

Pagewood Public School Annual Report



2016



3905

Introduction

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

Marella Hogan

Principal

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Botany, 2019

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Message from the Principal

After many years of relative stability, there was a significant amount of staff change in 2016, mainly due to maternity leave. Staff changes were also the result of extra permanent teachers, staff undertaking relieving positions in other schools and staff need for long-term leave for family commitments.

Enrolments increased steadily from 2012 through to 2016, but levels recently have been adversely affected by concerns around a nearby development site.

An increase in the amount of equity funding has enhanced teachers' ability to individualise the delivery of curriculum.

The following are key features of our achievements in 2016:

- Results of the National Assessment Program for Literacy and Numeracy (NAPLAN) continued to show achievements significantly above state average in most strands at both Year 3 and Year 5 levels.
- Teachers continued with a professional learning project to develop skills and programs for differentiating curriculum.
- A significant investment in technology extended access for all classes to integrate information and communications technology using sets of iPads, notebooks and desktop computers.
- School infrastructure improvements included installation of air-conditioning into all classrooms and construction of an extra veranda shelter.

M Hogan, Principal, Pagewood Public School

Message from the school community

In 2016, the Parents and Citizens Association (P&C) continued to be a voice for the parent community. P&C feedback contributed to prioritising of spending on classroom items of technology, which have proven very popular with students and teachers.

Following last year's major Market Carnival, fund-raising energies were re-gathered with just a few activities in 2016. These included a Welcome Disco, Mothers & Fathers Day stalls and an election day barbeque. Preparations have begun for another Market Carnival in 2017.

A significant change this year was the leasing of the canteen operations, with the welcome benefit that it now trades five days each week. This has released our valued volunteers to assist in other areas such as Uniform Shop, reading programs and, hopefully, the teaching of Ethics in 2017.

The P&C would like to extend our thanks to each and every person who has contributed to the fundraising efforts in 2016, but also to the community atmosphere for which Pagewood Public School continues to be well regarded.

R Lucas, President, Pagewood Public School Parents and Citizens Association

Message from the students

We were proud to be the school leaders for 2016. Most of our class completed their entire primary education at Pagewood Public School.

In our early years, we were surrounded by lots of building work. We got used to it very quickly but were happy when everything was finished and the new buildings opened. We are proud of the way our school looks and we are also proud of our uniform.

In discussing the most significant things we learnt in primary school, our class agreed on the following ideas: a good sense of being fair; an ability to respect each other's differences; understanding our classmates and helping them out when needed; and how to be kind and welcoming.

In 2016, the best new thing at school was joining the summer sport competition. AFL was particularly popular. We also enjoyed playing Oztag at lunch-times on our huge field. The overnight excursion to Bathurst still stands out as a very exciting trip for both Year 5 and Year 6.

We are all excited about going to high school, but we will never forget our time here at our primary school.

Alex S and Lily B, 2016 School Captains

School background

School vision statement

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards and supporting and encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of heavy chemical industries, commercial complexes, golf courses, and low density housing.

School infrastructure has benefitted from a number of building and maintenance programs in the last few years. The school has large grounds for its current enrolment levels, with extensive grass playing fields and shaded areas with seats, trees and gardens.

The current enrolment has 51% of students living in the area zoned for Pagewood PS. Enrolments increased from 182 in 2012 to 291 in 2016.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

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.

Learning

In the domain of Learning, the assessment resulted in a rating across each element of “Sustaining and Growing”. A significant key to the building of our success is that there is a whole-school approach to student well-being. Practices are embedded in induction processes to ensure that new staff understand how our positive teaching and learning climate has been created and is maintained. Behavioural expectations are clearly defined and an emphasis on quality teaching and professional practice underpins the creation of a thriving learning environment.

Across the school, opportunities exist for students to develop leadership skills and contribute to the wellbeing of our wider school community, providing students with a greater sense of ownership of their own and others' wellbeing. Weekly leadership roles are allocated to students K–6, which encourage positive relationships between students as well as developing a greater sense of responsibility as students actively contribute to the school.

Programs and processes are well-established and address student learning needs in English. Significant gains in reading abilities can be attributed to the intervention of programs such as Be Excited About Reading and Multi-Lit.

Students are beginning to identify what they need to do in order to improve through a combination of self-reflection and explicit feedback and guidance by teachers. An area for further development is the element of Assessment and Reporting. Late in 2016, parent survey results, enriched by subsequent discussion at P&C, indicated that to move towards a standard of “excelling” the school needs to consider alternatives to current practices in reporting, as many parents are not confident that they understand the learning progress of their children and how to support them.

Teaching

In the domain of Teaching, the assessment considered that the school was at a standard of “Sustaining and Growing” in three elements: Effective Classroom Practice; Learning and Development; and Professional Standards. The teachers are exemplary in demonstrating responsibility, adaptability and ethical practice in working towards the school's goals.

Teachers have engaged with the performance development plan process (PDP), setting goals which aim to enhance their teaching practice. All staff have been observed and have reflected on their teaching in accordance with the goals they identified and modified throughout the year. The PDP process has encouraged staff to become engaged in their professional development journeys by enhancing ownership over the process.

Within the elements of Data Skills and Use; and Collaborative Practice, some descriptors were rated as “Sustaining and Growing”. However, the overall rating for these two elements was “Delivering”. During 2016, teachers improved their knowledge and use of a range of data sources. All teachers have a greater knowledge of baseline data for their class and they are better able to determine goals for individual student achievement. The high turnover of teachers in 2016 (almost 50% compared to 2015) made it difficult to strengthen the collaborative practices of previous years. Future planning will include increased opportunities for teachers to provide and receive constructive feedback from colleagues and to work together to improve teaching and learning of stage groups.

