



Education &
Communities

Newling Public School Annual School Report 2014



4478

School context statement

Newling Public School is a successful school on the outskirts of Armidale. The school serves the community of East Armidale as well as providing an alternative learning centre for students who choose to travel from other parts of the town.

The school caters for students from Kindergarten to Year 6 and promotes a supportive, caring atmosphere that provides an appropriately challenging learning environment for a diverse range of students.

The school staff share a strong commitment to the school's focus of supporting all students in improving the outcomes achieved by every student.



Principal's message

This report represents a snapshot of the achievements of our students, progress of our school plans for 2014.

This year has been a most successful. A continued focus on literacy and numeracy has seen the school continue to achieve commendable results.

All students have again had the opportunity to participate in the school's many additional extracurricular activities. Students have achieved personal bests in the sporting field with excellence encouraged and rewarded in all areas.

Newling continued to receive additional equity funding and staffing support. This has allowed the school to improve the quality of teaching and learning in the areas of literacy and numeracy.

Murray Cox - Principal

Student Representatives



Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Student enrolments have fluctuated greatly over the duration of the school year, at times greater than 10% from the official enrolment number.

Gender	2008	2009	2010	2011	2012	2013	2014
Male	78	79	66	57	50	44	42
Female	80	67	55	47	38	34	29

Student attendance profile

	Year	2009	2010	2011	2012	2013	2014
School	K	92.8	92.5	87.7	86.3	87.0	89.6
	1	87.4	93.3	92.7	76.6	92.1	88.7
	2	95.2	87.3	90.0	93.0	90.5	91.0
	3	90.5	96.8	90.3	89.7	91.1	92.4
	4	91.4	92.8	94.8	87.9	92.4	92.1
	5	92.2	93.0	91.6	92.5	85.6	93.4
	6	93.4	92.5	89.5	91.4	91.8	86.6
	Total	92.2	93.2	91.1	88.6	90.4	90.7
State DEC	K	94.3	94.7	94.7	94.3	95.0	95.2
	1	93.7	94.2	94.2	93.9	94.5	94.7
	2	94	94.4	94.2	94.2	94.7	94.9
	3	94.1	94.5	94.4	94.4	94.8	95.0
	4	94	94.5	94.3	94.3	94.7	94.9
	5	94	94.4	94.2	94.2	94.5	94.8
	6	93.6	94.0	93.8	93.8	94.1	94.2
	Total	92.1	94.4	94.3	94.2	94.7	94.8

Management of non-attendance

Parents regularly notify the school if their child is not attending on a particular day. The school initially sends a SMS and follows up with phone calls if there is a continued unexplained absence. It is a legal requirement that all absences must be explained and recorded. The home school liaison officer is notified and follows up on any persistent non attendees.

Parents are required to provide written notification if a child is absent. If this is not provided, follow up letters are sent to parents requesting a reason for absence.

Regular articles regarding the importance of good attendance are included in the school newsletter.

Workforce information

It is a requirement that the reporting of information for all staff must be consistent with privacy and personal information policies.

In 2014 the staff included part-time teachers and specialist teachers and temporary teachers. These teachers and our additional support staff come from a variety of backgrounds and experiences and bring diversity and vibrancy to the school learning community.

All staff share a strong commitment to the school's focus of supporting all students in improving the outcomes achieved by our students. In 2014 additional staff included a number of School Learning Support Officers and specialist music teacher.

All teaching staff meet the professional requirements for teaching in NSW public schools



Workforce composition

Position	Number
Principal	1.0
Deputy Principal(s)	0
Assistant Principal(s)	0
Head Teachers	0
Classroom Teacher(s)	3.436
Teacher of Reading Recovery	0.21
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.2
Teacher of ESL	0
School Counsellor	0
School Administrative & Support Staff	1.756
Total	7.002

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At present Newling does not have any Aboriginal members on staff.

