

2021 Annual Report

North Nowra Public School



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Introduction

The Annual Report for 2021 is provided to the community of North Nowra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the 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.

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School vision

At North Nowra Public School, we empower students to develop sustainable learning habits. Our school community supports a safe, respectful and responsible school culture. We ensure that individual growth in learning and wellbeing is the focus for every student, every day.

School context

At the commencement of the 2021 to 2024 School Plan, North Nowra has an enrolment of 183 students, including 45 Aboriginal students (25%). There are 7 mainstream and 3 support classes. North Nowra is committed to excellence in teaching and learning in a safe and positive environment to develop the whole child and enable them to achieve their fullest potential. The school receives significant equity funding, including participation in the 'Early Action for Success' initiative. The North Nowra Way is an integral focus to ensure that all members of the learning community have a sense of belonging. North Nowra Public School strives for a strong sense of community and enjoys a strong partnership with the Nowra Aboriginal Education Consultative Group (AECG) bringing to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030. There is a focus on evidence-based strategies, including explicit teaching and visible learning. Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is a strong focus on sharing resources, expertise and practice. The school benefits from an ongoing and targeted focus on professional learning to develop excellent teachers committed to working as a team to create change and positively influence student outcomes. The staff strive to collect relevant and timely data to inform teaching and learning at each student's targeted point of need, creating growth in academic, social and emotional outcomes.

Based on the outcome of our Situational Analysis, we have determined that:

We need to continue to develop our assessment practices across the school. The school will develop systems to monitor and review its curriculum provision to meet students' changing needs. An emphasis will be placed on having relevant and accurate data throughout a student's learning to inform intervention and targeted learning and to ensure that we have a clear picture of each child's academic progress according to syllabus outcomes. The monitoring of student performance data will determine areas of need at an individual, small group, class, stage and whole-school level to ensure ongoing student and school improvement.

North Nowra will develop a whole-school approach for wellbeing. Clear processes will be put in place to support students with additional needs. Teachers will participate in professional learning to improve their understanding of research-based methods of responding effectively to students with high wellbeing needs. Staff will collect internal data to inform a targeted approach, which will inform the who, what and how of improvement in wellbeing and behaviour. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to wellbeing and engagement. The Wellbeing Framework Assessment Tool will clarify where our school needs to focus on developing whole-school processes to support every student being known, valued and cared for.

The What Works Best research will inform evidence-based teaching practices that are employed in every classroom K-6. Systems will be developed for teachers to evaluate the effectiveness of their teaching practices. Teachers will focus on developing skills in formative assessment and feedback to create students as their own teachers.

Our community of schools effectively collaborates to enhance teaching, learning and leadership in all schools. There is strong focus on sharing resources, expertise and practices including strong partnerships with the NLAECG to bring to life the Partnership Agreement between the NSW Aboriginal Education Consultative Group Inc and the NSW Department of Education 2020-2030.

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	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	Delivering
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

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded collaborative practice.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$124,503.66

