

Annandale North Public School Annual Report



2016



1042

Introduction

The Annual Report for 2016 is provided to the community of Annandale North 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 school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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Message from the Principal

The Annual Report for 2016 is provided to the community of Annandale North Public School as an account of the school's operations and achievements throughout the year.

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It is with great pleasure that I accepted the position of Principal at Annandale North at the commencement of Term 3. I joined a thriving community of teachers and students who had been ably guided by Mr Josh Collins and the Executive Team over the preceding terms. The plethora of opportunities offered, the quality of teaching programs being delivered by teachers and the highly engaged students made my transition a positive journey. I look forward to working with the community in the coming years.

Samantha Nicol – Principal

Message from the school community

The P&C has enjoyed another productive year.

In fundraising, we have been fortunate to be able to gift \$28,600 to the school. This includes \$6,000 for the popular mural painted by Mulga and Year 6, \$10,000 for computers, \$4,000 for early reading books, with \$7,600 yet to be claimed. We are able to pass on a healthy balance to the start of 2017. We are increasing our income from sales and donations: Christmas trees, donated fitness memberships and wine sales. I think there are likely to be more opportunities for this in our school community. Hopefully we can interest a few more parents in this approach.

Fundraising events are also important social events for the school community. The kindy welcome BBQ, disco, concerts, cake stalls and all our events bring parents and carers and students together; building links and connections. Events fundraising made \$32,688.

This year we are fortunate to have had two grant coordinators (Evan and Ainsley) who applied for two grants for playground improvements. We await the results. Additionally, they are compiling a list of grants so we can be ready to apply in good time and be able to match possible projects to grants. Evan has begun work on improved IT, including a possible P&C web page, improved communications and records. One candidate for the next Executive intends to pursue corporate partnerships.

The P&C was represented on the selection panel for the principal position. Serving on selection panels is both of benefit to the school and an important insight into the teaching service and department.

it is important to acknowledge the hard work that goes into running the highly successful program Band and Strings program. The formalisation in 2015 of the operations through the B&S sub-committee rules, including submission and approval of an annual budget, continues to allow greater focus on the substance of the program. The P&C this year made a one-off increase in its customary financial support – a total of \$6885 – a significant proportion of the P&C income.

I again thank everyone for all they did for the P&C: serving on the executive, running events, spending money and look forward to even greater achievements in the coming year. Thanks, also to the staff and executive for their contributions and support. I particularly mention Josh Collins, who ably acted as principal for a large part of the year.

We have several keen potential recruits to the P&C and executive, with children in kindergarten and early years. This renewal and replacement is important in ensuring the P&C can continue to prosper. It seems there is support for a major event in 2017.

Ian Cranwell – P&C President

School background

School vision statement

Our vision is to empower and enable students to become engaged life long learners who have the capacity to contribute creatively, collaborate effectively and communicate thoughtfully. We will model this by our actions as teachers, and through our connections with our community, to ensure students' future success.

School context

Annandale North Public School is situated in Annandale, an inner-city suburb of Sydney. The area is rich in history and known for its beautiful homes, historic buildings and churches, and wide tree-lined streets. The school occupies a small site bounded by three streets and the majority of students walk or are driven to school. Annandale North is a learning community where the involvement and participation of the whole community is valued. The community values and recognises the importance of the acquisition of knowledge and skills, along with the development of kindness and integrity as central to the development of the whole child. Through diverse programs and challenging learning experiences, students are encouraged to develop independent learning skills and to accept responsibility and direction for their own learning. Students are encouraged to be involved in decision making in their classes and across the whole school through an active Student Council. In these ways a balanced, stimulating and safe environment promotes an optimal learning climate for the needs of all students.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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 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.

In the domain of Learning, the school has shown improvement in the area of assessment and reporting. Over the year, the staff have focussed on developing a more consistent approach to assessment and reporting processes to ensure parents are being given a more complete picture of their child's learning. A new online reporting format has been introduced which will enable student achievement to be tracked and monitored. Explicit processes about data analysis have been implemented to enable teachers to use data to inform the learning program. Teachers spent time moderating work samples to enable more consistent teacher judgement of classwork. Further work will be done to refine the processes and to strengthen the gains made this year.

