

# 2021 Annual Report

## Nundle Public School



2781

# Introduction

The Annual Report for 2021 is provided to the community of Nundle 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

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## School vision

Nundle Public School upholds high expectations of all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong adventure.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to making the most of opportunities for growth and success in a highly engaging curriculum with a broad range of opportunities for personalised learning and leadership development while fostering creativity in future focused 21 st Century learning environments.

Students will develop the skills necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

## School context

Nundle Public School, with a current enrolment of 39 students, is a rural and remote school located in the Peel Valley, 70kms from our nearest regional centre, Tamworth. School numbers have fluctuated in recent years, with a steady drop over the past 2 years.

Our school is comprised of three small classes with 5 teachers, including a teaching principal, an instructional leader and 2 School learning support officers. Nundle Public School is supported by an active and engaged P&C who carry out vital roles within the school and the wider community. Money raised by the Parents and Citizens Association (P&C) through various events, goes to support students in a range of learning activities.

The two strong threads through our previous two school plans focused on continuous school improvement through development of self-regulated, self-motivated learners and high quality teaching and learning. These were facilitated through high quality professional learning and the development of whole school strategies to support the management of student behaviour and engagement.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy focusing on individualized improvement for students and establishing a high expectations environment that fosters a strong sense of belonging.

There will also be a strong focus on the use of assessment data analysis to make highly informed decisions about student learning and achievement. We will look to embed tools to use formative assessment strategies to move learning forward.

## 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 Strategic Improvement Plan and annual report.

Our self-assessment 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

- Rigorous teaching and learning focused on achieving growth and attainment in literacy and numeracy.
- Establish a high expectations environment that fosters a strong sense of belonging.

### 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.

- Literacy and Numeracy
- High Expectations that foster a sense of belonging

### Resources allocated to this strategic direction

**Aboriginal background:** \$26,627.00  
**Socio-economic background:** \$39,000.00  
**Integration funding support:** \$20,654.99  
**Low level adjustment for disability:** \$33,700.00  
**Early Action for Success (EaFS):** \$68,605.00  
**Professional learning:** \$9,197.25  
**QTSS release:** \$8,453.75  
**Literacy and numeracy:** \$6,308.96  
**Location:** \$2,000.00

### Summary of progress

#### Literacy and numeracy

Analysis of the work that was being done to support students individually, identified the challenge of students using inefficient decoding strategies to read more difficult words. This resulted in a loss of meaning and subsequent comprehension and understanding of mathematics questions. Students in greatest need of phonics support were put into the multi-lit program, with all students demonstrating improvement through this program. We will continue to employ additional staff to ensure students are getting greater, immediate support in literacy and numeracy learning activities. Teachers and SLSOs can be supported to use strategies such as "TALK MOVES" to develop stronger questioning techniques to support students in taking ownership of their learning. Staff will continue to support students in need of intensive literacy support through implementation of the multi-lit program that ensures students have the decoding strategies to work with more complex sounds. Addressing students with particular needs in Years 3 to 6 ensures we are helping students achieve individual growth following other supports in the earlier years. Staff will continue to focus on implementing Focus on Reading strategies across all key learning areas, encouraging students to develop independence in the use of online learning platforms through explicit instruction and encouragement in K-4 classes. Continue to monitor the level and quality of discussion in numeracy lessons. Incorporate this with review of assessment procedures to ensure strategies continue to work for all students. Continue to run with termly planning days, however with the support of APCLI. Ongoing 5 weekly planning sessions will support students at their level of need. Promote collaboration by establishing team teaching opportunities for collaborative practice to build on strengths and weaknesses of staff.

#### High Expectations that Foster a Sense of Belonging

High Expectations at Nundle Public School are integral to maintaining a strong learning culture, where students are encouraged to take risks, push themselves to achieve and encourage others to do well. As a staff we condensed our understanding of high expectations to a more streamlined process to ensure consistency across all year groups. A staff survey indicated that they had developed a greater understanding of how trauma informed strategies can be applied to their teaching. Staff do however, still feel as though more support is needed in terms of implementing these strategies into their teaching practice. Staff will investigate incorporating rock and water and play is the way principles into fruit break activities to foster skills development and readiness to learn. Establish a timeline of activities to build the rock and water program into 2022. As a staff team, we will continue to develop systems and practices that are consistent in delivering improved outcomes for students and welcoming learning spaces. We intend to continue to promote strong attendance, including ensuring key timing of events to discourage "long-weekends" and recognise and promote strong attendance. Regular communication strategies such as SMS will continue to be used to promote attendance and gather explanations for non-attendance.

