

Northmead Public School

Annual Report



2016



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Introduction

The Annual Report for **2016** is provided to the community of Northmead 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.

J. Mularczyk

Principal

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Message from the Principal

It is a great pleasure for me to present the Annual School Report of Northmead Public School for 2016.

I am delighted to have the opportunity to report on the fine qualities of our students and on the many activities and achievements of the students and of the Northmead community for 2016. In addition to the usual rigorous active engagement in learning in each and every class, each and every day, the attainment of fine NAPLAN results, our school continued to strengthen this year.

Supported by professional and extraordinarily dedicated staff, students are encouraged to think deeply, while maintaining an open-minded approach to life that will instill in them the aptitudes and attitudes to contribute to their world with wisdom, imagination and integrity.

In this year of diligent planning and preparation for the future, the wise stewardship of the P&C, the expertise and professionalism of our teaching and professional staff, and the generous support of the broader community find us poised on the cusp of another full and rewarding year in 2017.

As we enthusiastically embrace the many changes facing education today, the foundational values and ethos of Northmead Public School will not change. Northmead Public School is a school that is renowned for its academic excellence and rigour, its innovative thinking and learning programs, its rich and extensive co-curricular program, its strong wellbeing and a culture that celebrates engaged learning and the achievement of personal best.

I would like to acknowledge the true heart of the School — our students.

I remain ever mindful of our duty as custodians of the School to ensure current, and future, generations of students may experience the diverse range of academic and co-curricular opportunities, lifelong friendships and inimitable School spirit that Northmead Public School offers.

The students' achievements, big and small, continue to make us proud and inspire in us a shared sense of spirit and motivation, best summed up by the School motto - endeavour.

School background

School vision statement

We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.

School context

Northmead Public School opened in 1923 and has a current K-6 enrolment of 682 students. Northmead is located in the Sydney metropolitan area, approximately 6 kilometres from Parramatta.

Northmead Public School serves a diverse community with regular, strong support from an active parent body.

The Index of Community Socio-Educational Advantage (ICSEA) rating is 1066 and the school Family Occupation and Education Index (FOEI) is 55.

There is a diverse population with 37% from a language other than English background. Some 46 languages are spoken, the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu. Less than 0.02% of student population identify as Aboriginal.

Projected school growth of school-age children is expected to continue in Northmead in the next few years. While this is a positive trend, it brings challenges.

Currently there is an increasing mobility rate with the construction of large numbers of medium density housing. The annual enrolment growth from 2010 is 2.0%.

Northmead Public School has a highly dedicated staff that consistently focus on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school provides a wide range of sporting, social and cultural opportunities for its students. These extended learning opportunities include the partnership with local schools through the Toongabbie Learning Community to support the academic extension programs that form an integral part of the curriculum offerings of the school.

The school also has an extensive and much valued Band program.

There are also strong literacy and numeracy support programs. These programs are supported by a wellbeing tradition and a highly competent and effective administration team.

The school staffing profile indicated a stable staff with a good mix of experience. Staff turnover is quite low. The staff is committed to providing an education that recognises and values diversity and to offering all students opportunities to succeed.

The school's physical environment is most attractive and welcoming.

The school staff and P&C members are committed to enhancing the facilities available to the students with planned renovations a feature of their forward planning. The school's buildings and gardens provide a setting that contributes greatly to the establishment of a learning environment.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

For all schools (except those participating in external validation processes):

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.

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, our school achievements and the next steps to be pursued. The School Strategic Plan 2015-2017 clearly identifies the school's directions for student achievement and describes the major strategies and milestones to be followed to achieve those directions. The school leadership team and staff, students and parents determined the three directions and communicated them to the school community through the Strategic Plan. They are aspirational targets and well suited to the context of the school. There is clear evidence of thorough interrogation of the data and appropriate planning undertaken to develop strategies to support staff to address the targets. There was evidence the staff is addressing the needs of various groups within the school populations.

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.

Learning: Sustaining and Growing

It is evident the staff is committed to the continual improvement of students' academic achievements and the quality of the learning environment. The staff adjusts strategies in response to any emerging changes. A number of strategies have been introduced, including explicit teaching, focusing on teachers' pedagogy to maintain or improve student achievement such as Project Based Learning. The strategies include the refinement of the Learning and Support Team to support a focus on individual education plans (IEPs) for those students identified as being in need of further support. Best-Start and PLAN data is used to identify a basis for planning literacy, numeracy and social development strategies. Evidence based measures are routinely used in the school to reflect on performance.

A longitudinal summary of student performance, developed by an external consultant, Mr. Barry Laing, shows Year 3 and 5 results are at above or as expected level of achievement for like-schools in all domains. The school's overall performance has been above expected and is a credit to the staff.

Teaching: Sustaining and Growing

Teachers work in collaborative learning teams to develop strategies to implement and assess the Australian Curriculum. Professional learning has been built around the phase-two learning areas of the curriculum. The introduction and implementation.

In the teaching domain, 'Effective Classroom Practice', 'Collaborative Practice' and 'Learning and Development' have been the focus. School learning teams, supporting collaborative practice, focussed on feedback, future focussed 21st Century skills, differentiated learning, explicit quality criteria, assessment for learning and creativity.

The establishment of partnerships with Macquarie University and One Education Technologies is of great significance to the professional development of the staff at the school. These key strategies, it is anticipated, will greatly enhance the curriculum and technology knowledge and understanding of the staff and henceforth support the academic improvement of the students at Northmead Public School. The staff is commended for involvement in these innovative and rigorous initiatives designed to improve capacity to address the needs of students.

The school staff is also commended for the efforts made to improve and maintain student learning for all by the provision of a multitude of curriculum offerings. Programs have been selected to address the specific needs of all students. The introduction and expansion of the Mandarin Language and Young Engineers programs is notable for the contributions to the fabric of the school and community.

The school has a significant population of students with English as additional language or dialect (EAL/D). Teaching and learning strategies have been formulated to address their needs. 2016 saw the review and expansion of school practices to support increasing numbers of refugee students.

The academic extension programs, under the leadership of Mr. Meizes are outstanding and achieving excellent

outcomes across the breadth of the curriculum as outlined later in this report. The diversity and appropriateness of the courses are acknowledged. The staff has implemented a curriculum that challenges, engages and improves learning for all students.

The staff is using appropriate systemic assessments to make informed judgments about student performance in each of the key learning areas. The majority of students are achieving sound to high-level results. Evidence gathered from population testing, such as NAPLAN, is corroborated by teacher assessment using PLAN. Teachers use a combination of assessment tools to make judgments and plan for improvement. School-level information about student performance is collected regularly and comparisons are made against similar schools.

Leading: Sustaining and Growing

The Northmead Public School 2015-2017 Strategic Plan aims, through the achievement of the school vision, to provide all students and adults with ongoing quality opportunities to develop the skills, knowledge and confidence to achieve their potential.

Classrooms are well resourced and provide students with a positive learning environment. Students displayed a respectful attitude to each other, their teacher and to the deputy principal and Principal. It was evident learning expectations are high, with students engaged in their learning and demonstrating pride in their achievement.

Explicit instruction methodology is deployed in literacy and numeracy, with this being extended to all areas of the curriculum to meet the aim of improving student performance. There is a very high level of curriculum planning and sharing between staff supported by curriculum teams, collaborative teams and the leadership team. The use of information technology is well advanced, with the use of classroom sets of iPads, SMART boards in each classroom and Infinity computers in the early years. K-3 teachers use the Edmodo system to facilitate online connection between school and home.

The staff is commended on developing a stimulating and positive learning environment with a range of strategies and actions that are socially inclusive and encourage students to become engaged in their learning. In supporting students 'to be the best that they can be' the school provides an atmosphere that fosters care and wellbeing to a very high level.

The school has strong wellbeing care structures to support student attendance with the attendance of the majority of the students excellent. The school has policies in place that reflect the importance the community places on student attendance. The appointment of a Student Support Officer has greatly benefited student wellbeing and will continue to support school anxiety, resilience and anti-bullying initiatives. Communication to parents is through a variety of means including electronic distribution of the fortnightly newsletter, an up-to-date school website, virtual reality tour and the innovative Northmead Smart phone application.

This application is proving to be well received and used by parents. The parents are very supportive, heavily involved in school activities, and are engaged in a range of endeavours including fundraising through an active Parents and Citizens' Association. Education is highly valued by the parent community and is reflected in the strong tradition of consistently high student attendance, low transiency rates and parents moving into the school's catchment area. The regular parent satisfaction surveys reinforce this positive attitude towards the school's vision. The staff has been working on the second phases during the life of the current Strategic Plan and now most teaching and curriculum strategies have been embedded and are proving sustainable.

