

2020 Annual Report

North Nowra Public School



4618

Introduction

The Annual Report for 2020 is provided to the community of North Nowra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

North Nowra Public School

75 Judith Drive

NORTH NOWRA, 2541

www.northnowra-p.schools.nsw.edu.au

northnowra-p.school@det.nsw.edu.au

4422 7045

School vision

Valuing individual excellence and equipping future-focused learners

School context

At the commencement of the 2018 to 2020 School Plan North Nowra had a newly appointed Principal and has three years to run of the Early Action for Success (EAfS) initiative.

North Nowra Public School's has an enrolment of 200 students, including 37 Aboriginal students. There are 8 mainstream and 3 support classes. North Nowra is committed to excellence in teaching and learning in a safe and positive environment to develop the whole child and enable each to achieve his or her fullest potential. The school receives significant equity funding, including participation in the 'Early Action for Success' initiative. Positive Behaviour for Learning and Kids Matter are integral parts of the school culture. North Nowra Public School strives for a strong sense of community and enjoys a strong partnership with the Nowra AECG. The school is well resourced and has a strong future-focused approach to learning, including the authentic integration of technology and visible learning. The school benefits from an ongoing and targeted focus on professional learning in order to develop excellent teachers who are capable of creating change and positively influencing student outcomes.

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

Strategic Direction 1

Excellence in teaching, excellence in learning

Purpose

Excellent teaching occurs in every classroom, for every student, every day. Through instructional leadership, all teachers understand and explicitly teach literacy and numeracy to students at all levels of achievement, with success that can be measured by improved student progress achievement data. Teachers will employ evidence-based, effective teaching strategies to achieve high value-added outcomes for students. Teachers plan collaboratively for teaching, learning and assessment. Accommodations and adjustments are made by all staff to suit student needs as they arise. Case management of individual students occurs quickly and discretely.

Improvement Measures

100% of Teaching / Learning programs are data-driven, differentiated for individual student learning needs, demonstrate syllabus content and follow the NNPS scope and sequence of learning outcomes.

Increased percentage of students achieving expected growth in internal and external assessments.

8% increase of students in the top two NAPLAN bands for reading and numeracy

30% increase of Aboriginal students in the top two NAPLAN bands for reading and numeracy

80% of K - 2 on track in Literacy and Numeracy

Increase in students' sense of both skills and challenge as reported by the TTFM survey.

Progress towards achieving improvement measures

Process 1: Instructional Leadership K - 2 /3-6

Supporting consistent and accurate data collection in literacy and numeracy.

Identifying student and teacher learning needs through data collection to target specific intervention.

Providing responsive professional learning to address identified needs and improve teaching practice.

Evaluation	Funds Expended (Resources)
<p>The Instructional Leader (IL) worked closely with staff support their capacity to increase the quantity and quality of collected whole school data sets to more effectively identify students' point of need in spelling, writing, reading, and mathematics (3-6). There were also enhancements made to evaluative practices in spelling, writing and reading across the K-2 environment to enhance developments from 2019. Higher quality data enabled the forming of targeted, data-driven learning groups across the school where staff share all students' academic and well-being needs.</p> <p>The Instructional Leader developed an Assessment, Tracking and Reporting (ATR) document to assist staff in planning and tracking data collection and reporting expectations. The document flagged a timeline of data collection points and deliverables staff needed to provide. In turn, supervisors used the ART to plan well-being supports and coaching communication to help staff achieve the ATR deliverables.</p> <p>The success of these interventions resulted in:</p> <ul style="list-style-type: none">• 100% of requested data being collected, provided to the Instructional Leader and analysed for accuracy every 5 weeks.• Data talks occur with all teaching staff focused on addressing their individual teaching and development point of need to ensure their capacity to address student learning needs to ensure growth.• Data drove the placement of 100% of students 2 to 4 to working in targeted learning groups and intervention focused at their point of learning need for	<p>Instructional Leader Deputy Principal K to 6 (FTE 0.8 K-2 EAFS and FTE 0.2 3-6above establishment)</p> <p>Interventionist Teacher (FTE 1.0) (Years 1 to 6)</p>

Progress towards achieving improvement measures

spelling, writing, reading and numeracy. This cohort's four classes were taught by 6 teachers during the targeted learning groups five days a week. This reduced learning group size allowing teachers to focus better learning at students point of need.