### 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><b>Objective:</b> Student growth in reading.</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Students will be moving towards the lower bound of 60%.</li> </ul>	<p>NAPLAN results show growth in reading of 66.7% ahead of our lower bound target of 60%. Based on check-in data from 2020. Year 4 growth in Check-in data demonstrated</p>
<p><b>Objective:</b> Increase achievement in NAPLAN Top 2 Bands in Literacy.</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• No unsupported students performing in the bottom 2 bands of reading and an increase of students performing in the top 2 bands (2019 had one student in top band).</li> <li>• A reduction of the number of students performing in the bottom 2 bands (currently 4 based on 2019 NAPLAN data with 4 students) of numeracy and an increase of students performing in the top 2 bands (2019 had one student in top band).</li> </ul>	<p>In 2021, Nundle Public School achieved 2 students in the top 2 bands in Literacy.</p> <p>All students who were in the bottom 2 bands had been identified and were receiving some form of additional support in literacy. There was also a reduction in the number of student in the bottom 2 bands overall, but still a significant disparity between literacy and numeracy achievement.</p>
<p><b>Objective:</b> Improved attendance</p> <p><b>Measure:</b> Increase number of students attending 90% of the time from 77% (2020).</p>	<p>53.5% of students attended school 90% of the time. Significant periods of learning from home, impacted overall attendance.</p>
<p><b>Objective:</b> Improve student wellbeing and increase sense of belonging at school.</p> <p><b>Measures:</b> To increase the number of children reporting positive wellbeing at school through TTFM, to reflect an uplift towards the target.</p>	<p>Internal survey data indicated that sense of belonging has remained consistent while understanding of high expectations has improved slightly.</p>
<p><b>Objective:</b> Improvements as measured by the <b>School Excellence Framework</b></p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Culture</b> moving towards Sustaining and Growing.</li> <li>• <b>Curriculum moving towards</b> sustaining and Growing.</li> <li>• <b>Effective classroom practice</b> moving towards Sustaining and Growing.</li> </ul>	<p><b>Learning culture</b> is moving towards sustaining and growing. There is demonstrated commitment within the school community that all students make learning progress. Progress in learning and achievement is identified and acknowledged. The aspirations and expectations of students and parents are known and inform planning for learning. The school actively plans for student transitions and these are clearly communicated to the school community. This is further supported through information that is used to support successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk. Staff regularly monitor attendance and analysis is used to inform planning. Whole of school and personalised attendance approaches are improving regular attendance rates for all students.</p> <p><b>Curriculum</b> is moving towards sustaining and growing. The school offers a curriculum that meets requirement of the Department of Education and NESA and provides equitable academic opportunities for all students. Teaching and learning programs describe what students are expected to know, understand and do. Teachers differentiate the curriculum delivery to meet the needs of students at different levels of achievement.</p> <p><b>Effective classroom practice</b> is moving towards sustaining and growing. Teachers regularly review and revise lesson plans and sequences, ensuring that content is based on the curriculum and teaching practices are effective. Teachers are skilled at explicit teaching techniques such as questioning and</p>

<p><b>Objective:</b> Improvements as measured by the <i><b>School Excellence Framework</b></i></p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• <b>Learning Culture</b> moving towards Sustaining and Growing.</li> <li>• <b>Curriculum moving towards</b> sustaining and Growing.</li> <li>• <b>Effective classroom practice</b> moving towards Sustaining and Growing.</li> </ul>	<p>assessing to identify students' learning needs. Teachers respond promptly to student work, checking that students understand the feedback received and the expectations for how to improve. A school wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.</p>
<p><b>Objective:</b> Student growth in numeracy.</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• Students will be moving towards the lower bound of 60%.</li> </ul>	<p>In 2021 NAPLAN students achieving at or above expected growth in Numeracy was at 43% while 57% were at below expected growth.</p>

## Strategic Direction 2: Assessment and Data Practices

### Purpose

- Embedded stronger formative and summative assessment practices.
- Effective analysis of student data that helps teachers to identify learning gaps and opportunities.
- Effective use of tools for teachers to analyse our own impact to change what does not work and keep what does work.