Socio-economic background: \$160,553.25

Integration funding support: \$39,384.00

Literacy and numeracy intervention: \$1,600.00

Early Action for Success (EAfS): \$123,490.00

Literacy and numeracy: \$4,108.00

QTSS release: \$43,389.00

Aboriginal background: \$19,274.25

Professional learning: \$8,661.91

Disaster Relief Teacher Vary Mix: \$885.00

Summary of progress

Our focus for 2021 has been on the use of highly effective assessment to identify gaps in student learning, monitor achievement and inform the programming of teaching and learning activities. Focusing on collaborative practices and High Impact Professional Learning, school teams were guided through the process of analysing and improving current assessment practices in reading and numeracy. Professional dialogue on assessment strategies drawn from professional learning was a focus in collaborative groups and executive teams to ensure student growth and achievement was at the forefront of all practices. These practices were targeted at improving teacher knowledge of assessment. Teachers used improved professional knowledge and analysis of current assessment documents to plan and embed quality assessment practices into their teaching and learning cycles and, as a result, produced a range of more effective assessments in reading and numeracy to better monitor student learning, growth and achievement. A finding following professional learning and analysis of programs in 3-6 reading was that pedagogy and content knowledge was inconsistent and did not reflect evidence-based teaching practices. Instructional Leadership provided differentiated support in the form of coaching, including data conversations, co-planning, co-teaching and co-reflection and occurred at each teacher's point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. The most notable improvements have been in Year 3 reading and numeracy NAPLAN results. These results have been shared with all stakeholders. Instructional Leadership was acknowledged by staff during the reflection forum as an ongoing source of support, guidance and development throughout the year and is a valued and motivating source that enables continuous, ongoing and supported improvement. All staff indicated that continued effective Instructional Leadership is a priority for future teacher improvement to continue at NNPS. An area for future consideration is the quality of data/assessment in K-2 numeracy. While the assessments that were developed have improved teachers' ability to program responsively and identify students requiring intervention, there is still work to do in the area of summative assessment and comparing student achievement to syllabus expectations. Next year in this initiative, the usefulness of our internal assessments when reporting A-E grades to parents will be an area of evaluation. Staff will be guided to analyse the effectiveness of the data collected through the recently developed internal assessments. Further work will be undertaken in 2022 to improve the teaching of reading in 3-6 using evidence-based teaching strategies.

Our next steps are:

- Review current internal assessment practices
- Evaluate the reading comprehension evidence-based program 3-6
- Monitoring K-6 data in reading to inform targeted teaching practices
- Implementation of sentence transcription and reciprocity in stage 1 and support classes
- Trial fluency passages and practices in stage 1
- Discuss methods to track student progress/tracking in fluency

- Review teaching programs K-2 in reading

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
<ul style="list-style-type: none"> • 8.83% uplift in the percentage of students achieving in the top two bands of NAPLAN reading • 1% uplift in the percentage of students achieving in the top two bands of NAPLAN numeracy 	<ul style="list-style-type: none"> • NAPLAN scores indicate 30% of students achieving in the top two bands for reading. This is an uplift of 14% from 2019 and indicates achievement of the system-negotiated target. We are very pleased with the impact of our focus to improve our students reading particularly our top two bands. • NAPLAN scores indicate 22% of students achieving in the top two bands for numeracy. This is an uplift of 4% from 2019 and indicates achievement of the system-negotiated target.
<ul style="list-style-type: none"> • 7.69% uplift in the percentage of students achieving Expected Growth in NAPLAN reading Y3 to 5 • 5.81% uplift in the percentage of students achieving Expected Growth in NAPLAN numeracy Y3 to 5 	<ul style="list-style-type: none"> • The proportion of Year 5 students achieving Expected Growth in NAPLAN reading has increased by 16.23% to 59.09% indicating achievement of the system negotiated target. • The proportion of Year 5 students achieving Expected Growth in NAPLAN numeracy has increased by 14.29% to 50% indicating achievement of the system negotiated target. • We are thrilled with these results for our students and their learning progress.
Staff identify the components of internal assessments to be developed across the school in reading and mathematics to monitor student learning progress.	<ul style="list-style-type: none"> • All staff participated in the analysis of current internal assessments in reading and numeracy and identified the components for future development of purposeful internal assessments to monitor student learning progress in reading and numeracy. • Our staff are confidently using both internal and external data such as NAPLAN and Check-in assessment to plan future learning.

Strategic Direction 2: Learning culture

Purpose

To further develop a school culture that is focused on learning and the building of educational aspiration, we will develop a systematic approach to whole-school wellbeing processes that support high levels of wellbeing and engagement.

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.

- High Expectations

Resources allocated to this strategic direction

Aboriginal background: \$42,997.36
Disaster Sup - RFF 0.042 FTE: \$4,709.00
Socio-economic background: \$70,746.00
Disaster Relief Teacher Vary Mix: \$107,804.50
School support allocation (principal support): \$13,604.80
English language proficiency: \$6,097.00
Disaster Sup - Part Time Teacher 0.1 FTE: \$11,211.00
Disaster Sup - Library 0.2 FTE: \$22,423.00
Literacy and numeracy intervention: \$33,717.00
Professional learning: \$1,500.00

Summary of progress

Our focus for 2021 has been to improve attendance across the school through consistent data collection and communication with the wider school community. Specific student well-being needs were addressed through the strategic use of funding and a whole school focus on emotional self-regulation was established by developing consistency in language through the delivery of explicit lessons across the school.