The enhancements and modifications made to address excellence in teaching and learning this year have resulted in the learning community members reporting a range of achievements.

100% of teachers reported in forums that they feel supported to respond effectively to student wellbeing needs. Staff also reported that they know and can identify a staff member who can provide coaching support to manage challenging students' learning progress or behavioural needs in all school environments.

Staff report that they are aware of data requirements and are more supported to fulfil them in a timely fashion every five weeks.

Process 2: Personalised Learning

Learning Support Team (L&ST) responds to data to provide individualised learning for Tier 2 & 3 students.

L&ST provides responsive professional learning to enable teachers to address identified need.

Teachers provide an individualised program that successfully supports the differentiation of the curriculum for all students.

Evaluation	Funds Expended (Resources)
<p>The effects of the teaching interventions and increased evaluative practices established across the school saw teaching practice modifications to ensure that Personalised Learning has become deeply embedded in regular teaching and learning programs. Additionally, several key areas of individualised learning were focused on to ensure that current practices were enhanced and meeting teaching and learning needs.</p> <p>Personal Learning Plans and Pathways will be enhanced and refined to include an aspirational component and gather information regarding each Aboriginal student's culture. The concept of aspirational goals was included in the planning for all students who required a Personalised Learning Plan.</p> <p>The Learning Support Team meetings structure was modified to provide a streamlined approach to ensure students' well-being needs are shared efficiently with all relevant stakeholders.</p> <p>A daily review of student incidents and challenges was implemented. To be responsive to student and staff wellbeing related to incidents, staff met daily for 15 minutes to review the day. At the meeting, staff identify management, follow-up, and well-being actions to support the learning community to reduce the negative impact of incidents and challenges from the day.</p> <p>The Assistant Principal Learning and Support worked with the Instructional Leader to ensure that the Assessment, Tracking and Reporting (ATR) document included the more formal Personalised Learning deliverables of;</p> <ul style="list-style-type: none"> • Biannual writing and reviews for PLSP, PLP and Health Care plans - including meetings with families • Annual Funding Support Review Meetings • Developing and reviewing Learning and Support Action Plans for students who were flagged as requiring adjustments to address immediate and newly identified needs <p>The Aboriginal Education Meeting structure was reviewed, and new procedures were established to enhance the schools capacity to meet the individual Cultural and learning needs identified by the 16 Aboriginal families represented at North Nowra Public School.</p>	<p>Instructional Leader Deputy Principal K to 6 (FTE 0.8 K-2 EAFS and FTE 0.2 3-6above establishment)</p> <p>Assistant Principal Learning and Support off class (FTE 1.0) to support wellbeing and data collection</p> <p>Interventionist Teacher (FTE 1.0) (Years 1 to 6)</p>

Progress towards achieving improvement measures

An Aboriginal Families Forum project was established to enhance the staffs capacity to know the data for Aboriginal students, know our Aboriginal students, know their targets and know their community. This forum was conducted through a one on one interview with the Aboriginal Committee Chair and each family via phone call or in-person.

The success of these interventions resulted in:

- All students identified diagnosed, and undiagnosed learning, social and safety needs were provided with a range of personalised learning support plans to address their specific needs. Where possible due to COVID families, medical staff and external agency support programs participated in the planning and review process.
- Aboriginal students and their families were offered the opportunity to participate in Personalised Learning Pathway meetings, COVID establishing these meetings was challenging. However, 100% of Aboriginal students had a Personal Learning Pathways plan developed for their individual targets.
- All Aboriginal families (16) participated in a one on one forum provided significant data and perspective to ensure that North Nowra Public School's teaching staff have increased knowledge about our Aboriginal Community.
- Staff received data about the school Aboriginal Community and information about the families' collective aspirations for what they could share Culturally and what Aboriginal Perspectives would like taught in the school.
- All staff had access to wellbeing coaching and support to enhance administrative, classroom (and playground and teaching capacity on a daily bases.

