

2020 Annual Report

Newling Public School



4478

Introduction

The Annual Report for 2020 is provided to the community of Newling 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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Message from the principal

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Murray Cox

Principal

School vision

"Quality Education in a caring environment"

Our goal is to develop an inclusive, caring and successful learning environment for students. The ultimate goal is to promote lifelong learning where students can take their place in the wider community as confident, independent and successful citizens.

School context

Newling Public School is a growing progressive and successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students.

The school staff share a strong commitment to the school's focus of supporting all students in improving the outcomes achieved by every student.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Strategic Direction 1

Student Engagement and Opportunity

Purpose

To assist students reach beyond their academic and social potential so that they can be self-reliant, independent learners who value friendship, service, camaraderie and competition.

Improvement Measures

Student engagement and opportunities in each classroom for high achievement will be informed and driven by the systematic collection of data as evidenced by:

- Documentation of classroom and supplementary programs
- Documentation of extracurricular and supplementary learning activities provided
- Personalised Learning Plans
- Teacher Student conversations
- Students self-assessments
- Collection of work samples

Overall summary of progress

Regular meetings and professional development provided by Instructional Leader to identify gaps in learning using data and plan next steps and interventions for individuals.

Team teaching model cater for the learning needs of all students

Students work samples discussed and analysed at staff meeting and professional development sessions

Progress towards achieving improvement measures

Process 1: Individualised Learning and Support

Implement targeted learning support programs to boost every student's achievement

Implement a variety of social support initiatives focused on individual growth to support learning

Purposeful Learning and Engagement

Provide 'real life' and engaging learning experiences to expand possibilities for all students

Provision of sporting, cultural and academic extra-curricular activities to cater for the interests of all students

Evaluation	Funds Expended (Resources)
<p>Continually improved results by ensuring that individual learning goals for all learning tasks, focussing on skills that can be transferred into all areas. Internal and external data has led us into investigating ways to improve reading comprehension and numeracy skills for all our students in 2020. We will trial new programs and evaluate their impact on student learning at the end of the year.</p> <p>As a school, we ensure quality feedback is given on all tasks and formative assessment guides our teaching and learning. We are committed to ensuring that explicit teaching is practised in all classrooms.</p>	<p>* Team teaching strategy - 3.2FTE (\$339,200)</p> <p>* Integration Funding Support - \$91,505</p> <p>* Additional investment in SLSO time of \$41,000 RAM Socio Economic</p> <p>* Instructional Leader funded under EAFS - Staffing \$100,401</p>

Next Steps

Continue to build on teacher understanding of using the literacy and numeracy continuum to track student progress, evaluate the effectiveness of their teaching and deliver differentiated teaching programs.

A focus on vocabulary development will be incorporated and further professional learning.

All staff will engage in professional learning to further develop capacity to deliver explicit writing lessons.



Strategic Direction 2

Quality Teaching and Academic Excellence

Purpose

To develop, support and sustain quality teaching across Key Learning Areas which is based on quality educational delivery of high standard programs using shared professional practices.

This will result in students who are highly literate, numerate, creative and confident through a challenging, engaging and inclusive curriculum.

Improvement Measures

- To increase the number of students achieving in the top three skill bands as measured in NAPLAN.
- Decrease lower bands and sustain growth.
- All staff utilising focused assessment strategies and evidence in teaching and learning programs.
- 100% of students achieving longitudinal growth on Literacy and Numeracy progressions

Overall summary of progress

K-2 teachers confidently assessed and entered student outcome data into PLAN

Year 3-6 teachers assessed and entered student outcome data into PLAN to inform practice.

PLAN data monitored and confirmed improvements to K-2 reading levels.

Teaching and interventions targeted and student's progress is tracked over time.

Progress towards achieving improvement measures

Process 1: Using quality data well

Development of teaching programs responsive to student achievement data, focused on measurable improvement.

Provide differentiated quality teaching and learning programs across all curriculum areas

Providing extensive learning support programs through tiered interventions to meet learning needs of all students

Collaboration

Embed collaborative planning at stage and whole school level Build a whole school culture where all teachers are focused on student growth and achievement

Professional Learning

Implement targeted professional learning that addresses individual needs and whole school priorities

Evaluation	Funds Expended (Resources)
In 2020 teachers continued to work closely with our Instructional Leaders through a team teaching approach. Staff have developed valuable skills in communication, collaboration and problem solving to meet student needs. Classrooms are well resourced with additional teacher time to cater for all learning levels. We will continue to build on the team teaching model, to ensure teacher confidence and skills will be well developed.	Professional Learning - \$12400 Additional FTE allocation

Next Steps

Standardised diagnostic assessments will be implemented across all stages of the school during 2021. The assessments will also be reviewed for effectiveness.

The Instructional Leaders will lead all staff in the development of best practices for data collection and tracking systems to enhance planning and ongoing student learning.



