

# 2020 Annual Report

## Nundle Public School



2781

## Introduction

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

---

Nundle Public School  
93-97 Jenkins Street  
Nundle, 2340  
[www.nundle-p.schools.nsw.edu.au](http://www.nundle-p.schools.nsw.edu.au)  
[nundle-p.school@det.nsw.edu.au](mailto:nundle-p.school@det.nsw.edu.au)  
6769 3253

## School vision

Nundle Public School upholds high expectations for all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong venture.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to taking opportunities to grow and succeed in a highly engaging differentiated curriculum, with a broad range of opportunities for personalised learning and leadership development. The capacity to think creatively and flexibly will be fostered in a future focused learning environments, whilst students take opportunities to engage with the wider community in learning that is relevant and worthwhile.

Students will develop the skills, knowledge and understanding necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

## School context

Nundle Public School is a small rural school situated 60 minutes south east of Tamworth.

The school runs a variety of programs providing opportunities for all students to achieve. As a school in a rural township, students take pride in their surroundings and local environment. Students engage with the local community through a variety of activities and participate in many community functions.

The very active P&C raises substantial funds through the Great Nundle Dog Race to support the school. These funds support many of the activities including excursion transport costs, purchase of teaching and learning resources and playground beautification.

As a school, we are focussed on providing a safe and happy environment for students that encourages active participation in their learning. School Learning Support Officers and Learning Support Teachers work with all classes to provide students with additional, personalised support in their learning. Nundle Public School has a strong sporting and arts focus. All students are encouraged to participate in a wide variety of events.

## 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
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

Self-motivated, Self-regulated, Future Focused Learners

### Purpose

Every student in our care will:

- develop a growth mindset
- become self-motivated and self-regulated to learn effectively
- be capable in collaboration, critical thinking and communicating
- creatively solve problems
- learn in a future focused learning environment with a range of technologies
- learn how they best learn
- develop the skills to reflect on their learning and grow.

### Improvement Measures

Tracked students achieve growth in learning that is equal to or greater than expected achievement.

A language of learning, focused on growth is used consistently school wide. Thematic language assessment used in the classroom will be conducted to set baseline and monitored over time to show alignment with the language of growth mindset.

Evidence gathered from NPS future focused learning tool, demonstrate growth on a pre-post test analysis.

### Overall summary of progress

It was difficult to track student growth in learning in relation to NAPLAN, however, Check-In assessment data showed a relative "closing of the gap" in Year 3 students between the Literacy and Mathematics. There was still a significant disparity for those students in Year 5. Students were tracked using the school writing tool and spelling assessment data with student growth demonstrated to a satisfactory level.

Younger students are demonstrating significant understanding of the thinking behind the growth mindset. Children, in younger years who have had ongoing exposure to the language of a growth mindset over 3 years have demonstrated practical understanding of self-regulation and are able to identify strategies to help them in stressful situations.

### Progress towards achieving improvement measures

#### Process 1: Future Focused Learning

Students will have well developed independent learning skills through the development of problem solving and thinking skills. Staff will employ a range of processes and develop philosophies that promote flexible, creative and critical thinking. Rich and relevant learning opportunities will be well established and incorporated into regular activities for all students.

Students will be learning in future focused environments that incorporate the use of a range of technologies. Significant development in staff skills will ensure students are using technology to support their learning at their level of need.

Evaluation	Funds Expended (Resources)
<p>1. Classroom learning spaces are used flexibly to cater for the needs of students. - Classroom learning are being used flexibly to cater for the needs of students in all classrooms. A variety of flexible groupings are used to deliver learning opportunities for students and learning environments reflect the varying needs of students in their rooms.</p> <p>2. Critical and creative thinking processes are embedded through real world problem solving in conjunction with problem solving in mathematics. All stage 3 students have successfully participated in learning opportunities that address the General Capability of sustainability through a variety of programs that have embraced community partnerships within the constraints placed on us by the Covid-19 Pandemic.</p>	

## Progress towards achieving improvement measures

3. Students K-2 are involved in MyChinese Teacher Program and demonstrate proficiency and interest in learning about the wider world. Student engagement has been so strong that we will continue their involvement in the program into Year 3 with Year 4 students joining in.

