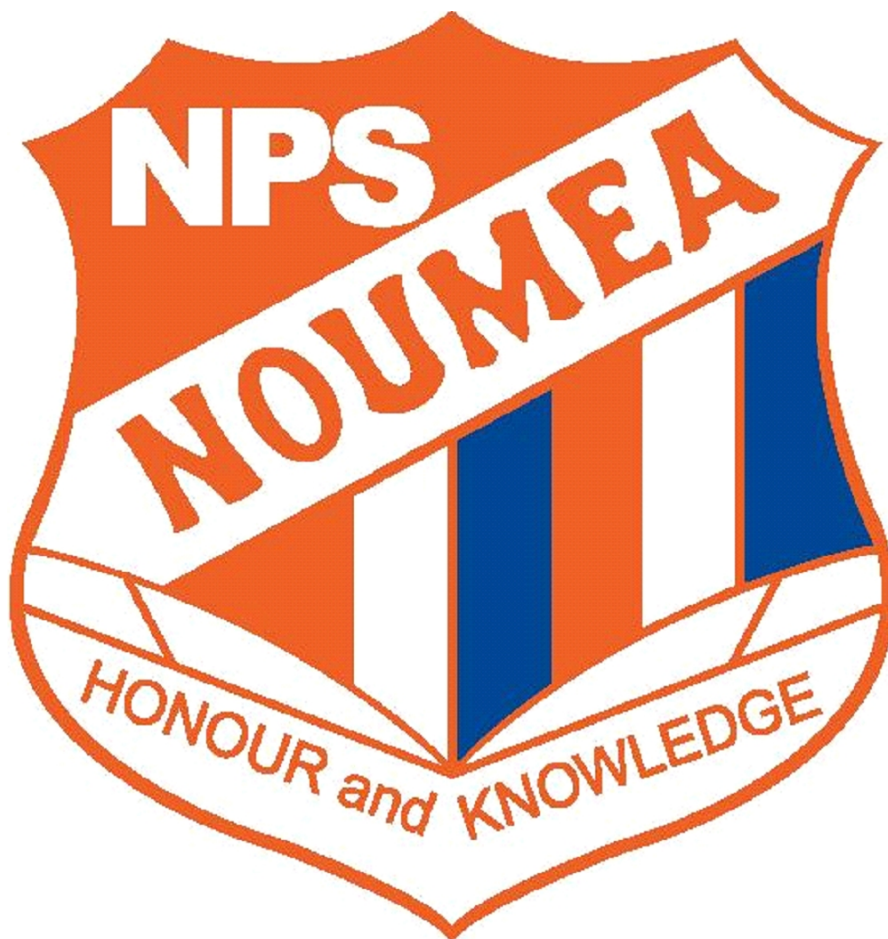


2022 Annual Report

Noumea Public School



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Introduction

The Annual Report for 2022 is provided to the community of Noumea 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

Noumea Public School creates a safe and nurturing environment where staff, students and the wider community work together with integrity and high expectations to create literate and numerate young people who can contribute to society.

We are committed to an inclusive culture that focuses on high expectations, excellence, continual improvement and success for all.

School context

Noumea Public School, located in Western Sydney, is approximately 52 kilometres west of Sydney. The school is a P2 with an enrolment of 253 students including 31% of students from a non-English speaking background and 22% Aboriginal and Torres Strait Islander students.

The school has a dedicated staff made up of early career and experienced teachers. There is a provision for extracurricular activities including cultural dance groups and choirs, drumming, STEM activities and sporting groups.

The school has strong partnerships with local schools and community organisations. The culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together.

System negotiated target areas of Reading and Numeracy have been identified through NAPLAN gap analysis. More specifically our situational analysis has identified a need to work on the explicit instruction of comprehension and spelling skills. Student speech assessments, on entry to the school environment, show delays in oral language skills which require further work specifically in phonological and phonemic awareness. This work will flow through unpacking mathematical problems by identifying the language of mathematics across the curriculum, building skills in automaticity / working memory and in the specific strand of Measurement and Geometry.