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Qualifications	% of staff
Degree or Diploma	100%
Postgraduate	20%

Professional learning and teacher accreditation

All teaching and non-teaching staff received training in all the mandatory areas required by the Department of Education and Communities. This training includes Child Protection, Work Health and Safety awareness, Emergency Care, Code of Conduct, Anaphylaxis Training and CPR.

In addition to the three staff development days conducted at the beginning of Terms 1, 2 and 3, staff accessed a range of professional learning opportunities consistent with the school plan for improvement.

This included attending Professional Learning in assisting students experiencing significant difficulties with reading and speech and communication issues.

A whole school focus on developing a deeper understanding of the new English and Mathematics syllabus were the priorities on Staff Development Days.

The term four Staff Development Day was used to develop understanding of and complete training in Fundamental Movement Skills and to complete mandatory training.

Beginning Teachers

In 2014 Newling did not have any beginning teachers on staff. Newling staff supported the development of the teaching workforce by accepting five practicum placements from University of New England in recognition of the importance of developing new and early career teachers.

Financial summary

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

Date of financial summary	30/11/2014
Income	\$
Balance brought forward	251940.09
Global funds	205990.90
Tied funds	278261.58
School & community sources	16340.42
Interest	7363.75
Trust receipts	5375.98
Canteen	0.00
Total income	<u>765272.72</u>
Expenditure	
Teaching & learning	
Key learning areas	15326.50
Excursions	2561.08
Extracurricular dissections	1168.83
Library	2359.81
Training & development	0.00
Tied funds	280227.94
Casual relief teachers	13797.59
Administration & office	49365.58
School-operated canteen	0.00
Utilities	36312.36
Maintenance	45462.06
Trust accounts	4543.58
Capital programs	43181.82
Total expenditure	<u>494307.15</u>
Balance carried forward	<u>270965.57</u>

A full copy of the school's 2014 financial statement is tabled at the annual general meetings of the parent body. Further details concerning the statement can be obtained by contacting the school.

School performance 2014

Academic achievements

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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

Due to the small number of students sitting for the NAPLAN tests details of results cannot be reported here as they could identify individual students.

The Commonwealth Government sets minimum standards for reading, writing, grammar and punctuation, spelling and numeracy for Years 3, 5, 7 and 9.

The performance of the students in our school in the National Assessment Program – Literacy and Numeracy is compared to these minimum standards. The percentages of our students achieving at or above these standards cannot be reported due to privacy issues. However, we would like to congratulate all of our students for outstanding results in these assessments.

Average Progress

A notable measure of academic success is the student growth from Years 3 to 5. Newling has continued to improve student outcomes and the excellent growth achieved by students is evidence of the effective teaching and learning support practices at the school.

Newling has achieved pleasing results in Reading, Writing, Spelling and Numeracy in the past years. Student growth has been significant for all students, across all bands, as a result of effective classroom and learning support programs.

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link <http://www.myschool.edu.au>

and enter the school name in the *Find a school* and select *GO* to access the school data.



Other achievements

The Arts

Our school has an ongoing commitment to excellence in the arts. This commitment is reflected in the various activities and achievements we have made throughout the year.

In 2014 our students:

- Attended two Musica Viva performances and NCOM performances hosted at school.
- Submitted entries for the Lets Hang It!, Reconciliation Week and Reclaim the Night art competitions. A number of Highly Commended awards and prizes were achieved.
- Attended performances at Capital Theatre in Tamworth, including Chooky Dancers and Pete the Sheep.
- Established a Guitar tuition group for students to develop music talent and interest.
- Employed a specialist Music teach semester 2
- Whole school involvement in school play.
- Year 6 students participated in 'Colour the World' art camp at Thalgarrah EEC.

