

2020 Annual Report

Nowra Public School



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Introduction

The Annual Report for 2020 is provided to the community of 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.

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School vision

To create a school environment where:

- teachers make school and learning irresistible, and
- students see and feel that school is for them.

Learning: *To develop literate, numerate, active and informed citizens of the 21st Century, in an environment where technology use is both creative and personalised.*

Teaching and Leading: *To create a climate of lifelong learning through instructional leadership and collaborative practice across the school.*

Wellbeing: *To establish the school as a community hub for the ongoing academic, social, spiritual, physical and mental wellbeing of students and the wider community.*

School context

Established in 1862 Nowra Public School currently has 630 students. It is centrally located in Nowra on two separate sites - K-2 and 3-6. The school community varies greatly, drawing from a very wide socio-economic population. Aboriginal students make up 22% of the population. There is a strong focus on ensuring that Aboriginal culture and history are taught throughout the school. The school receives considerable funding under the Resource Allocation Model (RAM).

The focus for the school is literacy, numeracy, Aboriginal education, quality teaching, student engagement and future focused learning. Wellbeing programs are embraced by the whole school community and will continue to expand in future years.

2017 saw the establishment of a second class for students with autism. In 2018 we now have three Autism classes with an MC class to be established in 2020. The school also houses the regional suspension centre.

The school has a professional staff committed to evidence based teaching and learning strategies that lead to ongoing improvement in student learning outcomes.

The school executive is comprised of a Principal, Deputy Principal, 2 EAfS Instructional Leaders, an Instructional Leader for Aboriginal Education and 6 Assistant Principals - 4 Stage AP's, 1 Support Unit AP and 1 Suspension Centre AP.

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

Strategic Direction 1

Learning and Engagement

Purpose

To see our students achieving substantial growth in learning, especially in Literacy and Numeracy.

To narrow or close the overall achievement gap between our students and the State, including Aboriginal student data.

Students understand that learning is both the goal, and the reward.

Improvement Measures

NAPLAN data displays an increased number of students achieving in the top bands.

EAFs targets have been met or exceeded in Literacy and Numeracy.

Technology is used flexibly for learning and assessment in all K-6 classrooms.

Teachers are accessing the Apple Teacher Program with some commencing the Apple Distinguished Educator Program.

Overall summary of progress

The COVID-19 pandemic had a huge impact on our ability to meet the milestones set for 20210. We completed a comprehensive evaluation of school procedures and processes as part of the situational analysis required for our next cycle of school planning. The evaluations from 2020 will be included in the situational analysis and be used to help inform our future directions.

Progress towards achieving improvement measures

Process 1: Through professional development of authentic technology integration staff will use the SAMR model to transform learning experiences.

Evaluation	Funds Expended (Resources)
The school employed a Digital Pedagogies Mentor for 2020 to assist staff in developing transformative units of work. We began the process of developing collaborative grade programs and units of work with learning activities to completed on student iPads. This had to be put on hold in Term 1 due to the restrictions imposed on us as a result of the COVID-19 pandemic. This work and associated professional learning recommenced in Term 3 and aligned with the work that grades were done with Instructional Leaders.	Digital Pedagogies Mentor

Process 2: All school leaders, including Instructional leaders, to develop and deliver PL relating to teaching practices and student achievement. Leaders provide modelling, feedback and mentoring

Evaluation	Funds Expended (Resources)
We commenced professional learning in formative assessment strategies in Term 1 and these had to be halted due to COVID-19 restrictions. Once the 'Learning from Home' period ended professional learning was able to recommence, but in small groups. This made true collaboration difficult to achieve. Professional learning in formative assessment will have to continue into 2021 due to requirements for the next school planning cycle and school evaluation processes.	

Process 3: Teachers undertake PL on the Progressions and PLAN2 and how they relate to syllabus documents.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>Instructional Leaders worked with all staff K - 6 to use the learning progressions to analyse student progress and needs and plan for future teaching and learning. Professional learning for teachers in Yrs 3 - 6 in using PLAN 2 and the progressions was delayed due to COVID-19 restrictions and was incorporated into the professional learning facilitated by Instructional Leaders in Term 3. We will continue with a targeted approach to the use of learning progressions to measure student progress and develop future learning activities across the grade - this will be facilitated by our Instructional Leaders.</p>	

Strategic Direction 2

Teaching and Leading

Purpose

Teachers are substantively engaged in teaching and their careers. Teachers and staff engaged in an environment of continual growth and achievement provide vastly improved classroom experiences. Teachers will see themselves as leaders and have their unique skills and talents developed to enhance career aspirations and student learning outcomes.

