

2021 Annual Report

Nulkaba Public School



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Introduction

The Annual Report for 2021 is provided to the community of Nulkaba 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 Strategic Improvement 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

Nulkaba Public School
5 O'Connors Road
NULKABA, 2325
<https://nulkaba-p.schools.nsw.gov.au>
nulkaba-p.school@det.nsw.edu.au
4990 1805

Message from the principal

2021 included many new initiatives to improve the educational opportunities for our students. Culture lessons were created and implemented and our Stage 1 classes became a focus point for Literacy with two extra teachers focusing on student need. Term 1 was very productive with sporting trials and a variety of events. We worked to continue many activities to promote engagement and to reinforce our school values of 'Respect, Responsibility and Excellence'.

Teachers engaged in professional learning around spelling and our 'Fun Friday' activities became a weekly focus and something students and teachers looked forward to. These games and activities enabled the staff and students to establish positive relationships across the school.

As a school we were able to trial a range of new initiatives which have led to significant change for our students. The establishment of the 'Bring Your Own Device' BYOD program across all Year 3-6 classes, improvement of student and teacher knowledge around our nation's history with Aboriginal culture lessons and the continuation of 'Nearly at Nulkaba' to support the transition to school, there were many positives that can be reflected upon. The continued support of the school's P&C and the opportunity to allow students to participate in swim school and Interrelate, such important inclusions to the students' curriculum and learning.

2021 also marked the time for the Nulkaba school community to farewell our long serving principal. Throughout Term 4 there was an opportunity for Mrs Hunt to transition into retired life and the school used a variety of reflective processes to start to prepare for the transition. As a school and a community we would like to congratulate and thank Mrs Hunt for her enthusiastic dedication to her career within education and more directly at our beautiful school. Enjoy, Mrs Hunt. We thank you for all that you have done.

As we look to 2022 and beyond the learning and reflection from 2021 we will continue to pave the path for the school and will reinforce the need for our current Strategic Directions. Students growth and attainment is a focus for the educational needs for our students. 'Inquisitive and Engaged Learners' delivers a focus on high expectations for all members of the school community, enabling authentic and purposeful learning. Finally 'Happy Hearts and Happy Minds' continues to focus on our students as a whole, always working to support their social and emotional needs in future endeavours. The lessons of 2021 will support our path into 2022 and we are excited for what is to come as we transition into a new school plan and a new era for the school under the guidance of Mrs Roche, our incoming principal.

Mrs. Jaclyn Zoneff

Relieving Principal

2021 School Captain - Ava.

Luckily, I have made plenty of amazing memories that I want to share with you, so I will try not to bore you too much. Writing this speech has made me think about the year that has been 2021 and I recall being here last year as a Year 5 student feeling very nervous about stepping up and fulfilling this role. Fast forward 12 months and I am very excited and could easily talk to you for hours.

Being school captain of Nulkaba Public School in 2021 has been an honour and I was extremely grateful to have my fellow school captain Jai to help fulfill our responsibilities. Luckily enough, Jai is an organiser just like me, but he is also great at giving instructions and getting things done. Seriously though, thank you for being an awesome captain and I am really glad that we have shared this experience together.

I would also like to thank our incredible leadership team. Our wonderful vice captains Lachie O and Demi, and amazing leaders Bailey, Peyton, Lachie G, Evie, Josh and Laura. You have all done such a terrific job as school leaders and should be very proud of yourself. This year has been so very different for us, luckily we had an amazing leadership team last year who provided such wonderful examples of how to work together in such trying circumstances and, as a team, I think we have done an incredible job. One memory that will stay with me forever is the fun we had at treetops where it was great to spend time together with Mrs Carr and Mrs Zoneff.

To my fellow Year 6 students, I feel very lucky to have been a part of this group and as we move on to new schools and adventures. I will miss seeing you all each day. I would like to wish everyone luck wherever they may be going next year.

Now, to our incredible teachers and support staff here at Nulkaba. After two years of dramatic change and challenges, you have shown just how amazing you all are through your dedication to us. This year we spent a whole term learning from home, it was definitely different and more challenging than last year, but every step of the way, each of us felt very supported, our learning continued and you helped us feel connected even though it was strange. Because of your dedication and belief in us, we are ready to take the next step to high school, and we thank you.

Over the last 7 years, I have been very lucky to have had the best teachers that one can only hope for. Throughout my years at Nulkaba, I have had the most incredible teachers such as, Mrs Parker, Miss Gray, Mrs Cousins, Mrs Schilder, Mrs Zoneff, Miss Manolis, Miss Kermod, Mrs Genge, Mrs Anderson and Mrs Petrysen. These teachers taught me everything you could possibly think of. Throughout the years, I have spent many extra hours here at Nulkaba (thanks mum) and I have spent time with each and every member of the staff. From the bottom of my heart, I would like to say thank you for making this school and my time here the most amazing experience. Without you, I would not be the person I am today.