Quality summative and formative assessment tasks and data collection practices will develop a greater consistency of judgement within and across the school.

Support will be provided to individual students where interventions are required after initial assessments and ongoing monitoring and post assessments will assess the impact of this support. Students will be identified by class teachers and the Learning Support Team for uptake in these programs.

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

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	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	Excelling
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 maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, 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.

- Effective Classroom Practice in Reading
- Effective Classroom Practice in Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$287,532.89

QTSS release: \$51,369.69

AP Curriculum & Instruction: \$210,799.40

Professional learning: \$20,203.80

Summary of progress

In **Numeracy**, we have continued implementing our targeted programs from ES1 to S3 in 2022. Based upon our training and implementation of the 'What Works Best' document, we have scaffolded our learning activities for Automaticity/Working Memory and have utilised the Maths Learning Vocabulary Wall to support differentiation tasks and individual learning outcomes within the classroom. To ensure consolidation of student knowledge, we have had a targeted approach to integrating our Literacy focus skills of predicting, questioning, clarifying and summarising across all curriculum areas. This has ensured consistency for all problem solving tasks.

Teachers referred to our current Scope and Sequence to direct continuity in their classroom teaching and to guide regular collegial discussions regarding content knowledge. This promoted a consistent approach to teaching tasks, to ensure that 5 weekly formative assessments processes (including revision of deficit areas) were rigorous, authentic and effective to support improved student learning outcomes. In conjunction with these assessments, teachers from ES1 to S3 have continued to test 'Quantifying Numbers' (K-6) and 'Additive Strategies'(3-6) to ensure that numeration work was supporting all other areas taught.

The data produced from NAPLAN and Check-ins enabled our school to triangulate results with the school's formative assessment tasks to indicate common areas of deficit (namely Measurement and Geometry, in particular across Stages 2 and 3, as in 2021). These specific areas have been identified, again, and plans have been subsequently developed to support an improvement in learning outcomes in 2023. To successfully accomplish this, a targeted approach to more extensive professional learning for teachers is required - including the incorporation of our peer co-teaching program, which teachers have indicated that they would like to continue (especially in 3-6).

All teachers have begun their preparation and training for implementing the new syllabus in 2023 (ES1 -Yr2) and 2024 (3-6).

In **English** the school continued to engage two expert practitioners with extensive experience in delivering targeted professional learning and explicit teaching instruction in Reciprocal Teaching strategies (comprehension) and Spelling (Phonological Awareness). Teachers participated in coaching sessions, demonstration lessons and collegial discussions with the experts to improve practice, develop skills and transfer knowledge. Students also worked in small groups with lessons delivered by the experts whilst teachers observed and noted strategies. Check In Assessments for Reading in the area of Comprehension saw the cohort of upper primary students at Noumea PS increase the number of correct answers on this assessment from 46.2% to 57.1% over a 10 week period. Students' knowledge of spelling rules and their application has also improved significantly.

A speech therapist working with the school developed and presented lessons for small groups, particularly in the years of Kindergarten and Year One, for teachers to use in the classroom to help develop student oral language.

Teachers have been working closely with the APCI from Term Three to complete the professional learning online modules and micro modules for the K-2 English syllabus due to be delivered from Term One 2023.

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
Students will be performing at the system negotiated target lower bound as measured by NAPLAN Numeracy for Year 3 and 5 of 14.7%	8.375% of students achieved in the top two bands in NAPLAN in 2022 Numeracy, compared to 6.85% in 2021, indicating progress toward the lower bound target.
Students will be performing at the system negotiated target lower bound as measured by NAPLAN Reading for Year 3 and 5 of 21.4%	24.39% of students achieved in the top two bands in NAPLAN reading indicating a 3% increase above the lower bound target
41.4% of Year 3 and 5 students are achieving the baseline target of Expected Growth in reading	Student growth cannot be calculated for 2022 as the NAPLAN test did not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Therefore the required data is not available.
47.1% of Year 3 and 5 students are achieving at to the baseline target of Expected Growth in Numeracy	Student growth cannot be calculated for 2022 as the NAPLAN test did not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Therefore the required data is not available.
At least 40% of Kindergarten students will meet the 'Basic' level of phonological awareness skills using the Department's Phonological Awareness Diagnostic Assessment Test	Results from the Kindergarten Phonological Awareness Diagnostic Assessment show that on average 40% of students are consistently meeting the Basic level.
At least 40% of K-2 students will achieve the benchmark for Oral Language Skills (Receptive, Expressive, Speech)	At least 24% of K-2 students achieved the benchmark for Oral Language Skills (Receptive, Expressive Speech).