Sport

Newling Public School encourages participation in a wide range of sports. We are committed to developing a high standard of sportsmanship and physical well-being within our student. We encourage all our students to participate in daily

fitness and skill development lessons, weekly sports lessons, as well as opportunities to be part of team sports, interschool carnivals and representative sport at a higher level. The following are some of our achievements for 2014:

- Participated in the Carnivals including Swimming, Athletics and Cross Country;
- School representation at District and Regional PSSA carnivals.
- Developed water confidence and swimming skills through participating in a very successful Swim Safe program in Term 4.
- Participated in workshops conducted by sporting groups including the Australian Rugby Union, Australian Rugby League, NSW Hockey and Netball NSW.



Community Participation

Students from the school march with the local community on ANZAC Day. The school commemorates Remembrance Day with a student led ceremony at school.

Students participate annually in the Armidale Autumn Festival. In 2014 the school was privileged to have the use of a truck for a float donated. Students, parents and community members contributed to the decoration of the float for the parade.

Students were involved in a number of other curriculum based activities and excursions including:

- Education and Book Week activities;
- ANZAC and Remembrance Day Services;
- GRIP Leadership;
- Yrs 5 and 6 were involved in the University of New England Science and Engineering Challenge;
- Student Representative Council activities
- Live Life Well @ School initiative

Significant programs and initiatives – Policy and equity funding

Aboriginal education

Aboriginal perspectives are applied to all studies in all Key Learning Areas to develop an informed understanding of our Indigenous people and their cultures including the importance of the reconciliation process. These programs aim to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia.

The school leaders acknowledge country at the school assemblies and other significant school events.

A Personal Learning Plan is prepared for every student in the school and shared with the student, family and staff at an interview.

Improved outcomes for Aboriginal students are targeted and evaluated in the School Plan.



Multicultural education

Our school endeavors to provide programs that develop in students the knowledge, skills and

attitudes required to live in a multicultural diverse society.

In classrooms, students learn about the culture and customs of several countries around the world and also the multicultural make-up of Australia. These studies involve investigating different aspects of the country including cultural and historical issues.

Students are encouraged to develop an understanding of cultural diversity and tolerance of people from diverse multicultural backgrounds.

Equity Funding

Aboriginal background and Socio-economic background / Learning Support

Newling PS received Equity funding which enabled us maintain a stage class structure across the school as children are able to be divided into Early Stage 1, Stage 1 and Stage 2, and Stage 3 classes. Additionally a Learning and Support Teacher supplement to focus on targeted Literacy and numeracy programs. Funds were also used to expand the Reading Recovery program so that a greater number of children benefited from this program.

School Learning Support Officers were engaged to assist Early Stage 1 through Semester 1 and support the individualised learning and intervention programs in the stages 1, 2 and 3 classrooms throughout the year.

Transition to School class was also continued to provide comprehensive experiences at school prior to commencement of Kindergarten.

Other significant initiatives

Early Action for Success

Newling benefits from the Early Action for Success initiative through the appointment of a full time Instruction Leader and additional funding to improve learning outcomes in the early years of schooling.

The additional funding component is utilised for additional relief from face to face for teachers to work on professional learning activities with the Instructional Leader. The focus is on classroom methodology and continual analysis of class data

to refine teaching strategies to meet the individual and current learning needs of the students.

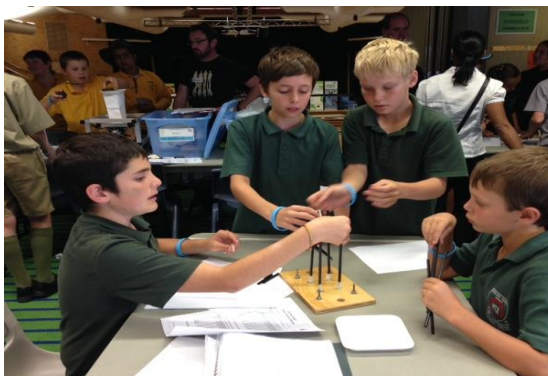
The Instructional Leaders daily team teaching with the Kindergarten and Stage One teachers to model best practice and collaborative plan for teaching and learning in the classrooms has led to improved individual focus in the classroom.