Improvement Measures

Sub-committees within the school are led by teachers rather than executive staff.

Teachers have met criteria for higher accreditation levels and promotion opportunities.

Teachers have engaged in PDP goal setting, reflections and refinements.

Teachers have embraced opportunities to support teachers in training.

Whole school scope and sequences have been developed collaboratively.

Overall summary of progress

The COVID-19 pandemic had a huge impact on our ability to meet the milestones set for 20210. We completed a comprehensive evaluation of school procedures and processes as part of the situational analysis required for our next cycle of school planning. The evaluations from 2020 will be included in the situational analysis and be used to help inform our future directions.

Progress towards achieving improvement measures

Process 1: Implement school procedures for teachers to further develop and refine collaborative practices amongst teachers to meet student needs.

Evaluation	Funds Expended (Resources)
<p>The RFF timetable for teachers was planned so that all teachers on the same grade were off class at the same time to allow for collaboration on planning and assessment. Every teacher found this beneficial and there were some grades that were able to be collaborative in all areas and work genuinely as a team.</p> <p>A timetable was also developed and implemented so that all teachers participated as a grade in a day of professional learning with the Instructional Leaders and Digital Pedagogies Mentor. Staff found this valuable and enjoyed the time to work collaboratively. Leaders could work with individual grades and teachers to improve student learning outcomes for students.</p> <p>COVID-19 had an impact on the implementation of the full year plan of plan which had to be adjusted due to the 'Learning from Home' period and social distancing restrictions.</p>	

Process 2: Provide leadership opportunities and mentoring for all staff and build succession planning into school procedures.

Evaluation	Funds Expended (Resources)
<p>After internal expressions of interest (EOIs) were carried out, suitable staff from the school were successful in achieving positions such as Digital Pedagogies Mentor, AP Welfare (K-2) and Instructional Leader for Yrs 3 - 6 (0.4). These positions supported school goals and allowed staff to develop</p>	

Progress towards achieving improvement measures

their leadership capabilities and contribute to the school directions.

COVID-19 restrictions meant that other roles had to be put on hold due to restrictions and guidelines. However, one benefit from the 'Learning from Home' period was that staff collaboration and shared responsibility of monitoring students at school, monitoring online learning and planning future learning activities for the grade was shared amongst each team and shared leadership was evident as staff worked collaboratively to support students during this time.

Process 3: School induction and accreditation procedures support staff in achieving and maintaining accreditation levels.

Evaluation

Funds Expended (Resources)

All beginning teachers attended a 2 day professional learning activity in Sydney to help them develop their skills and knowledge of teaching. This was the only face to face professional learning they were able to participate in due to the COVID-19 restrictions. Beginning teachers did work with mentors to further enhance their skills while also working on developing their portfolio of evidence for accreditation. They participated in online professional learning but found more benefit in face to face meetings with mentors and discussions with colleagues.

An overhaul of Beginning Teacher induction is required to ensure consistency across the school.

No staff expressed interest in gaining higher levels of accreditation. The pandemic may have had an impact on this but many teachers have shared that they believe the extra work required to gain higher levels of accreditation has no benefit to their career aspirations.

Strategic Direction 3

Wellbeing

Purpose

To support the cognitive, emotional, social, physical, spiritual and cultural wellbeing of students in a context of quality teaching and learning.

To support collaborative partnerships with students, staff, families and the community.

Improvement Measures

Increase in students with personalised learning plans such as ILPS, PLPs, BSPs and Ready to Learn plans

Increased parent feedback indicating that Nowra Public School values and respects all stakeholders.

Increased attendance for all students.

Increased numbers of Aboriginal and Torres Strait Islander parents and carers contribute to their child's PLP.

A reduction in negative behaviour in both classroom and playground.

Overall summary of progress

The COVID-19 pandemic had a huge impact on our ability to meet the milestones set for 2021. We completed a comprehensive evaluation of school procedures and processes as part of the situational analysis required for our next cycle of school planning. The evaluations from 2020 will be included in the situational analysis and be used to help inform our future directions.