Attendance:

Attendance monitoring procedures and subsequent follow-up actions were created and implemented to ensure student attendance was tracked and monitored using Sentral data. Processes to ensure timely communication with families were trialled and an SMS messaging system was instigated. Professional learning on the importance of regular attendance, accurate roll-marking and effective attendance improvement interventions were accessed by executive staff and targeted professional learning was delivered to teaching and administrative staff. Even though attendance targets were not achieved, Sentral data demonstrates a reduction in unexplained and unjustified absences. As parents are now responding to requests for information to explain absences, more information regarding student wellbeing is being collected and can be shared with key staff to allow adjustments and support to be given at the point of need. This has been an unexpected benefit of the consistent attendance communication that is occurring daily. Students with attendance concerns are flagged and tracked through Sentral and information is regularly communicated to all stakeholders through Learning Support Meetings regarding behaviour and learning implications for these students.

While attendance targets were not met, the work undertaken in attendance has led to reduced unexplained and unjustified absences. There is an overall attendance rate of 92% and 70% of students attend 90% of the time.

Further work will be undertaken in 2022 to improve the number of students attending 90% of the time.

Wellbeing:

Students identified from learning support team meetings and referrals with specific well-being needs across the school were targeted through the employment of SLSOs, Wellbeing Officer and WHIN staff. Internal school communication processes and meeting agendas were reviewed and revised to meet the dynamic needs of staff and students and reflect more efficient practices. Professional dialogue on disability adjustments drawn from professional learning was a focus in collaborative groups and executive teams to ensure the collection of accurate NCCD data and to review the levels of adjustments currently in place. Executive staff were utilised as mentors to lead groups of teachers through the process of holding parent meetings and writing goal-based PLPs and PLSPs. Due to covid, many parent meetings were conducted via phone. Staff discussion indicated an improved level of engagement from families as this process provided convenience for participating in the meeting. Evaluation of the PLP and PLSP processes and consistency of written

plans will be a continued area of development in 2022 based on feedback from staff and the school community. Student information regarding the transition to school was gained through external contacts and visits to local schools and preschools and this information was communicated to key staff at points of need. Existing wellbeing supports such as Kids Club and Breakfast Club were continued throughout the year. Sentral behaviour data shows that the ongoing wellbeing support provided by SLSO staff, WHIN and Wellbeing officer to targeted students is having a positive effect on student engagement in learning throughout the day as evidenced by the decrease in incidents resulting in lost learning time. This is supported by teacher feedback during daily Student Incident Review meetings. An area of future consideration is the collection and analysis of data sources and the impact these have on evaluating student attendance, well-being and social and emotional learning.

The work undertaken in Wellbeing has led to Advocacy at School, the school is tracking 5% above the system identified lower bound expectation, an encouraging result in a challenging year. Sense of Belonging remained at the system's expected baseline target for 2021.

It is noted that a challenge to the effectiveness of monitoring student engagement, well-being and support across the school is the time required to meet with stakeholders, collate information, collect appropriate data, create workable student plans and then ensure that information is accessible to necessary staff in a format that is easy to use to direct teaching and learning adjustments. A focus in 2022 will be on gaining feedback from stakeholders regarding the information that is available and its accessibility and effectiveness to ensure that the time spent by staff is generating excellent wellbeing outcomes for students and that these outcomes are visible and measurable

Social and Emotional Learning:

Professional learning was delivered on Zones of Regulation to ensure staff understanding, common language and consistency of delivery across the school. Scope and sequence documents, lessons and classroom resources were developed for the delivery of the Zones of Regulation lessons. Staff surveys were conducted at various points throughout the year to gain staff perspectives on the effectiveness of the implementation. A finding following analysis of professional learning surveys and observations from Zones of Regulation program implementation was that staff require additional PL to implement further aspects of the social and emotional learning programs across the school. This will be a focus for 2022.

The work undertaken in Social and Emotional learning has led to staff and most students using the consistent language developed for the Zones of Regulation.

Our next steps are:

Review the sources of data, create a data analysis protocol and investigate the usefulness of different data sources across the school (What is collected, what is its purpose, what does it mean and how does it drive decision making?)

