

2022 Annual Report

North Nowra Public School



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Introduction

The Annual Report for 2022 is provided to the community of North Nowra Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

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

School context

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

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

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

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

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

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

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction
Socio-economic background
Aboriginal background
Integration funding support
Professional learning
Per capita
New Arrivals Program
QTSS release

Summary of progress

The work undertaken in this strategic direction in 2022 has focused on quality, responsive programming that is informed by effective assessment practices to monitor student growth and achievement and inform the next steps in learning. Targeted professional learning and collaborative planning opportunities along with mentoring and coaching linked to ongoing teacher improvement goals have been an integral part of our school's improvement plan in reading and numeracy.

A thorough program review in reading and numeracy was undertaken to gather data on the strengths and weaknesses of the current practices across the school. All teachers submitted programs and a school-wide checklist was completed to identify areas for improvement. Coaching conversations were conducted with key staff in each stage to gain an understanding of the challenges and opportunities for improvement in programming reading and mathematics. The checklists were used to highlight areas in which programs had not met school expectations and teachers were given the opportunity to evaluate their own programming and identify their next steps. The document analysis of teacher programs provided the Assistant Principals - Curriculum & Instruction (AP C&I's) with data to target areas of school-wide improvement. The responsive programming of reading and numeracy to ensure thorough content coverage throughout a year, a deep understanding of how to interpret internal and external data effectively and how to program in response to student data were targeted throughout the year through professional learning, co-planning and mentoring. As a result of this work, teachers have identified areas for their own improvement and further document analysis has shown improvement in the targeted areas.

By consistently analysing a range of internal and external data sources, student achievement was able to be analysed and tracked longitudinally in reading and numeracy. Teacher knowledge was deepened through the development and delivery of professional learning by the AP C&I's to deepen the understanding of the results of mathematics, phonemic awareness, phonics and reading comprehension assessments. Following the professional learning, programming and planning documents along with content selection were reviewed by the AP and the AP C&I's. Term overview documents were co-planned to enable teachers to ensure content was being covered strategically and thoroughly. Student feedback sessions were planned and co-taught by the AP C&I and relevant teachers to give students direct feedback on their responses. Feedback from teachers indicated that they had deepened their understanding of how to analyse assessment data, program responsively and give actionable feedback to students. A further review of programming documents demonstrated improvement in the range and depth of content being taught and showed responsiveness to student needs through annotations and revisions to programming. Ongoing data collection and analysis informs student intervention needs and allows for response to intervention to be monitored and tracked.

Commitment to the success of this initiative has been demonstrated by all staff through their enthusiasm and willingness to improve. Among a range of evaluative tools, staff surveys demonstrate an improved understanding by teachers of the syllabus content and an improved understanding of how to analyse data, program responsively, and innovate their

teaching practice to meet student needs. All staff have revised their goals for future improvement and have committed to opportunities for collegial observations to improve collective efficacy in explicit teaching practices.

Our next steps are:

- Improving student vocabulary knowledge through an understanding of morphology
- Rich texts + discussions to improve oral language
- Improving student reading comprehension via an improved understanding of syntax
- Intervention programs that are consistent, responsive to student need and demonstrate improvement in student outcomes
- Ensuring the 2023 K-2 Syllabus content is reflected in programming documents and embedded in teaching practice

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 17.9%.	NAPLAN data shows that 12.5% of Year 3 and 5 students achieved in the top two bands for Numeracy, indicating progress is yet to be seen towards the lower bound target of 17.9%.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 28.6%.	NAPLAN data shows that 34.15% of Year 3 and 5 students achieved in the top two bands for Reading, indicating achievement of the lower bound target of 28.6%.
No expected growth reported from NAPLAN due to the impact of COVID 19 in 2020 on the National Assessment Program. Expected growth will be monitored through the use of Check- In assessments and internal school data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
No expected growth reported from NAPLAN due to the impact of COVID 19 in 2020 on the National Assessment Program. Expected growth will be monitored through the use of Check- In assessments and internal school data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Staff trial newly developed internal assessments in mathematics and reading across the school to monitor student learning progress.	All staff are utilising internal assessments in mathematics and reading across the school. Data talks show that student achievement is being monitored and intervention is being informed by triangulation of internal and external data.

Strategic Direction 2: Learning culture

Purpose

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

Initiatives

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

- High Expectations

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Low level adjustment for disability

Integration funding support

Location

Per capita

Professional learning

QTSS release

Summary of progress

Attendance

The attendance team met with ACLO to discuss Aboriginal student attendance to develop an action plan to identify ways to support the 1st Nation Community to attend school 90% of the time. In addition, staff were taken through professional development identifying procedures to monitor attendance and mark rolls.