It is because of the incredible staff at Nulkaba that this year we have still enjoyed many opportunities. A highlight for me was our camp at Canberra, as well as the many activities we have done such as the swimming carnival, athletics carnival, cross country carnival, sport gala days, Sphero workshop and our upcoming party day. All of these create many life long memories and make coming to school at Nulkaba fun and enjoyable. Thank you teachers!

We have been blessed to have had such a wonderful Principal Mrs Hunt and her trusty assistants Mrs Zoneff and Mrs Carr. You all have worked hard to ensure that we, the students, always come first and have the best and as many opportunities as possible. Because of this, we have participated in many amazing experiences throughout our schooling years, sometimes spending more time out of the classroom than in it. We wish Mrs Hunt to have the most amazing time and best wishes on her retirement with as many Nanny cuddles as possible.

It is very clear that Nulkaba is the best school and we as Year 6 students will miss it next year as we head to high school. No matter what high school you go to, I hope that when we see each other in the future that we have a laugh about the fun times we have shared together here at Nulkaba Public School.

School vision

Nulkaba Public School strives to be an educational hub that promotes and enhances the experiences of students to make connections with real world learning and to prepare students for learning in the future in a nurturing and caring environment. As a school we strive to have a K-6 focus that allows students to build on their skills and knowledge across a continuum of learning to improve students' connections and understanding and to promote inquisitive investigation into real world events and knowledge.

With an active and dedicated P&C we are working to build partnerships across the parent body and to build support networks around our students to enhance educational opportunities and community understanding. Our staff work to keep abreast of curriculum changes and to ensure their classroom is filled with practices to enable success for the students. With this a key focus is the establishment and maintenance of meaningful relationships to allow students to feel comfortable, safe and understood. This ensures that every students social, emotional and physical well-being is catered and seen to every single day. An educational environment that embraces fun, adventure and aims to capture the imagination of all to lead to inquisitive and engaged learners of the future.

School context

Nulkaba Public School has a current enrolment of 386 students (284 families), comprising of 16 classes. Boys make up 51% of the student population in comparison to girls 49%. 15% of the student population is Aboriginal. The school is located in the village of Nulkaba on the outskirts of Cessnock. Nulkaba Public School is an active and proud member of the Cessnock Community of Great Public Schools, delivering excellence in student education and innovation in our teaching and learning practices, implementing programs such as the Kindergarten speech screening and STEM combined Staff Development Day initiatives. The CCGPS consists of a total of 15 local public schools within Cessnock and the surrounding area, all striving collectively to provide the best possible educational opportunities for our students, teachers and community members alike.

At Nulkaba Public School we aim to develop future focussed learners academically, culturally and socially by providing quality initiatives in Literacy, Numeracy, technology and wellbeing. Nulkaba has a very strong relationship with its community, reflected in an extraordinary support of all school events by parents and friends and an active and engaged P&C.

Our school vision of 'Exceptional Education Everywhere for Everyone' aligns with our school values of 'Respect, Responsibility and Excellence' enabling us to build active and creative future citizens.

In 2019 the school moved into its brand new facilities. This included a new administration office, a new toilet block and 14 new classrooms. All demountables were removed from the school site. Since this time the focus has been building a base and understanding around utilising these innovative spaces and incorporating learning opportunities with a modern and innovative approach.

Student performance data indicates the need to focus on expected growth from Years 3 to 5 in both Numeracy and reading. It also shows a need to focus on increasing the number of students in the top two bands for Numeracy with a new focus on attendance and student engagement

Extra-curricular opportunities in sport, science, technology, and creative and performing arts, enable our students to excel through a range of different experiences.

The whole school community, involving students, staff, parents and the local Aboriginal Education Consultative Group (AECG) were consulted in a thorough situational analysis followed by the development of the Strategic Improvement Plan (SIP). Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified with high potential and as gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students with limited or no growth be referred to the Learning and Support Team for intensive intervention and if needed support from the school counselor or Department of Education personnel.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

In order to maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

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 Strategic Improvement Plan and annual report. Every four 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 Strategic Improvement 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>

Self-assessment using the School Excellence Framework

Elements	2021 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	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To provide stimulating, supported and enriching educational experiences in Reading, Writing and Numeracy that caters to the needs of our students. This will be sustained and developed through whole school teaching and learning programs and targeted professional learning allowing staff to analyse student data ensuring that every student is at the centre of whole school focuses.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student Learning
- Effective Classroom Practice
- Assessment and Data driven practice