The school's direction in growth coaching has been model for the exceptional performance management of executive. The sustainability of the school's high performance is through the quality of the teaching and learning and involves intensive collaborative activities across all teaching and learning areas. A distributed leadership model engages all staff in the development of strategies, collaborative planning and interrogation of data. Teachers are highly committed to their work of improving the learning outcomes for every student. Quality programs provide students with diverse options. Staff members embrace professional learning opportunities and use their expertise to mentor and support colleagues under the Great Teaching, Inspired Learning program. The school staff is commended for the clear structures in place to ensure optimum learning experiences for the 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

Provide an educational experience that challenges students to achieve their fullest potential

Purpose

At Northmead Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)																																															
<p>Sustained, positive growth as measured by the percentage of students in the top two bands in NAPLAN by 0.5% annually.</p> <p>Degree of evidence based decision making in teaching, as measured by inclusion of data analysis in programming and planning documentation.</p> <p>Data analysis over three years demonstrates sustained, value adding to each cohort of students.</p> <p>Increase the percentage of Year 3 students mainstream boys achieving greater than or equal to expected growth inNAPLAN numeracy.</p> <p>100% of students identified at risk of failure are placed on Individual Learning Plans that support their specific learning needs and lead to improved outcomes.</p>	<p>The average gain in NAPLAN numeracy scores from Grade 3 to 5 will be equivalent to the average gain made by all schools and will be better than the average gains made by similar schools.</p> <p>The average gain in NAPLAN numeracy scores from Grade 3 to 5 state-wide was 91.7 while Northmead Public School grew at 103.3. While 59.5% demonstrated greater than or equal to expected growth.</p> <p>31.1% of students were in the top 75th and above.</p> <p>Stage based teachers reviewed data to identify areas of strength and improvement and create professional learning plans.</p> <p>Baseline data was collected and analysed against “clusters”.</p> <p>Standards table % below National Minimum Standard</p> <p>Years</p> <table><tr><td>3 School</td><td>3 State</td><td>5 School</td><td>5 State</td><td>7 School</td><td>7 State</td></tr><tr><td></td><td></td><td></td><td></td><td></td><td></td></tr></table> <p>Reading</p> <table><tr><td>7%</td><td>2%</td><td>6%</td><td></td><td>1%</td><td>5%</td><td>3%</td></tr></table> <p>Writing</p> <table><tr><td>0%</td><td>3%</td><td>3%</td><td>7%</td><td>7%</td><td>9%</td><td></td></tr></table> <p>Spelling</p> <table><tr><td>5%</td><td>4%</td><td>7%</td><td>2%</td><td>7%</td><td></td><td>1%</td></tr></table> <p>Grammar & Punctuation</p> <table><tr><td>4%</td><td>5%</td><td>4%</td><td>5%</td><td>0%</td><td>7%</td><td></td></tr></table> <p>Numeracy</p> <table><tr><td>2%</td><td>5%</td><td>4%</td><td>6%</td><td>1%</td><td>4%</td><td></td></tr></table> <p>The average Year 3 reading growth state-wide was 429.0, Northmead Public School grew at 439.6.</p>	3 School	3 State	5 School	5 State	7 School	7 State							7%	2%	6%		1%	5%	3%	0%	3%	3%	7%	7%	9%		5%	4%	7%	2%	7%		1%	4%	5%	4%	5%	0%	7%		2%	5%	4%	6%	1%	4%		
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<p>Sustained, positive growth as measured by the percentage of students in the top two bands in NAPLAN by 0.5% annually.</p> <p>Degree of evidence based decision making in teaching, as measured by inclusion of data analysis in programming and planning documentation.</p> <p>Data analysis over three years demonstrates sustained, value adding to each cohort of students.</p> <p>Increase the percentage of Year 3 students mainstream boys achieving greater than or equal to expected growth in NAPLAN numeracy.</p> <p>100% of students identified at risk of failure are placed on Individual Learning Plans that support their specific learning needs and lead to improved outcomes.</p>	<p>State-wide 28.1% of students were in the top reading band compared to Northmead Public School's 34.5%.</p> <p>Years 5-7 NSW DoE All Students) Northmead Public School (All Students)</p> <p>Mean</p> <p>Reading 532.9 558.7</p> <p>Writing 504.5 514.3</p> <p>Spelling 542.9 569.6</p> <p>Grammar & Punctuation 534.7 562.2</p> <p>Numeracy 544.3 575.7</p> <p>Data, Measurement, Space & Geometry 545.4 576.6</p> <p>Number, Patterns & Algebra 543.3 574.3</p> <p>Years 3-5 NSW DoE (All Students) Northmead Public School (All Students)</p> <p>Mean</p> <p>Reading 494.3 500.9</p> <p>Writing 471.6 481.5</p> <p>Spelling 495.8 507.2</p> <p>Grammar & Punctuation 504.7 513.6</p> <p>Numeracy 493.2 492.5</p> <p>Data, Measurement, Space & Geometry 489.8 493.5</p> <p>Number, Patterns & Algebra 493.5 491.7</p> <p>K-3 NSW DoE (All Students) Northmead School (All Students)</p>	

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Next Steps

1. Improve literacy outcomes for English as an Additional Language/Dialect to match similar school group cohorts.
2. Participate in NSW Literacy and Numeracy Strategy in Assessment for Learning trial using new learning progressions.
3. Continue to align professional development to visible learning by collaborating with the Toongabbie Learning Community.
4. The aim is to provide students with explicit feedback with a focus on their learning intentions and the use of peer feedback.
5. Enhance our provision of enrichment and learning support to ensure that students are assisted and extended within the School, and to ensure that teachers are supported in catering to the distinct learning needs of each student, especially K-2.
6. Continue to provide professional learning opportunities to support the consolidation of the whole school curriculum implementation.

Strategic Direction 2

The basis for improving student learning outcomes is high quality teaching and leadership.

Purpose

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize the potential through excellence in teaching and learning. Northmead has an expectation of achievement for all. We will build on our tradition of success by continually reviewing and strengthening the quality of teaching and learning. At Northmead we know that a quality education depends on great teaching and nurturing all staff. Building teacher leadership capacity is an essential component of sustaining successful school reform and the embedding of professionalization of teachers in order to maximize student learning.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>Evidence from student feedback and student work samples will indicate that each student consistently experiences an engaging, relevant curriculum and quality teaching.</p> <p>All teachers will have engaged in lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan.</p> <p>A staff development plan with clear aims has been formulated. Feedback from team leaders of Australian Curriculum subjects will report teachers have embedded a contemporary pedagogical platform which builds teacher capacity to improve student learning and are confident is using the Australian Curriculum and are able to make moderated judgements of student achievement in a fair and valid manner.</p>	<p>Effectively adapt the National Standards Accountability Framework to our context, and are provided with positive and empowering performance development opportunities. Enhance the performance appraisal process for all teaching staff and foster a culture of collaborative enquiry, planning and reflection and promotion of peer observations or quality feedback circles.</p> <p>Performance and Development Plans for all staff aligned to NSW DoE Professional Development Framework, Australian Institute for Teaching School Leadership (AITSL) and BOSTES Frameworks</p> <p>Professional growth as per professional standards and Professional Development Plans</p> <p>100% of teacher maintenance of accreditation records are up to date and accurate on the NSW BOSTES website and show alignment and learning embedded into teachers practice.</p> <p>The observation of classroom practice is an important component of the process, and is an essential element of the Australian Teacher Performance and Development Framework. At Northmead the observation were negotiated, linked to the teacher's goals and the appropriate Standards, and undertaken in a collegial and supportive manner.</p> <p>The school executive trialled quality teaching rounds. This is a specific type of school-based professional development to initiate and build professional conversations around classroom practice and teaching. The aim of lesson observations was to focus on the evidence generated from a lesson in the teachers' context in order to help teachers' articulate their understanding and judgment to others. This collaboration allowed staff to discuss such issues as whether more or less of specific elements of the Quality Teaching model may support increased</p>	

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Next Steps

1. Align staff performance and development to the Australian Institute for Teaching and School Leadership (AITSL).
2. Providing staff with opportunities for professional development, reflection and self-assessments to maintain Proficient, Highly Accomplished or Lead teaching standards
3. A professional learning program continued to enhance teachers' understanding and ability to teach the 21st Century learning skills through continued focus on Project Based learning and the continuation K-3 of Macquarie University initiative.
4. School administration and support staff and casual teachers will receive support and guidance from their supervisor in setting meaningful and appropriate professional goals via the new departmental professional development process. This process will occur in a collaborative and supportive environment. Institute a diverse program of collaborative learning program and lesson visits that support whole-school priorities for teaching, assessment and learning and that allow teachers to focus on priorities and needs using QTSS mentoring and growth coaching models.
5. Generate opportunities for distributed leadership and responsibility for initiatives, such as curriculum leaders that support career development.
6. Develop a series of rich literacy units to successfully achieve the outcomes of the new English Syllabus and implement strategies including; across grade writing tasks analysis, to meet identified learning needs in writing.

Strategic Direction 3

Students, their achievements and their wellbeing drive all decisions and actions.

Purpose

Student welfare is essential to learning. Central to our purpose is data driven change and decision making. We aim to reinforce our school and departmental values in developing confident, competent, compassionate and curious learners. In an increasingly globalized planet requiring students with the lifelong capacity to learn and adapt, every student must further develop their wellbeing, while strengthening their leadership capacity and be a responsible global citizen. Further we seek to build mutually respectful relationships through maintaining and strengthening a culture of tolerance, inclusion and understanding in a welcoming community.