Leading

In the domain of Leading, the assessment considered that the school was generally at an overall standard of “Delivering”. There is a school-wide culture of high expectations and all teachers share responsibility for the engagement, learning, development and success of every student in the school with each family. There were several descriptors across the four elements which were considered as “Excelling”, particularly in “Leadership”. School Planning, Implementation and Reporting will be a focus in 2017. Currently the school community has limited interest and knowledge of how school planning and review occurs. The processes of monitoring, evaluation and review are embedded but need to be advertised more widely to both staff and parent groups. The purpose of the strategic directions needs to be more clearly articulated and discussed.

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

Quality Learning

Purpose

Learning that is informed, purposeful and reflective of the current Australian curriculum will be stimulated and supported. There will be clarity about what students are to learn within a culture of high expectations for all.

Overall summary of progress

During 2016, quality learning for our students was improved by a focus on deepening the knowledge teachers have of the Australian curriculum and how to deliver it in the classroom to meet the needs of all students. Teachers collaborated to develop scope and sequence plans which ensure comprehensive coverage of the syllabus content. Assessment practices were again refined to improve consistency of judgement across all grades and teachers.

The project to improve skills in differentiating lessons continued, with an experienced consultant leading teachers to embed practices such as reviewing previous learning, modelling responses for students and scaffolding new learning. Workshops with the consultant focused on developing teachers' skills in determining the varying levels of scaffolding and support children need to master new skills and concepts.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
From 2015–2017, increase by an average of 5%, the percentage of students achieving state average growth in NAPLAN reading and numeracy tests from Year 3 to Year 5, compared to 2012–2014.	<p>Growth rates from Year 3 to Year 5 in NAPLAN Reading and Numeracy are progressing at levels which should see the 2017 target achieved.</p> <p>Teachers' ability to differentiate the curriculum for all students has been enhanced throughout the year. Students are more likely to understand content and participate actively because teachers adjust the pace of instruction and interaction and there is needs-based variation in the practice activities students undertake.</p> <p>Individual students are supported to understand and master new concepts as teachers use an increasing range of specific strategies to target their needs.</p>	<p>\$10000 from Professional Learning allocation</p> <p>\$1354 Teacher Professional Learning 2015 allocation carried forward</p>
Increase to a 3 year average of 85%, the percentage of students achieving the minimum standard clusters set for each grade on the literacy and numeracy continuums, with 25% achieving the aspirational targets which have been set.	<p>Teachers' awareness of the literacy / numeracy continuums was increased by collaborative activities which involved matching student work samples to the continuums.</p> <p>Student progress was plotted on the literacy and numeracy continuums. Teachers identified students working below, at or above expectations and adjusted teaching programs.</p> <p>Continuum data indicated satisfactory progress towards the target of 85% of students achieving minimum standard clusters and 25% of students achieving an aspirational standard.</p>	<p>\$8475 Literacy/Numeracy 2015 allocation carried forward</p>
Multiple sources will evidence implementation of Australian curriculum which meets given timelines.	<p>Teachers trialled aspects of the Geography syllabus and are prepared for full implementation in 2017. They also extended their knowledge of using inquiry methods.</p>	<p>\$3358 from Professional Learning allocation</p>

Next Steps

Professional learning priorities will continue to include aspects of Literacy and Numeracy. There will be an increased focus on Writing. Stage teams will collaboratively plan and refine units of work using backward mapping. Stage teams will also develop and implement assessment rubrics which explicitly outline writing expectations.

Teachers will be provided with further support in teaching students how to use scientific processes: planning, designing, conducting, problem solving and communicating.

There will be a continuation of developing teachers' skills in meeting the needs of all students through differentiating curriculum and its delivery. Personal Learning Plans will be developed or updated for identified students as appropriate.

Strategic Direction 2

Quality Teaching

Purpose

Effective performance and development processes and culture are critical to improving the quality of teaching, which in turn is a pivotal factor in influencing student engagement and achievement.

Overall summary of progress

All teachers reported that the Performance and Development processes strengthened their pedagogy, professionalism and collaboration with colleagues. Teachers agreed to focus at least one of their PDP goals around school plan priorities. They felt that the process allowed them to work more closely and openly with colleagues, to enhance teaching practices. All staff successfully completed the PDP process.

Quality teaching is essential to improving student outcomes and our staff continually work to ensure they meet the Australian Professional Standards for Teachers. In 2016, five early career teachers were supported in working towards achieving proficiency with BOSTES. 46% of staff are pre-2004 teachers, and these teachers will begin their accreditation maintenance in 2018.

Teaching practices across the school have also been enhanced through the explicit embedding of digital technologies across the curriculum.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Pedagogical practices used by all teachers have been enhanced by Performance and Development Plans which document professional goals aligned with school plan priorities and guide teacher development.	Honesty and trust were implicit aspects of the Performance Development Process (PDP) and assisted adaptations and development of future directions. Staff commitment to ongoing professional development is strong. Teachers are all actively engaged in planning their own professional development to improve their performance. Growth during 2016 will inform directions as a staff and individually in 2017.	Quality Teaching, Successful Students staffing allocation of 0.09, (2 hours per week) was shared by 3 Assistant Principals in Semester 1. From July this allocation increased to just over a day of release between 3 APs.
Staff and parent focus groups, meeting records, classroom observations and student work samples demonstrate that teachers continually update and use comprehensive knowledge of content and teaching strategies to develop and implement engaging teaching and learning programs.	Teaching and learning practices have been improved by teachers increasingly working together with grade and stage colleagues, other peers and supervisors, as well as actively participating in meetings of the whole staff. The induction process has been reviewed and refined to ensure new staff are familiarised with the context and processes at Pagewood Public School. Three teachers developed leadership skills during opportunities to relieve in the Assistant Principal role. Beginning teachers were supported by funds from the Great Teachers, Inspired Learning initiative.	\$26009 – Great Teaching, Inspired Learning allocation, targeting beginning teachers.
In 2017, at least 90% of teachers will rate their delivery of curriculum as being significantly enhanced from 2014, by the use of an extended range of digital devices and applications to deliver curriculum.	Teachers use evidence of student ICT skills to inform planning, teaching and learning programs and assessment in some curriculum areas. Additional class access to the laptops has enhanced the use of technology across the curriculum. Lessons are created with ICT outcomes integrated across the curriculum and promoting student enjoyment and engagement. Teachers report that student collaboration and co-operation have been enhanced. Almost all staff report that integrating digital devices has improved their pedagogy.	\$23000 donated by the P&C. \$5000 from computer co-ordinator allocation. \$22000 from school operating funds.