Resources allocated to this strategic direction

Aboriginal background: \$27,445.00

Socio-economic background: \$116,128.00

Literacy and numeracy intervention: \$58,000.00

Literacy and numeracy: \$9,057.00

Professional learning: \$6,000.00

QTSS release: \$74,671.00

Summary of progress

Strategic Direction 1 is targeting student achievement. Initiatives in this Strategic Direction include; team teaching, early Intervention, K-6 Numeracy, data tracking, whole school spelling, Kindergarten vocabulary packs, lesson observations and consistent teacher evaluation. A major focus of this direction has been Literacy and Numeracy and our intervention of students in Early Stage 1 and Stage 1. Internal data has demonstrated that this initiative has had a significant impact on student learning, especially in Stage 1. Our 2021 NAPLAN results demonstrate growth in Reading for Year 5 but a decline in results in all other areas. We hope that the early years intervention will impact on NAPLAN results in 2022 and 2023 more positively and significantly. These initiatives commenced in 2021 and will continue into 2022 and beyond.

The 'student learning initiative' focused on upskilling staff and improving the quality of learning experiences for students. The structures behind 'early intervention' focused on the structure of having two teachers, one being a specialist teacher, to have focused and targeted goals for all students at least three days a week to improve students' transition between stages, with a focus on K-6 Numeracy. Initial impacts especially in the team-teaching and early intervention during Semester One, were very positive with 78% of Year 2 and 76% of Year 1 experiencing grade appropriate growth. These will both roll over into 2022 SIP as activities to support student learning. Mathematics assessment identified some further areas of development and this will be a focus for 2022. The implications of all activities have brought together an extension of these focuses within the initiative and an area that will be monitored by the Assistant Principal, Curriculum and Instruction, a newly created executive position for 2022 and beyond, and a focus for the future.

Effective classroom practice is the second initiative for this Strategic Direction and this is focusing on programs to improve students' abilities linked directly to identified learning areas of concern. The activities in focus for this initiative are whole school spelling programs, Kindergarten Vocabulary tubs and lesson observations. The spelling activity has been a whole school approach with all teachers engaging in professional learning to bring consistency across the school and to deliver an effective spelling program to improve students overall understanding of spelling concepts. With all teachers in Early Stage 1 and Year 1 being upskilled in THRASS, an expert teacher mentoring teachers in Year 2 - 6. and intervention in the spelling rule structure. Kindergarten vocabulary tubs were sorted and set up to be utilised in Literacy groups and to improve language development in the early years. Utilising these as the focus for lesson observations across the school saw an evaluation of teacher understanding and the quality of the effective practices across the school. We had 90% of classes engaging in the whole school initiative with the one class working with concepts from the rules and then adding an extra element to extend these students. This spelling structure will be utilised in 2022 with continued emphasis on student knowledge and understanding.

The final initiative in this strategic direction is assessment and data driven practice. This has really focused on the stage based data focus days and the emphasis looking at PLAN data to make decisions for classrooms. This process came from the work that went into the Situational Analysis and the fact that teachers wanted to focus in on student need and the recommended development for students. This involved looking at the assessment schedule, upskilling executive when working with external and internal data, utilising SCOUT, and then working regularly with staff to establish class

goals and focuses. Again the emphasis was to make this a whole school focus and direction, so that intervention teachers could support these goals and work with identified students when gaps were identified. The establishment in Semester One was quality and the gains that students were making because of the clear focuses and gaps were outstanding. We were able to identify 15 Stage 1 students with identified Literacy gaps and then deliver an individualised program that saw 85% of them close the gap significantly with their cohort. It improved the focus and allowed for more targeted teaching time. This model will be utilised with an extension into 'additive strategies' in 2022.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
To continue to increase the percentage of students, above the baseline, achieving in the top 2 bands of NAPLAN reading	Top 2 bands in Reading - Yr 3 - 48% in 2019 43% in 2021 Yr 5 - 12% in 2019 25% in 2021
Increase the percentage of students, above the baseline, achieving in the top 2 bands of NAPLAN numeracy	Top 2 bands in Numeracy - Yr 3 - 37% in 2019 Yr 5 - 20% in 2019 17% in 2021
Checklist of attendance focuses generated and put in place to trend toward improvement measure.	2021 attendance rate of 66.55% indicates progress yet to be seen towards the improvement measure.
Whole school K-6 programs are focused on and selected in Literacy and Professional Learning plans and structures support these decisions.	A focus throughout the school on making strong links between PDP's and the school plan has established links in teacher learning and needs for the school. This will guide the PL for the school and the focus for teacher development.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system negotiated target baseline	Gains are yet to be seen against this progress measure. 2021 reinforced that focuses on Spelling 31.6% and Writing 36.8% should be maintained. Reading sits at 50% at or above growth with Grammar at 54.4%. Numeracy is becoming a new area of concern with growth at 45.3% an area that was previously strong.
To identify current growth trends and as a whole staff look at processes for student growth and improvement and put in place intervention supports to enable students to progress and start to make positive improvements in growth.	Data analysis was used to identify trends and priorities for intervention. Strong connections between teacher's learning goals and identified areas of need will assisted in student progress.
Monitor Aboriginal students achieving at grade level. Develop supports around under achieving students.	Identifying Aboriginal students' learning goals continued as an area of focus in 2021, with supports in place for students not achieving benchmarks.