Overall summary of progress

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of Administration, teachers and executive staff are transitioned to implement the next phase of LMBR.</p> <p>Demonstrated consistency of teacher judgement of student performance in Key learning areas, stages and year levels.</p> <p>100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.</p> <p>100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.</p>	<p>Information technology through Learning Management and Business Reform (LMBR) architecture, systems and services enhances student learning and school financial operational effectiveness. The LMBR software has provided a number of benefits to our school. These include:</p> <ol style="list-style-type: none">1. Single Chart of Accounts and single bank account2. No bank reconciliations3. No BAS requirements4. EFT preferred payment option for parents with no cheques5. Elimination of many manual processes6. A comprehensive student well-being package – (SALM) Student administration, learning and management to utilized 2017. <p>All staff will use consistent processes for behaviour support, as evidenced by our effective behaviour support Positive Behaviour for Learning data indicating that systems are in place or partially in place and trending upwards.</p> <p>This program is a school-wide system to enhance student success. It equips students to develop strong social and academic achievement in a framework that supports both students and staff. At Northmead our PBL program involves a focus on explicitly teaching appropriate behaviours that are reinforced through consistent positive practices, language and rewards. At Northmead successful implementation of PBL is underpinned by the support and commitment of the whole school community.</p> <p>School-based data, running records & benchmark kits, Best Start, PLAN & NAPLAN data used to monitor student performance. Grade assessment schedules created. Common assessment tasks written using rubrics containing explicit success criteria and descriptions are developed and evaluated. Students' will self- assess work samples against outlined criteria and/or rubrics. Commitment to ongoing growth is reflected in the manner in which timely, valid and empathetic assessment, reporting and feedback is given and received.</p>	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>100% of Administration, teachers and executive staff are transitioned to implement the next phase of LMBR.</p> <p>Demonstrated consistency of teacher judgement of student performance in Key learning areas, stages and year levels.</p> <p>100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.</p> <p>100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.</p>	<p>In 2016 Northmead Public School:</p> <p>Used of PLAN data for decision making is justified by this data in that the predictions are as expected, they align with other testing, and the 2014 pattern has been replicated in 2015. PLAN gives teachers broad scale information as well as individual diagnostic data.</p> <p>Updated reports to communicate clearly, accurately and respectfully to students and parents/carers about overall student achievement showing progress over time.</p> <p>Established student goal setting practices. Students articulated their own learning and reported on their learning processes and outcomes, and developed strategies for improvement.</p> <p>Devised and implemented a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance.</p> <p>Developed assessment rubrics based on the 21st century innovative teaching and learning material based on the Assessment and Reporting Authority (ACARA) General Capabilities Framework.</p>	

Next Steps

1. Further develop the capacity of staff to use strategies which promote resilience, anxiety reduction, conflict resolution and social skills to foster a strong sense of wellbeing for all students.
2. Continue with the upgrade classrooms and other facilities over time to enhance opportunities for flexible and collaborative learning in inspiring spaces supported by innovative technology.
3. All staff explicitly teach and reinforce positive behaviours using a consistent approach (PBL) and track compliance using LMBR, SALM – Student administration and management processes.
4. Engage in the collaborative development of the Strategic Plan 2018 – 2020 that will be published and communicated to stakeholders.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students. In 2016:</p> <p>All staff at Northmead PS participated in the 8 Aboriginal Ways of Learning is a pedagogy framework that allows teachers to include Aboriginal perspectives by using Aboriginal learning techniques. Teaching through Aboriginal processes and protocols, not just Aboriginal content, validates and teaches through Aboriginal culture and may enhance the learning for all students. In 2016 our school had nine enrolled students identifying as Indigenous. Through the funding allocated each student received a Personalised Learning Pathway (PLP) supporting their literacy, numeracy and social development. The PLPs were developed in consultation with parents and provided additional human resource to implement the goals leading to increased student engagement.</p>	

<p>English language proficiency</p>	<p>The loading for EAL/D is calculated using each school's reported level of English language proficiency need, identified by the English as an Additional Language or Dialect (EAL/D) Learning Progression instrument. This instrument, developed by the Australian, Curriculum, Assessment and Reporting Authority, is used by schools to assess each student's level of English language proficiency and to report on the school's overall need for English as an additional language support in the EAL/D Annual Survey. In 2016 we:</p> <p>A dedicated English as an Additional Language/Dialect (EAL/D) teacher worked with students K-6.</p> <p>EAL/D students were monitored using the four phases and PLAN data.</p> <p>EAL/D students were grouped using English outcomes, EAL/D scales and clusters on the English continuum.</p> <p>Departmental documentation was maintained and surveys completed.</p> <p>All EAL/D students receiving support and all new enrolments were benchmarked and their progress was monitored.</p> <p>The MultiLit program was provided to improve reading outcomes. Our MultiLit program is implemented by parent volunteers and is an intensive 1:1 intervention reading program for students in Years 3-6. This program provides an in-depth approach to word attack skills, sight words and reinforced reading.</p> <p>Harmony Day celebrated the diversity of cultures represented at our school.</p> <p>The EAL/D teacher completed training in relation to culturally inclusive teaching and learning, supporting EAL/D students in writing across KLAs and supporting newly arrived EAL/D students to ensure best practice.</p>	
<p>Low level adjustment for disability</p>	<p>The equity loading for Low Level Adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. This equity loading was introduced in 2015 and is consistent with existing practice under the Every School. Every Student initiative. In 2016 we:</p> <p>All students who have been identified as supplementary or substantial on the Nationally Consistent Collection of Data (NCCD) have a personalised learning plan. School Learning Support Officers (SLSOs) have effectively worked with individuals and small groups of students to implement a targeted teaching program that has been designed by the teacher and /or Learning and Support Teacher.</p>	

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>The Quality teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.</p> <p>At Northmead PS, the allocation was used to create collaborative practices in the school to allow teachers to:</p> <p>jointly plan and observe each other's lessons</p> <p>jointly develop units of work and assessment tasks</p> <p>work together to assess and analyse student data</p> <p>establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management</p> <p>provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.</p>	
<p>Socio-economic background</p>	<p>The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment registration Number system.</p> <p>The Macquarie ICT Innovations Centre is located at Macquarie University. It has a collaborative agreement between the NSW Department of Education and Macquarie University, which provides the opportunity for NSW schools access to the use of world class innovative technologies in teaching and learning. Cathie Howe is the Centre Director and consultant to our Northmead ICT project. Parents will have begun noticing the large number of Infinity Tablets in classrooms. The Centre's focus reflects a project-based approach to working with teachers and their students. At Northmead we have begun a comprehensive teacher professional learning and support program where MacICT staff and teachers from Northmead have developed a project that is curriculum-based and world class.</p>	

Support for beginning teachers	<p>The Great Teaching, Inspired Learning Blueprint action describes four conditions that schools should have in place to ensure beginning teachers receive high quality support to enhance their teaching skills.</p> <p>The Beginning Teacher Support Funding is equivalent to:</p> <ul style="list-style-type: none"> • two hours per week release time for the permanent beginning teacher in their first year. • one hour per week release time for an experienced teacher to provide mentoring support to beginning teachers in their first year. • one hour per week release time in the permanent beginning teacher's second year. <p>At Northmead PS, the funding was used support the teacher in a variety of ways including: observing other teachers' lessons engaging in professional discussion and personal reflection assessing and evaluating student work</p> <ul style="list-style-type: none"> • preparing lessons and resources <p>undertaking individualised programs of professional learning compiling evidence to achieve and maintain mandatory accreditation.</p>	
Targeted student support for refugees and new arrivals	<p>Schools receive resources to provide English as an additional language support for refugee students through the English as an Additional Language or Dialect (EAL/D) New Arrivals Program or the equity loading for English language proficiency. In 2016 we:</p> <p>Employed of an SLSO to assist with refugee students and students who have recently arrived from overseas. Refugee Assistance program assists EAL/D students in the acquisition of language and the understanding and skills of each curriculum area studied by the students. Refugee Transition Program developed and implemented which provides a voice for the unseen and unheard stories of our refugee students and develops a sense of self identity.</p>	

<p>Community Consultation Funding</p>	<p>Funding was utilised to further develop more effective two-way communication between families and Northmead Public School using a range of strategies to seek and share information about students' achievements and learning needs, school policies, practices and community initiatives. This included:</p> <p>Virtual reality presentations</p> <p>Improving our social media and website to improve two way communication and consultation with parents and the wider school community.</p> <p>Professional learning activities for staff on ways to communicate with families from culturally diverse backgrounds about NAPLAN progress with educational consultant, Barry Laing.</p> <p>Family workshops with Adrian Ruzo, local specialist counsellor in anxiety and resilience building. This resulted in sharing responsibility for student learning and wellbeing by building on families' capacity to support learning at home. anxiety and resilience.</p> <p>Scheduling afternoon tea and orientation activities for new families to meet staff and learn what is happening at school and to celebrate children's learning.</p>	
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Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	306	318	337	327
Girls	327	328	315	319

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.9	98	94.2	96.3
1	95.1	93.2	93.5	94.9
2	95.1	96.6	94.7	94
3	95.6	94.2	95	94.1
4	95.1	95.5	93.2	95.2
5	94.1	94.4	94.7	94.2
6	95.6	94.8	93.6	94
All Years	95.2	95.4	94.2	94.7
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	92.6	92.9	92.2	92.2

Class sizes

Class	Total
KF	21
KB	20
KP	20
KL	19
KH	19
1A	21
2/1K	24
1T	21
1R	22
1M	20
2S	24
2M	23
2F	24
2A	24
3A	30
3T	30
3M	28
4G	29
4A	30
5/4O	31
4H	29
5W	30
5M	30
6E	28
6P	29
6M	29

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	24.28
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher of ESL	1
School Administration & Support Staff	4.26
Other Positions	0

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Northmead Public School has one Indigenous staff member.

Workforce retention

Reporting of information for all staff must be consistent with privacy and personal information policies. Northmead Public School has been richly blessed for many years, with outstanding staff in every position throughout the school, in the classroom, in promoted posts, in support or administration functions, in student well-being and counselling, and perhaps especially in senior management.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	48
Postgraduate degree	52

Professional learning and teacher accreditation

In 2016 a structured appraisal system was designed and implemented to address the NSW Professional Teaching Standards, with this first stage being completed for all teaching staff. All teaching staff completed the appraisal including structured, standards-referenced self-reflection, peer observation and feedback, professional goal-setting and supervisory discussion and critical feedback for ongoing improvement.

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students. Staff development is a strategic element of the School as it supports and enhances the effectiveness of our core student learning programs: academic, student wellbeing and co-curricular.

At Northmead Public School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing.

Northmead Public School has a responsibility to support the individual learning needs of all new staff. In particular, new teachers undertook individual, structured, long-term, school-based programs of induction. Separate guidelines for schools to support the induction of new scheme teachers were also implemented to assist those teachers to meet and maintain professional accreditation standards. Staff also attended conferences and courses provided by external providers and also participated in professional networks.