Next Steps

In 2017 all staff will continue to improve their practice through engaging with the PDP process. Stage meetings will be a forum for collaboration between staff members, who can draw on each other's strengths and expertise to improve their practice in accordance with the goals. Staff will engage in professional learning to develop their skills in effective classroom observation skills and techniques.

School processes and procedures will continue to support the career development of all staff. Executive staff will support staff members working towards accreditation at proficiency for both pre-2004 and early career teachers.

Teaching and learning across the curriculum will be enhanced through the consistent use of digital technologies in all classrooms. All grades will explicitly plan units of work with ICT lessons integrated throughout. Programs will explicitly state where ICT can be incorporated and used to enhance student outcomes. Stage meetings will provide opportunities for staff to share their ideas, lessons and work samples with colleagues. Staff to share and save their lessons into shared drive for others to access.

Staff will engage in professional learning in relation to Google Docs and iPads.

In Semester 2, survey staff and students about their use of ICT in the classroom and the impact on student outcomes.

Strategic Direction 3

Quality Relationships

Purpose

In a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students and parents so that learning outcomes are enhanced and disengagement is minimised.

Overall summary of progress

Pagewood Public School actively seeks ways to enhance student learning and wellbeing by partnering with the school community. Parents and families are recognised as integral members of the school community and partners in their children's education. Communication systems have been enhanced by providing a variety of avenues for parents and caregivers to receive school information. Student welfare policies have been reviewed in 2016 and staff work collaboratively to embed behaviour expectations in all school settings.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The rate of parents engaging with one or more school community activities each year will increase by 4% each year from 25% in 2014 to an average of 33% from 2015–2017.	Parents and community members have engaged in a range of school-related activities, building positive relationships which will strengthen the school's ability to solicit and address honest feedback on school performance. 92% of parents engaged in one or more school activities, which again exceeded expectations. 35% of parents volunteered in some capacity throughout the year, from guided reading groups to support with assembly items. The percentage of volunteers was marginally down from last year, which was to be expected with the leasing of the school canteen and no market carnival being held.	
90% of parents/caregivers attend parent-teacher interviews each year to discuss student reports.	The engagement of 98% of families indicated that the school community is very positive about educational provision. The beginning of the year saw 65% of parents attend class information evenings. During Semester One, 92% of parents met with classroom teachers to discuss their child's progress at scheduled parent-teacher meetings. Additional meetings took place throughout the year.	
Results of the student "Tell Them From Me" surveys show that for 100% of elements surveyed, students at Pagewood Public School rate their well-being as exceeding state average results.	Many of our students' responses to the annual survey were significantly more positive than state average: positive behaviour at school, teachers' high expectations of student success, level of students' interest and motivation, having someone they can turn to and completion of homework. The reaction by students and their teachers to expansion of technology available was overwhelmingly positive. General responses included that the additional class sets of laptops and tablets could be used in all key learning areas and that it stimulated and motivated them to achieve higher level outcomes. In addition, sections of the Student Welfare Policy have been reviewed and published. The most significant of these is Management of Student Behaviour.	

Next Steps

We will liaise with our community to gather suggestions for strengthening family and community engagement.

The return of the biennial Market Carnival in 2017 will see staff work closely with members of the P&C to encourage families to engage with the event and volunteer their time to support the running of stalls.

The review of Student Welfare will continue.

There will be consideration of whether the third improvement measure needs revision.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>The funding supported Kindergarten students of Aboriginal background to access the curriculum through additional support by a Student Learning Support Officer (SLSO).</p> <p>Personalised Learning Pathways were developed for both students. The development of relationships with families is an essential element of our implementation of the Aboriginal Education Policy.</p>	<p>Pagewood Public School received Aboriginal Background funding of \$442 in 2016. An amount of \$378 was carried forward from 2015. \$786 was spent in 2016.</p>
English language proficiency	<p>Teachers used data from the annual survey of students with an English as an Additional Language or Dialect (EAL/D) to identify students with a language background other than English (LBOTE) in their classrooms requiring specialised support.</p> <p>The EAL/D teacher targeted the language acquisition needs for LBOTE students during twice-weekly small group lessons.</p>	<p>Pagewood PS received \$53381 English Language Proficiency funds to support EAL/D students. \$46819 was spent to pay a teacher for 2 days per week. In addition, a Student Learning Support Officer assisted students to access curriculum in classrooms.</p>
Low level adjustment for disability	<p>All students have up to date Personalised Learning Plans (PLPs).</p> <p>Student Learning Support Officers (SLSO) assisted and supported students in the classroom to access the curriculum, and monitor and model appropriate behaviours.</p> <p>SLSO staff have been trained in the implementation of Be Excited About Reading (B.E.A.R) and Multi-Lit reading programs which target students displaying reading difficulties.</p> <p>Due to difficulty in finding SLSOs with the necessary skills, a significant portion of funds were not spent. These will be carried forward and used to support students in 2017.</p>	<p>\$3514 was spent.</p> <p>\$10517 was carried forward.</p>
Quality Teaching, Successful Students (QTSS)	<p>The school has created collaborative practices which allowed teachers to jointly plan and observe each other's lessons.</p> <p>All stages have developed units of work and collaborative assessment tasks. Teachers reported that this assisted them to improve their understanding of student learning and effective classroom practice.</p> <p>All teachers received support with the accreditation process and the new Performance Development Framework within their stage teams.</p>	<p>From Jan to June, the staffing allocation for QTSS was 2 hours per week shared between 3 assistant principals. From July to December, the allocation saw an increase to just over one day shared between the 3 assistant principals.</p>
Socio-economic background	<p>SLSOs were employed to support targeted students in the classroom and playground. These students have been identified as having specific behavioural and social issues and engage in social skills development with the SLSOs.</p> <p>Families in need have received financial support to assist in paying for a range of educational expenses.</p>	<p>\$8000 was spent.</p> <p>\$3800 was carried forward to 2017.</p>