Students were filming movies across the school.

Strategic Direction 2: Inquisitive and engaged learners.

Purpose

Creating an engaging and encompassing environment that delivers real-world learning opportunities that exposes students to a range of educational experiences that results in inquisitive and engaged learners that are active within their learning and driven to explore and learn from the world around them.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Exciting and innovative learning structures K-6.
- Extra-curricula opportunities that are linked to learning
- Community Engagement in Educational Outcomes for students.

Resources allocated to this strategic direction

Professional learning: \$19,530.00

Socio-economic background: \$4,000.00

Location: \$2,448.00

Aboriginal background: \$5,000.00

Integration funding support: \$5,000.00

Low level adjustment for disability: \$5,000.00

Summary of progress

Strategic Direction 2 is focused on the program and school practices that look to motivate and engage our learners. This reflection highlights that we have too many focuses in this section and will benefit from streamlining the focus and really pushing for student voice in this section. Strategic Direction 2 includes activities such as Project Based Learning, Professional Learning across the school, CAPA focus K-6, Team Teaching (Culture, Technology and Writing), Children's University, Sporting Opportunities, Transition Programs, In school groups, Art activities, Open Days, Community communication and Aboriginal family engagement.

1. The Exciting and innovative learning structures K-6 initiative is focusing on pedagogical practice and delivery of content to improve student engagement and attainment. This is done via a range of forums across the school. We utilise Project Based Learning to engage students with the outside world and to relate their learning to real world problems or issues. This has led to whole school engagement and a shared knowledge of learning areas. With this initiative Professional Learning and teachers' understanding of content is a focus for improving the quality of lessons and then in turn, improving the quality of students' engagement. In 2021 the focus of PL was on Spelling initiatives and THRASS. Many teachers engaged in online learning for Literacy and Maths. From surveys conducted with students and families it was identified that Creative Arts was a way to engage and motivate many of the students. This was an area that staff felt they weren't doing effectively and so we engaged one of our teachers to take on a role to teach CAPA across the school. This would be during RFF time. This would bring a termly focus on the elements of CAPA and in its initial phase was hugely successful. The final focus for this initiative was around TEAM TEACHING in Culture, Writing and Technology. These were all areas of identified need. The team teaching in Culture and Technology will be continued in 2022 with a focus on upskilling staff to improve the opportunities for students.

The data collected from 'Tell Them From Me', student surveys and family surveys show an improved engagement in learning areas connected to Project based learning, Cultural lessons and Art with Miss Brockwell. These will be the continued focuses for 2022 and into the future. Continuing to refine the school processes around Project Based Learning is an area of growth. Making stronger links with the local and extended community and keeping connection to real world learning is the continued focus and target of Nulkaba's projects and something we need to maintain efforts in. Team teaching in Culture, Writing and Technology have been the basis of a large amount of teacher professional development. Improving teachers' abilities to engage students in these areas and improve the quality of lessons. Data from teachers' surveys demonstrate that these are highly valued initiatives that have had a direct impact on the learning of the students in their class. Writing levels in Stage 1 (specifically Year 2) has seen a significant shift. Looking toward 2022 again we look inside the school for the expertise in technology to improve learning opportunities and teacher knowledge across the school K-6.

2. Children's University will be continued in 2022. Sport will have a renewed focus along with CAPA to engage students and support this element of learning. Operation Art was able to occur and we had four amazing pieces. It will be an area of focus next year. We had students who were engaging in CAPA camp for dancing, singing, visual arts and music but the camp was cancelled. Internal school opportunities continued and will be a focus again. Having a variety of platforms

for students to refine leadership skills and organisational tasks is so beneficial.

3. Community engagement has been impacted significantly. Nearly at Nulkaba will be an activity continued into the future as it was so beneficial this year, when it looked as though no orientation would proceed. This is an excellent forum for engaging the community. There is a possibility for a teacher exchange to improve the ability for teachers to prepare students and for teachers to welcome students in a more informed way.