The teaching staff also completed the following mandatory compliance training programs.

- Protecting and Supporting Children and Young People,
- First Aid training,
- Cardiopulmonary resuscitation and Anaphylaxis training,
- Emergency Planning and Response Program and
- Occupational Health and Safety Training.

Executive staff completed the School Communities Working Together e-learning modules developed by the NSW School Education sector to raise awareness about anti-social and extremist behaviour in our schools. The module consists of four sessions and looks at the importance of building resilient, inclusive schools, how to support students who are at risk and additional considerations for managing anti-social and extremist behaviour in our schools. The fourth session shows some example case studies and where to find further information.

The Toongabbie Learning Community Conference was held during School Development Day Term 3 at Pendle Hill High School focussed on:

- Managing Change in all life contexts

- Making the 'impossible' possible
- 8 Powers of Leadership
- Followership - Good Leaders create good Followers and good Followers create good Leaders

The presenter was Colin James. He has been helping people navigate the shifting landscape of business for over 20 years. He helps people find better ways to develop intelligent leadership, change and collaboration.

During Term 4 staff completed the Teachers to Thrive in Mixed Ability Classrooms by Differentiating the Curriculum and The Thinking School: Implementing Thinking Skills Across the School Programs with Ralph Pizarro.

This consisted of six strategies:

- Ability Grouping
- Cooperative Learning Teams
- Learning Contracts
- Learning Centres
- Multi-age Grouping
- Individual Learning Plan

Staff readiness for the implementation of the new geography and history syllabi continued. The implementation of the playground phase of the Positive Behaviour for Engaging Learners (PBEL) student wellbeing program continued in 2016.

This year saw the introduction of a GROWTH Coaching model through executive information sessions and opportunities for executive to utilise this model in relation to their practice under the leadership of Mr. Peter Rowsell.

The introduction of Learning Management and Business Reform (LMBR) in Term 3 required the upskilling of administration and executive staff with new procedures related to operating system and strategic financial management software. In addition to the staff development days conducted at the beginning of Terms 1, 2 and 3 and the last two days of Term 4, staff accessed a range of professional learning opportunities consistent with the school plan for improvement.

AccreditationThe total number of beginning teachers working towards Board of Studies Teaching and Education Standards (BoSTES) accreditation at Proficient Standard in 2016 was four. The total number of beginning teachers maintaining accreditation at Proficient Standard was 14. The total number of teachers seeking voluntary accreditation at Highly Accomplished or Lead was five. The total number of teachers maintaining accreditation at one of the voluntary stages of Highly Accomplished and/or Lead was one.

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

Income	\$
Balance brought forward	693 495.00
Global funds	363 374.00
Tied funds	372 552.00
School & community sources	238 014.00
Interest	10 598.00
Trust receipts	6 478.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	0.00
Excursions	38 834.00
Extracurricular dissections	115 159.00
Library	9 332.00
Training & development	6 391.00
Tied funds	204 706.00
Short term relief	63 168.00
Administration & office	57 679.00
School-operated canteen	0.00
Utilities	36 297.00
Maintenance	18 838.00
Trust accounts	7 910.00
Capital programs	120 725.00
Total expenditure	0.00
Balance carried forward	0.00

	2016 Actual (\$)
Opening Balance	0
Revenue	1 114 850
(2a) Appropriation	1 037 519
(2b) Sale of Goods and Services	140
(2c) Grants and Contributions	74 575
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	2 615
Expenses	-462 275
Recurrent Expenses	-445 095
(3a) Employee Related	-205 919
(3b) Operating Expenses	-239 175
Capital Expenses	-17 180
(3c) Employee Related	0
(3d) Operating Expenses	-17 180
SURPLUS / DEFICIT FOR THE YEAR	652 575
Balance Carried Forward	652 575

	2016 Actual (\$)
Opening Balance	0
Revenue	1 114 850
(2a) Appropriation	1 037 519
(2b) Sale of Goods and Services	140
(2c) Grants and Contributions	74 575
(2e) Gain and Loss	0
(2f) Other Revenue	0
(2d) Investment Income	2 615
Expenses	-462 275
Recurrent Expenses	-445 095
(3a) Employee Related	-205 919
(3b) Operating Expenses	-239 175
Capital Expenses	-17 180
(3c) Employee Related	0
(3d) Operating Expenses	-17 180
SURPLUS / DEFICIT FOR THE YEAR	652 575
Balance Carried Forward	652 575

	2016 Actual (\$)
Base Total	4 114 151
Base Per Capita	35 220
Base Location	0
Other Base	4 078 930
Equity Total	266 043
Equity Aboriginal	4 166
Equity Socio economic	28 096
Equity Language	114 947
Equity Disability	118 832
Targeted Total	36 581
Other Total	78 697
Grand Total	4 495 473

	2016 Actual (\$)
Base Total	4 114 151
Base Per Capita	35 220
Base Location	0
Other Base	4 078 930
Equity Total	266 043
Equity Aboriginal	4 166
Equity Socio economic	28 096
Equity Language	114 947
Equity Disability	118 832
Targeted Total	36 581
Other Total	78 697
Grand Total	4 495 473

**Financial information (for schools
fully deployed to SAP/SALM)**

School performance

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 results of these tests help inform teachers in their ongoing efforts to address the literacy and numeracy needs of their students. National Comparisons In Year 3, students are assessed in bands 1-6 and in Year 5 students are assessed in bands 3-8. In comparison to the national averages in reading, writing, spelling, grammar and punctuation and numeracy, Year 3 and 5 students at Northmead PS gained excellent results.

This is reflected in the graphs below

Northmead Public School has performance in 2016 generally better than State and similar to the statistically similar students but marginally lower than in 2015. As such it is generally achieving well but the analysis provides clues for improvement.

The analyses in the following pages gives a detailed picture in which:

- Most students progress at appropriate rates at Northmead Public School.
- Gifted and talented (GT) students generally perform markedly higher than others.
- Gender and language background have some effects on results but those effects are much less than the strong positive effect of GT performance.
- The NAPLAN aspects of Writing and Numeracy are lower performing than other aspects; Grammar and Punctuation is the highest scoring aspect for literacy. Please refer to future directions in Strategic Goal 1.
- GT results in Numeracy aspects indicate a consistently lower performance in Data, Measurement, Space and Geometry which points to a possibility of raising the whole school numeracy performance.
- The PLAN data analysed predicts later NAPLAN performance well. A higher level in PLAN at Kindergarten means a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy.
- Students' higher order thinking skills are highest for GT students and high for students of high development level in PLAN.
- School results in the most difficult questions in Reading and Numeracy are elevated by the GT students.
- GT students mostly score well on the most difficult questions for Reading and Numeracy while some mainstream students may be as high performing as GT students.

NAPLAN 2016 Bands, Averages and Growth.

Northmead Public School has performance better than State in many respects. In comparison with the National Minimum Standard (NMS) for Year 3 and Year 5, Northmead PS has far lower percentages at or below

NMS than the State. For most aspects of NAPLAN, the Northmead percentages are half of the State or less.

The proficiency standard, meaning the percentage in the top two NAPLAN bands, is a useful comparison for Northmead PS. The tables below for 2016 (school) and 2016 (state) give the comparison of Northmead PS band percentages.

Standards table % below NMS

Years	3 School		3 State		5
School	5 State	7 School	7 State		
Reading					
7%	2%	6%	1%	5%	3%
Writing					
7%	7%	9%	0%	3%	3%
Spelling					
7%	2%	7%	1%	5%	4%
Grammar & Punctuation					
5%	0%	7%	4%	5%	4%
Numeracy					
6%	1%	4%	2%	5%	4%

Standards table % at proficiency

Years	3 School		3 State		5
School	5 State	7 School	7 State		
Reading					
39%	37%	30%	52%	52%	32%
Writing					
19%	12%	18%	53%	54%	18%
Spelling					
33%	45%	31%	52%	55%	30%
Grammar & Punctuation					
41%	36%	31%	52%	53%	38%
Numeracy					
31%	42%	31%	40%	39%	27%

In 2016 for every NAPLAN aspect the school's percentage at proficiency is better than State or no more than 7% lower than State. For Years 3 and 5 all aspects except Y5 Writing have percentages of proficient students that are consistently within 4 points of the State percentage. The writing result at 7% below State is the reverse of the 2015 result. For the Virtual Year 7, all except Writing are markedly above State, which is better than in 2015.

Year 3 Bands and Averages

In this section of the report, each chart shows Northmead PS results for one Year (3 or 5) and one aspect of the NAPLAN test. Data for the whole State or for the statistically similar group (SSG) is provided in the charts for comparison. The SSG is a large number

learning outcomes in Australian students.

The SSG provides a better context for comparison than the State data, in most cases.

Year 3 Reading Bands

A historical context is given by the three-year trend chart for Year 3 Reading from SMART. The 2016 result is also very similar to the SSG trend if the top two bands are aggregated.

The GT group performs in Year 3 Reading quite differently from the rest of the students and contributes strongly to the school's percentages in the top three bands. This is an effect of having GT students in the school and its NAPLAN results; it is referred to in this report as the GT effect.

Gender and language background effects on Y3 Band performance in order to give some context to the GT effect demonstrated above, it is useful to look at the boys' and girls' result.

The boys and girls results in 2015 were similar but in 2016 there is a better distribution for the girls, who are more in Band 6 and less in the lower bands than boys. In contrast, for both years the LBOTE and ESB distributions are similar, both spread fairly evenly over the top four bands, but in 2016 there are slightly more in Band 2 for the LBOTE students.

Gender is a factor which seems to affect Year 3 Reading results but not as strongly as the GT factor.

Language background seems to have little effect on Year 3 Reading results.