The enhancements and modifications to address Personalised Learning in 2020 year have resulted in the learning community members reporting various achievements.

The Instructional Leadership K-2/3-6 has resulted in many teacher capacities enhancements and teacher confidence to deliver learning at 'point of need' across the school cohort. Clearer data has also strengthened the teacher's confidence to ensure that the individual learner's point of need is addressed in a timely manner. Staff (as documents earlier) reported that they were confident that they are better equipped to support individuals' needs and had responsive support to achieve this.

The Aboriginal Family Forums provided insight into how our school can develop a teaching program that will deliver appropriate Aboriginal Perspectives into teaching and learning programs while maintaining the Local Aboriginal Culture in consultation with the Nowra Aboriginal Education Consultative Group (NAECG).

The Learning and Support Assistant Principal reports that LST meetings are more purposeful and productive, cover a wider range of student needs and challenges.

Strategic Direction 2

Learning for today and tomorrow

Purpose

Teachers implement ongoing formative assessment to drive visible learning. Students can articulate their learning and understand what they need to learn next to enable continuous improvement. Our school community demonstrates high expectations of learning progress and celebrates achievement for all students in the pursuit of individual excellence. Strong understanding of background and culture will build future aspirations and prepare students for rewarding and productive lives in a technologically complex and dynamic world. Effective transition practices will ensure longitudinal continuity of learning.

Improvement Measures

100% of teachers use learning intentions and success criteria within daily literacy and numeracy teaching as a platform to provide effective feedback/feed forward.

Improved evaluative feedback data from whole school community regarding effectiveness of transitions.

100% of staff use the language of How2Learn in daily practice and explicitly teach effective life-long learning dispositions.

Progress towards achieving improvement measures

Process 1: Making Learning Visible

Excellent professional learning will lead to consistent implementation of visible learning in every classroom. Evidence of visible learning will be evident throughout teaching programs.

Evaluation	Funds Expended (Resources)
<p>In 2020 we implemented and consolidated a teacher professional learning. How 2 Learn professional learning continued and through a range of monitoring actions evidence was collected that indicated that visible learning was being utilised in teaching programs. Programming and teaching delivery was monitored by programs including, Instructional Rounds, Program reviews with work sample matching and shared instructional leadership.</p> <p>The delivery of these programs provided consistent communication and expectations for developing and delivering learning intentions and success criteria. The Instructional Leader led a shared responsibility to conduct program reviews and coaching conversations with all teaching staff.</p> <p>The Instructional Round program allowed the instructional leadership team to deliver professional learning at teacher point of need following classroom observations.</p> <p>As a result of these programs and actions:</p> <ul style="list-style-type: none">• Staff are reporting and being observed participating in great levels of "learning talk" (analytical, critical and challenging)• 100% of teaching programs demonstrated evidence of visible learning• Improved levels of children being able to verbalise what they were learning and how to be successful• There is an increased number of executive staff who can conduct meaningful program review meetings and with effective goal setting for teacher improvement• From professional learning, teachers are beginning to recognise the need for feedback to improve student outcomes <p>The success in student learning and teacher's positive embrace of the monitoring systems utilised in 2020, will see these programs utilised again to focus more deeply on teaching collaboration, developing a culture of high expectations in teaching and learning, and increasing the use and quality of teacher feedback.</p>	<ul style="list-style-type: none">• Increase teacher RFF - 0.1 FTE• Increased Higher Duty opportunities to support distributed leadership DP 0.2 FTE and AP 2 FTE covering Curriculum

Process 2: Transitions

Students, staff and community will experience smooth transitions between all stages and locations of learning. Data and information will be shared seamlessly.

