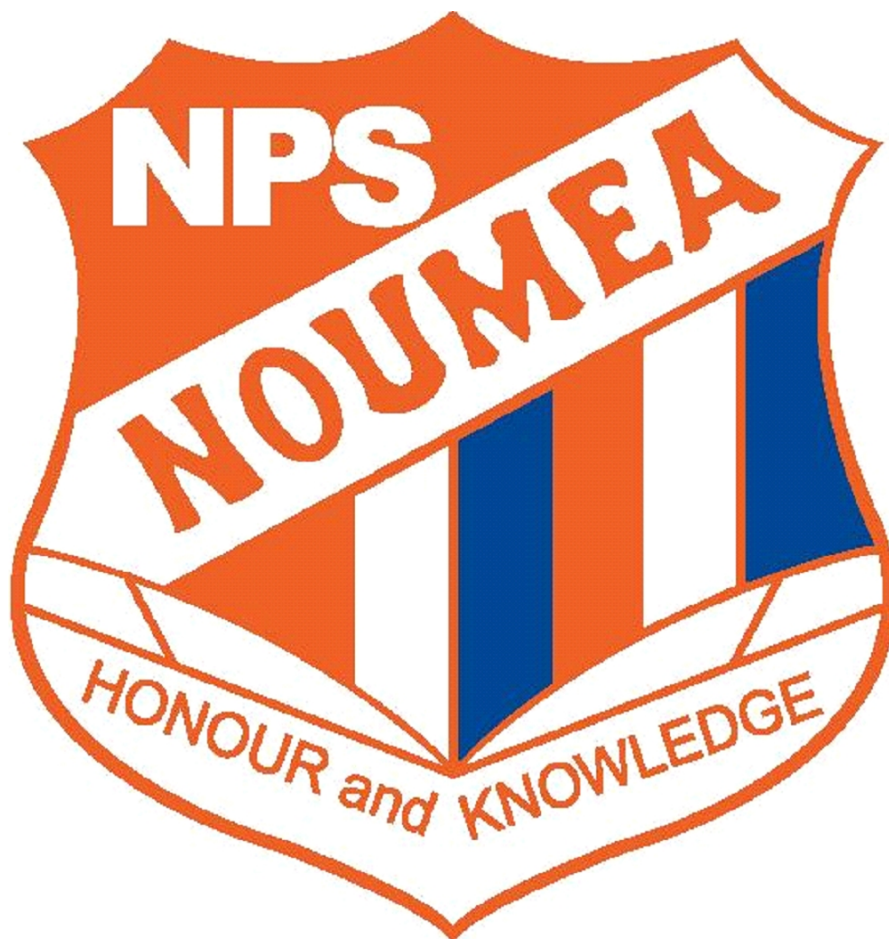


# 2020 Annual Report

## Noumea Public School



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## Introduction

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

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Noumea Public School

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## School vision

Our vision at Noumea Public school is to create a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to achieve excellence through quality teaching for lifelong learning.

## School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P2 school with an enrolment of 282 students, including 38% from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students. The school is currently participating in the regional initiative Early Action for Success. There is provision for extracurricular activities, including cultural dance and environmental projects. The school is focused on strengthening partnerships with local schools and community organisations. It has a dedicated staff made up of early career and experienced teachers.

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

## Strategic Direction 1

### Visible Learners

#### Purpose

To build student capacity to use assessment and reporting processes to evaluate their own learning, ensuring a positive and engaging learning environment.

#### Improvement Measures

- 70% of students achieving EAFS Literacy and Numeracy benchmarks
- Students take ownership of own learning through school self-evaluation processes and are able to provide justification

#### Overall summary of progress

In 2020, Covid guidelines impacted our ability to continue face to face professional learning on visible learning strategies. The need to move to online modes of curriculum delivery shifted the professional learning focus towards planning and programming using technology and online platforms. However, 100% of classroom teachers continued to be involved in the termly planning cycle for English and Mathematics to ensure adherence to the school's English and Mathematics scope and sequence and a consistent approach to programming and planning for individual student differentiation. 100% of classroom teachers continued to be involved in collaboratively using data to inform future planning and to guide programming for differentiated lessons in Writing and Mathematics.

Throughout 2020 all K-6 classroom teachers have worked in stage groups to continue the discussion around implementation of visible learning strategies and student self-assessment. Staff are continuing to work towards the challenge of implementing learning intentions and success criteria into daily lessons in a purposeful way, to increase student learning against syllabus outcomes.

Students who have been identified as requiring significant additional support in learning have had Individual Education Plans (IEPs) developed by their teachers under the guidance of the LaST. The school has had continued success in regularly monitoring and reporting on the progress of these students.

Throughout 2020 all classroom teachers and support staff undertook a suite of online professional learning for English and Mathematics. There was a major focus on delivering quality Reading and Number lessons through online digital platforms. This training assisted in building the capacity of staff to differentiate curriculum content through alternative modes of delivery.

