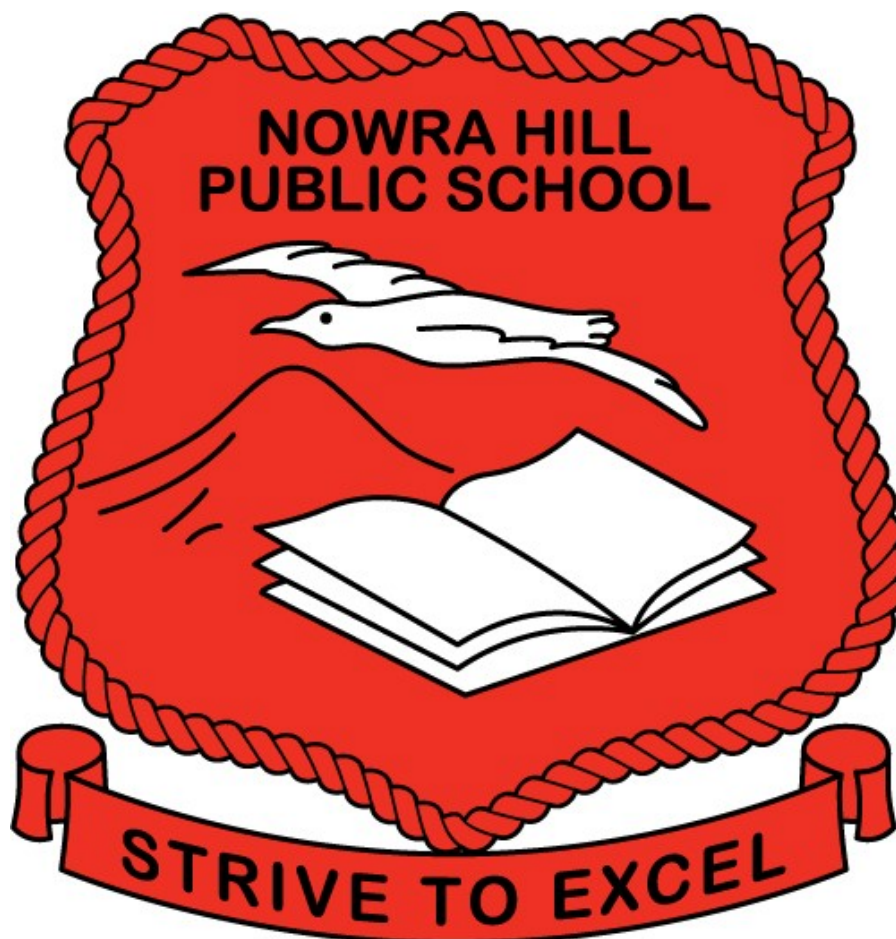


# 2022 Annual Report

## Nowra Hill Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Nowra Hill 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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Nowra Hill Public School

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## School vision

The following statements have been chosen as key focus areas of the Alice Springs Declaration by our school community.

**OUR STUDENTS WILL BE SUCCESSFUL LIFELONG LEARNERS** who are confident, resourceful problem solvers, motivated to reach their full potential and possess essential skills in literacy and numeracy.

**OUR STUDENTS WILL BE CONFIDENT AND CREATIVE INDIVIDUALS** who are resilient and self-aware, embracing opportunities to develop skills and attitudes that will enable them to meet challenges whilst promoting personal wellbeing and accepting responsibility for their own actions.

**OUR STUDENTS WILL BE ACTIVE AND INFORMED MEMBERS OF THE COMMUNITY** who act with integrity and engage with empathy in the social and natural environment whilst respecting the rich diversity of all facets of Australian society.

## School context

Nowra Hill Public School is approximately 153 years old and is neighboured by farm land and small acreage properties. It is located approximately 6km south of Nowra CBD and approximately 1 km from HMAS Albatross Naval Base and Army Parachute Training Base. It has strong links with Tingira, a Defence Pre School and Kids Crew a Defence Before and After School care facility directly across the road.