In the Teaching domain, teachers have participated in collaborative planning sessions to develop a more cohesive program of work. Developing a differentiated program of work for each class enables all students to be engaged in the learning program at an appropriately challenging level. The development of more open ended inquiry based teaching programs has meant students are reporting that they are more engaged with the learning process. Professional learning has enhanced staff understanding of this process and provided time for them to incorporate the principles into their teaching program. Further work will be done in the assessment of open ended tasks. Teachers have worked within the performance and development framework, completing peer observation as a means to improving teaching practice. This has strengthened the collegial dialogue between teachers and opened the avenues for teachers to work more collaboratively.

In the leading domain, the school has made significant improvement in the management of school resources. Strategic financial management principles are now used to maximise resources and implement projects successfully. Learning spaces are being used more flexibly during school hours. The school, with the support of the P&C, has invested in mobile technology to further enhance the principles of flexible learning. The school management team has identified the importance of student leadership and will be looking at ways to broaden and strengthen the leadership programs within the school.

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

For more information about the School Excellence

Framework: <http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

Strategic Direction 1

future citizens

Purpose

All students to be actively engaged in developing skills and strategies that enable success in a changing world and be able to equip themselves with the depth of knowledge and the skills to become life long learners and responsible future citizens.

Overall summary of progress

- Development of Break Out spaces
- Project based learning used as a foundation for some curriculum areas
- Development of policy to support teaching and learning
- Staff participation in film making professional learning

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|--|--|
| An increase in the number of students who demonstrate creativity, collaboration, information, management skills and guided inquiry in their learning. | Development of Break Out spaces for Stage 2 and Stage 3 students to enable group work and develop increased collaboration Classes utilise Google Classrooms to facilitate collaborative learning ICT is expanded to enable BYOD for senior students. | P&C funding of Break Our Spaces – \$20,000 IT budget \$25,000 |
| Teachers deliver high quality programs that are open-ended, authentic, inquiry-based and reflect global perspectives. | Teachers collaboratively plan new History and Geography units of work. Units focus on developing inquiry skills. Scope and Sequence of all units is developed across the school. | |
| Professional development is undertaken that links with this strategic direction. | Collaboration with community schools in the participation in the CoLAS conference and other professional development opportunities. Programs established to develop an ongoing connection with the local high school for senior students | Professional Learning \$25,000 |
| Student satisfaction surveys indicate high sense of well-being. | Tell Them From Me survey reflects high student engagement and satisfaction with well being processes. | |

Next Steps

- Evaluation of Break Out space use
- Evaluation of BYOD use and impact on teaching and learning programs
- Revisit Wellbeing policy

Strategic Direction 2

differentiation

Purpose

Build the capacity of teachers to meet the diverse needs of learners through the development of innovative quality teaching practices to improve student learning outcomes.

Overall summary of progress

- Staff participated in Performance and Development framework including peer observations
- Strategies to support differentiated class program explored

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|--|--|--------------------------------|
| COLAS network established, attended and contributed to by ANPS executive. | Community of Schools network expanded to enable teachers to share professional knowledge. Staff involved in leading professional learning sessions for colleagues. Teachers attended CoLAS professional learning events. | Professional learning \$25,000 |
| Program of observations and instructional rounds adopted. | All teachers participated in the Performance and Development process, involving peer observations. Teachers developed their own professional learning goals to improve their classroom practice. | Executive release \$10,000 |
| Continual student growth as measured by NAPLAN results over the three year period. | Student growth is analysed by staff to highlight trends in achievement to enable planning of appropriate learning programs for students. | |
| Individual staff learning plans established. | Staff create their own learning plans. | |
| 100% of staff accessed professional learning in line with the goals set in their Professional Development Framework | All teachers using PDF to set goals. | |
| Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents. | All teachers attended professional learning to update their understanding of gifted and talented students. Clear process implemented for referral of students with additional learning needs to the Learning and Support Team. | |

Next Steps

- Teachers develop evidence portfolio to show achievement of goals
- School evaluates and refines the Gifted and Talented procedures in the school
- Increased differentiation of KLAs other than Literacy and Numeracy

Strategic Direction 3

efficiency

Purpose

Develop and maintain efficient technology, communication and administrative systems that support quality education to ensure clear, transparent and accountable internal systems.