Evaluation	Funds Expended (Resources)
<p>Transitions throughout 2020 have been challenging and possibly not as robust as we hoped. COVID has impacted many aspects of planned initiatives. This year initiatives have focused on developing or enhancing;</p> <ul style="list-style-type: none"> • A consistent Enrollment Checklist for all new students. • The enrollment process ensured that the Principal interviewed all new enrollments, to identify their academic successes and needs, and any additional supports and family expectations required to support a successful transition to North Nowra Public School. • Support structures to ensure that 5 weekly data collections are shared effectively to students to empower them to deliver learning at student's point of need • The Learning and Support Teams availability enabled the sharing of transition information for high support students to ensure teaching staff have increased capacity to implement effective learning plans. • The Interventionist capacity to complete an early assessment of new enrollments to identify the point of learning need for a student to be placed in the correct targeted learning group. • The daily whole staff meeting to review student incident to ensure that discipline and support responses can be implemented responsively. <p>This year's most significant success with regards to transition was the schools monitoring of home learning environment throughout the period of COVID lockdown. The staff were trained in the use of a system called Trello. Through the implementation of Trello, our staff ensured the transition to home learning and back to school was monitored closely. The system allowed the whole teaching and support staff to ensure that every child in the school was contacted via phone, Zoom or email weekly (at minimum). Through these check-ins, the staff were able to maintain a line of sight to every student in the school to ensure that their needs were known, valued and cared for at all times throughout the 'Home Learning Experience'. The success of staff using this system also led to a smoother move back into the classroom as students returned from school after COVID due to the record track that provided staff with clear hand over notes from each staff member who had contact with a student during COVID.</p> <p>COVID made the preparation and delivery of Kindergarten transition challenging and different. The 2021 Kindergarten students had five transition visits. This shared with them the experience of school for 1.5 hours per week. This helped Kindergarten 2021 develop their confidence, to be members of the North Nowra Public School Learning Community. Families and students reported and demonstrated that they really enjoyed the experience and found the five school visits valuable for students to have a successful transition to school. COVID resulted in some changes to this program, and several of these changes resulted in unexpected positive outcomes. The COVID transition plan will be reviewed to develop and embed positive outcomes into future Kindergarten Transition Programs. A particular success was the check-in system and location used for student drop off. Evidence indicated that this reduced student anxiety and enabled support staff to work with parents and carers on administrative and communication-related needs, while students enjoyed the experience of learning and socialising as a new Kindergarten cohort independently.</p>	

Process 3: How 2 Learn

Excellent professional learning will enable the development of a positive school culture where all staff, students and community members will display life-long learning dispositions.

Evaluation	Funds Expended
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Progress towards achieving improvement measures

