

2020 Annual Report

Normanhurst West Public School



4275

Introduction

The Annual Report for 2020 is provided to the community of Normanhurst West 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

Our vision is that children leave school with the ideals of trust, honesty, responsibility, respect for oneself and others and to always "Aim High". Normanhurst West provides a positive, caring environment which encourages students to achieve their personal best and develop a love of learning. We provide quality programs in a wide range of academic, cultural and sporting activities. Our professional and highly motivated staff aims to equip students for the demands and opportunities of the 21st Century by offering a differentiated, effective and rigorous curriculum for all. We want students to contribute actively to the life of the school and the wider community, ultimately preparing them for life as worthwhile citizens of the community. We value the partnership that exists between school, parents and the community and the part it plays in realising this vision.

School context

Normanhurst West Public School offers a broad, well-balanced quality learning environment that caters for all students. The school is committed to high educational standards and offering opportunities for students to participate in a wide range of cultural and sporting experiences. The dedicated staff strives to deliver high quality teaching in a nurturing environment. The school is supported by an educated and engaged parent community.

Community participation is significantly high compared with many other schools. P&C activity includes the executive and its sub committees: band, canteen, craft, languages-LOTE, Family Fun Day, fundraising, grounds, website, vegetable garden, OOSH and uniform pool. Parents also assist with book club, student banking, reading and craft lessons. Staff cater for a multitude of extra curricula activity including SRC, public speaking, debating, dance groups, sporting teams, choirs, chess club, SPECTRA-science, peer reading tuition, etc.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Quality Learning Environment

Purpose

To provide an engaging and differentiated curriculum that enables students to become active and future focused learners.

Improvement Measures

Analysis of NAPLAN data shows increased growth of 6% (approx. 5 students) from Year 3 to Year 5 in all aspects and shows increased percentage 8% (approx. 12) of students achieving in the top 2 bands in all aspects of NAPLAN.

All teaching and learning programs and assessment tasks reflect future focused learning.

100% of staff are providing a differentiated teaching and learning program, that uses a variety of technology as indicated through review of teaching programs, Performance Development Plan reflections and supported by staff surveys.

The majority of students to achieve cluster level benchmarks in literacy and numeracy using the new Learning Progressions / Planning Literacy and Numeracy 2. Individual learning plans are in place for all who do not achieve cluster level benchmarks.

Evidence of increased student engagement and satisfaction as indicated by Tell Them From Me and student voice initiatives.

Progress towards achieving improvement measures

Process 1: Staff collaboratively develop and implement engaging and innovative learning experiences that provide purposeful learning for all students.

Evaluation	Funds Expended (Resources)
All teachers enhanced their collaborative practice across all stages to ensure a sharing of curriculum knowledge. Teachers effectively analysed data to drive the teaching and learning cycle to ensure all students were appropriately catered for academically. Continued professional learning supported teaching skills of explicit feedback to identify student learning needs. A use of a range of explicit strategies was incorporated into teacher programs.	Professional Learning Funds.

Process 2: Provide a wider range of opportunities and experiences for students to learn and develop their leadership skills and capabilities.

Evaluation	Funds Expended (Resources)
Due to Covid-19, many of our student led activities could not occur. However, with easing of restrictions, student leaders led weekly assemblies and held regular meetings with the School Principal relaying any concerns from the student body, who then acts accordingly and provides feedback. Student leaders and Year 6 students were still able to lead assemblies, mufti days and scaled back School Carnivals which provided opportunities for students to be supported in their ongoing leadership development.	School elected Student Prefect Body House Captains, Band Captains, Library Monitors and Technology Monitors.

Process 3: Through collaboration, mentoring and professional learning, strengthen the implementation of differentiation in teaching and learning programs in order to meet the needs of all students including learning and support and gifted and talented students.

Evaluation	Funds Expended (Resources)
Due to Covid-19, the Teaching Sprints framework that has been used for the	Teacher Release Days

Progress towards achieving improvement measures

previous two years to enable further staff collaboration. was put on hold and will be used again in 2021. The Teaching Sprints process allows for continued mentoring of beginning teachers by aligning them with more experienced members within staff teams.

All teaching and learning programs demonstrate a range of evidence of differentiation across Key Learning Areas and the Quality Teaching Framework elements. All teaching and learning programs are reviewed by Assistant Principals using a school wide performance proforma. Feedback to teachers ensures that high expectations of quality teaching and planning are being met.

Process 4: Implement assessment and tracking strategies by using data and common assessment tasks, to inform teaching and learning programs K-6.

Evaluation	Funds Expended (Resources)
<p>NAPLAN was not run in 2020 due to COVID-19 restrictions. Later in 2020 Year 3 and 5 classes completed the check-in assessments online. Data from these assessments was used by teachers to inform their teaching, learning and assessment practices in literacy and numeracy.</p> <p>Our teachers have started to access and engage in professional learning that is building skills in analysis, interpretation and use of data. The stage supervisors and leadership team used student progress and achievement data to inform key decisions. Clear and accurate analysis of student progress and achievement data informed planning that is shared with the school community.</p>	<p>Online check-in assessments</p> <p>Professional Learning Funds</p> <p>Staff/Stage/Leadership collaboration</p>

Next Steps

Teaching Sprints will begin again in 2021.