Student engagement is paramount for their success and with an inquisitive mind educational gains have such significant potential. This will continue to be an area of focus for the 2022 plan and beyond.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Executive staff able to connect staff PDP's with the Educational structures within the school plan and then target Professional Learning to areas of need.</p> <p>K-1 staff with THRASS learning</p> <p>Exec engage in PL around data to roll out to staff that they work with.</p>	<p>Professional learning is more focused and targeted due to the current school plan. This professional learning link and focus will be continued into 2022 and beyond as an overarching activity within all Strategic Directions.</p>
<p>Executive look at High Expectations and develop plans to improve teacher knowledge and to implement High Expectations across the school.</p>	<p>The Executive identified High Expectations and implemented professional learning for teachers in the area of High Expectations.</p>
<p>Extra- Curricula activities offered again at Nulkaba monitoring participation.</p>	<p>Timetabling supports and engaging in a range of Extra-Curricula has been possible in 2021 and deliberate planning around the regularity of activities has allowed a balance to be generated.</p>
<p>Executive observations conducted to support PDP process and teachers developed goals to improve practice.</p>	<p>Executive completed teacher observations to support PDP process and development of goals.</p>
<p>Review of AET structures to determine plans for the future.</p> <p>Close look at processes within the school and align with goals of APCI.</p>	<p>Progress toward this goal has happened with plans to restructure the formation of the team. 2021 saw the process of allocation of members from across the school community.</p>



Technology lessons for students related to Project Based Learning.

Strategic Direction 3: Happy hearts and Happy minds

Purpose

Create and promote strong whole school community connections to enhance purposeful, effective relationships that are inclusive of all. Encompassing the social and emotional well being of staff and students to enable successful progression into lifelong learning.

Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Student well-being
- Staff well-being

Resources allocated to this strategic direction

Aboriginal background: \$3,000.00

Socio-economic background: \$6,500.00

Professional learning: \$4,000.00

Integration funding support: \$2,000.00

Low level adjustment for disability: \$2,000.00

Summary of progress

Staff and student well-being has become a strong focus during 2021. Our students have faced a significant change in community and society expectations. Student wellbeing brought a strong focus to this strategic direction. There are many whole school practices that aim to support our students, staff and families with mental health and well being. These activities have been a focus for our school especially during the home schooling period of 2021.

Activities for this Strategic Direction again need to be streamlined as there are so many areas of inclusion. School supports for students include a therapy dog, morning check ins, Rewards Day, Fun Fridays, PAX and the influence and supports of the LST. For Nulkaba Friendly Schools Plus was determined as not effective. This has led to a change in the program structure and in 2022 the focus will be on a PD/H scope and sequence that utilises Peer Support, Drug Ed and the new departmental units of work in Child Protection and student challenge programs. This will roll out with resources for staff, which will support the facilitation of the programs across the school.

Staff wellbeing has been a strong focus for 2021. The development of the RRR Room, Professional Learning for all staff and the implementation of a wellbeing journal has generated lots of discussion across the school, including a staff buddy system and a range of support networks to improve the supports in place for teachers in the forever changing environment that is a classroom.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Share TTFM results with staff and highlight areas of need and focus. Roll out TTFM to 3 year groups and engage families and parents in process.	TTFM is a tool for student wellbeing and sharing knowledge with staff. 75% of students felt a sense of belonging, 98% had expectations for success and 93% felt an advocacy at school.
Professional Learning and staff space created to allow for well-being. LST developed stronger structures around behaviour plans and risk management plans. Increased staff knowledge which will be a continued goal.	Professional Learning was provided as well as the creation of spaces for wellbeing reflection. LST structures have been revised.

Staff will engage in the TTFM survey for Exec to analyse and set base data and work with stage groups to establish some patterns and focus points.

TTFM staff survey not completed in 2021, progress against this measure will be prioritized for 2022