<p>Support for beginning teachers</p>	<p>Merit selection resulted in one teacher being placed in her first permanent appointment. This teacher received two hours per week mentoring and extra release for one year.</p> <p>Additional support was provided by the executive team in the form of team teaching and mentoring once a week during Terms 1 and 2.</p> <p>An early career teacher returned from maternity leave and continued her development using GTIL funds.</p>	<p>\$25024 was spent from funding for Great Teaching, Inspired Learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	97	116	124	138
Girls	104	117	127	146

The total school enrolment again increased compared to that of the previous year. The year started with an entitlement of twelve classes. A significant number of students moved to neighbouring schools in Term 4 following media reports of contamination concerns from a nearby development site.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	97.8	97.8	97.5	96.9
1	96.3	97.1	96.8	95.7
2	97.8	97.7	95.2	95.4
3	97	97.5	94.5	95.5
4	96.3	95.7	95.8	93.8
5	96.6	97.4	95.9	95.4
6	95.3	96.4	96	96
All Years	97	97.1	96.1	95.6
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

The table above shows our student attendance rates, which remain higher than state averages.

Education is highly valued by our community and most families understand the importance of regular attendance at school. Absences due to holidays taken

during school term have impacted negatively on our attendance rates since 2014.

Procedures for managing non-attendance have been most effective in past years. Practices have included:

- publicising the need for regular attendance in the newsletter;
- requesting explanation of all absences, with a reminder note sent home if the school receives no explanation within 5 days;
- requiring students who have a partial absence to obtain a late arrival or early departure note from the office;
- liaising between the school and home regarding frequent or prolonged absences or frequent late arrival at school; and
- making a referral to the Home School Liaison Officer if issues of non-attendance are not able to be resolved by school staff.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	10
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0
School Administration & Support Staff	2.52
Other Positions	0.09

*Full Time Equivalent

In addition to the staffing entitlement positions detailed above, funding provided a teacher two days per week to support students with a background of English as an Additional Language or Dialect.

No members of staff identify as members of the Aboriginal and Torres Strait Islander community.

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	

Professional learning and teacher accreditation

All staff members were updated on the timeline for changes to teacher accreditation processes.

Five teachers were working towards achieving "Proficiency" level, with one of them completing the process in 2016.

Eight teachers are maintaining accreditation at Proficient standard.

No teachers are seeking voluntary accreditation at Highly Accomplished and/or Lead standard.

All staff participated in scheduled school development days.

Professional learning at these sessions included:

- Compliance training: child protection, code of conduct, cardiopulmonary resuscitation and work health and safety
- Preparation for implementation of the History and Geography syllabus;
- Focus on Reading: Comprehension;
- behaviour management; and
- using digital devices to enrich curriculum.

The total school expenditure on professional learning was \$39486, an average of \$2577 per teacher.

A significant school-based professional learning project, "Differentiating the Curriculum for Diverse Learners", continued to focus on planning for the needs of all students.

Network meetings were valuable learning activities for the teacher-librarian, learning and support teacher and the teacher of English as an additional language or dialect.

During 2016, teachers attended courses which aligned with school plan priorities and their own professional goals. These courses included:

- Using the Best Start assessment;
- History;
- professional growth through classroom observation;
- working with children with Down Syndrome;
- using iPads; and
- embedding cross-curriculum priorities;

The school administration manager and principal attended an extended course in preparation for the implementation of the Learning, Management and Business Reform.

Development of leadership and management skills was addressed in courses and conferences attended by the Assistant Principals and Principal.

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.

Due to the initial implementation of the Learning, Management and Business Reform, the financial information covers 13 months, not 12 months. From 2017, financial information will align with calendar years.

The voluntary school contribution amount for 2016 was set by the community at \$45 per child.

The balance carried forward includes \$80940 of tied funds. A large part of this will be applied to invoices for payment of teachers and Student Learning Support Officers employed during Term 4.

A priority for spending in 2016 was to increase access to digital devices in classrooms. Approximately \$50000 was used to purchase class sets of iPads and laptops and supporting hardware.

Income	\$
Balance brought forward	153 685.00
Global funds	186 675.00
Tied funds	168 409.00
School & community sources	144 367.00
Interest	3 488.00
Trust receipts	449.00
Canteen	0.00
Total income	657 073.00
Expenditure	
Teaching & learning	
Key learning areas	45 654.00
Excursions	14 277.00
Extracurricular dissections	67 687.00
Library	4 196.00
Training & development	799.00
Tied funds	141 360.00
Short term relief	29 769.00
Administration & office	47 695.00
School-operated canteen	0.00
Utilities	31 326.00
Maintenance	17 130.00
Trust accounts	449.00
Capital programs	18 029.00
Total expenditure	418 371.00
Balance carried forward	238 702.00

The information provided in the financial summary includes reporting from 01 December 2015 to 31 December 2016.