Professional Learning to continue for staff to build their skills in their analysis, interpretation and use of data.

Developing ways for our Student Leadership to be more involved in all school events. Creating a more visible Student Representative Council.

Strategic Direction 2

Creating Innovative Teachers as Educational Leaders

Purpose

To develop leadership capacity, collaboration and quality professional learning, through a culture of innovation and evidenced based pedagogy.

Improvement Measures

All Performance and Development Plans reflect a range of goals and professional learning options, strongly linked to the School Plan.

All teachers' Performance and Development Plans demonstrate teacher reflection of our own practice against Australian Professional Standards for Teachers.

A cross section of staff (at least 50%) lead in-school professional learning as well as parent information sessions, directly linked to the School Plan 2018-2020.

15% of staff aspire to become school executive leaders through school and Department of Education leadership pathways.

10% of staff displaying commitment towards Highly Accomplished level.

Increased roll over of various technology devices to enable innovative teaching and learning.

Progress towards achieving improvement measures

Process 1: Collaboration to create quality Performance and Development Plans that reflect individual and grade based goals.

Evaluation	Funds Expended (Resources)
The refinement of the Performance and Development Plan (PDP) process has continued. Evidence from the PDP process has shown an achievement of set goals. The PDP's have shown growth and impact of process in quality teaching. Stage supervisors were able to guide staff in developing meaningful and relevant goals that were linked to the school plan and personal professional development. Due to COVID-19 and subsequent restrictions, leaders developed alternative sources of professional learning opportunities that were school-based to be able to support staff in the achievement of their goals.	QTSS Funding Stage and staff collaborations.

Process 2: Engagement in collaborative planning, lesson studies, learning hubs, whole school professional development, workshops, courses, online modules and in-services to enhance teaching practices, evaluated through reflective discussion and regular collegial dialogue.

Evaluation	Funds Expended (Resources)
Teachers have continued to engage in weekly professional development sessions that target specific school priorities as determined by the school executive. All staff have engaged deeply in professional development surrounding formative assessment and best practice. This will continue as a priority in 2021 with the new Strategic Improvement Plan.. Staff are encouraged to seek professional development opportunities that align with performance development goals.	Professional Learning Funds.

Process 3: Further develop a supportive and collegial culture amongst staff and with peer mentoring, as well as increased opportunity for leadership roles.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
All members of the executive team were given opportunities to enhance their leadership skills. Classroom teachers were provided opportunities to lead professional learning in their areas of interest and expertise. This developed staff leadership capabilities and competencies. All staff continued to engage in peer observations and provide collegial support and feedback to each other. This process ensures that individual members of the teaching staff reflect upon their individual performance goals and demonstrate progress towards the achievement of such goals. In 2020 we were able to support two staff members who successfully fulfilled higher duties in supervisory roles.	QTSS Funding Professional Learning Funds.

Process 4: Implementing professional learning plans, Performance and Development Framework checks with regular reflection to further enhance teaching practice.

Evaluation	Funds Expended (Resources)
Teachers have maintained an online log of professional development hours. In maintaining accreditation status, our teachers must reflect upon their own professional goals as well as whole school performance indicators. All staff participated in many online courses in 2020, particularly in the understanding of online learning, to enable continued professional development. In 2020 a member of staff has continued to work towards higher levels of accreditation.	NESA Teacher Accreditation. Higher accreditation and Lead Network.

Next Steps

Continue to provide opportunities for all staff who wish to develop their leadership skills.

More funds to be invested to allow staff to engage in more Professional Learning and Planning days with colleagues to ensure greater consistency across the school with all teaching and learning programs.

Strategic Direction 3

Whole School Wellbeing for Student Growth

Purpose

In partnership with the community, provide experiences that promote mindfulness, resilience and leadership for all students.

Improvement Measures

Surveys to students, staff and parents (Tell Them From Me, Wellbeing Framework and school based) indicate continued growth in social/emotional outcomes.

Written student self-evaluations demonstrate a growth mindset and honest reflection upon the learning process.

Meeting minutes and other records indicating increased community participation at school forums such as P&C, meetings, wellbeing workshops and curriculum related information sessions.

The positive behaviour policy is reviewed and a new wellbeing policy is developed.

Data indicates greater community utilisation of the school App and website.

Progress towards achieving improvement measures

Process 1: Student Voice: Increased student leadership which will lead to increased voice and purpose. There will be an emphasis on building whole school practices to increase student leadership, participation and voice.

Evaluation	Funds Expended (Resources)
<p>Student Focus groups occurred where a range of questions were asked about school life.. Many positive responses were received and students felt appreciated of their voice being heard. The results are underpinning the ideas being put forward in the new SIP about Wellbeing.</p> <p>Throughout 2020 there was a continuation of a series of professional development opportunities for teachers focused upon how to make learning more visible. The continued implementation of effective formative assessment allows students to take greater control of their learning. Learning intentions and success criteria allow students to determine their own personal achievement against learning objectives. Effective teacher and peer feedback enables continued student growth. Teachers report that greater levels of student engagement in lessons have continued and that students feel they have greater ownership of the learning process.</p>	QTSS Funds used for Student Focus groups.