As a result of feedback from the 1st Nation Attendance Action Plan and enhanced record keeping of rolls, a plan was developed to identify students (across the school) who are in the 75% to 89% range of attendance to address individual attendance needs to provide targeted support to lift these students' attendance rates. The targeted interventions and supports were achieved through monitoring and maintaining daily interaction with approximately 2 to 5 families daily for two weeks.

Actions in Term 2 revealed that Attendance Plans might not target the correct needs. Hence, a review focused on 1:1 sessions with students to develop attendance plans to support students' capacity to attend more regularly. We also reviewed how support should be provided for our 1st Nation Community so they can participate in developing attendance plans.

The school successfully increased staff awareness and capacity to mark rolls accurately and monitor student wellbeing regarding attendance. However, limited progress was made in developing Attendance action plans that impacted changing attendance rates. Still, many families find regular attendance a challenging concept to place high importance upon.

As a result, the team changed the approach where appropriate to increase the focus towards the students themselves, developing advocacy for attendance. As a result, along with the staff increase in high expectations and attendance monitoring, we decreased the number of unjustified attendances. We increased rolls being updated regularly to reflect parent communication about attendance issues. In addition, our attendance team can meet with families more frequently on specific observation points and identified needs.

Next Steps

- Maintain the program of a communication officer to increase connection with families who are experiencing challenges with reporting attendance and maintaining regular attendance.
- Increase the focus on Tier 2 attendance students (that are 1 to 15 %) below 90% attendance through 1 to 1 student reviews and parent consultation to develop.
- Complete the Attendance Self-Assessment Tool

Wellbeing

Students, staff and the community, completed the TTFM surveys. Work was completed with students to identify the purpose of the survey to increase the quality and validity of responses. In addition, work was done to support students to engage with the TTFM, so there was a focus on what is the question asking rather than completing the survey in the quickest time.

Professional learning was delivered to support Data Analysis capabilities. The training was applied to the TTFM survey data to develop hypotheses, wondering, and potential impact action strategies more effectively and efficiently. This work identified that additional data was required to triangulate how students felt valued, how they valued others and what would change their value of themselves and others.

Staff were provided with professional learning time to collaboratively plan various cultural perspective lessons to be delivered during Reconciliation and NAIDOC weeks, taken from the 'Our Land, Our Stories' program. With the additional support of Local Aunties from the AECG and First Nation Teachers in the school, teacher confidence to deliver learning about culture was enhanced. This led to all students across the school participating and learning about First Nation perspectives and history.

Progress towards delivering data uplift in students' sense of belonging, according to TTFM survey data, remains a challenge. However, this year's activities and actions have allowed staff to collect data that can be used to triangulate why and how students' sense of belonging is affected so that targeted actions and programs can be provided to achieve a data uplift in 2023.

Next Steps

- Identify what drives a sense of belonging to identify why students do not recognise that they have a sense of belonging.
- Complete a deeper enquiry through focus groups in Year 3, Year 4 and Year 5
- How can I feel valued?
- How do you know that you are valued and belong to the school?
- How do you value others?
- Does how you feel valued change due to events in the day?
- Identify and engage with an expert to review and analyse the data to identify what areas and actions will significantly impact the uplift in TTFM/Sense of Belonging data across the school.
- Implement actions and strategies that are identified by the triangulation of data, expert recommendations and community consultation.

Social and Emotional

The Implementation Action Plan for Student Behaviour Policy and Guidelines was developed and implemented in Term 4 as the new Department of Education Suspension and Expulsion requirements were implemented. Rich text resources across the school were reviewed to identify the availability of appropriate resources to support Zones of Regulation, and additional resources were purchased. Emotions Match-up games were purchased to support targeted students and groups to support staff and students in identifying students' emotions to support discussions about self-regulation tools. Lessons were developed and delivered related to self-regulation tools from the Zones of Regulation textbooks. Staff capacity, confidence was improved and resources were made available to develop Classroom Regulation Tools.

Through developing, purchasing, and sharing collegial development of teaching structures, teachers are now delivering explicit whole-class teaching for self-regulation and Classroom Regulation tools. In addition, work to deliver targeted group and individual training to Tier 3 and Tier 2 students (students demonstrating limited self-regulation) is developing but still requires further refinement to ensure sustained and targeted delivery.