Financial decisions are made by the principal, with guidance by the school administration manager. Major expenditure items are discussed with staff and P&C to determine priorities.

Intended use of funds carried forward included payment for a recently constructed shelter and general building maintenance.

	2016 Actual (\$)
Opening Balance	0.00
Revenue	246 173.67
(2a) Appropriation	238 702.95
(2b) Sale of Goods and Services	1 000.00
(2c) Grants and Contributions	6 271.67
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	199.05
Expenses	-90 668.51
Recurrent Expenses	-90 668.51
(3a) Employee Related	-58 139.79
(3b) Operating Expenses	-32 528.72
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	155 505.16
Balance Carried Forward	155 505.16

	2016 Actual (\$)
Base Total	1 979 437.11
Base Per Capita	13 739.65
Base Location	0.00
Other Base	1 965 697.46
Equity Total	122 879.90
Equity Aboriginal	441.72
Equity Socio economic	6 900.97
Equity Language	53 381.77
Equity Disability	62 155.44
Targeted Total	33 510.01
Other Total	10 538.88
Grand Total	2 146 365.89

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.

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.

Financial summary equity funding

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

School performance

NAPLAN

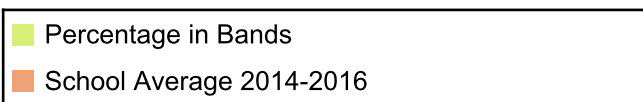
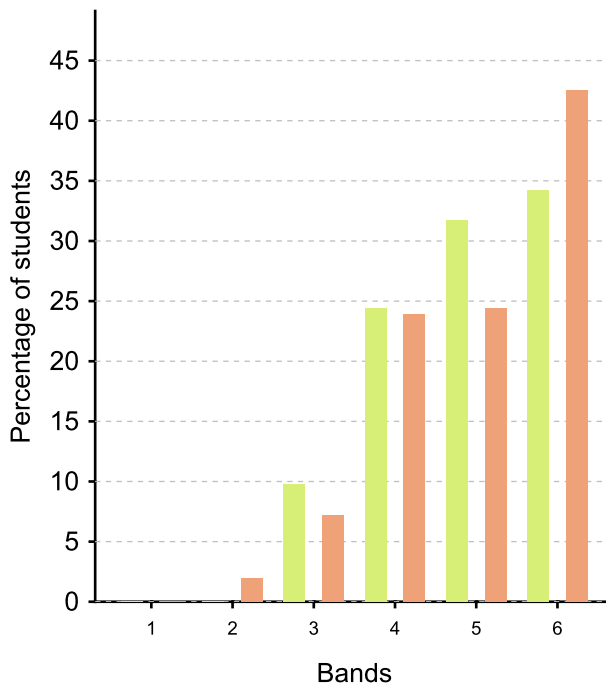
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Graphs are included below to give information on the performance of students in Year 3 and Year 5 in NAPLAN tests in 2016.

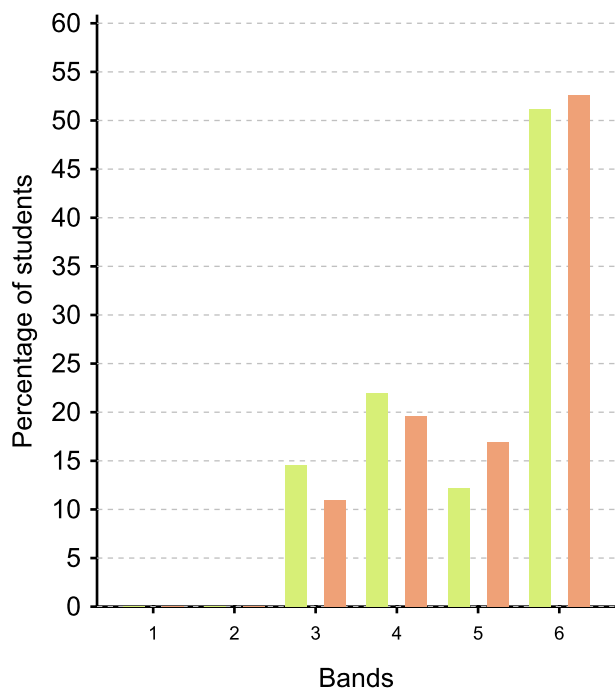
It was pleasing that in every strand at Year 3 level, the percentage of our students achieving at proficient standard exceeded the state average by a significant margin. This also the case at Year 5 level, apart from the Writing strand.

To be classed as proficient standard, students must achieve in the top two bands at their year level.

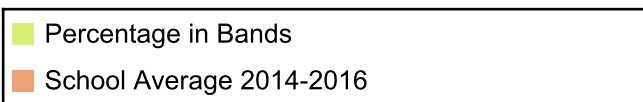
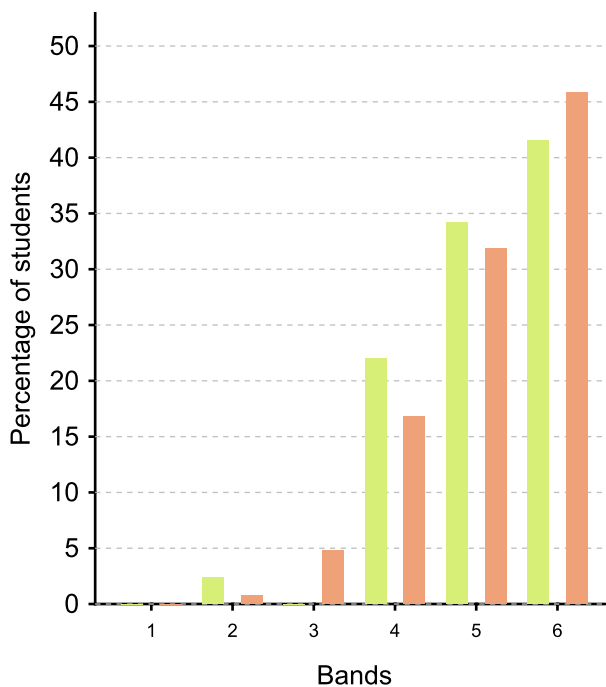
**Percentage in bands:
Year 3 Reading**