The current school enrolment is 123 students of which 7% identify as Aboriginal and/or Torres Strait Islander. Due to the proximity to the Naval Base, 32% of families are defence families and we employ a Defence School Mentor to support student wellbeing and resilience when parents are deployed around Australia and overseas.

Due to a disaster relief staffing allocation we currently have 6 classes with all but one being stage or across stage based. As the school adheres to the Department of Education's enrolment policy and procedures the school has seen a decline in student numbers, with less families from out of the area.

Our dedicated teaching staff understand the importance of explicit teaching in literacy and numeracy to maximise the achievement of all students. Our staff are a dynamic mix of early career and experienced educators, all of whom genuinely care for students enrolled at Nowra Hill.

The staff and parents of Nowra Hill Public School enjoy a positive relationship, actively promoting our shared vision. Our hard working and supportive P&C organise a number of events regularly to raise funds for our school and develop a sense of community.

After reviewing and reflecting on the data and evidence collected in the situational analysis, the school's Leadership Team, in consultation with students, staff and the wider community, have identified 3 key areas for improvement and development in the new Strategic Improvement Plan.

## 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   | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture                             | Delivering             |
| LEARNING: Wellbeing                                    | Delivering             |
| LEARNING: Curriculum                                   | Delivering             |
| LEARNING: Assessment                                   | Delivering             |
| LEARNING: Reporting                                    | Sustaining and Growing |
| LEARNING: Student performance measures                 | Delivering             |
| TEACHING: Effective classroom practice                 | Sustaining and Growing |
| TEACHING: Data skills and use                          | Delivering             |
| TEACHING: Professional standards                       | Sustaining and Growing |
| TEACHING: Learning and development                     | Delivering             |
| LEADING: Educational leadership                        | Delivering             |
| LEADING: School planning, implementation and reporting | Delivering             |
| 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 maximise consistent growth for every child, every year in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

### 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.

- Data Driven Practice

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$17,962.54

**Per capita:** \$31,332.28

### Summary of progress

The focus for Strategic Direction 1 for 2022 was to ensure staff work collaboratively to develop assessment practices that reflect syllabus requirements and drive teaching. This was supported through professional learning, planning days and specific release from face to face structures. Each team of teachers were released for planning purposes, developing programs and assessment tasks that were consistent across each stage. RFF time was also structured to ensure planning time and reflective consistent teacher judgment practice.

As a result K-2 form strong explicit literacy sessions that were consistent in each classroom. Professional dialogue around assessment drove the teaching and learning cycle. Although there was similar dialogue in the 3-6 RFF session, each class was still flexible with their literacy sessions.

### Next Steps

- Develop consistent literacy and numeracy assessment schedule
- Structured professional dialogue around teaching and learning and data conversations

### 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   |
|--|--|
| By 2022 we will as a school be moving the percentage of students into top the two bands for reading from a baseline of 38.5% to our lower bounds targets of 44.2%    | This year we slightly improved on our baseline percentage and reached 39.39% but we are yet to reach our lower bound of 44.2%. |
| By 2022 we will, as a school, be moving the percentage of students into the top two bands for numeracy from a baseline of 17.9% to our lower bounds targets of 25.7% | This year we slightly improved on our baseline percentage and reached 21.21% but we are yet to reach our lower bound of 25.7%. |

## Strategic Direction 2: High Expectations and a Culture of Continuous Learning

### Purpose

In order to achieve a culture of high expectations as a foundation for excellence, we will have school improvement at the heart of what we do: what we teach, how we teach it, our school systems and implementation of new curriculum.

### 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.

- Excellence in Teaching

### Resources allocated to this strategic direction

**English language proficiency:** \$2,400.00

**Professional learning:** \$14,132.53

**Location:** \$1,992.50

### Summary of progress

In 2022 the focus for Strategic Direction 2 was to develop and continue quality literacy practices. Writing was identified as an area of focus and staff participated in Professional Learning in 'The 7 Steps of Writing'. Fortnightly Professional Learning sessions focused on feedback, (teacher to student, student to student and teacher to teacher) around writing. As a result all classes implemented 'The 7 Steps of Writing' with a whole school directed focus. Each session started with sharing about what is working and areas for refinement.