Next Steps

- Maintain and increase teacher capacity to explicitly teach Zone of Regulation Tools.
- Develop a sustained model of delivering Self Regulation tools to Tier 3 and Tier 2 students who require differentiated teaching to develop their capacity to use self-regulation tools.

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
Achievement of uplift from baseline to 2022 system-negotiated targets: A 9.15% uplift in the percentage of	The number of students attending greater than 90% or more of the time is 30.80%, indicating progress yet to be seen toward the lower bound target of 77.4%.

students attending greater than 90% of the time.	
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system negotiated target of 68.9%.	Tell Them From Me data shows 67.66% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school, indicating progress toward the lower bound target of 68.9%.
Increase in Zones of Regulation strategies embedded across the curriculum.	Internal data indicates an Increase in Zones of Regulation strategies embedded across the curriculum, with students articulating and regulating their emotions, using a structured problem-solving approach to making decisions and/or self-regulating an 'expected' way.

Strategic Direction 3: Evidence based teaching practices

Purpose

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

Initiatives

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

- Explicit Teaching

Resources allocated to this strategic direction

Professional learning

QTSS release

AP Curriculum & Instruction

Beginning teacher support

Socio-economic background

Integration funding support

Aboriginal background

Summary of progress

Targeted professional learning informed by a range of evaluative tools along with mentoring and coaching featured significantly in the work undertaken in Strategic Direction 3 this year.

To maximise the suitability of the work, the Assistant Principals - Curriculum & Instruction (AP C&I's) developed a survey to give clarity on teacher understanding of Feedback as part of the explicit teaching cycle and identified areas of future targeted professional development to be developed and delivered throughout the year. The survey results helped to develop a rationale for the initiative which was communicated to all stakeholders to ensure a collective understanding of the importance of the work to be undertaken. The evaluative tool of Instructional Rounds was the agreed upon method of measurement, as the collection of student voice along with observational notes from AP C&I's is valued by the teaching staff.

Professional Learning on quality feedback was delivered early in the year and was immediately followed up with informal walk-throughs conducted by the APC&I's which showed that all teaching staff had implemented at least one of the strategies demonstrated in the preceding professional learning. Verbal feedback from staff indicated that students responded positively to the feedback strategies and had applied the feedback from their teacher to improve a simple aspect of their work during a lesson. RFF staff as well as SLSO's collaborated with AP C&I's to discuss ways to incorporate feedback strategies into context-specific areas of learning such as intervention. It was noted that professional dialogue on the impact of Feedback as part of the explicit teaching cycle grew from the delivery of professional learning and was a focus in collaborative groups and executive teams to ensure that the delivery of quality research-based teaching strategies was at the forefront of all practices.

AP C&I's conducted Instructional Rounds to collect both student voice data and observational data in relation to the impact of Explicit Instruction including Feedback. The data was collated and shared with teachers allowing insight into the effectiveness of their explicit teaching strategies with a focus on Feedback and the impact this had on students' achievement relevant to the learning intention. Observational data collected by the AP C&I's showed that all staff are consistently using explicit teaching practices learned from PL delivered in 2021 which indicates that these explicit teaching practices have become expected norms across all classrooms. An interesting finding was that the majority of success criteria developed by teachers were task-based and, at times, teachers were not as confident referring to the overarching learning intention at the conclusion of a lesson. This indicates a need for future PL to develop teacher understanding of the difference between task and content-based success criteria as well as improve their ability to structure their lessons to give students feedback related to content-based success criteria or a larger learning intention. Additionally, actionable feed-forward feedback was identified as being inconsistent. Effective feedback strategies will continue to be a focus of future PL Term 4 2022 and 2023. AP C&I's are developing targeted PL to address teacher understanding of how to support students to action feedback that has been given to them in subsequent lessons. Furthermore, a wider range of feedback strategies will be explored with staff to allow them to select the most appropriate method for their context. Classroom observations and 1:1 mentoring from AP C&I's provided feedback and support throughout the implementation of practices covered in PL. By maintaining the level of support that is currently provided to staff, we will continue our focus on Feedback including improving student agency in applying the actionable steps they

have received to improve their learning outcomes.

Commitment to the success of this initiative has been demonstrated by all staff through their enthusiasm and willingness to improve through the PDP process including coaching conversations. All staff have revised their goals for future improvement and have committed to opportunities for collegial observations to improve collective efficacy in explicit teaching practices.