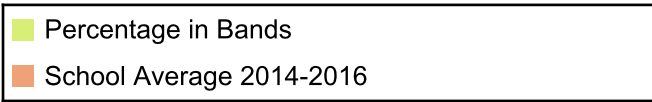
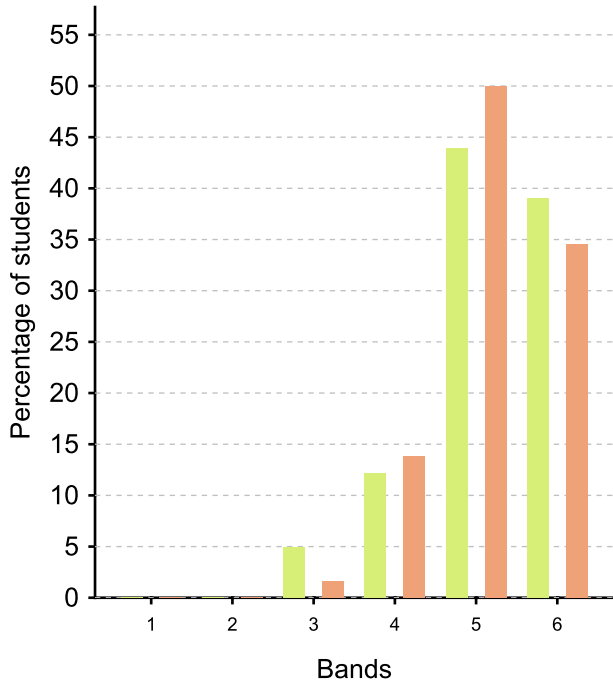
**Percentage in bands:
Year 3 Grammar & Punctuation**



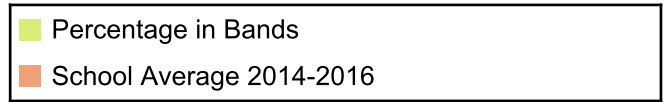
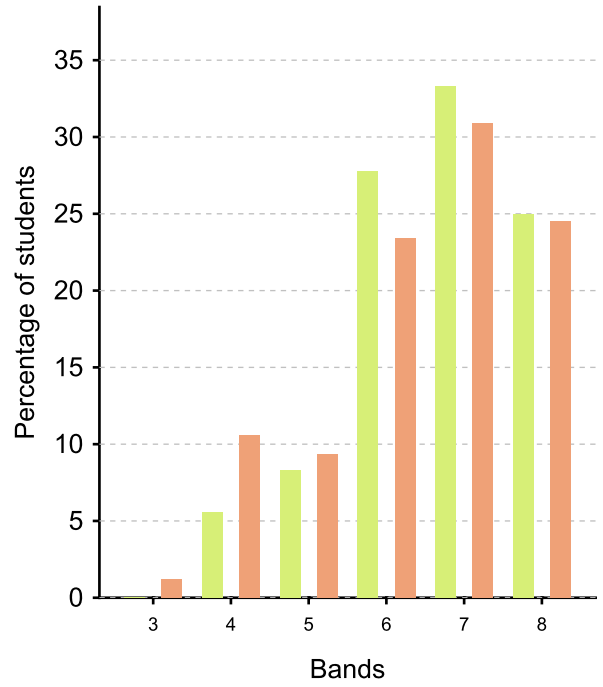
**Percentage in bands:
Year 3 Spelling**



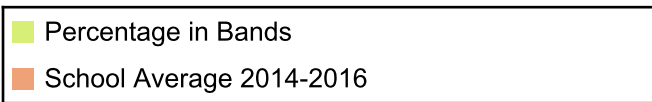
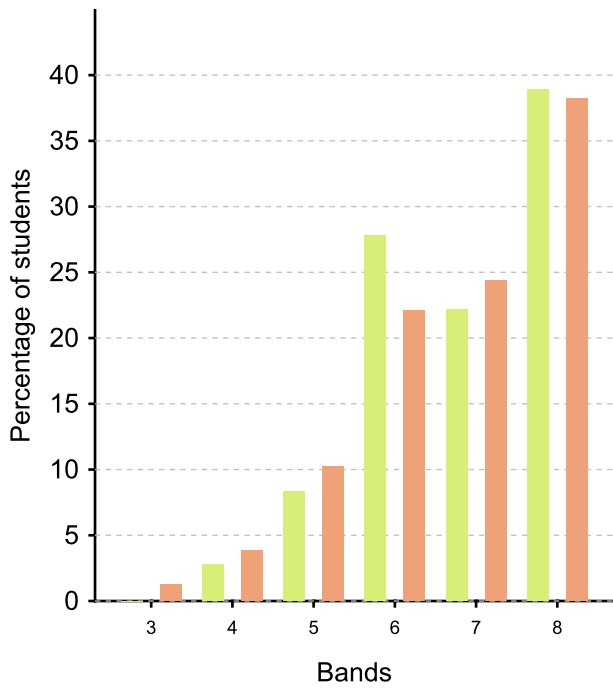
Percentage in bands:
Year 3 Writing