Progress towards achieving improvement measures

Process 1: Staff will engage in whole school professional learning for BSEM, trauma, DDA and associated legislation.

Evaluation	Funds Expended (Resources)
All staff completed online professional learning on the Disabilities Standards for Education (DSE) during the 'Learning from Home' period in Terms 1 and 2. We have planned for eight more staff to complete Berry Street education Model (BSEM) professional learning in 2020 but this was cancelled due to the pandemic. We are hopeful that professional learning for BSEM recommences in 2021.	

Process 2: Students are well supported by a multi-disciplinary team within the school.

Whole class learning about self regulation occurs K - 6.

Evaluation	Funds Expended (Resources)
All identified students have appropriate plans to support their educational and wellbeing needs through the development of Individual Learning Plans (ILPs) and Behaviour Support Plans (BSPs). These are updated as required throughout the year. Professional Learning around trauma is continuing and further work is required to ensure that all staff are on the same page to support student learning and wellbeing needs. The Learning and Support Team was not able to operate effectively for part of the year due to COVID-19 restrictions on meeting numbers. Once meetings recommenced we were focused on supporting student mental health.	

Progress towards achieving improvement measures

All school staff worked hard to 'check in' with all students during the 'Learning from Home' period. Students not engaging with school during this time were identified by class teachers. Assistant Principals reached out to parents and if they were unsuccessful then the Deputy Principals and Principal reached out to families and sought support from external agencies to assist families. Students not engaging with school during this time were closely monitored and measures put in place to support their return to school in May 2020.

Process 3: Parents have a greater understanding of trauma. They are consulted and involved in a review and reflection of school policies and procedures.

Evaluation	Funds Expended (Resources)
The intended plan for parent information sessions and involvement in developing an updated discipline and merit system for the school was heavily impacted by the restrictions imposed due to the COVID-19 pandemic. A review of the school's merit system began in Term 4 with a previous Principal of the school employed to carry this out. A small number of parents were consulted via phone interviews. When allowed, parents were able to attend a P&C meeting and complete an online survey to gather their thoughts and ideas about the reward system. The recommendations for this review will be acted on in 2021 and align with the expected Behaviour Strategy.	

Process 4:

Evaluation	Funds Expended (Resources)
Our plan was streamlined and amended in 2019 and this process was removed from the plan.	

Process 5:

Evaluation	Funds Expended (Resources)
Our plan was streamlined and amended in 2019 and this process was removed from the plan.	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading		<p>Money was used to employ a Cultural Education program to teach our students about local Aboriginal culture and history across K-6. Despite the restrictions brought about by the COVID-19 pandemic all students were able to participate K- 6.</p> <p>Feedback from parents and students was extremely positive with all students enjoying the experience. Aboriginal parents were especially pleased that their children were learning more about their culture at school.</p>
English language proficiency		<p>Funds were combined with funding for New Arrival students to support our newly arrived students from non-English backgrounds. We had less students from overseas enrol in 2020 due to the COVID-19 pandemic.</p> <p>Students were supported by a teacher employed 4 days a week. During the 'Learning from Home' period' the teacher made regular contact with families and supported student's online learning.</p>
Low level adjustment for disability		<p>Funds were used to employ School Learning Support Officers (SLSOs) to support student learning in class and also with the implementation of the school's learning and support programs.</p>
Quality Teaching, Successful Students (QTSS)		<p>The QTSS funds were used to support professional learning across the school. Staff participated in a grade day of professional learning where they worked with their grade colleagues and Instructional Leaders to analyse student data and plan appropriate learning activities for students.</p> <p>QTSS funds were also used to ensure that the L&S teachers and Interventionist participated in this professional learning as well.</p>
Socio-economic background		<p>Funds were used to employ staff in a variety of roles across the school. SLSOs were employed to support student learning in the classroom. Money was spent on further technology to support student learning and the employment of a Digital Pedagogies Mentor to support teachers to build their capacity in using technology to engage students in learning. Funds were also used to employ a Technology Support Officer (TSO) whose role was to ensure the smooth running of the school's network and all associated technology to support student learning.</p>
Support for beginning teachers		<p>Beginning teachers worked with mentors to further enhance their skills while also working on developing their portfolio of evidence for accreditation. They participated in online professional learning but found more benefit in face to face meetings with mentors and discussions with colleagues.</p>

Support for beginning teachers		<p>Some temporary beginning teachers were not employed on a full year contract and were not eligible for funding. The school budgeted additional professional learning funds to support these teachers and ensure they had a mentor to help them achieve their accreditation.</p> <p>An overhaul of Beginning Teacher induction is required to ensure consistency across the school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	317	322	302	283
Girls	311	327	302	298

Our numbers have fallen over the last few years due to the updated Enrolment Policy released in 2019 that limited the amount of students from outside our school boundaries that we were allowed to enrol.