#### Progress towards achieving improvement measures

**Process 1:** Students: Students are using rubrics, WALT and WILF strategies and peer feedback to confidently self-assess their learning. Using concrete materials to support the development of problem solving in mathematics.

Staff: Programming and planning with group differentiation and hands on activities. Assessments are in line with teaching and learning. Incorporating visible learning strategies into classroom learning experiences.

Parents: Utilising parent helpers in classrooms across the school.

Leaders: Providing opportunities for school community to review school-wide teaching and learning programs and initiate change where necessary.

Evaluation	Funds Expended (Resources)
The improvement measure targets for 2020 have not been fully met. Students have been introduced to self-evaluation strategies and teachers are incorporating Learning Targets and Success Criteria into their teaching and learning programs, however new strategies to encourage students to self-assess their learning must be investigated.	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$200000.00)</li></ul>

## Progress towards achieving improvement measures

All teachers continued to be engaged in the collaborative stage planning process, using data to inform practice and drive programming, however the shift to online learning throughout the Covid pandemic, resulted in a urgent change in priority in regard to professional learning direction. All staff completed training in using online teaching platforms and other forms of digital technologies in an effort to become upskilled quickly in response to the shutdown. Teachers are now becoming more confident in delivering lesson content through alternative sources.

## Next Steps

This section concludes the 2018-2020 planning cycle for Strategic Direction 1. Covid and changes to the staff driving the initiative, impacted upon the overall success in meeting our targets. New state-wide priorities for 2021 and beyond will determine the future strategic directions of the school, however the school continues to aim to provide high quality educational outcomes.

## Strategic Direction 2

### Differentiated Teaching

#### Purpose

To review, evaluate and refine formative assessment practices to inform quality, differentiated instruction in Literacy and Numeracy.

#### Improvement Measures

- Teachers understand and implement differentiated Literacy and Numeracy tasks measured by:
  - Increasing the proportion of students in the top two NAPLAN bands in reading and numeracy
  - Increasing the proportion of Aboriginal and Torres Strait Islander students in the top two NAPLAN bands for reading and numeracy by 30%
- Staff will improve and build expertise in formative assessment methods to inform planning

#### Overall summary of progress

Teachers have continued to be engaged in professional dialogue around a variety of differentiated teaching strategies for English and Mathematics and have used it to guide practice as evidenced in all programs. Teachers have participated in regular training and dialogue around the 2020 update of the "What Works Best in Practice" document. Staff have analysed current programs against the guiding principles of the document and are reflecting upon ways to ensure future programs of learning have higher levels of challenge, engagement, and targeted differentiation.

Support staff have been planning, programming, and implementing differentiated instruction for small groups of students in 'Number'. There has been a strong focus on increasing attainment of additive and quantifying number strategies against the National Numeracy Learning Progressions.

#### Progress towards achieving improvement measures

**Process 1:** Students: Student participate in differentiated, personalised and targeted learning to meet their needs and provide feedback. Increase student engagement using research on best practice to develop critical thinking, problem solving and higher order thinking in Literacy and Numeracy.

Staff: Assessment data informs differentiated planning and programming to reflect a more student centred learning focus. Opportunities for staff to engage in collegial dialogue and attend professional learning aligned to professional goals and school plans.

Parents: Parent feedback from surveys, informal communication and social media.

Leaders: Provide ongoing support to students, staff and community. Guide, mentor and drive the implementation of whole school differentiated practice and concept planning.

Evaluation	Funds Expended (Resources)
<p>Differentiated practice has continued to be a strong focus this year and data collection continues to drive whole school programming to ensure individual student learning needs are being met. The success of the targeted number intervention groups is evidenced by the fact that by the end of Term 3 100% of Kindergarten students had achieved additive strategies benchmark (AdS2) and 72% of Year 1 students had achieved additive strategies benchmark (AdS4).</p> <p>Teachers at Noumea are continuing to trial a range of formative assessment tools to monitor and measure student growth and needs across all key learning areas. Teachers are using a variety of rubrics, databases, assessment walls, exit strategies and questioning techniques to encourage students to self-assess their learning. This process has had a limited impact this year due to Covid19 interruptions.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$150000.00)</li></ul>

## Next Steps

This section concludes the 2018-2020 planning cycle for Strategic Direction 2. Covid and changes to the staff driving the initiative, impacted upon the overall success in meeting our targets. New state-wide priorities for 2021 and beyond will determine the future strategic directions of the school, however the school continues to aim to provide high quality educational outcomes.



### Strategic Direction 3

#### Positive Community and Leadership

##### Purpose

To establish positive and productive relationships with our school community, where leadership development is central to building school capacity.

##### Improvement Measures

- The school leadership team models effective instructional leadership and implements sustainable programs which provide opportunities to develop future leadership skills
- Increase parent participation by 20% across all aspects of school life

##### Progress towards achieving improvement measures

**Process 1:** Students: Students seek feedback from community members utilising iPad surveys and a suggestion box for parents and carers. Purple Noumea stars introduced to support PBL focus for week.