Overall summary of progress

- School App
- Computer network expanded and access to WiFi expanded

Progress towards achieving improvement measures

| Improvement measures (to be achieved over 3 years) | Progress achieved this year | Funds Expended (Resources) |
|---|---|--|
| All policies kept current and communicated to school and community. | School community has been kept abreast of new policy through parent information sessions and information in the school newsletter. | |
| New server and Wifi system installed and operating. | Computer network received ongoing support from regional staff. New server installed to assist with WiFi extension. Additional laptops and desktops installed in each classroom according to an equitable plan. Further improvements planned for 2017. | IT budget – \$20,000 P&C funding – \$10,000 |
| Staff trained in procedures. | Staff were trained in the new Learning and Support Team process to ensure referral is efficient. | |
| Communication systems are working effectively. | School App developed to assist parents with up to date information and as a single source of information. All notes are uploaded to the App for easy reference. School Calendar and Payments can be accessed on the App | Cost of App \$500 |
| Improved results in communication and procedures from School Satisfaction Survey from community | Parents report that they are satisfied with communication procedures at the school. Consistent use of digital communication has meant a wider sharing of information. | |
| Integrated PL recording system adopted. | | |

Next Steps

- Develop functionality of the School App to increase use
- Continued focus on improved communication between home and school

| Key Initiatives | Impact achieved this year | Resources (annual) |
|---|--|---------------------------|
| Aboriginal background loading | Funding utilised to provide support for the Stage 2 writing program | \$438 |
| English language proficiency | Additional time provided to the Learning and Support program to assist students with the development of oral language skills | \$8,069 |
| Low level adjustment for disability | Student Learning and Support Officers employed to provide assistance in the classroom | \$17,246 |
| Quality Teaching, Successful Students (QTSS) | Executive release provided to Assistant Principals to facilitate peer observation and ongoing support for teachers. | \$15,303 |
| Socio-economic background | Funding utilised to support families in contributions to school activities such as excursions and camp. | \$2,169 |
| Support for beginning teachers | Beginning teachers were provided with additional release time with a mentor and targeted professional learning. | \$16,890 |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2013 | 2014 | 2015 | 2016 |
| Boys | 226 | 213 | 208 | 191 |
| Girls | 209 | 206 | 203 | 207 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 97.2 | 97.9 | 95.5 | 96.6 |
| 1 | 96 | 97.4 | 97.2 | 96.5 |
| 2 | 96.6 | 97.3 | 96.1 | 96.5 |
| 3 | 96.3 | 97 | 96.7 | 96.5 |
| 4 | 95.6 | 97.2 | 96.8 | 96.6 |
| 5 | 94.9 | 96.2 | 96.6 | 97.2 |
| 6 | 95.3 | 95.2 | 94.9 | 95.4 |
| All Years | 96.1 | 97 | 96.3 | 96.5 |
| State DoE | | | | |
| Year | 2013 | 2014 | 2015 | 2016 |
| K | 95 | 95.2 | 94.4 | 94.4 |
| 1 | 94.5 | 94.7 | 93.8 | 93.9 |
| 2 | 94.7 | 94.9 | 94 | 94.1 |
| 3 | 94.8 | 95 | 94.1 | 94.2 |
| 4 | 94.7 | 94.9 | 94 | 93.9 |
| 5 | 94.5 | 94.8 | 94 | 93.9 |
| 6 | 94.1 | 94.2 | 93.5 | 93.4 |
| All Years | 94.7 | 94.8 | 94 | 94 |

Management of non-attendance

Student attendance is positive. There are no attendance issues that need to be addressed. Many families have taken extended leave over the year to travel overseas.

Workforce information

Workforce composition

| Position | FTE* |
|---------------------------------------|-------|
| Principal | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 13.37 |
| Learning and Support Teacher(s) | 0.5 |
| Teacher Librarian | 0.8 |
| School Administration & Support Staff | 3.12 |
| Other Positions | 0.15 |

*Full Time Equivalent

The role of Relieving Principal was filled by Mr Josh Collins during Semester 1. The position was then filled through the merit selection process and Ms Samantha Nicol took up the position at the commencement of Term 3. Ms Hailey Russell took a temporary position as Instructional Leader at Ambervale Public School during Term 1, before accepting a 3 year position in the Future Learning unit. In Term 2. Ms Russell's Assistant Principal role was filled by Ms Joanne Kearney. Ms Toni O'Neil retired at the end of Term 3. There are currently no aboriginal teachers at Annandale North Public School.

