

Padstow Heights Public School Annual Report



2016



3958

Introduction

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

Ms Lindy Bryant

Principal

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Message from the Principal

2016 was a successful year for many reasons. We completed the 2nd year of the School Plan and our evaluations show that strong improvements have been made in key focus areas. The most significant gains have been made in writing. NAPLAN results show that students achieved double the expected growth for 2 years of teaching, Yr 3 to Yr 5 (average). In-school assessments for writing show strong growth for all cohorts, Kindergarten to Year 6. 130 Students (Yrs 1 to 6) were surveyed and 89% reported that they believed they had made the most progress in writing. Similarly impressive results have been achieved in English and Maths. Yes, there are areas for improvement but another success has been the tighter coordination of student assessment, analysis and tracking so that weak areas are picked up more quickly. I applaud the skill and expertise of all staff and their willingness to collaborate and share expertise. Another big shout-out goes to the School Learning and Support Officers (teacher's aides) who work hard to support teachers in classrooms by working with small groups providing greater opportunities for students to master skills. These positions are paid for by the increase in funding as a result of the Gonski Report. We continue to provide a wide range of activities and experiences for the students both in-school and extra-curricular. Further space was provided for the YMCA by applying for a grant to extend the back area of the hall. The licence was also extended to include the library in order to provide ample places for Before and After School Care. Work on beautifying the grounds continues and we were assisted by the P&C to improve the sandpit area. Chris Coleman, our General Assistant, and our cleaning staff worked hard to keep our school looking inviting. Padstow Heights PS is keeping pace with the rapid changes in education. We are future-focussed but the core business of teaching students to read, write and calculate remains central to our work.

Message from the school community

P&C President's Report for 2016

2016 was another successful year for the P&C. We raised a substantial amount of money and were able to complete a number of our projects without the aid of grants. This has largely been due to the P&C's strategic planning, which has given us clear direction, and also to the hard work of our parent body, the school staff and wider community. Major projects we have achieved include:

- Purchase of interactive play equipment for the oval
- Purchase and installation of shade sails over the sandpit area
- \$5000 injection of funds to the Band for purchasing new equipment and instruments
- Complete overhaul of the sandpit including a new soft fall area with car track

In keeping with tradition, the P&C have proudly provided financial support to the many students representing our school at regional and state sporting events, the Year 6 Farewell, Schools Spectacular dancers and singers, Presentation Day awards and helped the Easter Bunny deliver some yummy treats. The P&C held some fantastic fundraising events during the year which included a Welcome Disco, 4 Cake Days, Mother's Day Stall and raffle, Father's Day Breakfast BBQ and raffle, Open Day lunch and wishing tree, an awesome Trivia Night and the biannual Twilight Christmas Fair with fireworks (which was our biggest yet!). I would like to thank Mrs Bryant and her leadership team Mrs Kolodziej, Ms Fair and Mrs Dwyer for their patience, guidance and expertise, the teaching staff (including support staff) for their front line support, the office staff for going above and beyond and Chris Coleman – the school's General Assistant, for always being willing to assist the P&C. I would like to extend a very special thanks to the P&C Executive, Melanie Northcott & Janine Simmons (Vice Presidents and acting Fundraising coordinators), Ray Mohandas (Treasurer) and Kylee Sullivan (Secretary). Also a special thanks must go to Donna Richards who works tirelessly running our uniform shop and to her helpers Marieke Peters and Marie Paterson; to Brooke Skead for heading up the band committee and Jacqui Tiberti and Thelma Varvarigos for helping out with fundraising. Lastly, I would like to thank the parents and caregivers who give their time selflessly to come to meetings, organise events and fundraisers, volunteer and support us financially so that we can complete our projects. Everyone is working towards the ultimate goal of making PHPS an outstanding school for our children. The end of year pizza night provided a great opportunity for parents to socialise and interact. The P&C also built strong relationships with local business and received fantastic support via sponsorships for our Twilight Christmas Fair. Our success as a P&C is not just measured in the funds we raise but also in the other ways we contribute, and in the strong positive community we build.

Leanne Iverach – 2016 P&C President

Message from the students

The year of 2016 was an exciting one full of opportunities for not only the School Leaders and SRC members but for all students. We were fortunate to attend the Grip Leadership Conference at Homebush where we spent a day with other school leaders learning how to be more effective in our leadership roles.

Our weekly role as hosts for the K–6 Assembly was a great learning experience. We planned each assembly – creating Powerpoint presentations to enhance each assembly. During the year we also hosted the Book Week Parade, Easter Parade, Open Day, Kindergarten Orientation Day, the Year 6 Farewell and the Annual Primary Presentation Day. We also enjoyed being able to thank guest speakers who came to the school.

Our ANZAC Day Ceremony at school was a highlight for us as school leaders. We attended ANZAC Day ceremonies in April at Padstow RSL – getting up early in the school holidays is a pleasure when you can attend such memorable ceremonies. On November 11, we were involved in Remembrance Day at the RSL also.