Evaluation	(Resources)
<p>• What did we do?</p> <p>Throughout 2020 How2Learn remained a focus for staff Professional Learning. This year particular focus was placed on staff developing knowledge about the Habits and Dispositions for effective learning. To support staff to teach students to know about and develop skills related to the Habits and Dispositions school-wide scripted lessons were developed for the Self-Regulation learning disposition.</p> <p>Teacher knowledge and awareness were re-visited to ensure that all staff were more familiar with and using the common language of How2Learn in all school environments. Lessons were trialled in Stage 2 and Stage 3 to utilise the concept of split-screening technique.</p> <p>It was recognised that to ensure the use of common language scripted lesson provided staff with the ability to revisit and explore the Learning Pit concepts. The development and implementation of these scripted lessons resulted in staff and students moving from different learning environments to a new learning environment seamlessly because all staff and the learning community had a shared understanding about the Learning Pit and Self-Regulation.</p> <p>In the last two terms of the year, staff revisited and completed more training related to the Zones of Regulation program. The training provided the school community with additional strategies, a common language and tools students can be explicitly taught to increase students capacity to utilise self-regulation in learning and social environments.</p> <p>The professional learning in Zones of Regulation coupled with earlier professional learning in How2Learn has seen;</p> <ul style="list-style-type: none">• 100% of staff have been exposed to best practice and the language of self-regulation learning disposition• Staff have identified that they need further professional learning and practice to embed the teaching of the Learning Habits into teaching and learning delivery• 100% of class teachers using the language of the Learning Pit and refer to it during lessons and wider school learning experiences including in leadership training, sporting events and social experiences in the playground• 100% of classrooms display Learning Pit poster; many of the posters are whole class, students developed representations. This has provided students with connection and ownership of the Learning Pit language and learning culture. <p>The cultural shift that teachers and students have made in approaching learning and teaching in 2020 has been the school's significant achievement.</p> <p>The How2Learn team and Zones of Regulation team have collaborated to develop a long-term, sustainable vision. The teaching team now have a clear focus driven by three key bodies of work and professional learning;</p> <ul style="list-style-type: none">• Zones Regulation• How2Learn• Behaviour Expectations <p>The high expectations placed on teachers and students, the common language and explicit teaching has come together under the umbrella (culture) of The North Nowra Way.</p> <p>In 2021 the professional learning teams will be focusing on enhancing the North Nowra Way culture further. They will be ensuring that teacher knowledge of the four Zones of Regulation and four Learning Habits of How2Learn results in the explicit teaching of associated skills. If this aspiration is achieved, students will utilise the skills to embrace learning to deliver their personal best daily. Teachers and students will demonstrate further growth in their learning and teaching through high expectations and effective quality feedback.</p>	<p>Release time - 4-6 days</p>

Strategic Direction 3

Leading a high performance culture

Purpose

To build a workforce of the highest calibre which improves every year. A shared focus on continuous, sustained and measurable whole school improvement will ensure that distributed leadership is facilitated, creating a culture of shared accountability to achieve organisational best practice. Individual expertise is recognised school wide to best meet the needs of the school and the students. Community confidence will grow as a result of strong community partnerships and effective leadership by all.

Improvement Measures

100% of staff have a PDP linked to the school strategic directions.

100% of teaching staff are purposefully engaging with the Australian Professional Standards for Teachers.

A cyclic maintenance calendar will be available for regular policy review and development in line with the A to Z tool.

Tell Them From Me survey results demonstrate increased positive perception of school culture.

Progress towards achieving improvement measures

Process 1: Building Community

Improved respectful communication will build positive school culture.

Evaluation	Funds Expended (Resources)
<p>This could have been a challenging initiative in the school plan to enhance in 2020. Despite the experience of COVID, North Nowra Public School's learning community improved communication and built a positive school culture.</p> <p>Our successes included;</p> <ul style="list-style-type: none">• 100% of students and families being contacted through voice communication throughout the prior of Home Schooling.• 90% of student or families were contacted a minimum of once a week throughout the period of COVID. This was achieved staff developing new capacities in using systems such as Trello, Zoom and FaceTime.• 100% of teachers developed their capacity within two weeks to deliver Home Schooling via Google Classroom, Zoom and email communication• The evidence that there was a smooth transition from school learning to home learning and from home learning to school learning were families reported that they despite the challenges felt supported and that they had access to teacher/school supports throughout the COVID at home period.• The staff identified that while maintaining homeschooling content for students, they also ensured that they enhanced their capacity to deliver quality teaching and learning when they returned to school. Evidence can be seen in the staff's embrace of, wellbeing training related to Adam Fraser's work related to Positive Mindsets, and the development of their knowledge and skills to teach the six elements of Effective Reading. <p>In 2020 the Communication Officer role became a pivotal role in the school to ensure that the community had the latest COVID information related to school impact and that the community had virtual access into school events and learning experiences. The two communication staff ensured that the schools' communication lines and lense into what students were doing in the school environment was visible to the community.</p> <ul style="list-style-type: none">• 100% of families accessed Class Dojo throughout 2020• Video messages were delivered to students and families from teachers, Principal and other community members.• Virtual tours were conducted through video, and pictorial montages shared on Facebook, Dojo and direct message.	