Teacher qualifications

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

Teacher qualifications

| Qualifications | % of staff |
|---------------------------------|------------|
| Undergraduate degree or diploma | 100 |
| Postgraduate degree | 25 |

Professional learning and teacher accreditation

All staff members participated in professional learning throughout 2016. This included mandatory training in anaphylaxis care, CPR, Child Protection and Code of Conduct.

All teachers participated in the CoLAS Conference with other schools in the Leichhardt area which focussed on project based learning. Bem Le Hunte provided a keynote address about the importance of teaching creativity and problem solving skills in primary and high schools as preparation for future learning and employment. Verity Firth addressed the conference on

the value of public education. Teacher led workshops were well received and centred around developing teacher's understanding of problem based learning.

Beginning teachers participated in collaborative planning days, weekly mentoring sessions and individual professional learning opportunities identified to broaden and strengthen the teacher's expertise. A total of \$16, 890 was spent supporting beginning teachers.

Staff meetings and staff development days focused on a variety of topics including the identification of gifted and talented students, drama, green screen technology and film making, development of Science investigations tasks and the development of personalised learning plans. Two teachers achieved accreditation and one teacher maintained accreditation.

A total of \$37,350 was utilised to assist staff in their professional development.

Financial information (for schools using both OASIS and SAP/SALM)

Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

| Income | \$ |
|--------------------------------|-------------------|
| Balance brought forward | 75 949.00 |
| Global funds | 266 912.00 |
| Tied funds | 138 510.00 |
| School & community sources | 300 207.00 |
| Interest | 2 477.00 |
| Trust receipts | 500.00 |
| Canteen | 83 943.00 |
| Total income | 868 498.00 |
| Expenditure | |
| Teaching & learning | |
| Key learning areas | 58 981.00 |
| Excursions | 55 608.00 |
| Extracurricular dissections | 165 204.00 |
| Library | 6 992.00 |
| Training & development | 4 086.00 |
| Tied funds | 107 890.00 |
| Short term relief | 91 654.00 |
| Administration & office | 80 900.00 |
| School-operated canteen | 71 131.00 |
| Utilities | 59 857.00 |
| Maintenance | 48 113.00 |
| Trust accounts | 500.00 |
| Capital programs | 0.00 |
| Total expenditure | 750 916.00 |
| Balance carried forward | 117 582.00 |

The information provided in the financial summary includes reporting from 1 December 2015 to 31 December 2016.

| | 2016 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 0.00 |
| Revenue | 197 489.91 |
| (2a) Appropriation | 115 108.55 |
| (2b) Sale of Goods and Services | 30 516.95 |
| (2c) Grants and Contributions | 51 855.50 |
| (2e) Gain and Loss | 0.00 |
| (2f) Other Revenue | 0.00 |
| (2d) Investment Income | 8.91 |
| Expenses | -223 322.32 |
| Recurrent Expenses | -223 322.32 |
| (3a) Employee Related | -102 218.15 |
| (3b) Operating Expenses | -121 104.17 |
| Capital Expenses | 0.00 |
| (3c) Employee Related | 0.00 |
| (3d) Operating Expenses | 0.00 |
| SURPLUS / DEFICIT FOR THE YEAR | -25 832.41 |
| Balance Carried Forward | -25 832.41 |

| | 2016 Actual (\$) |
|-----------------------|-------------------------|
| Base Total | 2 565 221.40 |
| Base Per Capita | 22 138.43 |
| Base Location | 0.00 |
| Other Base | 2 543 082.97 |
| Equity Total | 77 923.06 |
| Equity Aboriginal | 438.36 |
| Equity Socio economic | 2 168.88 |
| Equity Language | 8 069.39 |
| Equity Disability | 67 246.44 |
| Targeted Total | 35 189.99 |
| Other Total | 21 924.13 |
| Grand Total | 2 700 258.59 |

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

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.

Reading results remain high in both year 3 and Year 5 and this continues to be an area of strength within the school. The strong program in K–2 which utilises parent helpers is an additional support which assures success of all students. Developing improvement in writing remains a focus for the school, although students have performed at a high level in this assessment..