Staff: Less formal format for meet the teacher and parent information sessions. Staff to provide Q and A sessions at afternoon and morning tea meetings. Revise format for reporting to parents and providing other forms of feedback.

Parents: Parents are more visible in school routines including assemblies, sporting events, community meetings. Feedback from parents reflects positive relationships and high expectations. Introduction of Facebook site for more immediate communication and feedback.

Leaders: Work collaboratively to build leadership skills in others. Professional development on instructional leadership and sustainability.

Evaluation	Funds Expended (Resources)
The school continued to build strong networks across the community especially as support throughout COVID. Face to face opportunities were limited and so many planned activities could not occur	<b>Funding Sources:</b> <ul style="list-style-type: none"><li>• Socio-economic background (\$100000.00)</li></ul>

##### Next Steps

This section concludes the 2018-2020 planning cycle for Strategic Direction 3. Covid and changes to the staff driving the initiative, impacted upon the overall success in meeting our targets. New state-wide priorities for 2021 and beyond will determine the future strategic directions of the school, however the school continues to aim to provide high quality educational outcomes.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal Education Officer</p> <p>Aboriginal Education Worker</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$87 277.00)</li> </ul>	<p>The AEO will continue to run the Sista Speak program for Aboriginal girls Years 3 to 6 next year. Noumea will continue to build strong networks with elders and expert others across the community to support educational outcomes for all Aboriginal students.</p>
<b>English language proficiency</b>	<p>EAL/D teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$53 224.00)</li> </ul>	<p>Due to COVID restrictions it was difficult to accurately assess these students.</p> <p>Students from the 2020 cohort will be supported and assessed as part of the 2021 program.</p>
<b>Low level adjustment for disability</b>	<p>LaST</p> <p>Intervention teacher</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Integration funding support (\$251 377.00)</li> </ul>	<p>Individual Education Plans were utilised as part of differentiated programming for individual students.</p> <p>School Learning Support Officers were used to support identified students in class and on the playground and will continue to be part of planning for next year.</p> <p>Students and parents were supported with Home Learning to ensure continuity of learning during COVID</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>\$52,176</p> <p>Coach Mentor Literacy/ Numeracy 2 days</p>	<p>Mentor supported professional learning for all teachers and the development of an English Scope and sequence aligning programming and planning K-6</p> <p>Staff were significantly upskilled in the use of technology as a teaching tool and better able to provide continuity of learning throughout COVID</p> <p>Exec Staff were upskilled and prepared to deliver Big Six strategies to classroom</p>
<b>Socio-economic background</b>	<p>\$658,785</p> <p>Smaller class sizes</p> <p>Extra teachers</p> <p>SLSO</p> <p>Breakfast Club</p> <p>Speech therapy</p> <p>Support for families</p>	<p>Access to the curriculum was provided with differentiated programming for all students</p> <p>Smaller class sizes enabled more targeted support for students to support learning</p> <p>Data collection and targeted interventions informed teaching practices</p> <p>Kindergarten and new students K-2 were assessed and provided access to speech therapy where required</p> <p>Breakfast club and external agencies provided food support for all students</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	144	148	140	142
Girls	141	140	137	151

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	91.9	90.1	91.3	89.5
1	90.2	90.4	89.7	87.3
2	94.7	91.2	88.3	90.4
3	93.5	93.5	89.9	90.4
4	90.4	93.8	92.4	90.7
5	91	90.2	92.6	92.2
6	93.5	90.3	89	91
All Years	92.1	91.3	90.5	90.1
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
Assistant Principal(s)	3
Classroom Teacher(s)	10.78
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Administration and Support Staff	3.72

\*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>	667,752
<b>Revenue</b>	3,864,414
Appropriation	3,812,434
Sale of Goods and Services	26,929
Grants and contributions	24,069
Investment income	882
Other revenue	100
<b>Expenses</b>	-3,923,717
Employee related	-3,497,108
Operating expenses	-426,610
<b>Surplus / deficit for the year</b>	-59,304
<b>Closing Balance</b>	608,449

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

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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>	99,467
<b>Equity Total</b>	1,050,663
Equity - Aboriginal	87,277
Equity - Socio-economic	658,785
Equity - Language	53,224
Equity - Disability	251,377
<b>Base Total</b>	2,211,817
Base - Per Capita	66,620
Base - Location	0
Base - Other	2,145,197
<b>Other Total</b>	338,798
<b>Grand Total</b>	3,700,745

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

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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

Each year schools are required to seek the opinions of parents, students and teachers about the school.

COVID did not allow parents onsite for our regular survey sample but 90% of parents were happy with the schools response to student learning from home.

Noumea's Tell them from Me survey results indicate that:

### Sense of Belonging

76% of students feel valued and accepted by their peers

71% of students have positive behaviour at school

### Advocacy

77.7% of students feel they have someone at school who provides advice and encouragement

82% of students believe staff emphasise academic skills and hold high expectations for success

### Culture / Wellbeing

96% of Aboriginal students feel good about their culture

81% of Aboriginal students believe their teachers have a good understanding of their culture

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.