Strategic Direction 2: Wellbeing and Partnerships

Purpose

Utilising a strategic and planned approach, we will develop whole school wellbeing processes that lead to measurable improvements in student wellbeing and engagement and effective community partnerships

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.

- Planned Approach to Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$164,298.47

Aboriginal background: \$92,790.36

Socio-economic background: \$116,835.81

English language proficiency: \$48,079.05

Refugee Student Support: \$992.70

Integration funding support: \$209,384.00

Summary of progress

The continued improvement and refinement of Learning Support processes, aimed at aligning interventions and targeting academic support to referrals for learning concerns and the behaviour of students from Kindergarten to Year Six Interventions, is now structured more finely to ensure that each child who is referred is supported holistically; academically, emotionally and behaviourally. Experienced classroom teachers provide targeted support to identified students and differentiate classroom lessons as required to enable access for all to the curriculum. Expert others are called upon when required to observe, note and provide feedback on student needs or requirements to help build success in the classroom.

Speech Therapy returned in 2022 and all Kindergarten students were assessed in Term 1. Focus groups of students were formed and provided effective small group intervention.

This year also saw the formation of an Aboriginal Boys Group led by one of our family's elder, Uncle Mick. Cultural practices, artefacts and dreamtime stories were shared, made and discussed promoting a sense of belonging, community and cultural identity. The Sista Speak network of local school's students returned, hosted at Shalvey Public School, where the girls had a yarn, made Aboriginal art works and craft and discussed ideas, concerns and intentions. Both groups proved successful by building strong bonds, friendships and mentoring for our Stage 3 Aboriginal and Torres Strait Islander students.

The Creating Chances Football Program continued on Fridays linking Chifley College Shalvey Campus Year Ten mentors with students not participating in PSSA. This program enabled mentor senior students to run activities that improved the skills required to play football, promote sportsmanship and turn taking and helped promote positive relationships with our feeder high school.

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
The Tell Them From Me (TTFM) Wellbeing data for advocacy, belonging and expectations improves to be above the current percentage of 68%.	The Tell Them From Me (TTFM) data indicates 61% of students report a positive sense of Wellbeing.
A range of evidence supports our assessment and validation in the elements of wellbeing and the themes learning culture a planned approach.	Self-assessment against the School Excellence framework shows the school currently performing at 'Sustaining and Growing' in the element of Wellbeing and the themes learning culture and a planned approach.

Strategic Direction 3: Enhanced attendance

Purpose

Systematic and consistent processes will continue to be developed to ensure growth in learning outcomes and measurable improvements in student attendance .

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.

- Improved attendance

Resources allocated to this strategic direction

Socio-economic background: \$249,364.04

Per capita: \$66,707.45

Low level adjustment for disability: \$91,935.42

Summary of progress

Based on the student attendance rate at the beginning of 2022, measures were put in place in an attempt to improve attendance at Noumea PS. Semester One saw the introduction of the following incentives to boost attendance rates: introduction of a visual display board of whole school attendance, prizes for fortnightly class winners based on overall attendance rates, daily shout outs by the office for classes with perfect attendance, regular Facebook and Newsletter posts, 1 x \$50 voucher winner for attendance raffle draw per Term. The successful 'phone home program' by the office staff continues. If a student was absent, a call was made home around 10am seeking a verbal explanation; this resulted in a positive shift in attendance and less students with unjustified attendance reasons.