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

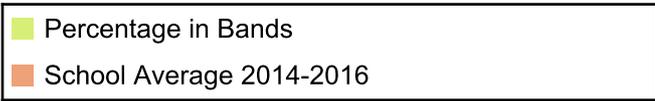
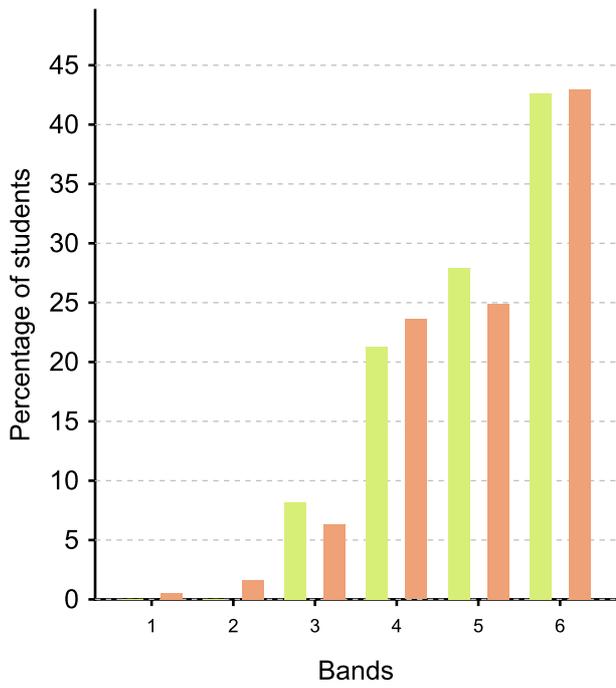
Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

The finance of the school is managed by the Finance Committee comprising of the Principal and the School Administration Manager. The School Executive set the budget for the spending for the year based on needs and priorities of the students and the professional development needs of the staff. The school carried over a large amount of tied funds at the end of 2016. This money has been kept to support teachers involved in the beginning teacher fund. Additional money was needed throughout 2016 to support the professional development needs of the the administration staff as they moved to using the new administration system.

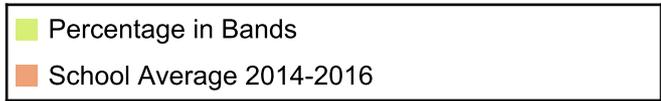
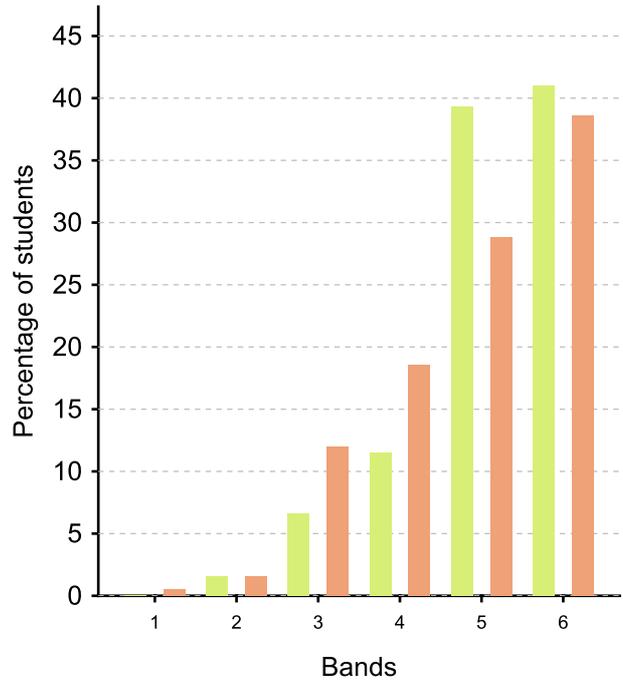
Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

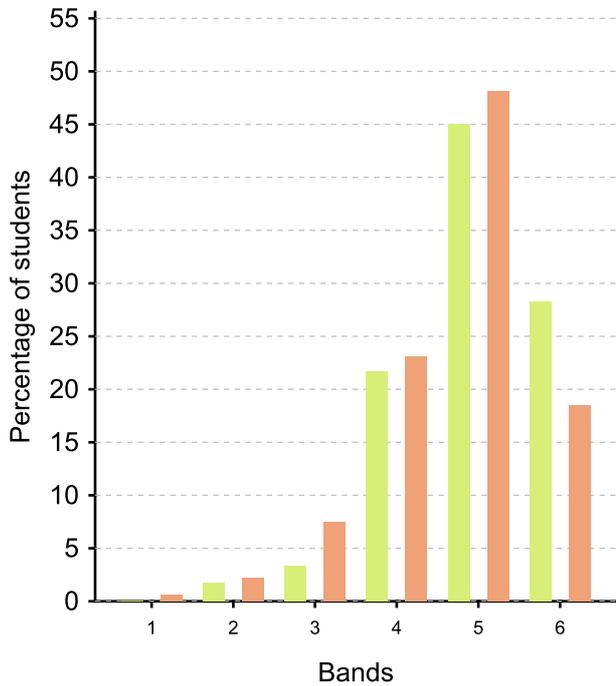
Percentage in bands:
Year 3 Grammar & Punctuation