### 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.

- Assessment Practices
- Data Informed Practices

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$6,308.96

**Socio-economic background:** \$17,000.00

**Professional learning:** \$1,000.00

### Summary of progress

#### Assessment Practices

Pre and post assessment tasks will continue to be refined to demonstrate ongoing student achievement. Develop a planned approach to our writing assessment tasks that reflects the scope and sequence of learning. Staff will continue to utilise planning days to collaboratively plan based on assessment data gathered during the 5 weekly learning cycle. Staff will collectively build a school assessment schedule that meets the students and schools needs to inform teaching, utilising formative and summative assessment techniques. Staff will continue to utilise research to ensure "best practice" is being sought and reached as part of our journey to deliver and reflect on high quality assessment. Teachers will be encouraged to ask themselves, "How do I know?" as part of a strategy to more effectively utilise exit slips as a means of checking student understanding.

#### Data Informed Practices

Staff prioritise the need to effectively and efficiently use data with confidence. We need to broaden our collection of quantitative data to complement the collection of qualitative data. Staff to engage with resources including CESE's using Data with confidence to explore how we use data to demonstrate learning, student engagement and school practice. Staff to receive support in capturing this data in meaningful and time-efficient ways. Staff professional learning will ensure systems are in place to utilise data and other evidence consistently to assess how well students are progressing in response to their lessons. Engage with the professional learning opportunities to aspire to best practice in implementing data informed practice.

### 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><b>Objective:</b> All staff adopt assessment practices that effectively evaluate, measure and document student learning.</p> <p><b>Measure:</b></p> <p>1. 100% of teachers demonstrate a strong theoretical <b>and</b> practical understanding of formative and summative assessment.</p>	<p>All staff do demonstrate a strong theoretical understanding of formative and summative assessment practices. Staff stated during interviews, that they need to place more emphasis on putting this understanding into practice. Internal assessment strategies are beginning to compliment external strategies, with phonics based assessments, mathematics assessment tasks and some writing assessment tasks utilising system wide practices to ensure data traingulation is a feature of our assessment practices. Ongoing writing assessment practices demonstrate impact of learning and student growth.</p>



<p>2. Internal school assessment strategies compliment external school assessment strategies.</p> <p>3. Assessment strategies are consistent across stages to best demonstrate impact of learning and student growth..</p>	
<p><b>Objective:</b> Teaching programs reflect the use of best-practice in relation to assessment of and/or learning.</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• All teaching programs include the use of some formative and summative assessment practices.</li> <li>• Staff survey data shows an uplift in the proportion of tasks that clearly assess the intended learning outcomes and is accessible to all students.</li> <li>• Assessments tasks are marked and scored consistently and objectively.</li> <li>• Assessments tasks create opportunities for students to reflect and express thoughts about their learning.</li> </ul>	<p>Staff Assessment tasks are marked and scored consistently and objectively through the use of rubrics in writing. Staff were interviewed and indicated that while tasks clearly assess intended learning outcomes, the confidence in implementing this practice needs further support. Some assessment tasks offer opportunities for students to reflect and express their thoughts about their learning, however this needs to be an area of future focus.</p>
<p><b>Objective:</b> Teaching and learning programs demonstrate best-practice in use of data to inform practice.</p> <p><b>Measures:</b></p> <ul style="list-style-type: none"> <li>• There is an increase in staff confidence and satisfaction in the use of ALAN to track student achievement based on beginning 2021 survey data?</li> <li>• There is an increase in staff engagement with Scout data to inform decision making processes based on beginning 2021 survey data?</li> <li>• An uplift in staff confidence and satisfaction in the collection and analysis of data to inform decision making.</li> <li>• An uplift in staff demonstrate proficiency in using IT systems such as ALAN &amp; Scout to collate, analyse and report on student achievement.</li> </ul>	<p>Staff are still not confident in the use of ALAN to track student achievement in a time efficient way. Working with staff on a needs basis will increase capacity of staff to utilise ALAN. Most staff engage with the use of Scout to inform decision making processes, particularly in relation to the evaluation of Check-in data, which is timely and relevant to student learning needs. Changes to staff members have resulted in steady growth in this area.</p>
<p>Improvement as measured by the <b>School Excellence Framework</b></p> <ul style="list-style-type: none"> <li>• <b>Assessment</b> from Delivering towards Sustaining and growing.</li> <li>• <b>Reporting</b> from Delivering towards sustaining and growing.</li> <li>• <b>Student Performance Measures</b> from Delivering towards sustaining and growing.</li> <li>• <b>Data Skills and Use</b> from Delivering towards sustaining and growing.</li> </ul>	<p><b>Assessment</b> - Teachers routinely use evidence of learning, including a range of formative assessment strategies to inform their teaching, adapt practice and meet learning needs of students. Assessment is planned and undertaken regularly in all classes and data is systematically collected. Teachers share criteria for student assessment with students, including through the use of rubrics and success criteria. There is a whole school assessment strategy in development to ensure learning of all students is systematically monitored.</p> <p><b>Reporting</b> - The school analyses internal and external assessment data to monitor and report on student and school performance. Individual student reports meet DoE requirements as well as personalised information about individual student learning, progress and achievement. Opportunities for parent teacher interview are encouraged to discuss progress.</p> <p><b>Student Performance Measures</b> - The school's value-add trend is positive.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,654.99</p>	<p>Integration funding support (IFS) allocations support eligible students at Nundle Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Integration funding support funds have been used to ensure School Learning and Support Officers are available to support students with additional learning needs in general classroom activities to ensure they remain highly engaged in learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Analysis of work samples and assessment data has confirmed that SLSOs are supporting students on a needs basis. Students needing additional intensive support have been identified and are working through explicit interventions to support development of literacy skills. Analysis of the work that was being done to support students individually, identified the challenge of students using inefficient decoding strategies to read more difficult words. This resulted in a loss of meaning and subsequent comprehension and understanding of mathematics questions. Students in greatest need of phonics support were put into the multi-lit program, with all students demonstrating improvement through this program. Further analysis revealed that students also used inefficient strategies when reading complicated texts and words which resulted in a significant loss of comprehension.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue to employ SLSOs to ensure students are getting greater, immediate support in literacy and numeracy learning activities. Teachers and SLSOs can be supported to use "TALK MOVES" to develop stronger questioning techniques to support students in taking ownership of their learning. Additional Learning Support Teachers will be employed on a part-time basis to support literacy and numeracy learning in all classrooms.</p>
<p>Aboriginal background</p> <p>\$26,627.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nundle 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 educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students.</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students. Targeted interventions such as MultiLit used to support ongoing improvement in literacy and numeracy.</li> <li>• Other funded activities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>The School Learning Support Officer was able to deliver support to indigenous students in partnership with classroom teachers. Music continued to be an opportunity to engage students with a love of learning for</p>