Our next steps in 2023 are:

Deliver further targeted PL in explicit teaching including feedback opportunities for staff to observe each others' practice

Continue supporting teachers to implement explicit teaching strategies at the point of need through targeted professional learning as well as the co-teach, co-plan and co-reflect model (particularly for new staff in 2023)

Ongoing coaching conversations to reflect on current teaching practices as part of the professional learning (PDP cycle)

Begin the development of an NNPS Instructional Playbook for staff consistency of teaching practice

Developing teacher understanding of how to incorporate explicit teaching strategies with teaching strategies that promote student investigation and exploration of mathematics as highlighted in K-2 mathematics syllabuses to be implemented in 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
Staff surveys demonstrate that teachers self-report a good understanding of explicit teaching strategies formative assessment and feedback strategies.	Staff surveys indicate an improved understanding of all areas of explicit teaching strategies including formative assessment and feedback. Furthermore, lesson observations indicate that 100% of teachers are using explicit teaching during literacy and numeracy lessons.
100% of students surveyed demonstrate the ability to utilise learning intentions and success criteria to prompt a peer to be accountable in their learning	Instructional Rounds indicate 90% of students utilise Learning Intentions and Success Criteria in their mathematics and writing lessons. Observations show that most students are able to prompt each other to use success criteria to become 'unstuck' during learning. Peer feedback is identified as an area of future improvement.
Teachers demonstrate improvement in their use of explicit teaching strategies based on coaching following classroom observations and instructional rounds along with targeted Professional Learning	Staff surveys along with observational notes indicate that staff have actively collaborated with Assistant Principals Curriculum & Instruction to reflect and improve upon explicit teaching practices through professional learning & coaching opportunities.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$31,580.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at North Nowra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: All students progressing to the next phase of English learning proficiency</p> <p>After evaluation, the next steps to support our students will be: To provide professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$136,920.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North Nowra Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • High Expectations • Explicit Teaching <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Occupational and Speech Therapy • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue to ensure integration funding decision making is embedded into the learning and support team meeting agenda and the AP C&I meetings with Interventionist to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional</p>

<p>\$232,247.10</p>	<p>learning needs of students at North Nowra Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • High Expectations • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Reading Tutor Program implementation. • professional development of staff to support student learning • employment of an additional teacher to work as a full-time Literacy and Numeracy interventionist with students performing below the expected stage level. • supplementation of extra-curricular activities • staff release to increase community engagement • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: NAPLAN scores indicate 34.15% of students achieving in the top two bands for reading. NAPLAN scores indicate 12.5% of students achieving in the top two bands for numeracy.</p> <p>After evaluation, the next steps to support our students will be: To continue to engage the literacy and numeracy mentors to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the additional staff member, redirecting 0.4 FTE towards engaging a Communications Officer to focus on Attendance to focus on improving our attendance rates.</p>
<p>Aboriginal background</p> <p>\$84,851.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Nowra Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • High Expectations • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (LaST) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • employment of additional staff to support literacy and numeracy programs • employment of additional staff in EAL/D leadership positions to enhance