Create an effective document for tiering student behaviour, well-being and attendance

Create, implement and evaluate scripted Zones of Regulation lessons to meet the scope and sequence of the Zones of Regulation program through effective professional learning

Enhance PLP and PLSPs procedures and processes

Review and analyse the effectiveness of the communication channels with the School Counsellor, WHIN, Youth Worker, LS Team and the impact on the availability of student wellbeing information on the wider school community

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
5.87% uplift in the percentage of students attending greater than 90% of the time.	Attendance data indicates 71.75% of students attended school 90% of the time. We believe that COVID isolation affected the success of meeting the attendance system negotiated targets.
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the system identified baseline	We believe that the Tell Them From Me data shows that COVID isolation affected the school communities' overall Wellbeing in 2021, causing a downward trend in data.
All school staff contribute to planning	Staff have contributed to the planning and delivery of explicit lessons in the

and trialling how Zones of Regulation will be taught, promoted and evaluated, with opportunities for staff collaboration, mentoring and peer learning.

Zones of Regulation. This has resulted in staff developing and using a consistent language when collaborating, mentoring and supporting students with social and emotional well being.

Strategic Direction 3: Evidence based teaching practices

Purpose

In order for students to maximise learning gains, we will implement whole school explicit teaching practices, prioritising the formative assessment and effective feedback designed to inform the next steps in teaching and 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.

- Explicit Teaching

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$13,720.00

Professional learning: \$8,300.00

Socio-economic background: \$9,010.00

Aboriginal background: \$6,810.00

Beginning teacher support: \$14,845.00

Summary of progress

Instructional Rounds, Coaching and Targeted Professional Learning featured significantly in the work undertaken in Strategic Direction 3 this year. Executive staff conducted Instructional Rounds focusing on writing for Term 1 and mathematics for Term 2. Through the collection of student voice, data was analysed on the use of visible learning and the impact it had on independent work samples. Subsequent coaching conversations enabled teachers to set observable goals for improvement. All teachers engaged positively in the process of delivering a prepared lesson to be observed in the instructional rounds. Teachers expressed willingness and confidence to reflect on their practise during this process. 100% of teachers readily sought feedback and coaching from the instructional leaders regarding their lesson delivery as well as their students' feedback from interview questions. All teachers created goals for improvement. Further Instructional rounds were planned for Semester 2 however these did not occur due to the Covid disruption.

An unexpected finding during Instructional Rounds was the observation that lessons across the school demonstrated inconsistent use of explicit teaching strategies. Further informal lesson observations were conducted to further investigate lesson structures and the delivery of explicit instruction in a range of KLA's across the school. Professional Learning was designed and delivered to improve teacher knowledge of Explicit Teaching. Coaching conversations followed the professional learning in Term 3 to drive teacher improvement in their delivery of explicit teaching strategies. Surveys from pre and post-professional learning demonstrated 100% positive feedback on the delivery of the session. Furthermore, the survey showed that 100% of teachers improved their knowledge and understanding of Explicit Teaching and were able to identify their next steps in implementing this in their practice.

As a result of the work undertaken in Strategic Direction 3 in 2021, Instructional Rounds, Coaching and Targeted Professional Learning will continue to drive improvement in explicit instruction because data indicated that, even though students were able to verbalise the Learning Intentions and Success Criteria they were not effectively using them during independent learning. It is expected that we will target our professional learning to address feedback in 2022. Additionally, we will scaffold Instructional Rounds and Professional Learning, along with appropriate coaching support to target the needs of the students and teachers in the North Nowra Public School Support Unit.