Process 2: Community Engagement: Improve communication structures between home and school through improved practices in areas such as P&C, Learning and Support team and community consultation.

Evaluation	Funds Expended (Resources)
<p>The 2020 Tell Them From Me survey was conducted to ascertain community satisfaction. Results showed that communication has improved between school and the community during the period of the school plan.</p> <p>In 2020 the physical community engagement had many restrictions due to COVID requirements. The use of technology helped alleviate the restrictions that were in place. The production of Education Week class videos and a school tour, live streaming of our Presentation Days and Kindergarten Orientation saw a promotion of student engagement and achievement to the wider school community.</p>	Tell Them from Me Survey.

Next Steps

Tell Them From Me Survey results and student Focus Group responses underpinning how parts of the school Wellbeing direction will in the new Strategic Improvement Plan.

Evaluating the different technology platforms used during 2020 that enhanced community engagement during Covid-19 and seeing how we use this technology moving forward with community members allowed back on school grounds.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: <ul style="list-style-type: none"> • Aboriginal background loading (\$1 369.00) 	With small student numbers, funding was used to support students in the classroom with resources as well as some extra teacher support. NWPS staff continued to use Personalised Learning Plans (PLP) for the ATSI students.
Low level adjustment for disability	Funding Sources: <ul style="list-style-type: none"> • Low level adjustment for disability (\$99 335.00) 	All students with disabilities had Individual Education Plans developed and reviewed annually by the LaST, classroom teachers, Principal and parents. Staff have all participated in Professional Development in areas of student disability. SLSOs employed using the funding to implement remedial programs for reading. The school continued with wellbeing, targeting social and emotional support within the playground. This included SLSOs and Learning and Support teacher.
Quality Teaching, Successful Students (QTSS)	QTSS staffing allocation	QTSS funding was used essentially in 2020 to support the school executive in the supervision of teachers to support their professional learning and develop a response plan to address school targets. Also, to mentor teachers and to help with extra administrative tasks.
Socio-economic background	Funding Sources: <ul style="list-style-type: none"> • Socio-economic background (\$9 085.00) 	Funding was used to ensure that no student was disadvantaged through an inability of parents to pay. Funds, including school general funds, were used for excursions, textbooks, performances and other needs.

Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	278	277	276	273
Girls	245	237	243	234

Student attendance profile

School				
Year	2017	2018	2019	2020
K	97.2	97	94	97
1	95.9	96.3	95.4	95.6
2	95.2	96.5	95.6	96.4
3	94.4	96.3	95.6	96.5
4	95.4	96.2	95.8	95.7
5	94.6	95.7	95.2	95.9
6	93.6	93.9	94.7	94.8
All Years	95.2	96	95.3	95.9
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)	4
Classroom Teacher(s)	19.54
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.46

*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	551,337
Revenue	4,824,976
Appropriation	4,456,200
Sale of Goods and Services	58,871
Grants and contributions	303,211
Investment income	2,160
Other revenue	4,534
Expenses	-4,679,833
Employee related	-3,989,418
Operating expenses	-690,415
Surplus / deficit for the year	145,143
Closing Balance	696,480

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	114,609
Equity Total	149,124
Equity - Aboriginal	1,369
Equity - Socio-economic	9,085
Equity - Language	39,335
Equity - Disability	99,335
Base Total	3,799,743
Base - Per Capita	124,822
Base - Location	0
Base - Other	3,674,921
Other Total	348,159
Grand Total	4,411,636

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.

Parent/caregiver, student, teacher satisfaction

In 2020 the school sought the opinions of students, staff and parents/carers about various aspects of the school. 'Tell Them from Me' online surveys were utilised to canvas student, teacher and parent opinions on a wide range of school activities.

Students - Overall, students feel that they enjoy going to school each day and they have access to excellent resources and an interesting learning environment.. They enjoy the range of opportunities available within the school and many favourable comments were made about their teachers. However, it is evident that student sense of belonging is an area for renewed focus. TTFM data outlines that the student responses have shown a decline in this domain. The school sits below state average. Improving student wellbeing will form a vital part of our new Strategic Improvement Plan.

Teachers- Teachers continue to feel that they are supported by their colleagues and the school executive and the school is a harmonious working environment. They feel that the resources available to them have increased substantially and that they felt supported by students and parents during the online period of learning during 2020. Even though the students are consistently very well behaved, teachers do feel that behaviour expectations need to be supported consistently across the school.

Parents/Caregivers - In comparison to the previous survey undertaken in 2018, an upward trend occurred for parents/caregivers in their feelings that the school is a safe and inclusive school for their children. They also felt welcomed and more informed by the school as well as feeling that they were supporting their child's learning at home.. This was especially important due to the circumstances of some online learning during the year. There was a downward trend in the feeling that the school supports learning and positive behaviour. These areas of improvement are forming part of the Wellbeing direction in the new Strategic Improvement Plan.

The support of the parents, students and teachers in our community continues to be excellent.

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.