<p>Aboriginal background</p> <p>\$26,627.00</p>	<p>Semester 1. Additional opportunities to support involvement in learning opportunities ensured students remained engaged in their learning throughout the year. NAPLAN data shows aboriginal student growth at expected levels. Year 5 check-in assessments have shown students performing above state average in literacy and just below average in numeracy. Students performing below expectation are receiving intervention support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The next steps will be to consolidate support that has been offered for Aboriginal students this year and continue into next year of the planning cycle to further close the gap. Developing further interventions to support students in addressing the disparity in performance between the mathematics and literacy.</p>
<p>Low level adjustment for disability</p> <p>\$33,700.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Nundle Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention of MultiLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students who participated in phonics based intervention demonstrated increase in proficiency according to pre and post test data.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Consolidation and increasing the screening process to ensure multilit program targets specific students with gaps in their learning. Further support to deliver appropriate interventions to increase the achievement of mathematical learning outcomes.</p>
<p>Location</p> <p>\$20,500.00</p>	<p>The location funding allocation is provided to Nundle Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising excursions to support all student participating in excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students have had the opportunity to attend all excursions at an affordable level, to achieve real life learning opportunities within the HSIE, Science and PDHPE curriculum. All students have access to a digital learning device that enable them to access online learning opportunities such as Google Classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Student excursions will be subsidised again next year to ensure everyone</p>