Kindergarten's first excursion.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$420,506.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nulkaba Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Extra-curricula opportunities that are linked to learning • Student well-being • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in: Allowing students to access curriculum with support and to engage in a range of whole school programs to support their well being.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support students with needs based integration funding.</p>
<p>Socio-economic background</p> <p>\$210,265.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nulkaba Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning • Effective Classroom Practice • Exciting and innovative learning structures K-6. • Student well-being • Staff well-being • Assessment and Data driven practice • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Team teaching • Early intervention • Data tracking PL and collegial group days <p>The allocation of this funding has resulted in: Intervention work focused on early years and saw significant improvement of students moving along the continuum of learning. Professional dialogue and student focused teaching allowed students to access better support and more opportunity for direct teacher instruction.</p> <p>After evaluation, the next steps to support our students with this funding will be: Use a model of team teaching to support student development with a focus on K-2. APCI to target Year 1 cohort especially in the area of reading. With staff development and capacity building opportunities.</p>
<p>Aboriginal background</p> <p>\$70,445.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nulkaba Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$70,445.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning • Extra-curricula opportunities that are linked to learning • Student well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • Specialised 'Culture' teachers for upskilling all staff and sharing a school vision • Improvement of facilities for outdoor learning and Aboriginal value to the environment <p>The allocation of this funding has resulted in:</p> <p>Team teaching for all staff K-6 for one effective term. This team teaching saw that Aboriginal perspective was at the forefront of teaching programs and student activities were authentic and rich in cultural purpose. It has supported teacher growth and seen an improvement in students' confidence to include this element in their classrooms across key learning areas.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Staff focusing on enriching teaching programs with a range of learning opportunities and structures.</p>
<p>Low level adjustment for disability</p> <p>\$203,632.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Nulkaba Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Extra-curricula opportunities that are linked to learning • Student well-being • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in:</p> <p>The school facilitating and offering a range of activities to engage students, leading to enhanced learning outcomes in literacy and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Structure extra-curricula activities to maximise the wellbeing support that these initiatives can provide.</p>
<p>Location</p> <p>\$2,448.00</p>	<p>The location funding allocation is provided to Nulkaba Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Location</p> <p>\$2,448.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Extra-curricula opportunities that are linked to learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Supporting student involvement in the Children's University program <p>The allocation of this funding has resulted in: Enhanced educational opportunities and experiences for the participating students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Plan to establish former structures of Children's University to maximise the opportunities for students.</p>
<p>Professional learning</p> <p>\$29,530.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nulkaba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice • Exciting and innovative learning structures K-6. • Student well-being • Staff well-being <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engagement of well-being specialist to work on student and staff well-being <p>The allocation of this funding has resulted in: Enhanced pedagogical practices of teachers in the areas of Spelling, Writing and Technology.</p> <p>After evaluation, the next steps to support our students with this funding will be: Restructure spelling for Kindergarten and look at potential approaches for the K-2 area. APCI looking at spelling with reading focus.</p>
<p>School support allocation (principal support)</p> <p>\$21,881.00</p>	<p>School support allocation funding is provided to support the principal at Nulkaba Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Data analysis and support for future directions of the school • Support for engaging the community via 'Nearly at Nulkaba' program <p>The allocation of this funding has resulted in: Supporting these activities assisted greatly in the administration behind programs and also a successful engagement of new whole school community members.</p> <p>After evaluation, the next steps to support our students with this funding will be: Review this role and look at further supports that can be utilised to help the</p>

<p>School support allocation (principal support)</p> <p>\$21,881.00</p>	<p>efficient workings of the school.</p>
<p>Literacy and numeracy</p> <p>\$9,057.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nulkaba Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: The impact was improved learning outcomes and experiences for students in literacy, particularly Kindergarten vocabulary.</p> <p>After evaluation, the next steps to support our students with this funding will be: Maths Plus utilised for scope and sequence and supports for the implementation of whole school maths.</p>
<p>QTSS release</p> <p>\$74,671.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nulkaba Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Improved classroom practice in the teaching of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Lesson Observations and team teaching opportunities a focus for 2022 with focus on mentoring and embracing teacher goals.</p>
<p>Literacy and numeracy intervention</p> <p>\$58,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Nulkaba Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$58,000.00</p>	<ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in: Improved learning outcomes for identified students in the areas of Reading and Writing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Aspects of the intervention structure to be maintained. Especially the use of PLAN 2 to structure instructional teaching for the staff members involved.</p>
<p>COVID ILSP</p> <p>\$197,157.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in: Impacts in Term 1 were strong with significant academic gains. A tiered approach to support was highly effective.</p> <p>After evaluation, the next steps to support our students with this funding will be: The ability to offer a range of support structures will be maintained for the purpose of improving educational outcomes for students. Small group, one on one and two teachers in a classroom all provided support for students depending on their needs. This will continue to be a focus for the support team at Nulkaba and all teachers across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	193	206	205	197
Girls	189	186	191	189

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.1	93.1	93.9	91.5
1	92.7	93.3	94.4	92.5
2	93.6	90	94.7	91.2
3	92.6	92.2	93.3	90.7
4	92.9	90	93.7	90.8
5	91.8	92.9	92.5	90.8
6	90.7	92.2	92.8	87.9
All Years	92.7	92	93.6	90.9
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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 2020. 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.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

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)	15.04
Literacy and Numeracy Intervention	0.53
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

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.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	559,630
Revenue	4,528,094
Appropriation	4,418,589
Sale of Goods and Services	2,249
Grants and contributions	106,944
Investment income	311
Expenses	-4,522,031
Employee related	-4,130,578
Operating expenses	-391,453
Surplus / deficit for the year	6,063
Closing Balance	565,693

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.