Year 3 Writing Bands

The text required in the Writing test in 2016 changed from previous years so it is not possible to give a historical context as a numerical comparison. In general terms Northmead's result was similar to SSG and State in previous years and it is still similar in 2016.

The GT group performs higher in Year 3 Writing than the rest of the students and again contributes strongly to the school's percentages in the top three bands, which have increased in the past two years.

Overall, Year 3 Writing performance in 2016 is lower than for Reading, but improved compared to 2014 and 2015.

Year 3 Grammar & Punctuation Bands

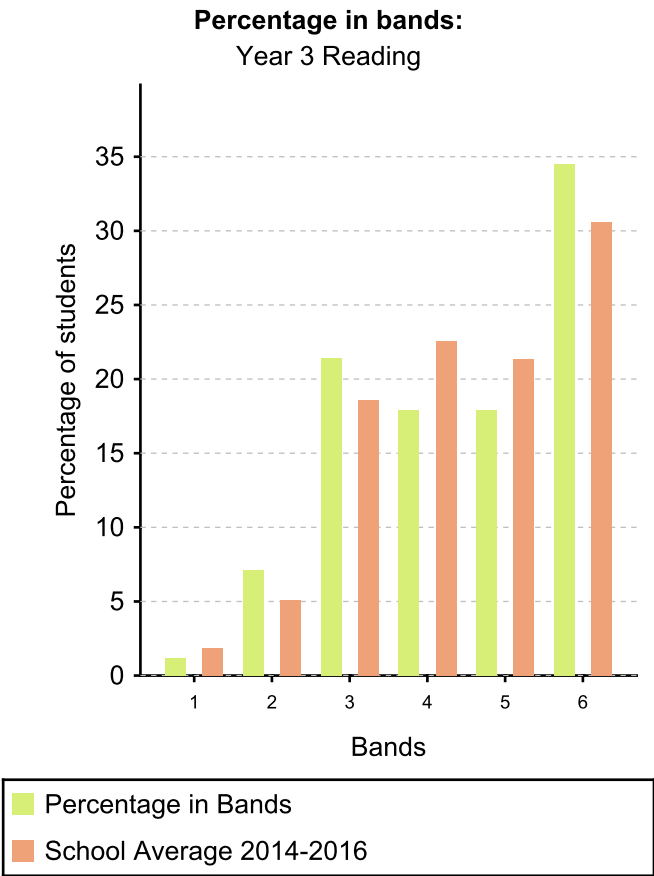
A historical context is given by the three-year SMART chart for Year 3 Grammar & Punctuation below.

This set of results shows that the Grammar & Punctuation band distribution for 2016 is typical of the pattern at Northmead Public School and is also very similar to the SSG trend. For Grammar & Punctuation the heights of the black and blue columns are similar in each band and form a distribution skewed strongly to

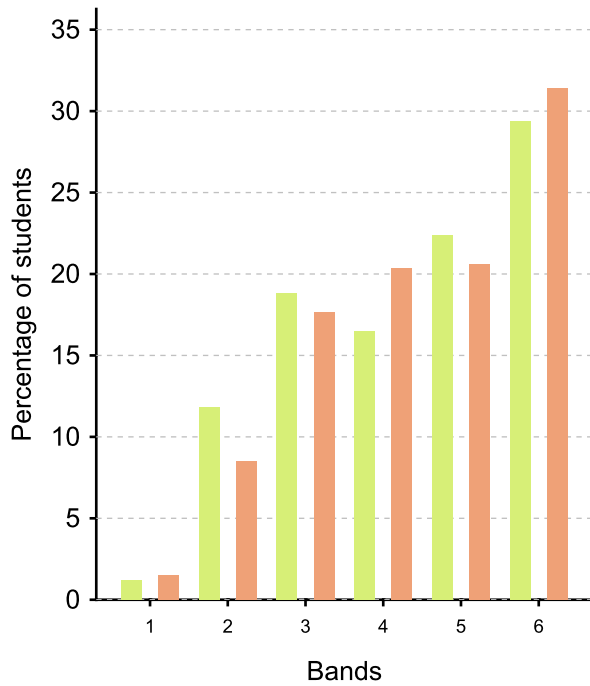
the top bands.

Northmead PS performs similar to the SSG and both have higher performance in this aspect than for any other aspect. In 2016 the green GT columns are only in the high Bands 5 and 6. The GT group performs far higher than the rest of the students and contributes strongly to the school's percentage in the top band. The mainstream students scored similar to the All Students distribution but their performance is lower than in 2015, with one third of the students below Band 4.

Overall, Year 3 Grammar & Punctuation performance is higher than for Reading or Writing but is lower than in 2015.

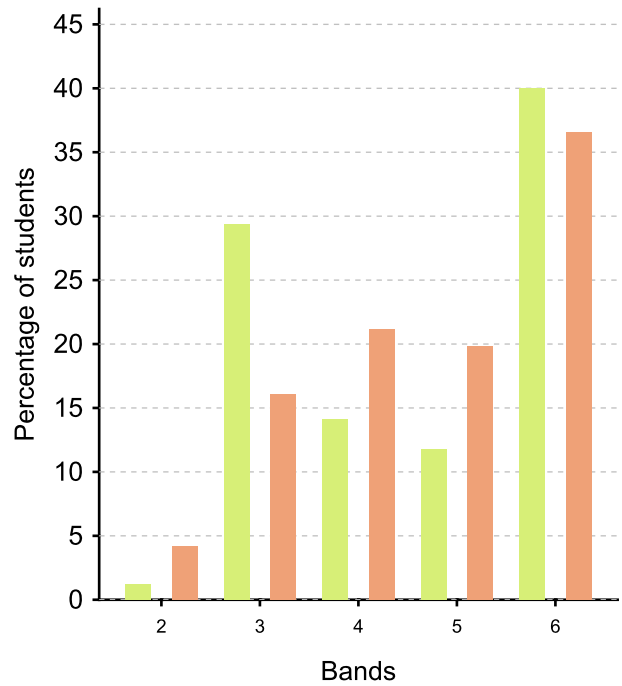


Percentage in bands:
Year 3 Spelling



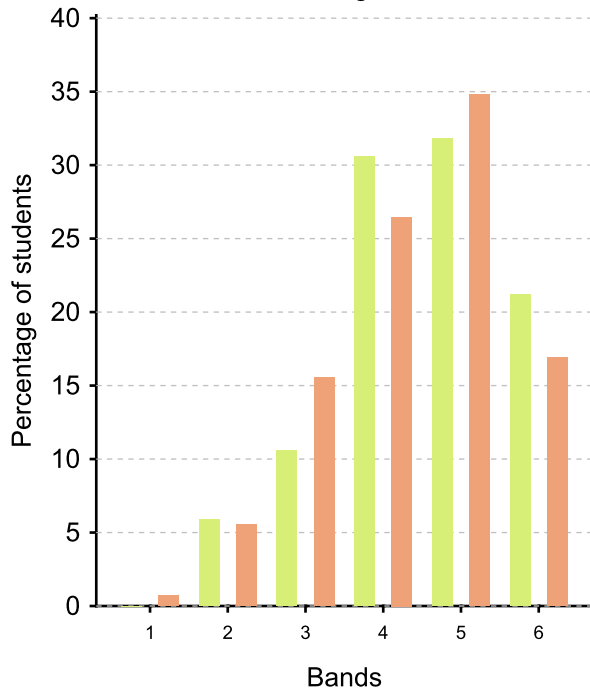
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Grammar & Punctuation



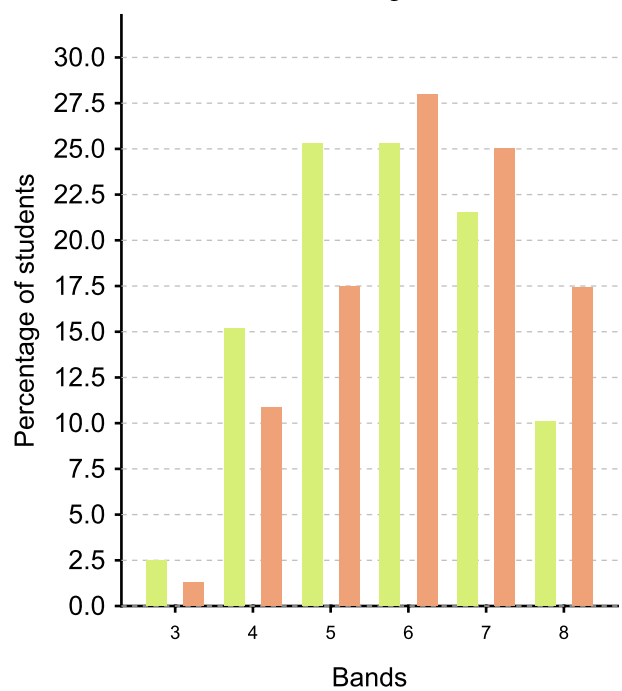
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Writing



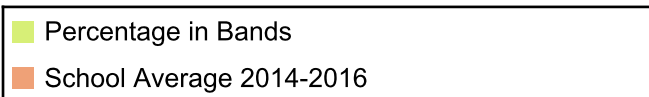
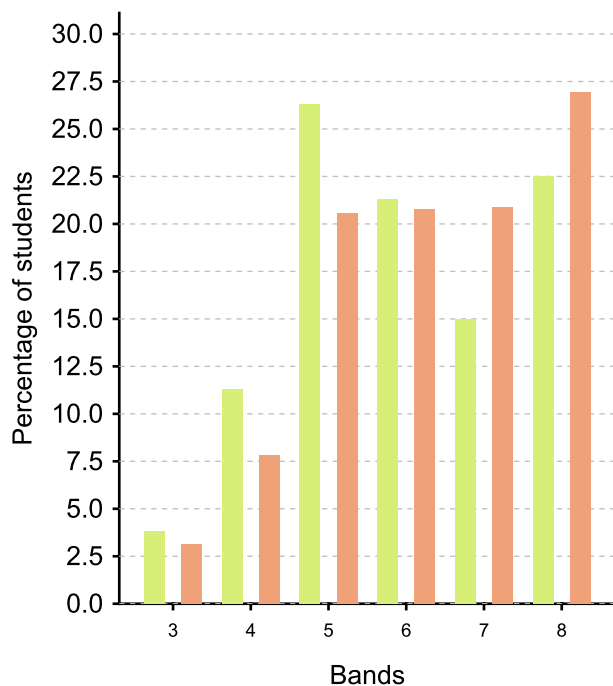
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Reading