Our next steps in 2022 are:

- Source executive professional learning in assessment and feedback
- Gain baseline data through teacher surveys and student focus groups in formative assessment and feedback
- Engage in professional learning in formative assessment and feedback
- Continue modelling the explicit teaching cycle at teachers' point in need through the co-teach, co-plan and co reflect model.
- Guide teachers, through coaching conversations, to reflect on current teaching practices as part of the professional learning (PDP cycle)

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
Classroom observations demonstrate that 100% of the teachers use Learning Intentions and Success Criteria during writing and mathematics lessons	Instructional Rounds indicate that 100% of teachers used Learning Intentions and Success Criteria during writing and mathematics lessons.
Most students surveyed demonstrate the ability to utilise learning intentions and success criteria effectively during writing and mathematics lessons	Instructional Rounds indicate 80% of students utilise Learning Intentions and Success Criteria in their mathematics and writing lessons.
Identified teachers demonstrate improvement in their use of Learning Intentions and Success Criteria based on coaching following classroom observations and instructional rounds along with targeted Professional Learning	Analysis of PDP's from 2021 indicates targeted staff have actively collaborated with Instructional Leaders to reflect and improve upon teaching practice.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$39,384.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North Nowra 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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <p>All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to ensure integration funding decision making is embedded into the learning and support team meeting agenda and the AP C&I meetings with Interventionist to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$248,609.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Nowra 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"> • Reading • Numeracy • High Expectations • Explicit Teaching • 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 support technology program implementation. • professional development of staff through Zones Reading Tutor Program to support student learning • employment of an additional teacher to work as a full-time Literacy and Numeracy interventionist with students performing below the expected stage level. • supplementation of extra-curricular activities • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Zones of Regulation program

<p>Socio-economic background</p> <p>\$248,609.25</p>	<p>implementation.</p> <p>The allocation of this funding has resulted in: Student improvement evidenced by: Year 1 Phonics Assessment in 2021 student average score of 22 out of 40 shows outstanding improvement compared to 2020 where the average was 12 out of 40 NAPLAN scores indicate 30% of students achieving in the top two bands for reading. This is an uplift of 14% from 2019. NAPLAN scores indicate 22% of students achieving in the top two bands for numeracy. This is an uplift of 4%. The proportion of Year 5 students achieving Expected Growth in NAPLAN reading has increased by 16.23% to 59.09%. The proportion of Year 5 students achieving Expected Growth in NAPLAN numeracy has increased by 14.29% to 50%.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage the literacy and numeracy Interventionist and specialist staff to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.2 of the position towards engaging a Youth Outreach Worker to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$69,081.61</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Nowra 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>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"> • High Expectations • Reading • Numeracy • Explicit Teaching <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 • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: Professional learning reviews revealed staff requests for increased collaboration and ongoing professional learning opportunities in teaching Aboriginal perspectives. Allocation of funds from this source allowed for executive staff to be given time off class to prepare collaborative activities for staff to participate in to increase their knowledge and understanding of how to effectively teach and resource the teaching of Aboriginal perspectives within their classrooms. The purchase of the Our Lands Our Stories resource to be used school wide to ensure consistent language and knowledge for all students. Allowed DP Instructional Leader to evaluate internal mathematic assessments associated with the school scope and sequence to establish if teachers had adequate data to inform next teaching steps, report to parents and monitor students' progress as part of the PLP process. DP Instructional Leader consistently reviewed data for Aboriginal students to track progress, adjust programming through co-planning with Interventionist</p>

<p>Aboriginal background</p> <p>\$69,081.61</p>	<p>and ensure culturally appropriate interventions were in place. Attendance data is reviewed on a five-week cycle to drive improvement programs and target specific student needs. Delivery of successful events, including Sorry Day, Reconciliation Week, and NAIDOC week Celebrations.</p> <p>After evaluation, the next steps to support our students with this funding will be: To maintain an off class AP Learning and Support to develop an Aboriginal Education Road Map with the support of an Aboriginal Community Liaison staff member to enhance and review school teaching resources, engage Aboriginal families and establish an effective PLP goal evaluation process to ensure that there are measurable future directions. Continue Year 3 to 6 Check-in assessments, NAPLAN and implement Department of Education Short Assessments to assist in triangulating student data. In K to 2, a further review and writing of the mathematics and writing scope and sequence and assessments. Maintain the services of a Technology assistant to maintain technology for day to day teaching and learning and assist with NAPLAN and check-in assessments as required.</p>
<p>English language proficiency</p> <p>\$6,097.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Nowra 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"> • High Expectations <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 support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing for intensive support for students identified as beginning and emerging phase <p>The allocation of this funding has resulted in: Student progress showing high growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. The EAL/D teacher guided how to plan to learn to support differentiation for EAL/D students.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design and differentiate learning literacy and numeracy that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Personalised and targeted professional development will be provided to teachers of EAL/D students in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$124,503.66</p>	<p>Low level adjustment for disability equity loading provides support for students at North Nowra 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"> • Reading <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