4. Technology is used extensively to support student learning across a variety of subject areas. iPads and Notebook computers have been used extensively throughout the school and as part of remote learning. Staff and students upskilled as necessary and were supported when needed to engage in learning from home in as meaningful a way as possible. Where students were engaged in this process, their learning progress continued.

5. Comprehensive curriculum overview to develop plans that allow key learning areas to be taught comprehensively, but not in isolation of each other. All staff have been released to continue the review and development of integrated curriculum content that take into account learning activities that are meaningful to the students of Nundle Public. The focus of the other key learning areas on Inquiry processes is a challenge and this is something that we need to review as a staff to develop student questioning and further understanding.

## Process 2: Self-motivated, Self-regulated Learners with Growth Mindsets

Students will develop strategies to become self-aware through the implementation of whole school approaches to developing emotional intelligence that incorporates self-regulation and language development through structured learning activities as part of the PD/H/PE curriculum and General SEL capabilities. This will be carried out through positive behaviour support programs. Teachers will develop best practice in both modelling and teaching behaviour based on the methodology from "Play is the Way". Students will have a range of opportunities to develop leadership capacity and confidence through learning opportunities that embrace general capabilities across the whole curriculum.

Evaluation	Funds Expended (Resources)
<p>1. Big Life Journal strategy was implemented for all students. Each of the students in Years 3 to 6 had a copy of the Big Life Journal purchased for them. They worked with the Youth Outreach Worker and their classroom teacher for 30 minutes per week to address different aspects of growth mindset, gratitude, positive self-talk and self-regulation. When Learning from Home ceased, students welcomed the return of regular sessions with the Youth Outreach worker to learn about these different aspects. The sustainability project of a sensory garden was established by the Youth Outreach Worker, working with our student led garden committee and in collaboration with all students who took responsibility for some design aspects and planting. The garden project has been met with praise from the community who have highlighted the vibrant and welcoming nature of the garden as a positive for the garden. Students are still developing mindfulness strategies to use the garden for its intended purpose. Younger students (K-4) have displayed strong skills in mindfulness that is reflected in behaviour monitoring data and the sense of connectedness communicated through the school student survey data.</p> <p>2. Music Groups continue with greater variety and opportunity. When music recommenced in its full capacity with conservatorium staff supporting our students in specialising in a variety of instruments, students who chose to be involved were highly interested. Students enjoy participating in the string ensemble and are developing an awareness of others through their involvement in the group elements. Year 6 student participation was quite low in this program which is reflected through the role of choice. There was no performance element to this program this year, which may have impacted on their willingness to participate. The cohort of students that were offered this program also reflected a lack of interest from senior students.</p> <p>4. Youth Outreach worker supporting wellbeing initiatives in conjunction with the school counsellor. The youth outreach worker supported wellbeing initiatives mentioned earlier while also supporting students and teachers in</p>	

## Progress towards achieving improvement measures

conjunction with the school counsellor. Further to this, additional sessions were sought from the District Guidance Officer to support transitions to high school, conflict management and self-regulation.

5. Learning spaces reflected the need for students to develop self-management techniques. This included ensuring there was chill-out zones for students to access without seeking the need to leave the classroom. Students surveys showed that they when things were going well, students and staff were able to access the language to reflect an understanding of emotional intelligence. Even more-so, the role of positive relationships reflected the ability of students to access strategies and language.

## Next Steps

Survey data from students identified that high expectations were very clear to them within the school environment. They also revealed a very low sense of belonging from students in Years 3 to 6. Therefore, a key focus on student learning and satisfaction at school is going to be linked to developing high expectations that foster a strong sense of belonging. This will include the development of a clearer understanding of high expectations and trauma informed strategies being a key component in our next school plan.