Staff professional learning is also coordinated by the Instructional Leader who is leading the whole staff through the professional learning courses in Targeting Early Numeracy and Focus on Reading – Phase 2.

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Analysis of student assessments.
- Surveys and discussion to obtain student, staff and school community engagement.
- Consultation meetings with stakeholders



School planning 2012-2014:

School priority 1

Improve student learning in Literacy.

Evidence of progress towards outcomes in 2014:

- Teachers showing planning for explicit teaching of comprehension skills in teaching programs.
- Students have shown an increased use of comprehension skills in all Key Learning Areas .
- Students are showing improvement in comprehension in class assessments.

Strategies to achieve these outcomes in 2014

- Training and regular review in use of the 'Super 6' comprehension strategies have shown increased uptake as a learning strategy in teacher programs.
- Staff professional development in 'Focus on Reading' and 'Language, Learning and Literacy L3" to ensure explicit teaching by teachers.
- Training and implementation of the Literacy Learning continuum to monitor and plan student progress.
- Monitoring and evaluation of successful implementation on new English syllabus

School priority 2

Improve student learning in Numeracy.

Outcomes from 2012–2014

Evidence of progress towards outcomes in 2014:

- Teachers are familiar with the Numeracy Continuum and use it for the planning of focused teaching.
- Teachers accurately track student learning. Ideas are shared at school and network meetings

Strategies to achieve these outcomes in 2014:

- Training in use of the numeracy continuum in place value and teaching
- Teachers accurately track student learning. Ideas are shared at meetings

School priority 3

Professional Learning

Outcomes from 2012–2014

Provision of high quality professional learning

Evidence of progress towards outcomes in 2014:

- Staff participated in high quality professional learning opportunities.
- Teachers use collegial feedback to improve their teaching practice.
- Staff increased their use of ICT
- Staff familiar with the Australian Curriculum.

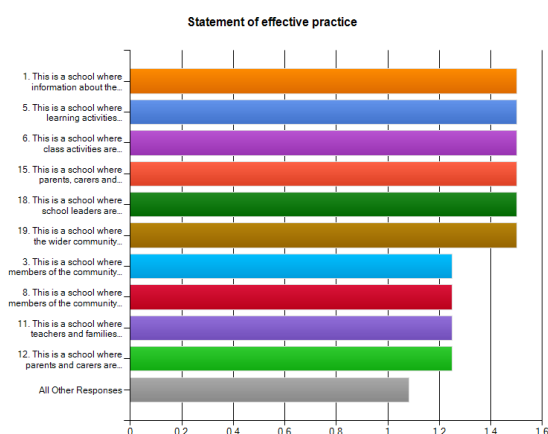
Strategies to achieve these outcomes in 2014:

- Provision of high quality professional learning within Armidale Community of Schools
- Develop PL goals for all staff members, which reflect the individuals and school needs and exhibit principals of quality teaching.
- Continue to share developed units of work and resources
- Evidence in class programs that programming has been informed by student learning data
- Staff utilise networks beyond their own school and beyond their own learning

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school.

Their responses are presented below.



Parents, staff and students showed a suitable level of satisfaction with the schools response to their.

Future Directions 2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school's website from the beginning of Term 2 2015.

As a starting point to constructing this new plan collaborative processes have been used to:

- Revisit and refine the school context statement;

- Evaluate the school's progress in achieving the targets and outcomes of the 2014 plan and the effectiveness of strategies used; and
- Conduct evaluations of school systems and practices.

The school strategic directions for 2015-17 are:

- Student Engagement and Academic Excellence
- Quality Teaching and Opportunity
- Community Partnership

Improved learning outcomes in Literacy and Numeracy with an increasing percentage of students at proficiency standard and teaching and learning strategies strengthened through the implementation of quality evidence-based programs and initiatives will continue to be our major area of focus.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school's practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school's future development.

Murray Cox Principal

Kerry Tasik SAM

School contact information

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at:

<https://detwww.det.nsw.edu.au/high-performance/annual-school-reports>