### Next Steps

- Teachers to be supported by APCI with explicit instruction in literacy.
- Teachers to be supported by APCI with explicit instruction in numeracy.

### 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   |
|---|--|
| By 2022 we will, as a school, consolidate the % of students achieving expected growth in reading in the baseline system target.   | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.   |
| By 2022 we will, as a school, consolidate the % of students achieving expected growth in Numeracy in the baseline system target   | Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.   |
| All staff undertake continue to undertake professional learning in the development and implementation of embedding learning intentions and success criteria in literacy and numeracy lessons. The increasingly consistent use of this within teaching and learning programs, in conjunction with differentiation in teaching and assessment based on data and work samples should be evident through annotations and adjustments. | Teachers continue to consolidate the implementation of learning intentions and success criteria into literacy and numeracy lessons. Data continues to be utilised to develop teaching and learning programs that are differentiated to cater for all student learning needs. |

## Strategic Direction 3: Connect Succeed Thrive and Learn

### Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing 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.

- Wellbeing and Engagement

### Resources allocated to this strategic direction

**Aboriginal background:** \$8,064.60

**Integration funding support:** \$177,617.00

**Low level adjustment for disability:** \$64,796.37

**QTSS release:** \$24,018.49

**Socio-economic background:** \$45,480.65

### Summary of progress

The focus for Strategic Direction 3 was to develop teacher understanding of The Berry Street Education Model. The Berry Street Education Model was identified as an avenue to support our students back in 2020. Unfortunately circumstances meant that training for chosen staff did not occur until the end of Term 4, 2021. During Semester 2 of 2022 all teachers were trained in the first two domains, 'The Body' and 'Relationships'. Each Professional Learning session started with feedback from staff regarding the implementation of activities from the domains in their classrooms. As a result from the Professional Learning and the implementation of the domains staff reported that not only were students looking forward to 'morning circle' it also gave the teacher, insight into what was happening with students both at school and at home. This allowed teachers, to put things in place to support learning, behaviour and social friendship groups. Teachers also noted that students showed an increase in confidence to speak freely in classroom discussions.

### Next Steps

- Continue the Berry Street Education Model training and cover the other 3 domains.
- Differentiate Professional Learning to support new staff to understand the first 2 domains of the Berry Street Education Model

### 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   |
|---|--|
| Increase the percentage of student attendance from our baseline of 81.3% to our lower bound target of 84.5% for students attending greater than 90% of the time.  | The number of students attending greater than 90% of the time or more is at 37.06%. We are confident with a continued focus on "Attendance Matters" in 2023 we will see an increase of students attending school more regularly. |
| Increase the percentage of students achieving positive wellbeing as measured through the Tell Them From Me survey to meet a target from our baseline of 77.2% to our lower bound target of 82.6% students . | Tell Them From Me data shows 75.33% of students identify as having positive Wellbeing (Expectations for success, Advocacy and Sense of Belonging) indicating progress is slowly tracking towards meeting base line targets.      |
| 100% staff report using at least one  | 100% of staff were using at least one strategy from the Berry Street   |

strategy from Berry Street Education Model

Maintain staff training in wellbeing interventions.

Education Model. This was evidenced in Professional Learning sharing sessions where all staff reported back back on strategies tried, utilised and embedded into practice.



| Funding sources  | Impact achieved this year   |
|--|---|
| <p>Integration funding support</p> <p>\$177,617.00</p> | <p>Integration funding support (IFS) allocations support eligible students at Nowra Hill 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>• Wellbeing and Engagement</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></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><b>After evaluation, the next steps to support our students will be:</b></p> <p>-to formally incorporate integration funding decision making into the learning and support team meeting agenda 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>\$45,480.65</p>    | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nowra Hill 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>• Wellbeing and Engagement</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>• professional development of staff through 7 Steps of Writing to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Year 5 NAPLAN Writing above SSSG</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>After evaluation, the next steps to support our students will be: continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>  |
| <p>Aboriginal background</p> <p>\$8,064.60</p>         | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nowra Hill 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</b></p>  |

