers used ClassDojo as the preferred communication avenues to maintain and build parents involvement and knowledge of students daily learning experiences. The ClassDojo policy was published, and training was made available for teaching staff and the school community to support the implementation of ClassDojo.	<ul style="list-style-type: none">• Communication School Contact Officer (SLSO) FTE 0.4 supported these days as part of the Community communication role.• A staff member released to prepare for and deliver the survey to students \$1000• Communication School Contact Officer (SLSO) FTE 0.4 supported the delivery

Process 2: Professional Learning for All

Individual expertise is recognised and support provided to engage in a cycle of continuous improvement.

Evaluation	Funds Expended (Resources)
Professional Learning focused on maintaining and developing the 'Safe Space' to deliver feedback and direction in 2019 this cultural enabled the development of excellent teacher and excellent learning. By recognising individual expertise and providing support to engage staff in a cycle of continuous improvement. This culture was seen through Instructional Rounds and Peer Classroom walks that focused on pre-identified criteria and rubric to support the culture of trust.	This was supported through the How2Learn Professional Learning and Instructional Leaders to monitor Instructional Rounds.

Process 3: School Systems Review

Relevant, accurate and current documentation meets the needs of the school context.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

Work was undertaken to ensure that the 'Guiding tenets' of How2Learn were embedded into school policies and guidelines. The work has seen the review and development of The North Nowra Way structures and language. The development of curriculum scope and sequences in Mathematics and the commencement of similar resource development in Science and Personal Development, Health and Physical Education. There were also guidelines and structures developed for the introduction and delivery of Instructional Rounds in all classrooms. This has seen changes to the language, teaching delivery, and the culture to ensure that How2Learn pedagogies are an integral component of the North Nowra Way of learning and teaching.

This was supported through the How2Learn Professional Learning and Instructional Leaders to monitor Instructional Rounds.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$36000 SLSO support	The attendance rates of North Nowra Public School Aboriginal and Torres Strait Islander students was 88%. Each year group attended at the following rates: Kindergarten (97%), Year 1 (88%), Year 2 (84%), Year 3 (87%), Year 4 (83%), Year 5 (97%) and Year 6(92%). NAPLAN results for Aboriginal and Torres Strait Islander students in Years 3 and 5, identified that in 2018 88% of Year 3 students achieved higher than Band 2 in all aspects of the NAPLAN assessment. The Year 5 Aboriginal and Torres Strait Islander student cohort in 2019 is too small to comment on or provide effective data analysis. Due to cohort size, a report can not be provided for the premiers target of a 30% increase in Aboriginal and Torres Strait Islander students achieving in the top two bands.
English language proficiency	\$8000 (FTE 0.2 teacher allocation) New Arrival Support	Refugee and newly arrived students are identified and assessed for immediate support to ease their transition into school. A Specialist teacher focuses on English language and social skills for all students. New Arrival funding was used to employ a trained English as an Additional Language or Dialect (EAL/D) teacher one day a week to work students. The program supported the social and emotional development of students.
Low level adjustment for disability	\$3040 (flexible funding) \$110551 (1.1 teacher allocation)	See strategic Directions 1 and 2 for the impact statement.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • EAfS K2 State Funds FTE 0.8 (4 days) a week \$127,418.00 • 3–6 Instructional Leader FTE 0.6 (3 days) a week \$64,000.00 • Learning and Support Teacher FTE 1.0 (5 days) a week \$106,000.00 • Interventionist Teacher K–6 focus FTE 1.0 (5 days) a week \$106,000.00 	See strategic Directions 1 and 2 for the impact statement.
Socio-economic background	\$67000 (flexible funding) \$30150 (FTE 0.5 allocation)	<p>The school was able to employ a Social Worker five days fortnight to support students who were experiencing anxiety and trauma, that is affecting their ability to engage in learning effectively. As a result of the program, more than 100 students were supported throughout the year. The program also impacted on the learning of other students, by allowing teachers to focus on the core business of teaching, the specialist Social Worker to support students quickly and efficiently.</p> <p>This funding also supported the school to have an Assistant Principal Instructional Leaders 3 to 6 to support teacher</p>

Socio-economic background	\$67000 (flexible funding) \$30150 (FTE 0.5 allocation)	professional growth and monitor data to ensure that teaching and teaching programs were addressing learning point of need for all students across the school.
Targeted student support for refugees and new arrivals	\$8000 (FTE 0.2 teacher allocation) New Arrival Support	See English Language Proficiency section for impact statement.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	113	107	101	97
Girls	106	113	98	114

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95	94.4	93.7	93.1
1	92.4	94.2	92.8	93.3
2	92.8	94.4	92	93.7
3	96	91.3	91.3	92.5
4	92.9	93.1	90.9	94.4
5	93.8	93.5	91.4	90
6	94	92.5	93.6	94.2
All Years	93.8	93.4	92.2	93.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	9.73
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*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	119,213
Revenue	3,170,021
Appropriation	3,112,886
Sale of Goods and Services	1,833
Grants and contributions	53,736
Investment income	1,266
Other revenue	300
Expenses	-3,186,837
Employee related	-2,925,121
Operating expenses	-261,716
Surplus / deficit for the year	-16,817

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	663,184
Equity Total	407,795
Equity - Aboriginal	52,805
Equity - Socio-economic	232,054
Equity - Language	9,327
Equity - Disability	113,609
Base Total	1,605,693
Base - Per Capita	50,123
Base - Location	2,115
Base - Other	1,553,454
Other Total	322,266
Grand Total	2,998,938

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

Through discussions with the parents of the school, they all liked the fact that North Nowra Public School is increasing its focus on excellent teaching and learning while ensuring that children are individually known and cared for. They all valued the commitment and approachability of the teaching staff at the school. The parents also felt the school was one that endeavoured to make parents feel welcomed and actively encouraged parent participation in all school events. They stated that the school kept parents well informed through various means of communication. The Parents and Citizens felt well supported and had a good working relationship with the school.

The students surveyed all expressed a positive attitude towards the school. As North Nowra is a smaller school, they felt that all the teachers know the students well and cared about them. They appreciated and commented on how the physical landscape, bushland setting of the school was special and different from other schools.

During open discussions with the teaching staff, a strong sense of commitment to the academic and emotional wellbeing of the students at the school was evident. Teachers acknowledged how well resourced the school was in regards to classroom learning resources. The teaching staff acknowledged that a strong collegial working environment has developed within the teaching team. Staff indicated that they felt supported and provided with opportunities to improve their teaching practices continually.

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.