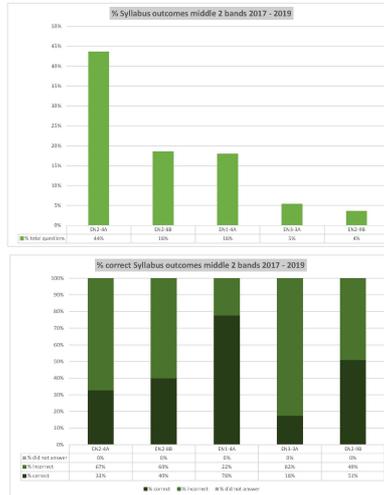
	2021 SBAR Adjustments (\$)
Targeted Total	444,150
Equity Total	484,225
Equity - Aboriginal	70,888
Equity - Socio-economic	209,704
Equity - Language	0
Equity - Disability	203,632
Base Total	2,850,278
Base - Per Capita	97,621
Base - Location	2,448
Base - Other	2,750,210
Other Total	229,758
Grand Total	4,008,411

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.

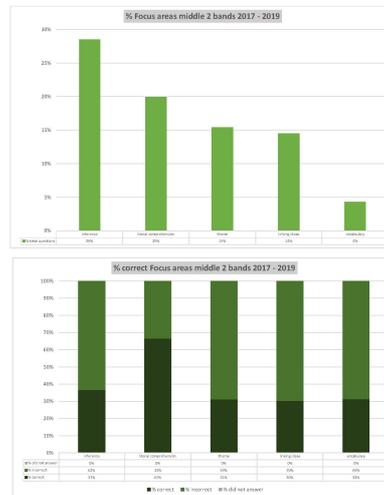
School performance - NAPLAN

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.



Page 1 of Reading bands



Page 2 Reading bands - Year 3

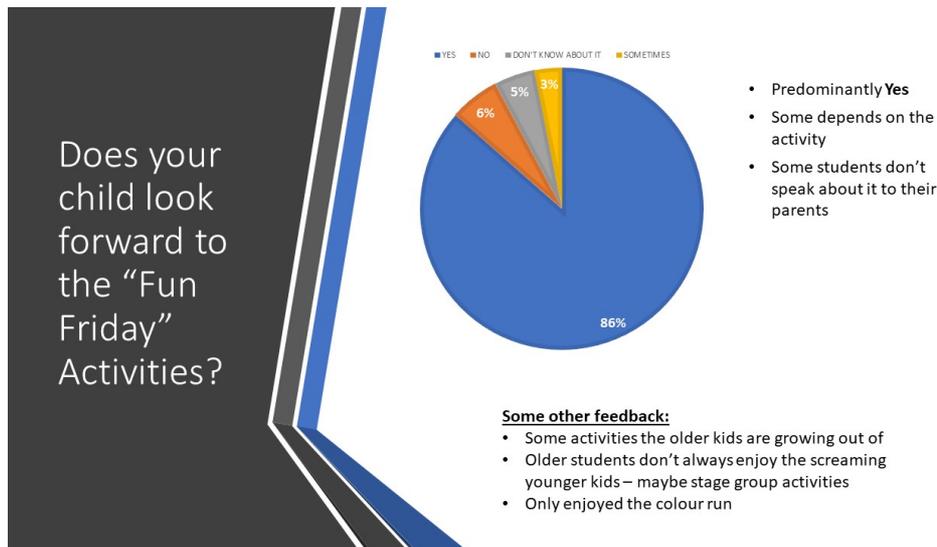
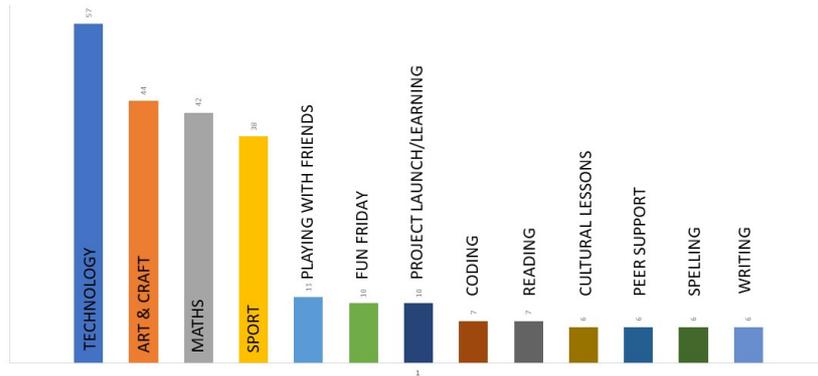
Parent/caregiver, student, teacher satisfaction

Nulkaba collect information from the school community in a range of ways. Much success has come from the homework survey where students interview families on a range of initiatives happening across the school. This information is utilised to structure the directions of the school.