## Strategic Direction 2

### High Quality Teaching & Learning

#### Purpose

The establishment of high quality teaching and learning will result in:

- Cooperative, collaborative partnerships with neighbouring schools to share professional learning opportunities and expertise
- School policy and practice that is strongly supported by evidence.
- A strength based approach to developing high levels of student engagement.
- Enhanced teaching and learning opportunities that focus on Literacy and Numeracy

#### Improvement Measures

To move from delivering to sustaining and growing in the teaching domain of effective classroom practice and data skills and use.

Staff demonstrate growth in achievement against teaching standards according to AITSL360 tool, moving towards aspects of highly accomplished and lead level teaching for all staff.

#### Overall summary of progress

High quality professional learning has occurred throughout the last 3 years of the School plan, even during the Covid pandemic, areas of need were addressed to support staff in supporting students to learn remotely. Areas for development have been co-developed in collaboration with staff. Progress has been steady with staff demonstrating growth in effective classroom practice, however confidence and proficiency in relation to data use remains at delivering. Data and assessment now form key components of the next phase of school planning.

Staff are demonstrating greater proficiency in their own capacity to deliver high quality "evidence based" teaching. They are now more proficient at integrating curriculum content, evaluating and adapting literacy and numeracy programs in a differentiated manner. Staff use the AITSL teaching standards to inform the focus of their Professional Development Plans and seek out opportunities to attend Professional Learning that is tailored to their areas of interest.

#### Progress towards achieving improvement measures

##### Process 1: *High Quality Teaching and Learning Practices*

The implementation of evidence based teaching practices will be a priority, exploring effective means of differentiation, providing feedback and establishing processes for gathering assessment data to inform practice will be key processes.

Cooperative partnerships will be established with partnering small schools to develop an expert teaching team.

Evaluation	Funds Expended (Resources)
<p>1. Assessment for learning strategies are a feature of lessons. Learning intentions are a regular feature of learning activities. Staff survey data has shown that Learning Intentions are sometimes developed in conjunction with students. There is an ongoing need to display learning intentions in a meaningful way to ensure students are able to link their learning to the activity. Staff are still developing strategies to co-construct success criteria to link learning intentions to student success. Further consistencies are needed to ensure all students are developing the language of learning to identify high quality learning.</p> <p>2. Mathematics teaching includes a focus on working mathematically, problem solving and number-talks. Staff have included a more comprehensive approach to the teaching of mathematics. This included the teaching of multiple concepts simultaneously, however with a key focus within the lesson. A strong focus on the Big Ideas, is ensuring our students</p>	



## Progress towards achieving improvement measures

are moving in the right direction. This is reflected in assessment data obtained from the Check-In assessment and supported by internal assessments. Further focus needs to be on data literacy which was a common theme across literacy and numeracy assessments.

3. 5 weekly planning and assessment sessions occur for each classroom teacher. Teachers continue to use student progress and achievement data to inform lesson planning. Personalised learning goals have been established for students and a cycle of learning is taking place with one staff member confidently utilising PLAN2 as a means to monitor student achievement. Other teachers are utilising the 5 weekly cycle to assess using other means of monitoring assessment. This is another opportunity to develop consistent practice.

4. Class budgets established to allow for voice and choice in relation to what equipment students think their classroom needs. Class budgets were used to purchase board games and classroom tools. The collaborative nature of this resulted in students in the younger years showing ownership of their learning environment, boosting engagement and the sense of belonging.

### Process 2: *High quality professional learning*

Staff will draw on research to develop and implement high quality professional learning in literacy and numeracy. Developing best practice to be ubiquitous across all key learning areas. Priorities of collaborative practice to identify effective practice and areas for improvement.