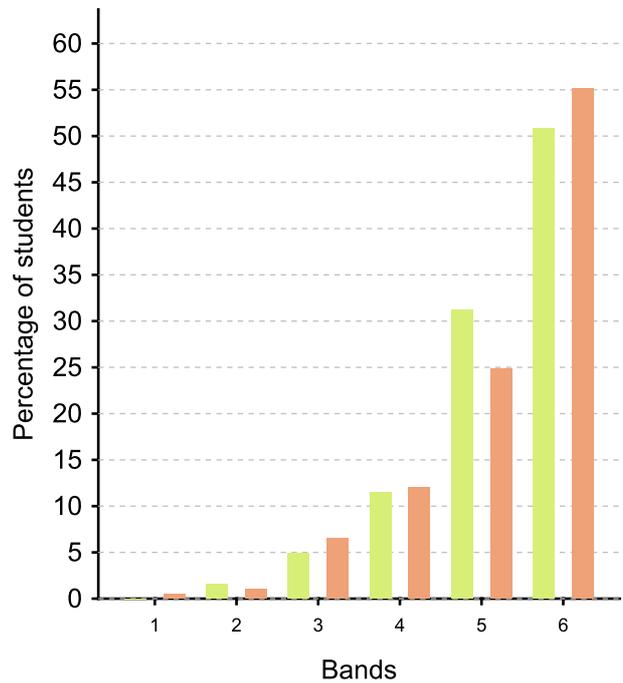
Percentage in bands:
Year 3 Spelling



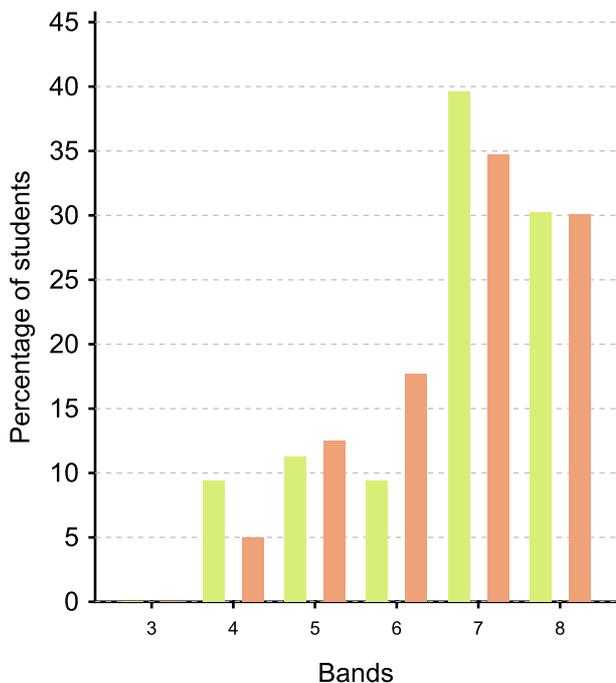
Percentage in bands:
Year 3 Writing



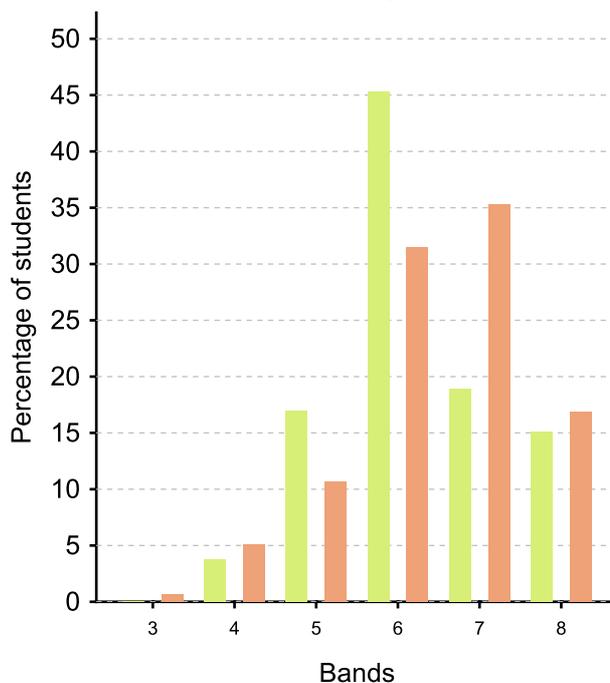
Percentage in bands:
Year 3 Reading