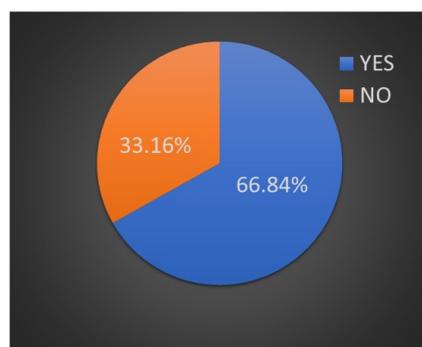
2021 saw a Q&A with Year 6 students to bring their valuable input to the school directions. The session provided a lot of the focus when developing the SIP. Feedback from students identified a priority for greater extra-curricula activities.

Feedback from staff highlighted a need for a continued focus on staff wellbeing. Teachers have appreciated the opportunity to collaborate with their colleagues.

Top Activities Students Talk About at Home



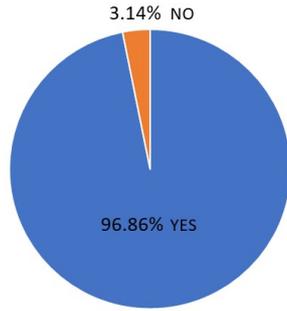
Have you read the termly newsletter?



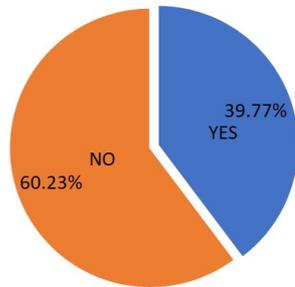
Comments:

- Where?
- I haven't been receiving it
- Would prefer if it was published more often as previously
- Unsure if there was one
- What is this?
- I usually do but haven't lately

Do you get the announcements made through Seesaw?



DO YOU THINK PARENT/TEACHER INTERVIEWS WOULD BE BENEFICIAL EARLIER IN THE YEAR WITHOUT A REPORT?

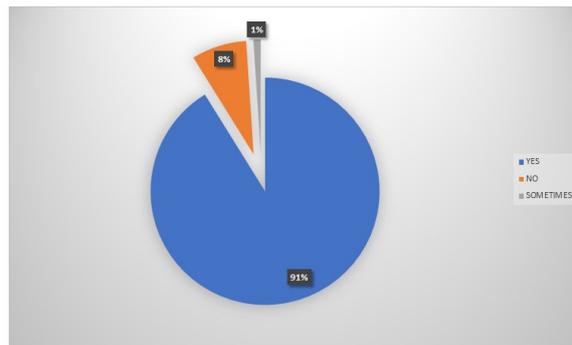


Many seemed to misunderstand and think the question meant there would be no report at all and that it would be replaced by the PT Interview

Those in favour felt an earlier interview would give them an opportunity to meet the teacher and discuss any information they thought was important about their children

Those in against indicated that it takes time for the teacher to get to know a student and that things can change rapidly in the first part of the year so the information may be irrelevant

IN 2021 WE HAVE MADE MANY CHANGES TO ALLOW FOR CREATIVE ARTS, CULTURAL LESSONS AND TECHNOLOGY. ARE THESE ACTIVITIES YOUR CHILD TALKS ABOUT?



ARE THERE ACTIVITIES THAT YOU FEEL PARENTS COULD BE INVOLVED IN MORE?

- Ask parents to help coach or teach in their specialty (eg. Sport, art, cooking, sewing)
- Gardening
- Cultural days where kids and parents share aspects of their culture
- Sporting activities
- Obviously difficult with Covid restrictions but when they are allowed back to help, some suggested making it very clear what they would be able to help with

IS THERE ANYTHING ELSE YOU WOULD LIKE TO SHARE WITH THE SCHOOL AT THIS TIME?

- Lots of great positive feedback:
 - Not at this time - I am very happy with the running of the school
 - Just keep doing what you are doing
 - We can see the effort made by NPS to create student and community engagement
- Quite a few asked for more notice with events and asked if all notes could be posted on Seesaw
- Parking was an issue raised on several of the surveys
- Largely, parents just want to be sure communication is timely and consistent – the more the better in many cases 😊

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 addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is 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.