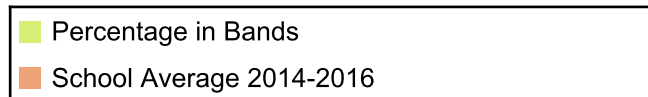
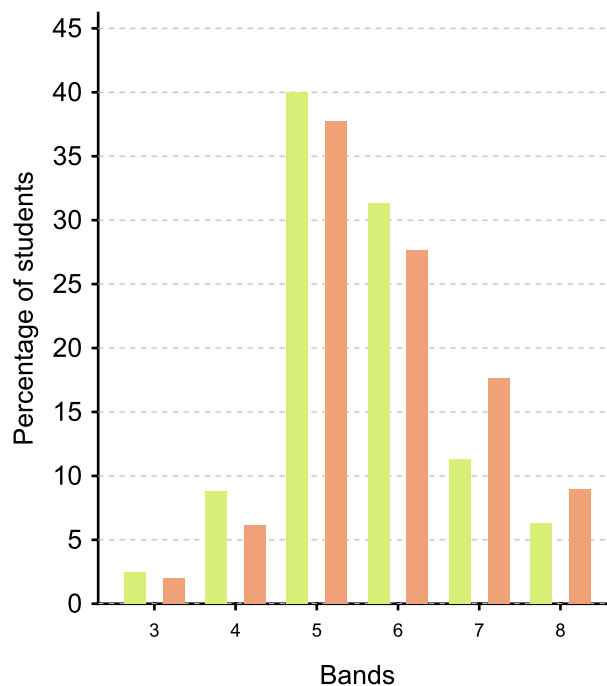


Percentage in Bands
School Average 2014-2016

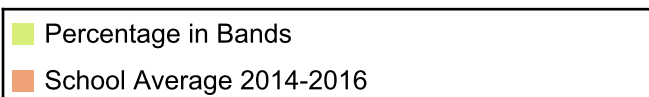
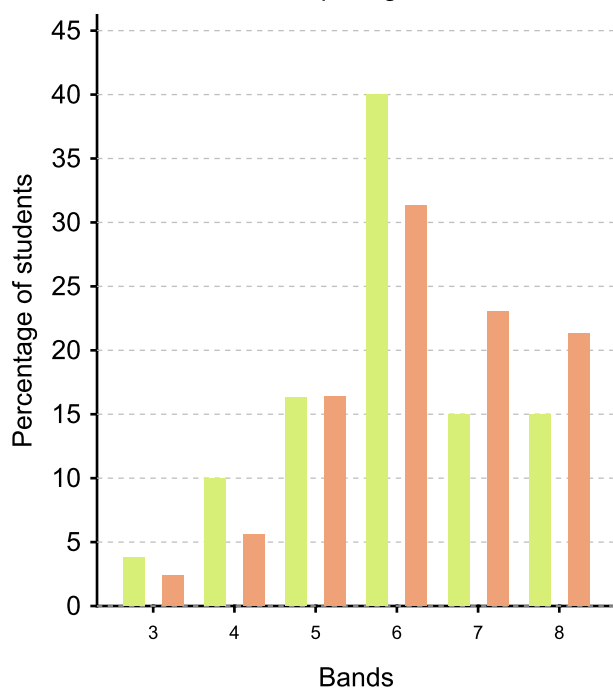
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



Year 3 Numeracy Bands

This set of results shows that the Numeracy band distribution for 2016 is typical of the pattern at NPS and is also similar to the SSG trend. The 2016 result has a small increase in the proficient bands compared to 2015. The school is performing closer to SSG than in the last couple of years. In both years the green columns, for the GT group, are only in the high Bands 4, 5 and 6, with three out of every five students in the top Band.

The GT group performs far higher than the rest of the students and contributes strongly to the school's percentage in the top band. The mainstream students are spread across the bands but there was a small improvement in 2015 and again in 2016 with more students in the top two Bands.

Overall, Year 3 Numeracy performance is lower than for the literacy aspects, with some improvement in 2016.

Gender and language background effects on Numeracy Band performance

As for the Reading analysis, it is useful to look at the Numeracy results for boys and girls separately as well as the two groups with different language backgrounds.

The boys and girls results in 2016 have similar distributions, indicating that any gender effect is much weaker than the GT effect. The LBOTE and ESB distributions for 2016 are also more similar than in 2015. Both gender and language background factors do not show any strong effects on the 2016 Numeracy results.

Year 3 NAPLAN Averages

To give context to the school results for Year 3 2016, the trend lines for school, SSG and State means from 2012 to 2016 are plotted in the SMART charts for Reading and Numeracy, below.

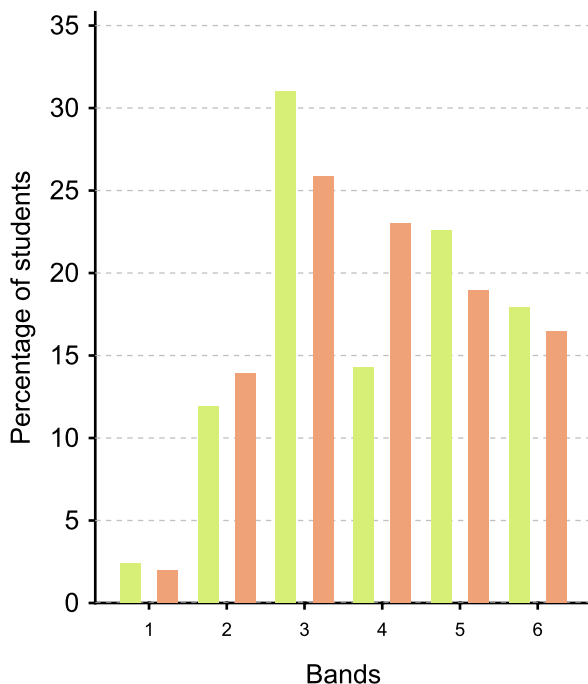
The school's means fluctuate widely about the SSG means over this five-year period. However, in the last two years the school's Reading means are close to the SSG. The numeracy means are in about the same position, just below the SSG means.

In summary, the averages for most students, which constitutes the mainstream group, are around SSG to below SSG (for Numeracy). The averages for the GT group are well above SSG.

Numeracy Aspect differences in Year 3:

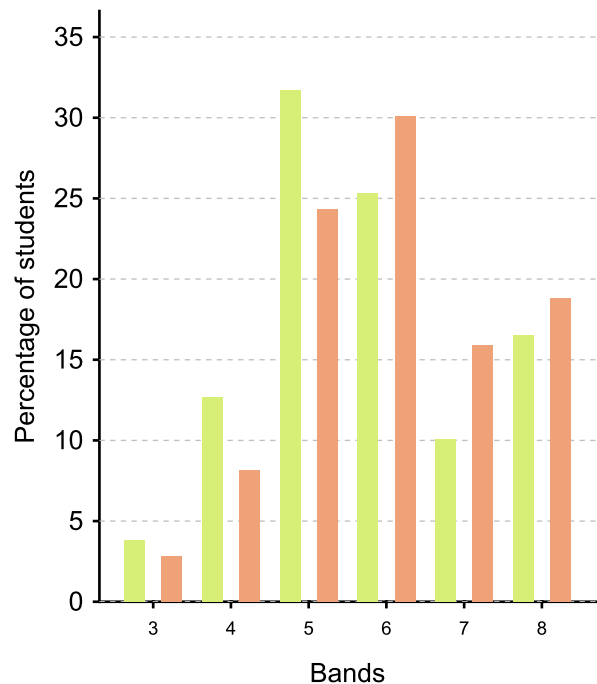
With Numeracy averages below SSG, it is worth considering how evenly the students perform across the two aspects of numeracy; Data, measurement, space and geometry; and Number, patterns and algebra.

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

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.>

Year 5 Bands, Averages and Growth

Year 5 Reading Bands

A historical context is given by the three-year trend chart for Year 5 Reading

- positive difference indicates that the student's numeracy score is lifted by their score in that aspect
- negative difference indicates that the student's numeracy score is reduced by their score in that aspect
- zero difference indicates equal contributions by the two aspects, to the student's numeracy score.

The GT group scored only in the high Bands 7 and 8, with a strong peak at the top Band 8. The GT group in Year 5 performs quite differently from the rest of the students in Reading and contributes strongly to the school's percentages in the top two bands. The mainstream group scored in all of the bands, with about two-thirds of the students in Bands 5 and 6, which is slightly lower than in 2015.

It is useful to compare the performance of this group in the two stages of their learning. The group of mainstream students in 2014 Year 3 lost 16 students by the time they did the Y5 NAPLAN test. Those students who left NPS were mostly lower performing; 8 of them

scored 0 in the six most difficult questions in Reading 2014 and only four scored 2 or more in those items. The group gained 12 students who came into NPS after Year 3. So the character of this mainstream group in terms of likely test performance changed little between 2014 and 2016. However, the proportion of students in the mainstream group who achieved proficiency (Bands 7 or 8) in Year 5 Reading, at 23.1%, is only half the proficiency they achieved in Year 3 of 40.3%. Also, the proportion who were in the low two bands in Year 5, at 19.2%, is doubled on the Year 3 proportion of 9.7%. Both proportions have moved towards worse performance in NAPLAN for the mainstream.