<p>Low level adjustment for disability</p> <p>\$124,503.66</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of LaST and interventionist teacher • employment of a social worker to provide students with high trauma backgrounds with regulation monitoring and support to allow them to engage in learning more effectively.. <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of support and intervention staff.</p>
<p>Location</p> <p>\$1,713.00</p>	<p>The location funding allocation is provided to North Nowra 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 including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in: Increased excursion and incursion opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Used to assist families as school excursions and incursions increase after COVID. As families are recovering from the financial burden of COVID there is potential for this funding source to be supplemented to increase funds available to support student participation in these activities.</p>
<p>Literacy and numeracy</p> <p>\$4,108.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North Nowra 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in: Older students are demonstrating success and transitioning off intervention programs, allowing for more room for other students to be prioritised earlier.</p>

<p>Literacy and numeracy</p> <p>\$4,108.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: Ensuring that support is given to students at their point of need as evidence shows that younger students will make more progress than older students who receive learning intervention.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at North Nowra Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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"> • Reading • Numeracy • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: Student improvement evidenced by: Year 1 Phonics Assessment in 2021 student average score of 22 out of 40 shows outstanding improvement compared to 2020 where the average was 12 out of 40 Increased percentage of students in the Top Two Bands for NAPLAN Year 3 Reading from 17.9% in 2019 to 57.1% in 2021 Increased percentage of students in the Top Two Bands for NAPLAN Year 3 Writing from 25% in 2019 to 47.6% in 2021 Increased percentage of students in the Top Two Bands for NAPLAN Year 3 Spelling from 28.6% in 2019 to 38.1% in 2021 Increased percentage of students in the Top Two Bands for NAPLAN Year 3 Grammar & Punctuation from 28.6% in 2019 to 52.4% in 2021 Increased percentage of students in the Top Two Bands for NAPLAN Year 3 Numeracy from 25% in 2019 to 33.3% in 2021</p> <p>After evaluation, the next steps to support our students with this funding will be: Reallocating these activities to alternative funding sources as this funding source will be discontinued in 2022.</p>
<p>QTSS release</p> <p>\$43,389.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North Nowra 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • 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 staff confidence and teaching practice. Teachers use learning</p>

<p>QTSS release</p> <p>\$43,389.00</p>	<p>intentions and success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students with this funding will be: Employing a specialist staff (APC&Is) to lead and target areas of development identified through data to support all teachers to deliver quality literacy and numeracy lessons using explicit teaching strategies.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at North Nowra 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"> • Reading • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Ongoing analysis of internal data using Initialit progress monitoring and cumulative reviews shows that staff are able to adjust teaching and learning to meet the needs of students who are not making expected progress Year 1 Phonics Assessment in 2021 student average score of 22 out of 40 shows improvement compared to 2020 where the average was 12 out of 40 Use of Literacy progressions shows improvement in the amount of students meeting Kindergarten and Year 1 Phonological Awareness and Phonics outcomes</p> <p>After evaluation, the next steps to support our students with this funding will be: To create internal data monitoring systems for numeracy that are as effective as those for literacy to ensure that we are able to accurately monitor student progress, adjust teaching and provide intervention at the point of need.</p>
<p>COVID ILSP</p> <p>\$148,484.00</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>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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups in Literacy and Numeracy • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were not meeting syllabus expectations • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the

<p>COVID ILSP</p> <p>\$148,484.00</p>	<p>program</p> <ul style="list-style-type: none"> • leading/providing professional learning for COVID educators <p>The allocation of this funding has resulted in: With the support of the DP Instructional Leader, the school leadership team is considering effective data sets to inform the selection of students to receive targeted intervention in future. The school has been very strategic with the funding and has ensured that sustainability of practice and learning is part of their long term planning. The funds have supported upwards of 40 students to enhance and develop Literacy and Numeracy capacity. Student results and growth has been encouraging and the school has used SPaRO as the preferred way of managing the program.</p> <p>After evaluation, the next steps to support our students with this funding will be: To strengthen the collaboration between teachers and examining data as a group to enable additional educators and classroom teachers to connect to ensure that each student's point of learning need is known and addressed in programming.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	101	97	77	69
Girls	98	114	106	109