Strategic Direction 3

Community Partnership

Purpose

To support the home-school partnership by promoting an open and welcoming environment that has clear protocols for formal and informal communication about the school and classroom operation and encourages constructive and mutually valued feedback.

Parents working in a genuine partnership with the school and actively supporting and are involved in their child's learning.

Improvement Measures

- Increase in parents attending parent teacher conferences as part of the student reporting process and contribute to educational goals
- Higher completion of school surveys
- Increased parental satisfaction feedback is indicated through surveys and other feedback mechanisms.
- Increased patronage of school events
- Improvement in mutual positive and respectful relationships as measured by Family-Schools Partnership Framework assessment tool

Overall summary of progress

Parents and community regularly attended school events or special programs when possible with restrictions

.Although opportunities were provided for parents to respond, few responses were received.

Increase participation in use of digital communication tools resulting remote learning experience.

Progress towards achieving improvement measures

Process 1: Participation

Collaborative planning of school events and initiatives to allow greater involvement in school life of parents and friends

Communication

Develop effective communication methods that are utilised by the whole school community

Implement effective methods of collecting feedback on school performance

Evaluation	Funds Expended (Resources)
Due to remote learning and visitor restrictions planned events and activities involving parents and community were unable to proceed in 2020. Other methods of engagement with parents were introduced rapidly and digital communications took prevalence due to situation.	Low SES and Aboriginal Equity Funding \$5000

Next Steps

Explore other avenues of digital communication systems and implement a common system for all teachers tousewith parents.

Ensure further opportunities are made available for the community to engage in learning about the school vision and current teaching practices, along with opportunities to provide feedback and ideas for future planning.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Staffing \$160 000 Resources \$15 000 Learning Opportunities \$35000	Aboriginal student attainment is equal to or greater than peer groups. High expectations for all students ensure that Aboriginal students reach stage goals.
Low level adjustment for disability	Low level adjustment for disability \$65,630	The progress of individual students was shared with all stakeholders during team meetings. Learning Support Team meetings are held to go through all data and placement of students for 2020. Evaluation of programs has reinforced the need and success of the programs undertaken throughout the year. Additional teacher time in very classroom allows teachers to provide support to specifically identified students
Quality Teaching, Successful Students (QTSS)	QTSS \$ 16 763	Instructional Leader facilitated collegial coaching to support professional learning of staff in Literacy and Numeracy.
Socio-economic background	Socio-economic background \$225,765	<p>Additional Classroom Teachers were employed to support teaching and learning programs. Funds were also allocated for Professional Learning to support student outcomes</p> <p>The school purchased new computers, on top of T4L allocation, so that all students K-6 had access to a computer each. The school also invested in significant playground improvements when situations changed due to remote learning and activity restrictions in 2020.</p> <p>All of students participated in music lessons through partnership with NECOM.</p> <p>Student achievement in K-2 benchmarks reflects progress made in Early Action for Success initiative.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	51	39	37	53
Girls	45	46	46	59

Student attendance profile

School				
Year	2017	2018	2019	2020
K	87.1	88.8	83.6	83
1	86.1	88.5	86.6	80.6
2	91.1	85.3	89.1	85.7
3	86.5	86	86.1	86.5
4	89.3	84.8	95.5	88.3
5	82.1	84.6	86.8	85.4
6	88.7	79.8	84.6	77.9
All Years	87	85.4	87.1	84
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.

Student attendance is monitored closely through:

- * Fortnightly attendance report monitoring and discussion at LST meetings
- * Consistent communication with parents by notification letter, telephone or interview.
- * Stringent adherence to attendance and HSLO procedures.

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)	4.59
Literacy and Numeracy Intervention	0.21
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.2
School Counsellor	0.8
School Administration and Support Staff	1.96

*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	209,528
Revenue	1,913,962
Appropriation	1,848,764
Sale of Goods and Services	2,508
Grants and contributions	62,415
Investment income	275
Expenses	-2,075,263
Employee related	-1,610,008
Operating expenses	-465,254
Surplus / deficit for the year	-161,301
Closing Balance	48,227

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2020 Approved SBA (\$)
Targeted Total	0
Equity Total	471,549
Equity - Aboriginal	154,279
Equity - Socio-economic	225,765
Equity - Language	0
Equity - Disability	91,505
Base Total	931,271
Base - Per Capita	19,962
Base - Location	1,373
Base - Other	909,936
Other Total	252,826
Grand Total	1,655,646

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

Parents and caregivers of students were invited to provide feedback to the school.

Less than 5% of families provided responses to the annual survey.

The key findings from the survey include:

- * 90% of parents state they feel Newling is a welcoming place.
- * 100% of parents think that Newling Public School encourages students to do their best.

The findings from surveys are used by the school to determine future action for student, staff and community development. They are also used as a measure of the effectiveness of school procedures and initiatives.



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.