In 2015 and 2016 the boys and girls results show slightly different distributions, with more girls in Band 7 and Band 8 and in 2016, more boys in Band 4.

The LBOTE and ESB distributions are similar.

Gender seems to affect Reading results in Year 5 to a small degree, with girls performing better. The effect is not as strong as the GT effect. Language background seems unrelated to performance in Reading in Year 5. Overall, in Year 5 Reading in 2016, NPS performs slightly lower than SSG. Gender and language background have only small effects on results.

Year 5 Writing Bands

The text required in the Writing test in 2016 changed from previous years so it is not possible to give a historical context as a numerical comparison.

In general terms Northmead's result was similar to SSG and State in previous years and it is still similar in 2016.

In 2016 the SSG and school distributions are very similar. Northmead PS performs similarly to the SSG. However, both SSG and All Students at Northmead PS have a Writing band distribution which is lower for Band 8, lower than any other NAPLAN aspect and lower than recent years. The GT group has almost two out of three students in Band 6, which is markedly lower than any other aspect in any recent year. The mainstream students scored across all bands, but many scored in Bands 5 and 6, lower than in 2015. The GT group performs higher than the rest of the students and again contributes strongly to the school's percentages in the top two bands.

Overall, Writing performance is lower than for Reading and Northmead Public School performance is lower than previously. The GT group has its worst performance in this aspect, as in the past two years.

Year 5 Grammar & Punctuation Bands

Northmead PS performs a little lower than the SSG. The GT group is only in Bands 6 to 8, but three quarters of these students are in the top Band 8, as in 2015. The GT group performs far higher than the rest of the students and contributes strongly to the school's percentage in the top band. The mainstream students scored lower in 2016 than in 2015, with only half as many students in the top two bands.

Overall, Grammar & Punctuation performance is higher than for Writing or Numeracy, and similar to Reading.

Year 5 Numeracy Bands

A historical context is given by the three-year trend chart for Year 5 Numeracy: The Numeracy band distribution for 2016 is better than in the previous two years and is also similar to the SSG. Northmead PS performs lower than the SSG in Year 5 Numeracy and lower in 2016 than in 2015. The GT group columns are mostly in the proficient Bands 7 and 8, with two out of three students in the top Band. The GT group performs far higher than the rest of the students and contributes strongly to the school's percentage in the top band. The mainstream students scored lower across the bands, with a peak over Bands 5 and 6 but less students in the top two bands than in 2015.

Overall, Year 5 Numeracy performance in 2015 is similar to the literacy aspects but lower than in 2016.

Gender and language background effects on Y5 Band performance.

The boys and girls Numeracy results are much less different than in 2014 and 2015, with similar proportions in Bands 7 and 8. This is a similar trend to the Year 3 result in which gender differences reduced in 2016.

The LBOTE and ESB distributions are different, with generally higher performance by the LBOTE students over the last three years. The LBOTE higher performance mentioned in the 2015 report, seen in Year 3 and Year 5, is continuing in that a third of the LBOTE students are again in Band 8, compared to one in five for the ESB students. There is also the emergence of a bimodal shape in that the LBOTE high performing students stand out from the LBOTE low performing students with few in between. Gender seems not to affect Y5 Numeracy results.

Language background factors seem to affect Year 5 Numeracy results, with some LBOTE students having better results. The mainstream markers have moved down in 2016, such that all aspects except Writing are below SSG average.

In summary, the Year 5 averages for most students, which is the mainstream group, are below or around SSG.

The averages for the GT group are all well above SSG.

Overall, the z scores for Year 5 are a little worse than for Year 3. Further information about the means is provided in the next section on Growth.

Year 5 Growth

The average change in NAPLAN performance between Year 3 and Year 5 is a measure of students' growth in syllabus skills.

The text used in Writing changed in 2016 and students'

growth cannot be calculated.

Gender and language background have only slight effects on averages and growth.

Summary for Year 3 and Year 5 Bands, Averages and Growth

Northmead PS generally performs better than State and similar to the SSG in all aspects at both Year 3 and Year 5.

The 2016 cohort had results for Year 3 generally lower than the 2015 cohort and for Year 5, marginally lower in proficiency.

Writing

The overall band distribution is lower than for Reading, but is also lower than in 2015 for Year 5. The average for mainstream students is around the SSG in Year 3 and in Year 5, but both are lower than in 2015. For GT students the average is well above SSG although this is their lowest of the four aspects. Girls have slightly higher average scores

The GT group performs higher than the rest of the students and again contributes strongly to the school's percentages in the top three bands, but this group has its worst band distribution and average in this aspect compared to the other three aspects, as in previous years.

Growth: cannot be calculated in 2016.

Grammar & Punctuation

The overall performance is higher than for Reading or Writing, as in 2014 and 2015. The band distribution for 2016 shows improvement in Year 3 but there is a marked drop in Year 5 compared to 2015. The average for mainstream students is similar to the SSG in Year 3. PLAN and NAPLAN data for 2013 and 2016.

The PLAN data is recorded by teachers in the course of normal assessment practice.

Students are rated according to the teacher's judgement of the development level of the student, relative to the syllabus clusters of planned learning.

This analysis is based on changes in the development levels of students over time. The validity and reliability of this approach depends heavily on the amount of moderation and checking which goes into the PLAN assessment process. The degree of consistency within a teacher's assessments and between different teachers' assessment strongly affects the reliability of the data.

The teachers' PLAN records for Kindergarten (also called Best Start) in 2013 were analysed to rank students into two sets, PLAN K high and PLAN K low, using their average development levels in four aspects of literacy or numeracy. Aspects used to calculate an average development level for literacy for each student

are:

- Reading texts
- Comprehension
- Aspects of writing
- Aspects of Speaking

Numeracy aspects used to calculate an average development level for the numeracy analysis are:

- Forward number word sequence
- Numeral identification
- Early arithmetical strategies
- Pattern and number structure

Students who are in Year 3 in 2016 but are not listed were omitted for one of two reasons; they were not at NPS in Kindergarten 2013, or the required aspects were not assessed for that student at the same points as the included students.

NAPLAN Bands predicted by Development Levels

The performance of both groups is also better in 2016 in all aspects except Writing, so the differences between the groups in each aspect are just as clear in 2016.

PLAN development level at Kindergarten seems to strongly predict NAPLAN score.

NAPLAN Averages predicted by Development Level

The students in the low level list are likely to achieve far lower NAPLAN scores in Year 3 unless program adjustments can improve their learning compared to the Year 3 whose results are analysed here. Students in the high level list could achieve high Bands in Year 3 NAPLAN but also may need program adjustments to do so. The students in the low level list are likely to achieve the lower Year 3 NAPLAN scores in 2018 unless program adjustments can improve their learning compared to the current Year 3.

Students in the high level list could achieve high Bands in NAPLAN but may need program adjustments to do so.

The PLAN data can be used to give broad scale information about the likely progress of students through the Stages. PLAN data for the current Kindergarten and Year 1 classes can inform planning for the Year 3 of 2019 and 2018. With this background picture to inform planning, the needs of individual students can be assessed more accurately.

The school can also make a more informed guess about how many students are likely to achieve low and high bands in Year 3, a few years ahead.

High development level students

The PLAN measure that is used here flags those students who are more likely to be GT. While it is not valid to use PLAN assessments as such to diagnose gifted status, it is reasonable to expect that possible GT students would be expected to demonstrate high development levels in PLAN data on entry to school.

Students with high average development levels may be gifted and talented. It is worth using the information from PLAN and investigating those students' learning. It would be prudent to give them informal off-level testing to see whether they may be GT.

Early intervention may help their development, just as it does with students who are seen to be lagging in early literacy and numeracy.

Growth to Year 3 as Change in Development Levels

The change in development level is a measure of the growth of the learning of the student. Simply looking at these changes in levels in groups of students allows the school to see how each group progressed into their Year 3 PLAN assessments and also their Year 3 NAPLAN Reading and Numeracy.

PLAN in Kindergarten to NAPLAN in Y3

The 2016 NAPLAN scores are similar to the 2015 NAPLAN scores for All Students and for the High development level students but for the low level students the 2016 scores are a little lower than in 2015.

The pattern is identical for the three years 2014, 2015 and 2016. The markers for a higher level in PLAN at Kindergarten are much further up the charts, indicating that the high PLAN K level predicts a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy. Prediction of GT factor using PLAN and score on MDQ. The first Kindergarten PLAN data, as a snapshot of student performance on entry to school, may also predict GT behaviour later in school. As a check on that prediction, the students' Year 3 most difficult questions (MDQ) score can be placed next to their PLAN average development level to see if a link is possible.

There is a general pattern of the High Kindergarten PLAN students achieving most of the high MDQ scores in Year 3. The PLAN data gives an indication of possible GT performance but it is not a strong indication.

The use of the PLAN data could reduce the number of students needing to be systematically tested for GT performance. Summary of PLAN and NAPLAN analysis:

- may help narrow down the task of identifying GT students.
- The use of PLAN data for decision making is justified by this data in that: its predictions based on PLAN are as expected, they align with other testing, and to the 2016 pattern is similar to that of 2014 and 2015.
- PLAN gives teachers broad scale information as well as individual diagnostic data.

- In the two years analysed here, a higher level in PLAN at Kindergarten made little difference to the increase in development level by Year 3 in Literacy, but higher PLAN in K meant less increase in development level in Numeracy.
- Higher PLAN in K does mean a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy.
- PLAN gives an indication of possible GT status; it

Parent/caregiver, student, teacher satisfaction

In 2016 the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Each year Northmead Public School conducts thorough exit surveys from the students and parents of Year 6 and from the staff of the School. The School reflects on the information that becomes evident from that survey.