Evaluation	Funds Expended (Resources)
<p>1. Assessment for Learning Observations - An observation timetable was established during Term 4, following a process with staff that aimed to build collaborative practice. The video observations were supported through the development of an observation structure. It allowed for staff to engage in a feedback process without the demand of appointing multiple casual teachers to provide relief for staff. Staff feedback indicated that the observations were easy to implement and resulted in a growth in confidence in working with Assessment for Learning strategies.</p> <p>2. Resolve - 5+2 Online Learning - The online format of this professional learning was very arduous. Staff appreciated some of the concepts that were raised but had difficulties in engaging in the online format. It reinforced some of the concepts from Assessment for Learning, while also informing of some more complex strategies exploring the use of rich mathematical tasks.</p> <p>3. School Excellence in Action - Throughout term 3 and 4, a team of 3 staff were working through Bites 1 to 5 of the School Excellence in Action. Staff used CESE's - What Works Best documents in conjunction with the School Excellence Framework to evaluate current school activities and to inform the development of the next phase of the 2021-2024 school improvement plan.</p>	

## Next Steps

Surveys of teaching staff has identified that although staff are developing their skills in the Assessment for Learning strategies is beginning to form a key part of lessons, it is vital that we continue to consolidate these skills. The next phase of school planning will address how we specifically use assessment and data to improve the achievement of learning outcomes.

### Strategic Direction 3

#### Authentic Community Partnerships

##### Purpose

Nundle Public School will recognise the importance of strong partnerships between home and school in valuing education and learning. Collaboratively, we will develop authentic partnerships between parents and the school by establishing cooperative partnerships to further cater for the individual needs of students. Systems and practices will embrace open and collaborative learning opportunities on a regular basis throughout the school.

##### Improvement Measures

Survey data shows the opportunities for parents to celebrate learning with their children are increased. An increase in parents participation in learning and school activities is prevalent through monitoring of parental attendance at school functions/celebrations. Parents indicate involvement in these programs is valued and they value their role in the educational progress of their child.

Discussions with students have language of community mindedness prevalent.

We are unable to delete this field.

##### Overall summary of progress

Covid-19 made it very difficult for parents to participate in learning celebrations with students during 2020. Prior to this there was a wide variety of opportunities for parents to participate and celebrate in learning opportunities. The parental and community support is demonstrated in our highly successful P&C run activities.

Discussions with students have provided insight into the community mindset. Our students are generally strong leaders and understand what it means to volunteer, regularly supporting community events and school activities. They are involved in activities that go beyond the classroom, supporting the groundsman, and taking ownership on activities that benefit students within their school.

##### Progress towards achieving improvement measures

###### Process 1: *Positive Parent Partnerships*

The school develops opportunities for parents to provide support in a voluntary capacity on a regular basis to enhance teaching and learning and raise the status of quality education within the community.

The school community will explore ways to celebrate learning for students in a way that is focused on developing growth mindsets. and positive attitudes towards learning.

Evaluation	Funds Expended (Resources)
When learning returned to normal during term 3, energies was put into ensuring classrooms were as positive as possible. Subsequently, parent partnerships became a lower priority. All school staff communicated with parents as needed, to address concerns with varying success. The shared responsibility of funding the Wellbeing Officer in the 3rd year of the program was well supported by the P&C. The impact of these projects around the school built collective confidence of students and parents that staff were supporting both academic and social needs of the students.	

###### Process 2: *School/Community Mindedness*

Teachers facilitate the implementation of opportunities for students to become community minded citizens through the development of values and virtues that complement the development of empathy and citizenship. The school establishes a program of events that include opportunities for community members to participate. Continue to build a strong partnership with local schools to support and enhance student learning across the small schools network.

## Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
Due to restrictions within the school and community, the focus of this aspect of the plan became quite intrinsic. Senior students learnt about sustainability as a general capability across key learning areas. Students explored resilience through Day of the Notables and how to develop recycling habits.	