To address increased non attendance occurring over the first and last weeks of each term as identified by attendance data, a touch football competition was held for students 3 - 6 before and during school. Teams had games regularly scheduled for an 8.30am start. The winning teams were given prizes and as well as assisting attendance, student health and wellbeing increased as evidenced by all students' willingness and eagerness to compete.

The school Breakfast Club continued to operate each morning providing toast for students for breakfast. Lunches were provided by Christ Mission's 'Brown Paper Bag' scheme and Oz Harvest dropped extra food supplies once a week. These supplies were provided to families as extra support.

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 students attending school more than 90% of the time to be at the lower bound of 74.1%.	36% of students attended school greater than 90% of the time which is well below the lower bound target, however, this data has been heavily impacted by the 2022 harvest date and the Public Health Orders in place for COVID 19.
Decrease the percentage of students at 80-90% attendance from 13% to 7%.	The number of students attending school between 80% to 90% of the time has increased to 27%, however, this data has been heavily impacted by the 2022 harvest date and the Public Health Orders in place for COVID 19.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$992.70</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Purchase of IPADs and supportive software <p>The allocation of this funding has resulted in the following impact: The purchase of resources has enabled greater access to the curriculum by improving English skills and supporting targeted intervention</p> <p>After evaluation, the next steps to support our students will be: To continue to use the resources to support student learning and improve outcomes.</p>
<p>Integration funding support</p> <p>\$209,384.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Noumea 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"> • Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Implementation of targeted learning support programs and initiatives • Employment of staff to provide additional support for students who have high-level learning and behaviour needs • Support staff implement and review targeted programs and Individual Education Plans for funded students • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • Targeted professional development to build staff capacity in the area of disabilities and supporting students with additional needs • Staffing release for professional learning on new curriculum particularly the Kindergarten to Year Two English and Mathematics Syllabuses <p>The allocation of this funding has resulted in the following impact: Extra staff being employed to support students with Integration funding and Individual Learning Plans has ensured the development and delivery of learning and behaviour plans and risk assessments which have been implemented and are continually reviewed. This has resulted in improved learning outcomes of approximately 3% in reading Check-in Assessments for students receiving funding support. Professional learning for support staff with the LasT has increased staff awareness and expertise in catering for students with disabilities and additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: Continue to improve communication and involvement of parents through more regular meetings throughout the year.</p>
<p>Socio-economic background</p> <p>\$653,732.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Noumea 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</p>

<p>Socio-economic background</p> <p>\$653,732.74</p>	<p>including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Reading • Effective Classroom Practice in Numeracy • Planned Approach to Wellbeing • Improved attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Teachers develop differentiated programming and practices across the school which provide each student with access to the curriculum. • Professional Learning delivered by external experts on Reciprocal Teaching, Comprehension and Spelling in line with the school's Strategic Directions. • Extra teachers supported differentiated learning based on Individual Education Plans in classrooms and provided targeted interventions. • Regular collaborative planning and evaluation of programs was organised and occurred with teacher relief. • Phone Home program delivered by administration staff encouraged open communication with parents and carers to support regular attendance. • Speech Therapist employed to review all Kindergarten students. Speech Therapy provided for identified students across K-2 by Speech Therapist. • Breakfast club supplied by school and run daily by teachers. • Oral language program provided by extra teachers for Kindergarten and Year One students. • Regular communication provided to parents via technology, media and print. <p>The allocation of this funding has resulted in the following impact: The ability to provide expert professional learning focusing on comprehension skills and strategies, and spelling. A focus was also placed on explicit instruction in Mathematics, in particular, on whole number and place value. Data from the Check In Assessment for Reading in the area of Comprehension, saw the cohort of upper primary students at Noumea PS increase the number of correct answers on this assessment from 46.2% to 57.1% over a 10 week period. In Numeracy for Year 5 students, there has been a 10% decrease of students performing in Bands One, Two and Three. There has been an increase in students moving to bands Four and Five from 21% to 38%. Extra teachers helped to provide targeted interventions based on Individual Education Plans and whole school strategic targets. School Learning Support Officers and Administration staff helped to implement programs to track and encourage attendance.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on strong student outcomes in English and Mathematics which is supported by high quality Professional Learning delivered by experts. Student wellbeing and attendance, with service delivery, will also continue to be a strong focus.</p>
<p>Aboriginal background</p> <p>\$92,790.36</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Noumea 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"> • Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal Education Officer provided targeted support for students pursuing, sustaining and reviewing goals as identified in Personalised Learning Pathways. • Junior and Senior girls Sista Speak was facilitated by the Aboriginal Education Officer and enabled yarn ups where relationships, trust, confidence and self-esteem were developed along with preparedness for