|   |  |
|---|--|
| <p>Aboriginal background</p> <p>\$8,064.60</p>                | <p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The allocation of this funding has resulted in: an increase (&gt;50%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>After evaluation, the next steps to support our students with this funding will be: engaging a literacy and numeracy focused Aboriginal identified position to deliver differentiated and personalised support to Aboriginal students.</p>   |
| <p>English language proficiency</p> <p>\$2,400.00</p>         | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nowra Hill 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>• Excellence in Teaching</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>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The allocation of this funding has resulted in:</p> <p>student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p> |
| <p>Low level adjustment for disability</p> <p>\$64,796.37</p> | <p>Low level adjustment for disability equity loading provides support for students at Nowra Hill 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>  |

|   |   |
|---|---|
| <p>Low level adjustment for disability</p> <p>\$64,796.37</p> | <ul style="list-style-type: none"> <li>• Wellbeing and Engagement</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>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><b>After evaluation, the next steps to support our students will be:</b><br/>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 trained SLSOs.</p> |
| <p>Location</p> <p>\$1,992.50</p>                             | <p>The location funding allocation is provided to Nowra Hill 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>• Excellence in Teaching</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>• incursion expenses</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The allocation of this funding has resulted in:</p> <p>increased subject opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>After evaluation, the next steps to support our students with this funding will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>  |
| <p>Professional learning</p> <p>\$14,132.53</p>               | <p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Nowra Hill 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>• Excellence in Teaching</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>• Engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Overview of activities partially or fully funded with this initiative funding include: engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</p>  |

|   |  |
|---|--|
| <p>Professional learning</p> <p>\$14,132.53</p> | <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> Overview of activities partially or fully funded with this initiative funding include: engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing.</p> <p>The allocation of this funding has resulted in: increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students with this funding will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>  |
| <p>Literacy and numeracy</p> <p>\$17,962.54</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nowra Hill 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>• Data Driven Practice</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>• staff training and support in literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> The allocation of this funding has resulted in: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. The percentage of students attaining the lower bands in NAPLAN decreased and the students attaining the middle bands significantly increased from 2020 to 2021.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/> After evaluation, the next steps to support our students with this funding will be: engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p> |
| <p>QTSS release</p> <p>\$24,018.49</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nowra Hill 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>• Wellbeing and Engagement</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</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/> Overview of activities partially or fully funded with this initiative funding</p>  |

|  |  |
|--|--|
| <p>QTSS release</p> <p>\$24,018.49</p> | <p>include:</p> <p>Additional staffing to support staff collaboration in the implementation of high-quality curriculum<br/>Staffing release to align professional learning to the SIP and develop the capacity of staff.</p> <p>The allocation of this funding has resulted in:</p> <p>Improved staff confidence and teaching practice. Teachers use learning intentions, 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><b>After evaluation, the next steps to support our students will be:</b><br/>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>   |
| <p>COVID ILSP</p> <p>\$77,226.00</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 2022.</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> <li>• providing targeted, explicit instruction for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>The majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p> |

# Student information

## Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2019       | 2020 | 2021 | 2022 |
| Boys     | 68         | 62   | 63   | 67   |
| Girls    | 75         | 69   | 61   | 64   |

## Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 94.1 | 95.5 | 95.8 | 89.3 |
| 1         | 91.6 | 92.6 | 93.5 | 89.6 |
| 2         | 93.8 | 94.2 | 93.1 | 86.2 |
| 3         | 92.2 | 94.0 | 93.6 | 87.1 |
| 4         | 91.3 | 91.8 | 91.7 | 87.4 |
| 5         | 92.1 | 95.0 | 89.5 | 84.2 |
| 6         | 92.2 | 94.7 | 92.6 | 82.9 |
| All Years | 92.5 | 93.8 | 92.7 | 86.5 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

## 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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## 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    |
| Assistant Principal(s)                  | 1    |
| Classroom Teacher(s)                    | 5.76 |
| Learning and Support Teacher(s)         | 0.4  |
| Teacher Librarian                       | 0.4  |
| School Administration and Support Staff | 1.86 |