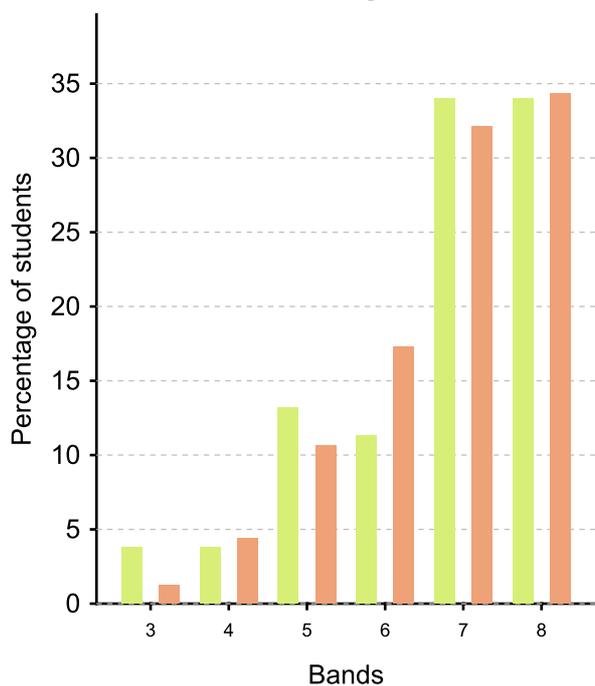
Percentage in bands:
Year 5 Grammar & Punctuation



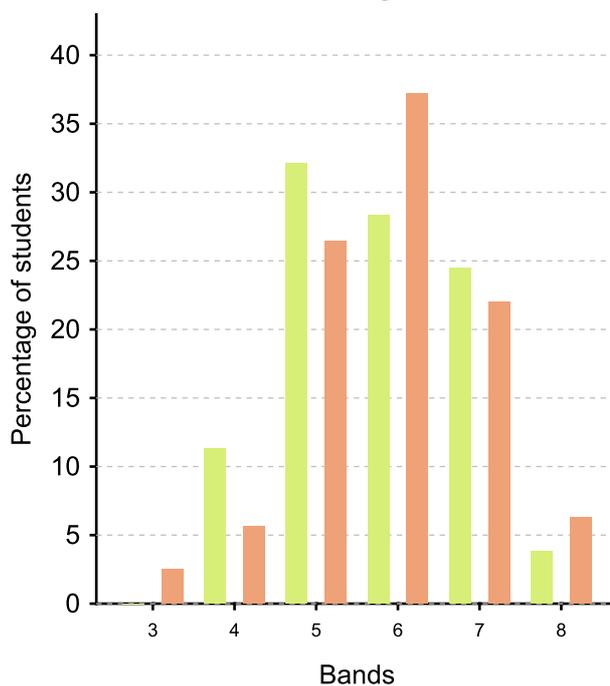
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

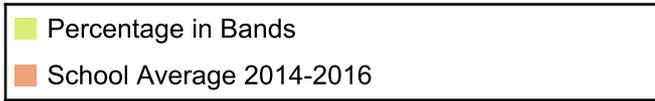
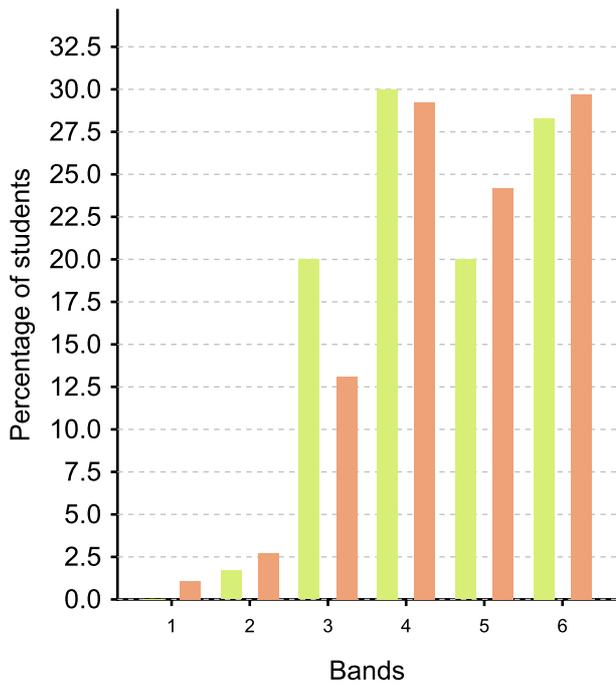