<p>Aboriginal background</p> <p>\$84,851.29</p>	<p>EAL/D pedagogy</p> <p>The allocation of this funding has resulted in the following impact: Professional learning reviews revealed staff requests for increased collaboration and ongoing professional learning opportunities in teaching Aboriginal perspectives. Allocation of funds from this source allowed for executive staff to be given time off class to prepare collaborative activities for staff to participate in to increase their knowledge and understanding of how to effectively teach and resource the teaching of Aboriginal perspectives within their classrooms. The Our Lands Our Stories resource was used school wide to ensure consistent language and knowledge for all students and staff about Our 1st Nation History and Cultural perspectives. AP C&Is consistently reviewed data for Aboriginal students to track progress, adjust programming through co-planning with Interventionists and ensure culturally appropriate interventions were in place. Attendance data is reviewed on a five-week cycle to drive improvement programs and target specific student needs. Delivery of successful events, including Sorry Day, Reconciliation Week, and NAIDOC week Celebrations.</p> <p>After evaluation, the next steps to support our students will be: To maintain an off class AP Learning and Support to develop an Aboriginal Education Road Map with the support of an Aboriginal Community Liaison staff member to enhance and review school teaching resources, engage Aboriginal families and establish an effective PLP goal evaluation process to ensure that there are measurable future directions. Continue Year 3 to 6 Check-in assessments, NAPLAN and implement Department of Education Short Assessments to assist in triangulating student data. In K to 2, a further review and writing of the mathematics and writing scope and sequence and assessments. Maintain the services of a Technology assistant to maintain technology for day to day teaching and learning and assist with NAPLAN and check-in assessments as required.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Nowra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Student progress showing high growth on the EAL/D learning progressions. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. The EAL/D teacher guided how to plan to learn to support differentiation for EAL/D students.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design and differentiate learning literacy and numeracy that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Personalised and targeted professional development will be provided to teachers of EAL/D students in the form of mentoring, co-</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$124,623.28</p>	<p>Low level adjustment for disability equity loading provides support for students at North Nowra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the numeracy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • employment of a social worker to provide students with high trauma backgrounds with regulation monitoring and support to allow them to engage in learning more effectively <p>The allocation of this funding has resulted in the following impact: An increase in student achievements across a range of NAPLAN areas. There is a more consistent approach to student learning support and interventions across the school, with an increased number of understanding support referrals and subsequent learning support strategies and adjustments implemented to support a greater number of students.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of support and intervention staff.</p>
<p>Location</p> <p>\$1,541.72</p>	<p>The location funding allocation is provided to North Nowra Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions <p>The allocation of this funding has resulted in the following impact: Increased excursion and incursion opportunities and choices for students.</p> <p>After evaluation, the next steps to support our students will be: To assist families as school excursions and incursions increase. As financial burdens impact families, there is potential for this funding source to be supplemented to increase funds available to support student participation in these activities.</p>
<p>Professional learning</p> <p>\$24,131.13</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 North Nowra Public School.</p>

<p>Professional learning</p> <p>\$24,131.13</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • High Expectations • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging an additional Instructional Leader to unpack evidence-based approaches to teaching and embed Explicit Teaching through modelled, guided and independent literacy and numeracy lessons <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective practices in the explicit teaching of numeracy and writing as evidenced by student responses in Instructional Rounds and resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: To further personalised and targeted professional learning in the form of continued mentoring and co-teaching to enhance teacher capacity.</p>
<p>QTSS release</p> <p>\$41,601.40</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North Nowra Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy • High Expectations • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the strategic improvement plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Staff surveys indicate that confidence has increased and observations show that teaching practice has improved. Teachers use learning intentions and success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To employ specialist staff (APC&Is) to lead and target areas of development identified through data to support all teachers to deliver quality literacy and numeracy lessons using explicit teaching strategies.</p>
<p>COVID ILSP</p> <p>\$111,569.00</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</p>

COVID ILSP

\$111,569.00

funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups in Literacy and Numeracy
- providing targeted, explicit instruction for student groups in literacy and numeracy
- providing intensive small group tuition for identified students who were not meeting syllabus expectations
- employing/releasing staff to coordinate the program
- employing/releasing teaching staff to support the administration of the program
- leading/providing professional learning for COVID educators

The allocation of this funding has resulted in the following impact:

With the support of the APC&Is, the school leadership team used effective data sets to inform the selection of students to receive targeted intervention. The school has been very strategic with the funding and has ensured that sustainability of practice and learning is part of their long term planning. The funds have supported upwards of 40 places in intervention programs to enhance and develop Literacy and Numeracy skills in identified students. Student results and growth have been encouraging and the school has used SPaRO as the preferred way of managing the program.

After evaluation, the next steps to support our students will be:

To strengthen the collaboration between teachers and examining data as a group to enable additional educators and classroom teachers to connect to ensure that each student's point of learning need is known and addressed in programming.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	97	77	69	83
Girls	114	106	109	107

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	93.7	90.7	86.4
1	93.3	90.8	92.7	86.5
2	93.7	92.7	92.5	85.5
3	92.5	93.4	94.3	86.4
4	94.4	91.1	90.3	88.5
5	90.0	91.7	89.9	80.8
6	94.2	94.9	89.5	86.5
All Years	93.1	92.3	91.6	86.1
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)	4.2
Classroom Teacher(s)	9.69
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*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	166,399
Revenue	3,701,386
Appropriation	3,610,265
Sale of Goods and Services	60
Grants and contributions	84,179
Investment income	489
Other revenue	6,393
Expenses	-3,641,331
Employee related	-3,230,879
Operating expenses	-410,452
Surplus / deficit for the year	60,055
Closing Balance	226,454

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	74,597
Equity Total	444,122
Equity - Aboriginal	84,851
Equity - Socio-economic	232,247
Equity - Language	2,400
Equity - Disability	124,623
Base Total	2,330,410
Base - Per Capita	49,540
Base - Location	1,542
Base - Other	2,279,328
Other Total	314,463
Grand Total	3,163,592

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

STUDENT FEEDBACK:

The Tell Them From Me (TTFM) survey reports on data gathered in the first and second semesters of 2022. The survey was completed by Years 4, 5 and 6 students.