Location \$20,500.00	has the opportunity to participate. Further opportunities will be sought to ensure students are not disadvantaged by location.
Professional learning \$10,197.25	<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 Nundle Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• High Expectations that foster a sense of belonging</li> <li>• Data Informed Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning in Rock and Water Training, Data Analysis in the Classroom, Broadening Knowledge of Mathematical Literacy and Language and the use of ALAN to create and analyse focus groups.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Professional learning in Rock and Water Training, Data Analysis in the Classroom, Building Mathematical Language and the use of ALAN to create and analyse focus groups. Teachers have begun to implement Rock and Water strategies in their own classrooms, to build a stronger understanding of resilience, as well as establishing positive mindsets. Strong starts were an effective means in getting students focused and ready for learning. Staff are utilising a variety of means to assess student progress and efficacy of teaching strategies, to move forward in learning journeys. Staff use a range of scaffolded structures such as number strings and number talks to engage students in the meaningful use of mathematical language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Our next steps will include the implementation of rock and water strategies across the school. For example: the development of a positive mantra for students to follow. Further consolidation of strategies to consistently gather and analyse learning data and student engagement. Continued Professional learning in the effective use of data to monitor student progress. This could be in the use of proficiency standards or in the use of Langford learning tools.</p>
School support allocation (principal support) \$13,604.80	<p>School support allocation funding is provided to support the principal at Nundle Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• School admin officer to assist with the admin requirements of WH&amp;S and general admin to enable Principal to focus on leading Teaching and learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Admin support officer was appointed to support the administration related to Work Health and Safety. In 2021, an internal school audit was conducted relating to financial and administrative processes including Work Health and Safety. The audit report showed that the school was satisfactory in meeting the requirements and were able to quickly resolve those elements where action was recommended. The appointment of this person ensured the Principal was able to provide support for teaching staff and focus on</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>developing a strong culture of learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue to appoint a support person to assist the Principal with administrative tasks. We will consolidate the role to streamline some administrative tasks through Scout and the collation of staff documents associated with their roles.</p>
<p>Literacy and numeracy</p> <p>\$12,617.92</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nundle Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• Assessment Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• resources to support the quality teaching of literacy and numeracy including updated class texts, online subscriptions and MultiLit resources.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Check in assessment data demonstrates a strong achievement in reading and an improvement in the gap between literacy and numeracy achievement, particularly for Year 4 students. Regular use of Mathletics and Reading Eggs has ensured students are developing the confidence in working independently on the platforms to achieve learning goals. Staff completed the course Broadening Knowledge of Mathematics Literacy and Language. Through this course, staff have developed scaffolds to incorporate rich discussion during numeracy lessons. Video observations initially conducted involved consolidation of A4L concepts which ensured staff adapted strategies around questioning, talk moves and hinge questioning. 5 weekly planning days occur as a means for moving planning forward. Staff sometimes needed additional support to plan with more rigor.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> We will continue to focus on implementing Focus on Reading strategies across all key learning areas, encouraging students to develop independence in the use of online learning platforms through explicit instruction and encouragement K-4 classes. As a staff, we will continue to monitor the level and quality of discussion in numeracy lessons. Incorporate this with review of assessment procedures to ensure strategies continue to work for all students. Continue to run with termly planning days with the support of APCLI.</p>
<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Nundle Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Due to the inability to fill the role of Instructional Leader early in 2021, the employment of an experienced classroom teacher was approved to support the literacy and numeracy learning within the K-2 classroom.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Due to the inability to fill the role of Instructional Leader early in 2021, the employment of an experienced classroom teacher was approved to support the literacy and numeracy learning within the K-2 classroom. The role was</p>

<p>Early Action for Success (EAfS)</p> <p>\$68,605.00</p>	<p>filled successfully to build reciprocal reading opportunities for advanced readers, boosting comprehension, while also supporting those students who were experiencing difficulties. Small group instruction was able to target students in the multistage classroom, targeting each child at their level of need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Early Action for Success will cease at the end of 2021. Discretionary funds have been provided for Nundle Public School to reflect the substantial difference in funding allocation between the EAfS and APCLI model. In 2022, these funds will be used to support classroom teacher support, particularly in the K-2 classroom.</p>
<p>QTSS release</p> <p>\$8,453.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nundle Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy</li> <li>• High Expectations that foster a sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum including peer observations, 5 weekly planning days and implementation of personalised learning goals in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff have benefited from opportunities to plan collaboratively and work with students in smaller groups to provide feedback and establish personalised learning goals as part of the 5 weekly cycle. Peer observations were intermittent throughout the year however, staff were able to work towards the achievement of their PDP goals in line with Nundle Public School strategic directions.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Moving forward, we will seek to establish team teaching opportunities for collaborative practice to build on strengths and weaknesses of staff. Funding will be used to ensure staff can observe and provide high quality practice to support each other in developing professionally.</p>
<p>COVID ILSP</p> <p>\$29,000.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Improvement in literacy and numeracy achievement for most students involved in the program as demonstrated in check-in and NAPLAN.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In order to improve literacy and numeracy achievement small group</p>



