

2020 Annual Report

Neville Public School



A HERITAGE COUNTRY SCHOOL
Neville Public School

2732

Introduction

The Annual Report for 2020 is provided to the community of Neville 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 vision

At Neville Public School we believe in providing 'Learning for life' through quality teaching in an inclusive and caring environment.

Our aim is to ensure that our students become successful learners, confident and creative individuals and active and informed global citizens and leaders.

School context

Neville Public School is an attractive, well-resourced small, rural school with well-established gardens, grassed playground, vegetable gardens and environmental area. Our school is situated 22km from the town centre of Blayney and prides itself on being part of the Heritage Country Schools. The Heritage Country Schools work together to ensure outstanding educational opportunities for the communities they serve. At Neville Public School we pride ourselves on having a welcoming atmosphere of friendly, dedicated staff, students and parents whose participation, enthusiasm and support are an outstanding feature, making Neville a vibrant school conducive to learning. Neville Public School takes pride in offering over 160 years of public education in the same facility.

The school offers diverse educational programs that challenge and inspire students across all key learning areas and maintains a culture based upon continuous improvement and quality services. These programs include an internationally recognised environmental education Program, a technology program where every student has access to their own computer and are provide with opportunities to experience latest technologies, a Kitchen Garden Program that is supported by the Stephanie Alexander Kitchen Garden Program and a creative arts program that develops children's skills in both the theory and practical aspects of art and music.. A focus at Neville is on developing values and citizenship through our student leadership program.

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>

Self-assessment using the School Excellence Framework

Elements	2020 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	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	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning

Purpose

To provide a whole school approach to the delivery of meaningful, future focused learning experiences that are differentiated and engaging.

We will continue to create a learning environment where students are supported to achieve their full potential as successful individuals, competent and creative learners and active and informed citizens.

Improvement Measures

Every Student achieves at least a year's growth in Literacy and Numeracy for a years learning.

Improved levels of student wellbeing and engagement.

Progress towards achieving improvement measures

Process 1: Curriculum and learning

Students are engaged in differentiated and authentic learning experiences that foster creativity, communication and collaboration.

Learning is student centered and self monitored allowing students to achieve at least a year's growth for a years learning.

Evaluation	Funds Expended (Resources)
Q - How effective has the reading fluency process been used?	Staff meetings
Q - To what extent have individual student's shown growth in fluency?	Recording process - digital proforma
D - Daily fluency data from Buddy Reading Program.	Buddy reading folders
D - Staff Conversation noted in reading folder, uploading of daily data to Fluency proforma.	
A- All students make individual growth in their reading fluency targets	
A -All staff are confident in using reading fluency data to inform teaching practice.	
I- All teachers value and effectively use the Fluency Reading process in their daily modeled, guided and independent reading programs.	

Process 2: Student Wellbeing

Implement a school wide approach to student wellbeing in which students can connect, succeed and thrive at each stage of their schooling.

Evaluation	Funds Expended (Resources)
A whole school behaviour monitoring system was implemented with the focus being student centred. The children are responsible for their own behaviour and involved in the follow up process. This monitoring system is used as a focus for discussion at IEP meetings if required.	All teaching staff provided with time to research and discuss PMI for Well being assessment programs.
The staff at Neville will be investing in Rumbles Quest in 2021 as a whole school well being assessment. Staff will undertake online training.	

Strategic Direction 2

Teaching

Purpose

To deliver quality teaching and best practice which are informed by current thinking and research.

We will continue to build the capacity of every staff member through focused professional learning that is engaging, relevant and evidence based.

Improvement Measures

An increased proportion of teachers demonstrating growth against the National Professional Standards for Teachers.

An increased proportion of teachers using evidence informed teaching strategies.

Progress towards achieving improvement measures

Process 1: Professional Learning

Professional Learning is aligned with the School plan and its impact on the quality of teaching and learning outcomes is evaluated. There are explicit system for collaboration and feedback to ensure best practice.

Evaluation	Funds Expended (Resources)
Q - To what extent was the PL on reading fluency used? Q - How effectively did it strengthen classroom practice? D - Teaching program, Classroom observation, staff discussion, staff meeting minutes. A - All staff can explicitly demonstrate reading fluency strategies during literacy sessions. A - The Professional learning outline enabled an increase in staff capacity in reading fluency lessons. I - All staff have increased confidence in implementing targeted reading strategies to enhance individual growth.	MyPI - Effective reading online - Konza Staff meetings for sharing of Principal effective reading workshops.

Process 2: Collaborative Practice

Develop and implement collaborative processes, including regular meetings, observation and feedback, to establish consistency in teacher practice, programming, assessment and reporting.

Evaluation	Funds Expended (Resources)
Unfortunately due to COVID, we were unable to complete the training for the remaining staff. This will be carried forward to 2021.	Additional funding was set aside in the budget to train remaining teaching staff in the Quality teaching research Project.

Key Initiatives	Resources (annual)	Impact achieved this year
Low level adjustment for disability	Purchase of additional numeracy resources to support the Kinder - Year 2 individual programs. Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$3 478.00) 	Numeracy resources were purchase to assist with individual place value programs.
Socio-economic background	Staffing and subsidising cost of excursions to support families. Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$10 641.00) 	Funding was set aside to assist families with the cost of the Heritage small School Stage excursions. Due to COVID this funding was used to employ staff to work with students who had difficulties learning from home and to purchase additional resources to assist families while their children were learning from home.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	9	8	9	9
Girls	10	10	8	9

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.6	95	93.4	
1	93.9	97.4	82.3	94.7
2	96.2	95.1	94	75.5
3	98.9	97.2	95.3	91.8
4	95.2	93.7	97.9	90.4
5	99.5	96.8	93.8	94.7
6	96.4	97.2	95.8	88.9
All Years	96.3	96.4	94.2	91.1
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	91.9

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1

*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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.

In 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 Actual (\$)
Opening Balance	52,550
Revenue	390,458
Appropriation	376,000
Grants and contributions	14,320
Investment income	138
Expenses	-391,453
Employee related	-282,719
Operating expenses	-108,735
Surplus / deficit for the year	-996
Closing Balance	51,554

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.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	25,058
Equity - Aboriginal	0
Equity - Socio-economic	10,641
Equity - Language	0
Equity - Disability	14,417
Base Total	316,404
Base - Per Capita	4,089
Base - Location	10,289
Base - Other	302,027
Other Total	33,151
Grand Total	374,612

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.

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.

2020 NAPLAN

As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

Due to COVID, NAPLAN was not held in 2020

Parent/caregiver, student, teacher satisfaction

Neville Public School is committed to building a strong, meaningful relationship between students, staff, parents and the wider community. The school has put in place practices and processes to continually inform and engage the community about student learning and educational programs. The school actively seeks feedback from the P&C and the wider community through both informal and formal communication.

The students agreed that learning from home during COVID was extremely difficult and that it was hard to remain focused on set tasks. The students all agreed that they are looking forward to being able to meet up with their friends from the other Heritage School and participate in excursions again in 2021.

in 2020 our school sought feedback from staff through planning days, staff development days, participation in school decision making and informal conversations. Staff strongly agreed that they:

Build a strong and meaningful relationship with all students and foster a safe, positive and stimulating learning environment where children enjoy learning and are comfortable to take risks.

Staff indicated future focus areas include:

Engagement with parents and carers to encourage high expectations for all students;

Encourage students to self assess, reflect and monitor their work while accepting constructive feedback from staff and peers;

Engage in Lynn Sharratt Clarity training to better use Learning intentions and data walls to support learning.

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.