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.7	93.1	93.7	90.7
1	92.8	93.3	90.8	92.7
2	92	93.7	92.7	92.5
3	91.3	92.5	93.4	94.3
4	90.9	94.4	91.1	90.3
5	91.4	90	91.7	89.9
6	93.6	94.2	94.9	89.5
All Years	92.2	93.1	92.3	91.6
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)	9.72
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 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	181,517
Revenue	3,373,051
Appropriation	3,348,136
Sale of Goods and Services	-1,151
Grants and contributions	25,917
Investment income	49
Other revenue	100
Expenses	-3,242,334
Employee related	-2,988,844
Operating expenses	-253,491
Surplus / deficit for the year	130,717
Closing Balance	312,234

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	58,206
Equity Total	448,292
Equity - Aboriginal	69,082
Equity - Socio-economic	248,610
Equity - Language	6,097
Equity - Disability	124,504
Base Total	2,277,161
Base - Per Capita	49,565
Base - Location	1,713
Base - Other	2,225,883
Other Total	293,444
Grand Total	3,077,103

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.

STUDENT FEEDBACK:

The Tell Them From Me (TTFM) survey reports on data that was gathered after returning from home learning to school. Students from Years 4 - 6 participated in the survey.

- 78% of our students reported they can pursue their goals to completion, even when faced with obstacles, at a medium or high application.
- The majority of our students feel proud of their school (79%).
- Most of our students (85%) think that everything works in their classroom, it is clean and well looked after and there is enough room for everyone.
- 80% of students thought their learning from the home period was a high-quality experience with 16% disagreeing. 91% of students reported that their resources were appropriate whilst learning from home. 73% of our students felt highly connected, however, 21% felt a low connection to school during the Learning From Home period.
- 94% of students felt that the instructions they received were clear.
- 89% of Aboriginal students identify that they feel good about their culture at school with 61% agreeing or strongly agreeing. Our Aboriginal students also feel strongly that their teachers understand their culture (90%).
- 52% of students reported having a positive sense of belonging (state norm 62%). The girls' sense of belonging was slightly lower than the boys (47% vs 58%). This may relate to COVID isolation and the capacity for social face to face connection that was not possible during learning from home.
- 70% of our students had positive expectations for success (compared to 84% of State).
- Our students reported that 39% of them experienced bullying at school which matches the state mean. 68% of students reported that they knew where to seek help if bullied.
- Our students reported having a high sense of advocacy at school (89%). They feel they have someone at school who provides encouragement and can be turned to for advice. (1% below state mean).

PARENT FEEDBACK

The 'Partners in Learning' Parent Survey was completed in 2021. Overall, our parents and carers rated above the state average for feeling welcome and being informed. The majority of parents who completed the survey found they can easily speak to their child's teacher and that the teacher actively listens to their concerns. Parents rated very highly the availability of teachers to talk about their child's learning or behaviour and their child is encouraged to do his/her best work.

The Covid-19 pandemic learning from home period had a significant impact on parents attending meetings at school and parents involved, or volunteering, in activities at school due to Department restrictions.

Parents and carers rated our school above the state for supporting positive behaviour and their children being safe at school. Our school rated above average for being an inclusive school where teachers support students who need extra support or have special learning needs. Parents and Carers identify that our staff also take an active role in making sure all students are included in activities.

Parents/carers responding to the survey found our social media service (ClassDojo) (81%), emails (81%), social media (89%) and texts (81%) useful sources of information about the school.

64% of parents/carers expect their child to complete Year 12 and 31% expect their child to attend university or TAFE. (64% were unsure).

93% of parents and carers believe our physical environment is welcoming, our school is well-maintained, and it has easy access.

63% believe the school has enough resources for their child who has an identified physical or learning disability and 91% of parents believe the school helps students with a disability or special needs.

91% of parents and carers would recommend our school to other parents.

During the Learning From Home period, 85% of parents/carers found the school supported them with information, 86% with student learning, and 79% with resources.

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.