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

| Staff type     | Benchmark <sup>1</sup> | 2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup> |
|----------------|------------------------|---|
| School Support | 3.00%                  | 4.10%   |
| Teachers       | 3.00%                  | 3.30%   |

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

|                                       | 2022 Actual (\$) |
|---------------------------------------|------------------|
| <b>Opening Balance</b>                | 101,316          |
| <b>Revenue</b>                        | 1,936,960        |
| Appropriation                         | 1,888,055        |
| Sale of Goods and Services            | 44               |
| Grants and contributions              | 48,440           |
| Investment income                     | 421              |
| <b>Expenses</b>                       | -1,836,578       |
| Employee related                      | -1,630,752       |
| Operating expenses                    | -205,826         |
| <b>Surplus / deficit for the year</b> | 100,382          |
| <b>Closing Balance</b>                | 201,699          |

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.

|                         | 2022 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 177,617                           |
| <b>Equity Total</b>     | 120,743                           |
| Equity - Aboriginal     | 8,066                             |
| Equity - Socio-economic | 45,481                            |
| Equity - Language       | 2,400                             |
| Equity - Disability     | 64,796                            |
| <b>Base Total</b>       | 1,298,369                         |
| Base - Per Capita       | 31,332                            |
| Base - Location         | 1,993                             |
| Base - Other            | 1,265,044                         |
| <b>Other Total</b>      | 68,641                            |
| <b>Grand Total</b>      | 1,665,370                         |

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.

## Parents Survey

In 2022 we surveyed our parent community to gain an understanding of what we do well at NHPS and areas to consider strengthening.

Our parents told us we are a friendly and welcoming school that genuinely care for students. Our results indicate staff know, value, and care for students and we create learning environments where students confidently take risks and support one another. Communication strategies with parents are considered to be effective through our newsletters, Skoolbag App and Seesaw with parents telling us they feel up to date around organisation of events going on at the school. Our feedback also articulated that our teachers and staff are friendly and approachable and know how to teach and have high expectations for learning and behaviour. Our office staff are friendly and there is a strong sense of school pride. Parents have mentioned that the upgrade to the school's buildings, facilities and playground are fantastic and have made a difference to the appearance of the school. Parents are also happy with the transition between primary school and high school. Our Defence School Mentor has been mentioned to have been a great support to students and families. Finally a number of comments have been made that the school is inclusive and student needs are front and centre of decision making.

Our parents told us that areas to strengthen have been around more resources for our senior students to assist with numeracy learning. The canteen could be a place to revisit to support family needs. Ongoing carparking difficulties continue to be a familiar theme throughout our survey and communicating what students are learning and how parents can support at home. Parents are also telling us that it would great to see more parent support in classrooms. As well as providing more extra-curricular activities such as inter-school events or fun runs.

## Students Voice

Students in Years 4 to 6 completed the Tell Them from Me survey allowing us to understand advocacy at school, expectations for success sense of belonging.

The results below are a snapshot of the way our students perceived being accepted, valued and included in their school setting by their peers and by others in the school. It is sometimes referred to as school connectedness or bonding to school.

Our results indicated that we need to strengthen students' feelings of belonging at school, alongside positive relationships with peers and teachers, as they are essential for student wellbeing. These relationships are characterised by constructive interactions that provide genuine support for students and help them build social and emotional skills.

Our students are telling us that they know their teachers have high academic and behaviour expectations both in the classroom and the playground. Our students tell us that they are learning in supportive classroom environments and teachers help them when they don't know what to do.

Our student's advocacy at school refers to the active consideration and support of individual students' academic and wellbeing needs. This encompasses general support and specific supportive behaviours that help students navigate the everyday course of school life.

He is what several of our students said,

"Our teachers care for us and make the sure the work is at a level where we can complete it. It's not too hard and not too easy."

"I think I have friends and even though my friends leave the school I can still make new ones."

"My teacher cares about me."

Your school's annual results for the three TTFM measures (% students reporting positive outcomes):

Year ● 2017 ● 2018 ● 2019 ● 2020 ● 2021 ● 2022



Select one of the TTFM measures below to explore trends over time and SSSG/state comparisons

- Advocacy at school
- Expectations for Success
- Sense of belonging

# 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.