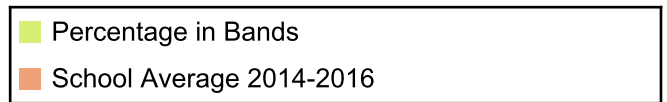
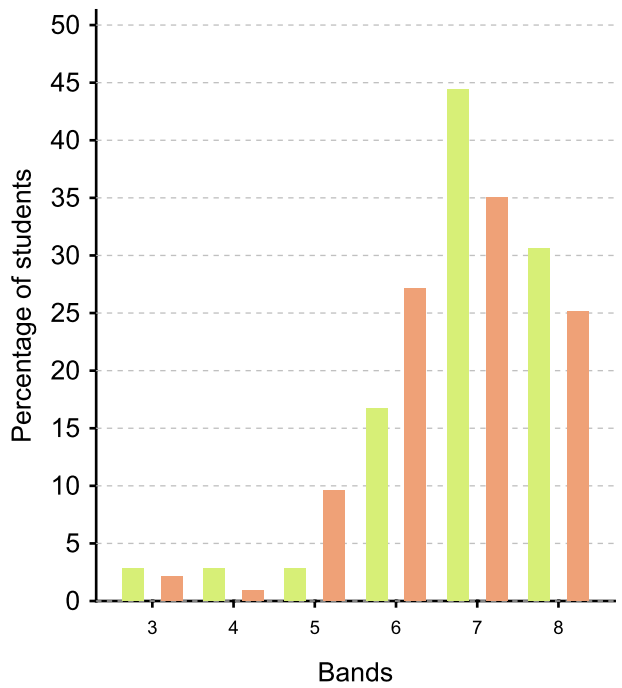
Percentage in bands:
Year 5 Reading



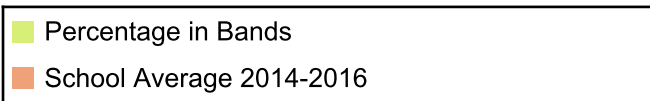
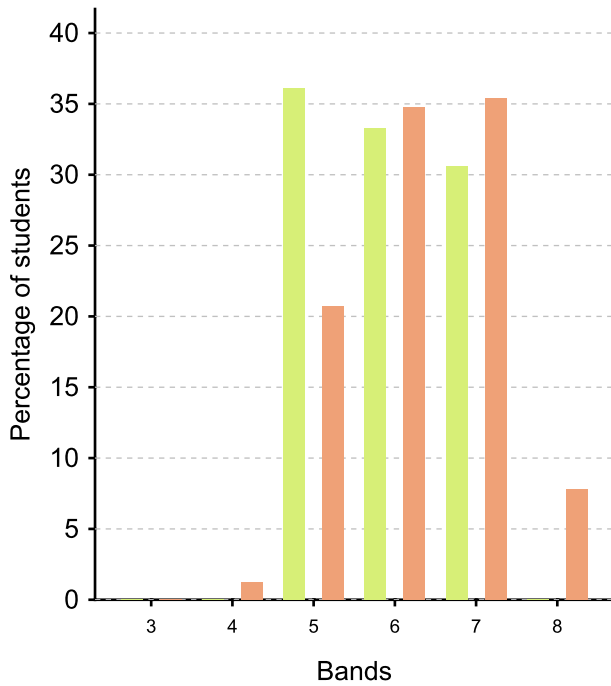
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling



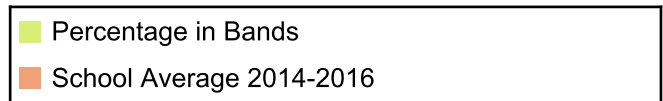
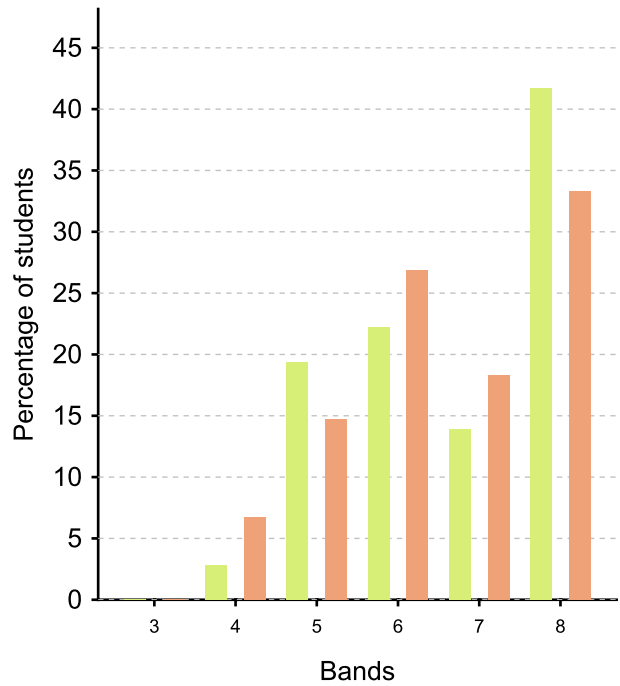
Percentage in bands:
Year 5 Writing



<Use this text box to comment on numeracy NAPLAN data>

Delete text not required.

Percentage in bands:
Year 5 Numeracy



<You may choose to use this text box and statement to refer readers to the My School website:

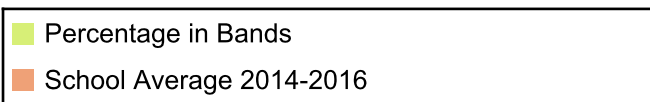
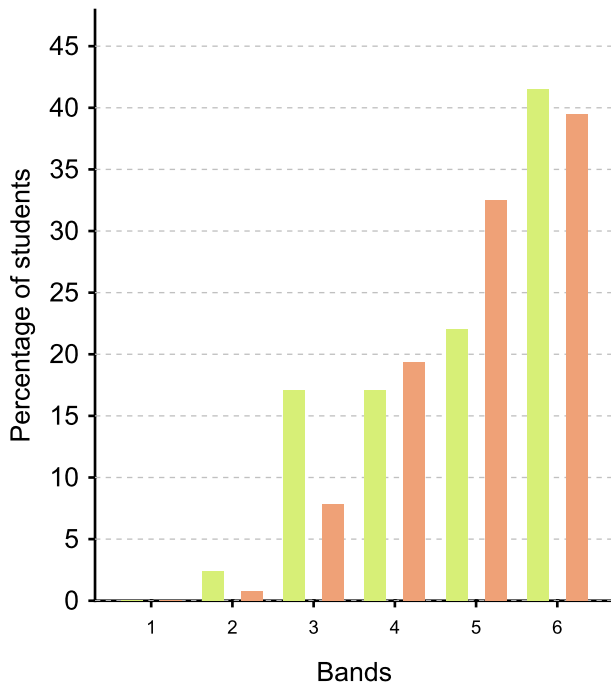
The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.>

Delete text not required.