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.3	93.4	93.6	88
1	94.6	90.9	91.8	88
2	93.1	93.3	89.3	85.1
3	95.5	91.4	92.6	84.9
4	93.2	94.4	90.3	83.4
5	94.9	90.8	92.6	74.9
6	93	91.2	91.2	82.3
All Years	94.1	92.2	91.6	83.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
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	92

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
Deputy Principal(s)	1
Assistant Principal(s)	5
Head Teacher(s)	1
Classroom Teacher(s)	25.71
Literacy and Numeracy Intervention	0.95
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
School Counsellor	2
School Administration and Support Staff	10.46
Other Positions	2.8

*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.

Professional Learning opportunities were heavily impacted by the COVID-19 pandemic. Many professional learning opportunities were only available in an online format. Teachers found this frustrating and missed the human contact and ability to discuss their learning with fellow participants. Plans for expenditure of our professional learning funds were also severely impacted by the pandemic.

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	949,580
Revenue	8,392,849
Appropriation	8,318,572
Sale of Goods and Services	6,258
Grants and contributions	66,070
Investment income	749
Other revenue	1,200
Expenses	-7,955,110
Employee related	-7,186,045
Operating expenses	-769,065
Surplus / deficit for the year	437,739
Closing Balance	1,387,319

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.

Due to the COVID-19 pandemic our financial plan was adjusted to develop contingency plans to support anticipated absences for staff if they contracted the virus. Restrictions did not allow trades people and educational providers to be on site and meant that some planned programs could not go ahead and funds were not able to be spent. We are planning to use our surplus in 2021 to implement plans from this year that could not be completed or implemented.

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	156,426
Equity Total	1,212,132
Equity - Aboriginal	274,833
Equity - Socio-economic	608,618
Equity - Language	12,020
Equity - Disability	316,660
Base Total	5,262,056
Base - Per Capita	149,608
Base - Location	3,261
Base - Other	5,109,186
Other Total	1,296,720
Grand Total	7,927,334

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.

Equity funds are used to support student learning across the school. We also use these funds to support families in need to ensure that no students miss out on opportunities to participate in school events and attend excursions.

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.

Parent/caregiver, student, teacher satisfaction

Through anecdotal conversations and recording numbers of parents attending school events we can say that parents were mostly satisfied with the school and their children's progress.

We hosted a technology evening for parents to share with them how teachers were using the 1:1 iPad program to support student learning. We had approximately 30 parents attend (including parents of our EALD students) who were engaged in learning activities that their children would be doing in class. Feedback from the evening was extremely positive. Parents enjoyed using the iPads and learning more about what their children were doing in class. Many parents felt more able to have deeper conversations with their children about their learning and how they can demonstrate this learning.

Student satisfaction was measured through participation in the Term 1 Tell Them From Me survey completed by students in Years 4 - 6. Ninety five percent of our students believed that what they were learning was relevant for their future and 73% of students were interested and motivated to learn. However, only 43% of our students complete homework. Seventy three percent of our students had a positive sense of belonging and 84% of students had positive relationships with students at school. Eighty two percent of our students displayed positive behaviour at school.

Staff satisfaction was measured via the results from the People Matters Survey. Seventy three percent of staff who completed the survey indicated they were proud to tell others they worked for the school while 56% felt inspired to do their best in their role. Seventy two percent of staff believe that people in the workplace treat each other with respect and 69% believed that the workplace manager listens to what I have to say. Fifty six percent of staff believe there is a good team spirit and that they receive help and support from members in their workgroup. Sixty five percent of staff feel that the Principal communicated with them effectively but only 39% of staff feel that senior managers keep employees informed about what is going on.

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.