Percentage in bands:
Year 5 Writing

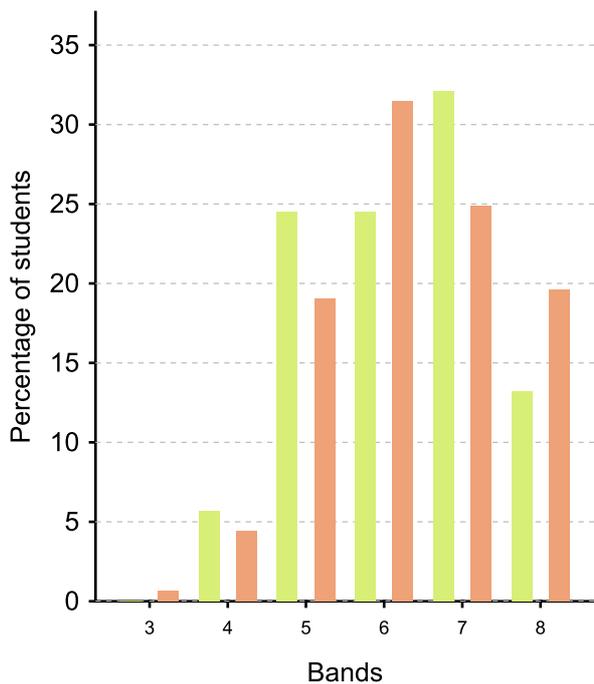


Numeracy results remain strong in both Year 3 and 5. Data analysis suggests teaching programs need to focus on the application of mathematical skills to problem solving. This will be a focus for programming in 2017.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

In **reading**, 83% of Year 3 students achieved in the top 2 bands, compared with 51% of NSW students. 68% of Year 5 students achieved in the top 2 bands compared with 38% of the state. In **writing**, 73% of Year 3 students achieved in the top 2 bands, compared with 53% of NSW students. 29% of Year 5 students achieved in the top 2 bands compared with 18% of the state. In numeracy, 48% of Year 3 students achieved in the top 2 bands, compared with 38% of NSW students. 45% of Year 5 students achieved in the top 2 bands compared with 30% of the state.

Parent/caregiver, student, teacher satisfaction

Students in Years 4–6 were surveyed in October. 98% of the girls and 86% of the boys at ANPS reported positive student behaviour at school. The NSW Govt norm for girls is 91% and for boys is 75%. When asked if they have friends at school they can trust and who encourage them to make positive choices., 90% of students at ANPS reported that they had positive relationships. The NSW Govt norm for these years is 85%. Of the surveyed students, 94% believed the school rules were fair. 96% of the girls and 91% of the boys in this school tried hard to succeed. The NSW Govt norm for girls is 90% and for boys is 85% These factors indicate that the students are actively connected to the school and have a positive attitude to their learning.

78% of parents are satisfied with the level and format of communication between home and school. While only 58% of parents are satisfied with the communication about their child's learning, 80% of parents were satisfied with school reports. Work will continue to support communication between the school and home, with a focus on improving communication about their child's learning in formats other than school reports.

Teachers were given the opportunity to participate in a satisfaction survey also. 80% of respondents felt supported and valued as a professional, progressive educator by the school and the community.. Teachers cited technology within the curriculum as one of the strengths of their teaching., and reported a positive use of data to inform learning programs. Teachers also reported that they discuss strategies that increase student engagement with other teachers. Collaboration is critical in strengthening teaching practice.

Policy requirements

Aboriginal education

Students participated in classroom programs that focused on developing an understanding of Aboriginal history. Teachers developed History units that were sensitive to the cultural understanding of Aboriginal history. Awareness of Aboriginal culture was explored through celebration of NAIDOC week.

Multicultural and anti-racism education

Students and staff participated in Harmony Day celebrations. One teacher was trained as an Anti Racism co-ordinator (ARCO). There were no incidents of racism reported in 2016.