<Use this text box to comment on mandatory reporting requirements in accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands>

Delete text not required.

Percentage in bands:
Year 3 Numeracy



Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek opinions about the school from parents, students and teachers.

Most students from Years 4, 5 and 6 completed the “Tell Them From Me” survey at the end of Semester 1 and again at the end of Semester 2. This survey is used by many schools across New South Wales to gauge student views on aspects of school life such as intellectual engagement, relevance of instruction, sense of belonging, relationships and behaviour.

Parents were surveyed using an online tool. The survey repeated nine of last year’s ten questions. In 2015, 63 parents completed the survey. In 2016, with a similar enrolment level, 53 people gave us this valuable feedback. The most significant results from the surveys are detailed below.

In the parent survey, there were several areas in which results were very similar in both 2015 and 2016. In both years, there were very high positive response rates for our school’s focus on literacy and numeracy, the inclusion of our language program and the approachability of our teachers.

Several other questions elicited response rates which were generally positive, but with a significant percentage of “don’t know or somewhat agree” responses. The percentage of parents agreeing that teachers take action if bullying or conflict is reported was much lower than in 2015. However, the percentage of those who disagreed remained stable across both years, at 7%. This was matched exactly by student responses, with 93% of students reporting that teachers would take action.

No respondents disagreed that there is school-wide collective responsibility for student learning and success, with high levels of student, staff and community engagement. However, the “Somewhat agree” response rate of 40% merits further dialogue with the community to try to determine the reasons for selecting that response.

Similarly, 23% of respondents selected “somewhat agree” when considering whether positive and respectful relationships across the school community underpin a productive learning environment, and support students’ development of strong identities as learners.

In 2017, staff will continue to consider strategies which will assist parents to understand what their child is learning, their child’s learning progress and how to support them to learn. Across 2015 and 2016, questions relating to this received the most “somewhat agree” responses, approximately 45% – 50%. (See Strategic Direction 2 – Next Steps.)

An open-ended question allowed parents to comment on a local development issue which led to several families choosing to attend neighbouring schools. Some families indicated that they share those concerns

but have reviewed the safety processes and believe them to be adequate. Others indicated no concerns at all and a total commitment to having their children at Pagewood Public School.

Our students’ responses were significantly more positive than state average in several areas: positive behaviour at school, teachers’ high expectations of student success, level of students’ interest and motivation, having someone they can turn to and completion of homework.

The reaction by students and their teachers to expansion of technology available was overwhelmingly positive. General responses included that the additional class sets of laptops and tablets could be used in all key learning areas and that it stimulated and motivated them to achieve higher level outcomes.

All staff at Pagewood Public School are very committed to the success of the school. No requests for transfers have been lodged for several years. We have been fortunate to employ a number of talented teachers on temporary engagements and all would like permanency at this school. Collaboration between teachers increases each year resulting in greater consistency across grades, improving transition across stages and enriching pedagogy of all practitioners. Staff feedback is that they highly value opportunities to collaborate.



Policy requirements

Aboriginal education

Pagewood Public School received Aboriginal Background funding of \$442 in 2016. An amount of \$378 was carried forward from 2015. The funding supported students of Aboriginal background in Kindergarten to access the curriculum through additional support by a Student Learning Support Officer. Personalised Learning Pathways were developed for both students in liaison with families, guided by a focus on high expectations for them. The development of relationships with families is an essential element of our implementation of the Aboriginal Education Policy.

Teachers, students and parents at Pagewood PS were provided with an opportunity to further cultural education through a visit from Troy Allen. Mr Allen focussed on broadening and deepening knowledge of culture and country within our community. Follow-up within classroom programs before and after his visit was valuable in reinforcing his messages. This learning opportunity was timed to celebrate and acknowledge the significant Aboriginal cultural period of NAIDOC Week.

All students learn about Aboriginal and Torres Strait Islander histories and cultures as cross-curriculum priorities incorporated into all key learning areas. Resources to enrich implementation continue to be acquired and used. Teachers reported that the organisation of resources carried out in 2015 was again most valuable in ensuring that across the stages of learning, students used current materials correctly targeted to their educational stage.

Multicultural and anti-racism education

About 33% of our students come from families with a language background other than English. All staff continue to promote a positive and caring environment through recognition and understanding of the diversity within this school. Culturally inclusive content and practices are part of all key learning areas. The staff are committed to providing opportunities that enable all students to achieve equitable education and social outcomes and participate successfully in our culturally diverse society.

Students with an additional language or dialect (EAL/D) were helped by a support teacher 2 days per week. In addition, a Student Learning Support Officer, provided by equity funding, assisted many of these children in their home classrooms.

All staff accept responsibility for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. A trained anti-racism contact officer (ARCO) highlights the role to students and trains staff members. On Harmony Day, and also embedded throughout the curriculum, a variety of activities enhance student knowledge and understanding. The Management of Students Policy explicitly states procedures for handling complaints of racism involving students. Reports of racism to the ARCO were at levels similar to the previous year.