Progress towards achieving improvement measures

- The school Presentation Day and the Students Dance to be Fit concert was shared to the school community via Youtube

In 2021 it is hoped that COVID restrictions on access to schools will reduce and the school will once again become the learning and social gathering hub of the community where families can be on-site to embrace their children's learning successes. The communications systems identified as successful in 2020 will be maintained and utilised. It was evident families found several of the systems helpful as it allowed them access to school while maintaining the busy routines of work and family life.

COVID did change our normal in 2020, but despite the challenges, the school community maintained respectful communication and ensured that the North Nowra Way culture grew and became North Nowra Public School's way of teaching and learning.

Process 2: Professional Learning for All

Individual expertise is recognised and support provided to engage in a cycle of continuous improvement.

Evaluation	Funds Expended (Resources)
<p>Coaching and mentoring across the school was increased in 2020. The Instructional Leader utilised the increased learning data available and the increased confidence of staff to have their practice observed to meet regularly with teachers to provide them with 'point of need' teaching development, based on student data, teaching observations and teacher requested support. In teacher forums, evidence was provided that teachers felt more confident that they had strategies to teach students at their point of need. For many students, this resulted in significant growth and other reduced periods of plateau in their learning growth.</p> <p>The executive staff met with the Principal regularly throughout the year. In this coaching conversations, there was a focus on developing leadership capacity and reviewing strategies and action plans to execute their roles and responsibilities successfully. The executive also participated in quality professional learning delivered by Simon Breakspear, Agile School Leadership and Adam Fraser, High-Performance Culture. Throughout the year, the executive utilised the tools and strategies from this training to support and address challenges related to their supervisory responsibilities.</p> <p>In 2020 several staff were successful in gaining positions of Higher Duty and Promotion.</p> <ul style="list-style-type: none"> • Two teachers through Expression of Interest gain higher duty responsibilities as Assistant Principal at North Nowra Public School • A staff member was successful through merit selection in gaining promotion to Assistant Principal position at another school. • An Assistant Principal through merit selection was promoted to Deputy Principal Instructional Leader at North Nowra Public School. <p>The success of these staff demonstrated North Nowra's commitment and success in developing and supporting aspiring leaders to access higher levels of leadership within the Department of Education.</p> <p>The success of the Instructional Leader coaching will be refined future in 2021, as teachers increasingly embrace the North Nowra Way culture of continual teacher and student growth. The collection of student data, teacher observation and increased program feedback, will enable both the Instructional Leader and executive supervisors to engage in coaching and mentoring conversations with staff.</p> <p>The executive team will enhance its leadership capacity through coaching and professional learning of Simon Breakspear as North Nowra Leadership team joins the Agile School Leadership Collective. It is expected that participation in this program will see the executive utilise Agile Leadership</p>	

Progress towards achieving improvement measures

tools more effectively when making supervisory decisions, developing action plans, and reviewing progress towards targets.

As a result of staff forums and observational data, a strategy will be developed to increase coaching and mentor supports School Learning and Support Officers. It has been identified that they are supporting the delivery and collection of student data, managing high-level student well-being needs and wishing to develop their professional capacity as assistants to delivering teaching and learning to students.

Process 3: School Systems Review

Relevant, accurate and current documentation meets the needs of the school context.