COVID ILSP \$29,000.00	instruction is to be a focus of the Learning Support model moving forward, where we can build into the timetable, short focused sessions around specific skills that learn moving forward.
\$8,000.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nundle Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>Established partnership with the Tamworth Conservatorium of Music to provide music tuition to string ensemble, choir and K-2 music. Further support covering travel expenses for the tutors.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students enjoy their opportunities to participate in the music programs. In particular, string ensemble and choir are incredibly popular and motivate students to challenge themselves and grow in confidence.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In order to continue to foster confidence and interest in music and performance, we will explore ways to continue to support music learning for all students.</p>
Per capita \$10,865.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nundle Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>Support student wellbeing initiatives at Nundle Public School and develop school resources for future students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> This funding has resulted in the upgrade of a school asset in our vegetable garden. Students enjoy opportunities to work and rest in the garden, linking learning in the classroom to outside. The implementation of the garden, following extensive drought has resulted in an uplifting experience for our students who will relish opportunities to utilise our school kitchen in years to come.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to support the rejuvenation of school resources, including technology to support highly engaging learning initiatives within the school.</p>
Socio-economic background \$56,000.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nundle Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Literacy and Numeracy</li> <li>High Expectations that foster a sense of belonging</li> <li>Assessment Practices</li> <li>Data Informed Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Socio-economic background</p> <p>\$56,000.00</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement Multi-Lit and other support strategies to support identified students with additional needs.</li> <li>• professional development of staff through [program] to support student learning</li> <li>• staff release to increase collaborative practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Analysis of work samples and assessment data has confirmed that SLSOs are supporting students on a needs basis. Students needing additional intensive support have been identified and are working through explicit interventions to support development of literacy skills. Analysis of the work that was being done to support students individually, identified the challenge of students using inefficient decoding strategies to read more difficult words. This resulted in a loss of meaning and subsequent comprehension and understanding of mathematics questions. Students in greatest need of phonics support were put into the multi-lit program, with all students demonstrating improvement through this program. PLPs reflect 5 weekly SMART goals that students work towards achieving.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>We will continue to employ SLSOs to utilise them to ensure students are getting greater, immediate support in literacy and numeracy learning activities. Teachers and SLSOs can be supported to use "TALK MOVES" to develop stronger questioning techniques to support students in taking ownership of their learning. Ongoing 5 weekly planning sessions will support students at their level of need.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	33	32	28	21
Girls	24	24	20	22

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	85.4	91.9	93.2	87.1
1	91.2	88.4	92.3	91
2	91.2	93	92.6	89.7
3	94.5	87.6	94.8	85.8
4	92.3	93.5	91.9	91.8
5	86.9	88.3	96.7	90.4
6	95	81.3	92.4	93
All Years	91.5	88.9	93.2	89.7
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

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	2.47
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

\*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 <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	145,963
<b>Revenue</b>	955,411
Appropriation	945,178
Sale of Goods and Services	32
Grants and contributions	9,380
Investment income	21
Other revenue	800
<b>Expenses</b>	-961,943
Employee related	-824,805
Operating expenses	-137,138
<b>Surplus / deficit for the year</b>	-6,533
<b>Closing Balance</b>	139,430

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	21,171
<b>Equity Total</b>	75,513
Equity - Aboriginal	12,007
Equity - Socio-economic	29,022
Equity - Language	0
Equity - Disability	34,485
<b>Base Total</b>	700,479
Base - Per Capita	11,833
Base - Location	26,773
Base - Other	661,873
<b>Other Total</b>	97,285
<b>Grand Total</b>	894,448

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

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year informal responses were received from parents during P&C meetings, phone calls, emails and conversations.

The impact of COVID was significant in terms of school and family partnerships. Staff used a variety of methods to communicate with students and families, with most being successful at keeping up to date with learning progress. Families are mostly positive about our communication processes. A shift to regular text messaging has improved the reliability and reach of messages.

Nundle Public School has a highly engaged P&C with regular attendance at meetings evidence of the collaborative partnerships for fundraising activities. There is a significant amount of help on offer for a wide range of extra-curricular activities including financial support of excursions and resourcing. The P&C are regularly consulted on school decisions and provide feedback and suggestions to assist in school planning and evaluation. Families would like to become more involved in celebrating student successes. This could include attending assemblies.

Students completed a school based survey and held regular student forums to discuss school satisfaction. Through these discussions students are encouraged to raise issues in a way that encourages them to also come up with solutions. This has seen the development of rosters, student interest groups and leadership opportunities. Students have identified that they have positive relationships with others at school. Most students indicated that they demonstrated positive behaviours at school and understand the high expectations to which they are held. Students feel supported to achieve their best in the classroom.

Staff interviews indicate that they feel supported to have a greater impact in their practice. Staff recognise the significant challenges everyone has faced and work towards improvement through their Professional Development Plans to improve. They have identified that professional learning is targeted and essential to build their capacity.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for 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

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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.