## Next Steps

As part of the next phase of school planning, aspects of student leadership and community mindedness will be addressed in conjunction with the need to establish high expectations that foster a strong sense of belonging.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>SLSO - 1 day per week - in classroom support.</p> <p>Tamworth conservatorium didgeridoo teacher.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Aboriginal background loading (\$12 690.00)</li> </ul>	<p>The School Learning Support Officer was able to deliver support to indigenous students in partnership with classroom teachers.</p> <p>Music was a very engaging initiative with 2 boys participating in didgeridoo lessons as part of our partnership with the Tamworth conservatorium of music. Lessons ceased due to the unavailability of the didgeridoo teacher.</p> <p>School excursions were somewhat limited this year due to Covid restrictions.</p>
<b>Low level adjustment for disability</b>	<p>2 SLSOs for 1 day each.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability (\$21 877.00)</li> <li>• Low level adjustment for disability (\$12 062.00)</li> </ul>	<p>SLSO was appointed to support literacy and numeracy programs in the school.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$0.00)</li> </ul>	<p>QTSS Funding was used to support the shared classroom teacher observations to promote collaborative practice. The availability of casual teachers made finding an appropriate replacement difficult. Staff were involved in planning observations and working with colleagues to improve observations on a regular basis. While some shift in teacher strategies was evident, cooperative planning time and strategic processes were put in place to ensure staff could collaborate and feedback to each other.</p>
<b>Socio-economic background</b>	<p>Classroom Teacher - 1 day additional for Learning and Support</p> <p>SLSO - Support library administration 1 day per week.</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$43 758.00)</li> </ul>	<p>The additional teacher has guided School Learning Support officers in building their expertise to support those students who need significant support. This has resulted in ongoing improvements for these students. Parent feedback has been very positive. Systems in the library have been brought back on track, with library resources being appropriately labelled and registered. There has been a re-establishment of the process of updating books in the library and culling those books that are no longer deemed suitable for the school. This has resulted in a boost in the number of students borrowing books. The SLSO appointed in this role also works as a librarian with the Tamworth Library and this has served well in making the connection between up-to-date books and allowed us to update books in our library appropriately.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	29	33	32	28
Girls	22	24	24	20

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.5	85.4	91.9	93.2
1	91.5	91.2	88.4	92.3
2	95.7	91.2	93	92.6
3	92.8	94.5	87.6	94.8
4	89	92.3	93.5	91.9
5	90.7	86.9	88.3	96.7
6	92.6	95	81.3	92.4
All Years	92.4	91.5	88.9	93.2
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
Classroom Teacher(s)	2.48
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	161,836
<b>Revenue</b>	931,643
Appropriation	919,863
Sale of Goods and Services	132
Grants and contributions	11,542
Investment income	106
<b>Expenses</b>	-947,516
Employee related	-837,495
Operating expenses	-110,021
<b>Surplus / deficit for the year</b>	-15,873
<b>Closing Balance</b>	145,963

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	20,655
<b>Equity Total</b>	90,412
Equity - Aboriginal	12,716
Equity - Socio-economic	43,758
Equity - Language	0
Equity - Disability	33,938
<b>Base Total</b>	693,949
Base - Per Capita	13,468
Base - Location	28,481
Base - Other	652,000
<b>Other Total</b>	95,979
<b>Grand Total</b>	900,994

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](https://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

Year 3 to 6 student survey results demonstrated a strong understanding of expectations at school and that these were communicated clearly by teachers to students. They did however, express a low sense of belonging. This will form a significant focus for the next phase of planning. A significant shift has occurred in the area of students enjoying learning mathematics. This has been pleasing to observe, particularly when considering the extensive work staff have been doing in relation to planning and teaching of mathematics.

A cross section of parents were interviewed to explore areas of strength and areas identified for improvement. Parents have highlighted that this year in particular has been a challenging one, with changes in leadership adding to the additional challenges placed on learning from home. They appreciate the work that teachers have done and have communicated this, particularly following on from the learning from home. Nundle Public School has a highly engaged P&C with regular attendance at meetings evidence of the collaborative partnerships for fundraising activities. There is a significant amount of help on offer for a wide range of extra-curricular activities including financial support of excursions and resourcing. Parents would like further support in understanding a "modern" view of mathematics learning including exploring a wide range of multiplication and division strategies beyond what they were taught in school.

Staff have expressed desires to refine some organizational practices, and seek an improvement in communication. Staff roles have been identified to embrace the individual strengths that each of them brings for the benefit of students. They recognise that there has been significant challenges this year in relation to learning from home and restrictions in classrooms and the school and have tackled these challenges in a very committed and professional approach.

The entire Nundle community shows a great level of commitment towards the success of students at Nundle Public School and are striving to do their best for the good of the students.

# 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.