Evaluation	Funds Expended (Resources)
<p>In 2020 the cycle of review regarding policies and procedures was set aside to ensure that the school's administrative systems were responsive to the school communities needs related to COVID. The school's ability to manage change in an agile way the school maintained the, delivered high-quality programs, developed guidelines to respond, and procedures that benefited the communities' safety while remaining focused on student and teacher growth throughout 2020.</p> <p>Key successes included;</p> <ul style="list-style-type: none">• Effective monitoring and delivery of Home Schooling during COVID lockdown• The development of COVID safe plans that maintained many school functions and programs to ensure students maintained quality learning and learning growth• Maintaining high-quality professional learning beyond what was provided online by the Department of Education NSW. This included all staff receiving Effective Reading training, the leadership team continuing Agile School Leadership training and many of the School Assistant and Support Staff (SASS) completing additional online training modules.• Continued to grow and embed the North Nowra Way learning culture <p>As a result of an agile appropriate and a willingness to make change, the school has ensured that it can deliver quality teaching and learning despite environmental challenges.</p>	

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$36000 Key Initiative Social -Economic	The attendance rates of North Nowra Public School Aboriginal and Torres Strait Islander students was 88%. Each year group attended at the following rates: Kindergarten (97%), Year 1 (88%), Year 2 (84%), Year 3 (87%), Year 4 (83%), Year 5 (97%) and Year 6(92%). This year due to COVID, there was no data collected by NAPLAN. In the Department of Education, Check-In Assessments conducted in October for year 3 and 5 students to following data was collected:
English language proficiency	\$9327 (flexible allocation to support Interventionist and Learning Support Teacher funding)	Refugee and newly arrived students are identified and assessed for immediate support to ease their transition into school. An Interventionist was employed (0.2 FTE) to support students who have moved of EALD fund but still were identified as having learning difficulties in literacy and numeracy acquisition for their expected cohort stage development. The program also supported their social and emotional development as a number of these students continued to demonstrate needs associated with language isolation due to English not being the first language in the family or social setting outside of the school environment.
Low level adjustment for disability	<p>\$28,237 (flexible funding) - Additional to support Interventionist</p> <p>\$85,373 (FTE 0.8 teacher allocation) - Learning and Support Teacher</p>	See Strategic Directions 1 and 2 for the impact statement.
Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Learning and Support Teacher FTE 1.0 (5 days) a week \$106,716 • Interventionist Teacher K-6 focus FTE 1.0 (5 days) a week \$106,716 	See Strategic Directions 1 and 2 for the impact statement.
Socio-economic background	<p>\$200,039 (flexible funding) - Additional to support Interventionist, SLSO (FTE 3.0) and Youth Worker (Social Worker) (FTE 0.5) resource</p> <p>\$32,015 (FTE 0.1 teacher allocation) - Learning and Support Teacher and Interventionist</p>	<p>See Strategic Directions 1 and 2 for the impact statement.</p> <p>See Key Initiative Integration Funding Support</p> <p>The school continued to employ a Youth Worker (Social Worker) 0.5 FTE. This program has been very successful during COVID and Bushfire recovery. The program directly supports families and students who are displaying evidence post-traumatic stress and challenges with emotional regulation. The Youth Worker provided both a point of contact with students and the classroom and the classroom and home environments. The Youth Work ishas provided coaching and professional learning advice to staff regarding strategies to increase student capacity to regulate their emotions better in the learning and playground environments. The Youth Worker has also effectively supported</p>