<p>Aboriginal background</p> <p>\$92,790.36</p>	<p>transition at key points in education.</p> <ul style="list-style-type: none"> Boys Club lead by Uncle Mick enabled primary boys to learn important cultural aspects and stories, create and discuss artifacts and build a sense of belonging. <p>The allocation of this funding has resulted in the following impact: The strengthening of the Aboriginal Education Officer's connections to community and the development of family ties through supporting the creation and implementation of Personalised Learning Pathways targeting Literacy, Numeracy and Personal goals for all Aboriginal and Torres Strait Islander students. Connections with community also encouraged improved attendance and supported the provision of cultural perspectives across the school. The Boys Club 'Making It Deadly' program, led by Uncle Mick, enabled sharing of cultural stories and beliefs, the creation of artworks, hands on activities and artifacts. Sista Speak encouraged Years Three to Six girls to set personal goals, build friendships and resilience through yarn ups and participate in craft activities with the aim of improving self esteem. The other key impact of the groups was the strengthening of engagement with the local high school to enable smoother transitions.</p> <p>After evaluation, the next steps to support our students will be: To introduce the new guidelines for Personalised Learning Pathways across the school for all Aboriginal and Torres Strait Islander students with the Aboriginal Education Officer supporting the monitoring of English and Numeracy goals. Enhance partnerships between families, students and the school ensuring students have access and are exposed to cultural perspectives across the curriculum from Kindergarten to Year Six.</p>
<p>English language proficiency</p> <p>\$48,079.05</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Noumea 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"> Planned Approach to Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> provision of additional EAL/D support in the classroom and as part of differentiation initiatives. additional staffing for intensive support of students identified in beginning and emerging phase. withdrawal lessons for small group (developing) and individual (emerging) support. Professional Learning for teachers on the development of oral language skills, supported by the Speech Therapist. <p>The allocation of this funding has resulted in the following impact: Differentiated programs and targeted support is provided by teachers overseen by a lead EAL/D coordinator. These lessons occur both in class and in withdrawn groupings of students. The speech therapist also provides input and extra support where identified and required.</p> <p>After evaluation, the next steps to support our students will be: To continue the targeted support overseen by the an EAL/D coordinator three days a week</p>
<p>Low level adjustment for disability</p> <p>\$256,233.89</p>	<p>Low level adjustment for disability equity loading provides support for students at Noumea 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"> Planned Approach to Wellbeing Improved attendance

<p>Low level adjustment for disability</p> <p>\$256,233.89</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of Speech Therapist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • targeted students are provided with an evidence-based intervention (Fountas and Pinnell, Mini-Lit and Multilit) by experienced support teachers to increase learning outcomes. • Purchase of resources to be used in classrooms including sensory products, visuals, occupational therapy equipment and other assorted accessories. <p>The allocation of this funding has resulted in the following impact: An experienced and specialist Learning Support Teacher guides the development and implementation of Individual Education Plans for all students with disabilities or identified learning needs enabling access to all areas of the curriculum. The Learning Support Teacher acts as a conduit between the school, department experts and multiple outside agencies including health, emotional and social support services to provide a holistic approach to student wellbeing which in turn supports academic achievement. Speech Therapy is provided for students in their early years and oral language skills continue to be built on from foundation to Year Six. Lessons and professional learning are also provided to teachers by the Speech Therapist. Additional School Learning Support Officers assist student learning in small groups within classrooms aiding engagement and targeting all aspects of learning.</p> <p>After evaluation, the next steps to support our students will be: The Learning Support Teacher will review and adjust plans regularly and identify students requiring extra academic or social support. Continue to employ a Speech Therapist to work with students from Kindergarten to Year Two primarily and to develop teacher skills in improving students' oral language. Staff continue to participate in professional learning for all areas of disabilities to ensure all students have access to the curriculum.</p>
<p>Professional learning</p> <p>\$20,203.80</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 Noumea Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in Reading • Effective Classroom Practice in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Utilising a specialist teacher to unpack the new K-2 syllabus with staff and provide support to deliver in classrooms. • Purchase of online programs to support differentiated learning and promote technology use in the classroom. <p>The allocation of this funding has resulted in the following impact: Teachers have been provided interactive online Professional Learning on the new K-2 Syllabus in both English and Mathematics. Staff have also participated in relief days to access online modules.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide relief days to upskill in upcoming new policies, procedures and curriculum changes.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Noumea</p>