- 73% of our students reported they could pursue their goals to completion, even when faced with obstacles, at a medium or high application.
- Students at North Nowra Public School identified that Bullying (21%) was less likely than in other schools across the state (36%). It is also important to note that 83% of students know where to seek help if bullied.
- 85% of students identified that behaviour at North Nowra School was positive, 2% above the government norm.
- The majority of our students feel proud of their school (87%).
- Most of our students (88%) think everything works in their classroom; it is clean and well looked after, and there is enough room for everyone.
- 99% of students could identify that they were in the Green Zone when focused, and 88% could identify that they were in the Yellow Zone if frustrated. (Zones of Regulation Learning)
- 76% of students indicated that they would consider going to university when they leave school
- 94% of students felt that the instructions they received were clear.
- 93% of Aboriginal students identify that Teachers understand culture, with 69% agreeing or strongly agreeing. 93% of our Aboriginal students feel good about their culture at school.
- 57% of students reported having a positive sense of belonging (state norm 80%). The girls' sense of belonging was lower than the boys' (44% vs 50%). This a challenging result and an area that needs to be reviewed to identify why student sense of belonging is falling at North Nowra Public School
- 73% of our students had positive expectations for success (87% NSW government norm).
- 49% of students identified that their 'Skills', compared to 'Challenge', was in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.

PARENT FEEDBACK:

The 'Partners in Learning' Parent Survey was completed in 2022. Parents and carers rated the school above the state norm for:

- Parents are informed,
- Parents support learning at home,
- School supports learning,
- Safety at School, and
- Inclusive school.

When this data is further analysed, the following can be identified;

- 83% of parents indicated that they feel welcome in the school.
- 76% said they are well informed about the school and their students' progress.
- 83% of parents who completed the survey found they can easily speak to their child's teacher and that the teacher actively listens to their concerns. In addition, parents rated the availability of teachers very highly to talk about their child's learning or behaviour and their child is encouraged to do their best work.
- Parents rated our school above the state norm for being inclusive, where teachers support students who need extra support or have special learning needs. In addition, parents and Carers identify that our staff also take an active role in ensuring all students are included in activities.
- 84% of parents and carers would recommend our school to other parents.
- Parents/carers responding to the survey found Telephone (93%) as the most valuable source of information. Other sources of information that were identified as useful included social media services (Dojo) (78%), emails (75%), and texts (87%).
- 78% of parents indicated that the school provides enough home learning resources when supporting mathematics learning at home. In addition, 85% of parents identified they could help their child with mathematics in the home environment.
- 83% of parents/carers expect their child to complete Year 12, and 25% expect their child to attend university or TAFE. (42% were unsure).
- 97% of parents and carers believe our physical environment is welcoming, our school is well-maintained, and it has easy access.

TEACHER FEEDBACK:

The 'Focus on Learning' Teacher Survey was completed in 2022. Teachers rated the school above the state norm for;

- Leadership
- Inclusive School
- Teaching Strategies
- Data Informed Practices
- Learning Culture, and

- Collaboration

Of particular note was the impact of the two Assistant Principal Curriculum and Instruction roles implemented in the school in 2022. 91% (state norm 71%) of teachers identified that school leadership positively impacted their capacity in the classroom in terms of:

- establishing challenging and visible learning goals for students
- creating new learning opportunities for students
- with helpful feedback about their teaching
- providing guidance for monitoring student progress
- supporting them during stressful times

Teachers also indicated that the school's learning culture is strong and above the state norm by 3 %. The school culture was robust according to teachers in the areas of:

- discussing the learning goals for the lesson
- monitoring the progress of individual students, and
- setting high expectations for student learning

Technology is an area in which teachers have indicated that the school needs to provide future support to develop students' opportunities to use computers or other interactive technology for describing relationships among ideas or concepts. Areas for investigation include:

- using computers or other interactive technology to track progress towards their goals
- having opportunities to use computers or other interactive technology to analyse, organise, and present subject matter, and
- helping students set goals for learning new technological skills

Teachers rated their perceptions of the school's facilities

- 93% identified that the school is well maintained, Supports effective teaching practices, and students focus on their learning
- 100% said that there was a sense of belonging for students.

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.