Socio-economic background	<p>\$200,039 (flexible funding) - Additional to support Interventionist, SLSO (FTE 3.0) and Youth Worker (Social Worker) (FTE 0.5) resource</p> <p>\$32,015 (FTE 0.1 teacher allocation) - Learning and Support Teacher and Interventionist</p>	students to work through peer conflict or friendship development as new arrivals to the North Nowra Public School Community.
Support for beginning teachers		<p>These funds were used to support our beginning teacher using mentoring, collegial support as well as formal and informal lesson observations, feedback and coaching from the Instructional Leader. Professional Development Goals were developed in line with the beginner teacher's experience and the social and academic needs of the students. The goals identified areas for growth in line with school priorities. Extra release time for the beginning teacher and a mentor teacher enabled co-planning of quality lessons as well as a series of lesson observations. A reflection cycle tailored to the individual needs of the beginner teacher involved observation of the beginner teacher by the Instructional Leader, co-teaching with the Instructional Leader and time for the beginning teacher to observe their mentor teacher. Coaching conversations that followed lesson observations identified goals for continuous improvement which were demonstrated in subsequent observations of the beginning teacher.</p>
Early action for success	<ul style="list-style-type: none"> • EAfS K2 State Funds FTE 0.8 (4 days) a week \$130,603 • 3-6 Instructional Leader FTE 0.2 (1 day) a week \$32,650 	See Strategic Directions 1 and 2 for the impact statement.
Integration funding support	<ul style="list-style-type: none"> • SLSO FTE 3 \$98,379 	<p>The SLSO team work directly with the class teacher to implement PLSP, Health Care Plans and specific Action Plan interventions.</p> <p>The SLSO's are also trained in delivering the MultiLit Reading Tutor Program and working with students to complete this program in small groups and individuals within the classroom environment. The only time students are withdrawn is if their PLSP identifies that they have more effective learning regulation if distractions are reduced. For several Year 6 students, this approach has been very successful as it has reduced their 'shame' related to not being able to achieve the same learning goals as their cohort.</p> <p>The SLSO team also works with a range of students outside the Integration Funding Support funds to ensure that students who are still developing the capacity to self regulate in the learning environment can utilise self-regulation tool (brain breaks,</p>

Integration funding support	<ul style="list-style-type: none"> • SLSO FTE 3 \$98,379 	<p>movement breaks, e.t.c). This has ensured and seen an increase in all students (including those with self-regulation challenges being 'locked into learning' for increased period of time.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	107	101	97	77
Girls	113	98	114	106

Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.4	93.7	93.1	93.7
1	94.2	92.8	93.3	90.8
2	94.4	92	93.7	92.7
3	91.3	91.3	92.5	93.4
4	93.1	90.9	94.4	91.1
5	93.5	91.4	90	91.7
6	92.5	93.6	94.2	94.9
All Years	93.4	92.2	93.1	92.3
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)	9.75
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*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	102,396
Revenue	3,268,338
Appropriation	3,246,170
Sale of Goods and Services	1,089
Grants and contributions	20,754
Investment income	224
Other revenue	100
Expenses	-3,189,217
Employee related	-2,869,096
Operating expenses	-320,121
Surplus / deficit for the year	79,121
Closing Balance	181,517

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.

Students have been working with the school to identify how the school playground can be re developed and enhanced. To support this project the school set aside \$100000 from the 2020 allocation and previous surpluses to fund the playground project in 2021.

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	91,802
Equity Total	478,547
Equity - Aboriginal	50,411
Equity - Socio-economic	294,915
Equity - Language	10,904
Equity - Disability	122,317
Base Total	2,255,173
Base - Per Capita	55,090
Base - Location	1,903
Base - Other	2,198,180
Other Total	313,131
Grand Total	3,138,653

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

Through discussion forums and direct phone calls with Aboriginal and new families to the school, they have indicated that they like the fact that North Nowra Public School is increasing its focus on teaching and learning while ensuring that children are individually 'known and cared for'. They all valued the commitment and approachability of the teaching staff at the school. The parents also felt the school endeavoured to make parents feel welcomed and actively encouraged parent participation in all school events. They stated that the school kept parents well informed through various means of communication, including Class Dojo. The Parents and Citizens indicated that they felt well supported and had a good working relationship with the school.

The students surveyed expressed a positive attitude towards the school. As North Nowra is a smaller school, they felt that all the teachers know the students well and cared about them. They appreciated and commented on how the school's physical landscape, bushland setting was unique and different from other schools. Student Representative Council (SRC) members indicate that they are looking forward to the redevelopment of the playground and have taken an active role in providing recommendations to develop the concept plan for the redevelopment.

During discussion forums with the teaching staff, a strong sense of commitment to the students' academic and emotional well-being at the school was evident. Teachers acknowledged how that they are well resourced to deliver effective learning. The teaching staff believed that a strong collegial working environment has developed within the teaching team over the past three years. Staff indicated that they felt supported and provided with opportunities to improve their teaching practices continually.

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.