Other data, which enabled comparisons from outside the School, such as performance in NAPLAN testing, were also discussed as part of any evaluation of the School as well as Best Start data, and PLAN results.

The School's annual Year 6 Exit Survey for students indicated very high levels of satisfaction with all areas of school life, and 87% of respondents indicated overall satisfaction with the quality of the education they received at Northmead PS.

The school is highly valued by the community and children love being at school. Students are provided with opportunities to participate in a wide range of diverse activities that cater for all students.

Parent participation is highly valued and appreciated.

Throughout 2016 parents and caregivers have maintained a high level of involvement and participation in activities such as reading groups, assisting in the library, organising cake days, making dance costumes, Twilight Markets, attendance at excursions and sporting events as well as volunteering in the canteen. The uniform committee has once again worked tirelessly throughout the year to ensure the availability of uniforms, allowing students to express pride in their school. Activities organised by and through the parent organisations, which aimed to develop a sense of community spirit, included the welcome drinks and morning tea for new parents.

A further example of the strong partnership between school and home is the cooperation shown by parents with the assistance of transport to special activities such as knockout competitions, band eisteddfods, dance and drama festivals and excursions. Extra-curricular activities were seen as valuable and provided an opportunity for students to participate in areas of interest. It was also seen that this provided a balanced view to the academic side of the school. Continuing to provide further enrichment activities was seen as important by some of the parents.

One comment on the exit survey stated: "The community is lucky to have staff that go beyond. Northmead is involved in everything and while it is good for the children it can be exhausting for parents. Parents sometimes don't realise how much work staff do. They may take it for granted."

A number of positive programs which provided support for the students were identified such as the class buddy system, the play leaders program and various awards

systems. Parents rated this area as important and would like to see other programs implemented to further develop the social skills in the students, such as anxiety and resilience.

The teaching and learning programs are generally seen by the students and parents as relevant with clear expectations being set by the teachers. It is generally agreed that school achievements are well published through the newsletters, website and assemblies.

Staff are supportive of the introduction of PBL and see it as a positive whole school systems approach.

Students see the discipline as strong in the classrooms and feel that the core values help to promote the aspects of cooperation and safety.

Collegial programming and positive interaction amongst the staff further enhance the tone within the school. It is evident to all parties that the main focus in the classroom is on learning with parents indicating that they would like more insight into programs being taught. Parent information sessions and articles in the newsletter were seen as ways to communicate information. The parents and students see the school's well-being programs as being supportive. Parents support this view in that they accept the school's integration of personal development lessons into all aspects of school life.

The school is seen as an accepting and tolerant school where all students are accepted regardless of backgrounds and disabilities. Parents feel welcome in the school and have conveyed that the school spirit and friendly tone creates a positive ethos which underpins all that goes on at Northmead Public School.

Policy requirements

Aboriginal education

Northmead Public School has a small number of students who identify as Aboriginal.

For each of these students there is a requirement to develop Personalised Learning Plans, taking into account each student's own unique abilities, interests and strengths. PLPs were developed in consultation with indigenous student's family, classroom teachers and Learning and Support Teacher.

Goal setting conferences early in the year assisted with the formation of specific focus areas throughout the year. Staff at Northmead Public School are committed to developing an in-depth knowledge of Aboriginal Culture. Earlier in the year, all staff were provided with the opportunity to attend a seminar on 8 Aboriginal Ways of Learning.

Staff learnt how to incorporate Aboriginal perspectives into their everyday teaching, learning and practice.

An Aboriginal performance group, called D, facilitated a wide range of interactive activities for the whole school. It was a fun and engaging day that served as an

important element in bringing an indigenous perspective to our curriculum for the entire school. By developing and expanding our contact with members of both the local Aboriginal community, and representatives from other areas, we have continued to give our students firsthand experience and knowledge of both traditional and contemporary Aboriginal history and culture.

Multicultural and anti-racism education

The Northmead Public School community continued to grow in 2016.

The school has students from more than 43 different language backgrounds in addition to English. Approximately 37% of enrolled students were from a LBOTE (Language Backgrounds Other Than English) background.

The predominant language groups at Northmead are Chinese (Mandarin, Cantonese), Indian (Hindi, Kannada, Malayalam, Marathi, Telugu and Punjabi) and Korean.

In line with the Department of Education, and Australian Curriculum, the old ESL (English as a Second Language) acronym was changed to EAL/D (English as an Additional Language/Dialect). This change recognises that for some students English may be their third or fourth language. EAL/D teachers and class teachers worked collaboratively to ensure the language needs of identified students were being met.

Support programs were delivered in a variety of ways. Individual support was provided for those students requiring intensive English and small withdrawal groups completing modified work were also timetabled. In class support involved team teaching with the class teacher or taking a small group within the class.

Like all Department of Education schools, Northmead Public School has a trained Anti-Racism Contact Officer. This officer can apply appropriate strategies that enhance relationships between people unfamiliar with a range of nationalities.

Taehyeon Ku was awarded Regional Winner of the NSW Harmony Day Poster Competition. This year more than 3500 entries were received from schools across New South Wales. Respect, tolerance and empathy are all key elements of social skills programs taught explicitly to all grades, and awareness of and interest in other cultures is stimulated through the school's Human Society key learning area.

The school actively embraces its multicultural community through initiatives such as Harmony Day, and recognition of diverse cultures in celebrations.

Other school programs

Wellbeing Allocation

On 8 March 2015, the New South Wales Government announced that it would provide a total of \$167.2 million over four years for a comprehensive package of support to promote positive student wellbeing.

Northmead PS employed Miss Aquilino, for two days per week for support of our well-being initiatives of resilience building, anxiety, supporting students with grief and trauma, PBL and anti-bullying/cyber bullying initiatives.

Miss Aquilino comes with a degree in Psychology and a lot of experience supporting families to enhance well-being outcomes. This funding was used to support the capacity of classroom teachers to meet the well-being needs of their student's e.g. professional learning in whole school evidence-based approaches such as Positive Behaviour for Learning, MindMatters and KidsMatter.

Gifted and Talented

In 2016, Gifted Program continued to foster intellectual depth and creative expression, self-regulation, curiosity and confidence. In short, the global characteristics needed for gifted students to actualise their potential in and beyond school.

We welcomed to the 2016 staff Mr Miezis as Gifted and Talented Co-ordinator. Mr Miezes has an extensive extension and enrichment program experience. Our Gifted and Talented Program involved explicit higher order thinking skills, extension Mathematics / Science Problem Solving groups.

Oliver Library System

OASIS Library Made Way for Oliver The 25 year old OASIS Library system in NSW schools was replaced by a new web-enabled school library system (SLS) that is better able to support the current and future needs of 21st century learners and teachers. Oliver is a state of the art school library system. It is function rich, performs robustly and reliably, and is well regarded. It also has a colourful, user friendly interface that can be tailored to the needs of individual schools.

Interschool Cycling Schools Cup

Northmead Public School won the All Schools Cycling Competition for 2016. Out of 42 primary and secondary schools from across Sydney Northmead's tally was the highest both in personal best times, participation and grades races.

Ballroom Dance Championships

Northmead Juniors achieved 1st place in the progressive team event and had six couples in each team doing individual dances. They were also awarded 1st place and 4th place in the Slow Rhythm, 2nd in the Samba, 3rd and 5th place in the Australian Barn

Dance. The senior team came 1st in their progressive team event and 1st and 5th place in the Cha Cha, 1st in the Waltz and 2nd in the Gypsy Tap.

At the end of the day our school had the most points from the competition and were awarded overall Champion School for the 3rd year in a row.

Olympians Visit

Brothers Nathan and Josh Katz recently returned home from the Olympic Games in Rio having competed in Judo. They became the first brothers in Australian history to compete at the same Olympic Games in Judo. Recently, Nathan was approached by the Australian Olympic Committee (AOC) to serve as an Educational Ambassador for the Olympic team which involves attending schools and universities and speaking at assemblies. Both attended Northmead Public School - Nathan in 2006 and Josh in 2009.

Master Creator Challenge

Year 4 students have participated in the Master Creator Challenge where they have investigated how solids and liquids can be made to change state. Students have cooked and presented some absolutely stunning desserts and created some highly professional pages for the Year 4 cookbook. All their hard work and learning came together in October when students set up a highly successful and informative cookbook launch.

Young Engineers

2016 saw the introduction of the Young Engineers after school program. It aims to provide theoretical and practical knowledge on basic principles in mathematics, science and engineering using motorized LEGO bricks and other methods that produce motion

Mandarin Language Program

Students from Kindergarten to Year 6 participate in weekly Mandarin lessons through an integrated approach taking into account the key learning areas. The program incorporates conversation and written skills and also includes cultural elements. The Mandarin language program is focused on developing practical listening and speaking skills in Mandarin. The program is developed to enhance a love for learning Mandarin, an enthusiasm to learn languages, a sense of pride in learning a new language (and culture) and also a natural ear and pronunciation of Mandarin. In doing so, we believe that we lay the foundations for developing long term fluency in Mandarin and also a genuine passion and love for learning Mandarin Chinese for the future.

The Mandarin program of activities also offers:

An immersion based program that teaches strong listening and speaking skills in Mandarin.

Language building activities such as role play, Chinese songs, rhymes and games!

The teaching of Chinese characters, reading, writing and Pin Yin.

Wakakirri

Northmead Public School joint winners of Wakakirri primary school division one state final.

The school was a national story of the year nominee for a consecutive year after tying for first place with Dapto Public School in the state final. Other awards included best celebration story and most creative use of a signature item, which was a star. One hundred students were involved in the Strictly Ballroom inspired production, A Life Without Dance is a Life Half Lived.