<p>\$51,369.69</p>	<p>Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice in 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 particularly in English. <p>The allocation of this funding has resulted in the following impact: An experienced Assistant Principal Curriculum was employed two days a week to deliver professional learning, work with teachers in classrooms as a mentor and prepare programs based on evidence based practice. This will help to support explicit instruction, differentiation and delivery of new syllabus outcomes across the school.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise the funding to employ an Assistant Principal Curriculum to embed best practice based on evidence based research, feedback and assessment data.</p>
<p>COVID ILSP</p> <p>\$307,980.00</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>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"> • Two extra teachers are employed to provide explicit instruction in targeted small group tuition particularly in oral language, reading and numeracy. <p>The allocation of this funding has resulted in the following impact: Extra support was provided for targeted students from Kindergarten to Year Two. Intervention teachers were able to deliver more explicit teaching to small groups in English and Mathematics and provide extra assistance to Classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the extra support particularly for Kindergarten to Year Two students delivered by experienced teachers whilst funding is available.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	140	142	122	122
Girls	137	151	142	133

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.3	89.5	87.9	75.2
1	89.7	87.3	89.8	77.8
2	88.3	90.4	89.7	85.6
3	89.9	90.4	90.1	82.8
4	92.4	90.7	88.1	81.9
5	92.6	92.2	88.0	80.7
6	89.0	91.0	88.7	81.1
All Years	90.5	90.1	88.9	81.0
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

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)	4.4
Classroom Teacher(s)	8.57
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.6
School Administration and Support Staff	3.72

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	518,931
Revenue	4,138,031
Appropriation	4,081,628
Sale of Goods and Services	21,493
Grants and contributions	31,384
Investment income	3,526
Expenses	-3,934,997
Employee related	-3,380,656
Operating expenses	-554,342
Surplus / deficit for the year	203,033
Closing Balance	721,964

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.

	2022 SBAR Adjustments (\$)
Targeted Total	210,377
Equity Total	1,057,644
Equity - Aboriginal	92,790
Equity - Socio-economic	660,541
Equity - Language	48,079
Equity - Disability	256,234
Base Total	2,019,946
Base - Per Capita	66,707
Base - Location	0
Base - Other	1,953,238
Other Total	360,842
Grand Total	3,648,809

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of the school community about the school. COVID restrictions in 2022 made regular collection of responses difficult. Some of the data collected from parent and student Tell Them From Me surveys found that:

Parents:

- * 72% feel welcome when they visit the school
- * 75% feel well informed about school activities
- * 80% feel they can speak to the school principal
- * 73% believe their child is encouraged to do their best
- * 72% believe the school supports positive behaviour
- * Almost 90% believe the school is a culturally safe place

Students:

- * 70% have a positive sense of belonging
- * 93% value schooling outcomes
- * 90% try hard to succeed in learning
- * 78% are interested and motivated to learn
- * 84% feel their teachers are responsive to their needs
- * 81% are proud of their school

Staff:

- * In 2022 Staff at Noumea PS did not complete the Tell Them From Me survey.

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.