AS SRC leaders we were involved in many fund–raising events to raise money for ground improvements. We were also involved in the coordination of events to raise money for our Year 6 Farewell and Stewart House.

We would like to thank Mrs Kolodziej and Mrs Bryant for their guidance through our year as school leaders, our dedicated vice–captains – Alice Mason and Vincent Cassar; year 6 who are outstanding leaders in their own right, the staff and the entire school community who supported us throughout 2016.

Taleisha Grenz and Oscar Ali – 2016 School Captains

School background

School vision statement

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. We aim to develop resilient students who confidently strive for challenging goals in every endeavour.

School context

Padstow Heights Public School is a P2 level school with 402 students and 16 classes. Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes and the school population is expected to grow. 45% of students come from homes with language backgrounds other than English.

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.

The use of our resources has been refined to maximise performance. The Learning and Support Team is more efficiently identifying students in need and tailoring relevant support programs. School-wide assessment procedures have been adopted to allow more frequent analysis and subsequent targeting of areas of need. The role of assistant principals as instructional leaders has been strengthened so teachers can develop their skills and try out new strategies. The self assessment has identified the main area for increased attention is to strengthen and broaden opportunities for our parent community to be involved in planning.

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

Excellence in Learning

Purpose

Our students meet national benchmarks but they need to reach for higher outcomes in their learning. Students achieving at the upper end of the scales are not showing the same level of growth as our less capable students. We need to increase the number of successful learners who assess their learning and who can build upon their knowledge, skills and attitudes with the support of the quality teaching framework.

Overall summary of progress

Matching evidence to improvement goals requires planning and systems. When the goals were set, the form of the evidence wasn't clear and the systems weren't in place. Over the last 2 years these systems have improved and data collection is more effective. Average to above average growth has been achieved in all areas. Most significant growth has occurred in writing which was a major focus area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"> Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 and Year 5 to Year 7 in all aspects with 75% of Year 5 students and 70% of Year 7 students achieving greater than or equal to the expected growth. (3yr goal 80% Yr 5, 75% Yr 7) 	All teachers have focused on providing targeted explicit feedback on writing. Daily writing tasks completed. Yr 5– expected 0.3–0.8. Achieved average of 1.68 which is more than 2 x expected growth (Effect size calculation) 100% of Yr 5 students achieved greater than or equal to expected growth. Yr 7– no growth data available but trend results show continued increase.	QTSS – (\$7500.00) Low level adjustment for disability (\$9000.00) Aboriginal background loading (\$2900.00) English language proficiency (\$40800.00)
The analysis of NAPLAN shows an increase of 5% of students achieving in the top 2 bands in all aspects Yrs 3, 5 & 7 (3yr goal an increase of 10%)	Year 3 students show 8% increase in percentage in top bands. Yr 5 showed a 5% increase and Yr 7 a 1% increase.	Low level adjustment for disability (\$26400.00). Socio-economic background (\$18700.00)
Analysis of PAT data for Yrs 2–6 shows min of 5% improved growth (3yr goal –10%)	We used Effect Size calculation between 2015 and 2016 PAT data to determine individual and grade growth. Expected growth for 1 year's teaching and learning is 0.15 – 0.4. These grades achieved greater than expected growth in Reading – Year 2(1.34– more than 4 times expected growth!); Year 3 (0.43); Year 4 (0.71) Year 5 (0.56) with Year 6 achieving expected growth (0.31). Maths results reported in Strategic Direction 2.	<ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$7500.00) Low level adjustment for disability (\$9000.00) Aboriginal background loading (\$2900.00) English language proficiency (\$40800.00) Quality Teaching, Successful Students (QTSS) (\$15000.00) Socio-economic background (\$18700.00)
Over 3 years a 50% increase in the number of students able to set achievable goals	Stage 3 students showing strong progress. 78% of students were setting achievable goals in 2016. Stage 2 60%; Stage 1 50%; ES1– 15%. 62% of students now setting achievable goals. Baseline data showed 20% of students had an understanding of goal-setting. So we are on track.	\$0.00

Next Steps

In 2017, teachers will focus on embedding formative assessment strategies into their daily work to provide more regular updates of individual progress so the learning program can be adjusted. PAT testing will occur in June as well as November to allow for a check-in adjustment. Focus on improving writing will continue with strengthening vocabulary as the key strategy. Teachers will work collaboratively with their stage teams to improve their understanding and use of formative assessment and vocabulary strategies to improve reading and writing.

Strategic Direction 2

Excellence in Teaching & Leading

Purpose

Research concludes that after the influence of the home environment, the class teacher is the most powerful influence on student learning. Teachers need to set explicit goals for professional development in order to ensure effective delivery all aspects of the Quality Teaching Framework and to improve the likelihood of improved student performance. Teachers need to work collegially and be supported to adapt teaching and learning styles to competently deliver the new syllabuses and to cater for future learning expectations

Overall summary of progress

The instructional leader role has been continued successfully and observations and walkthrough other classroom opportunities occurred for all teachers. Teachers new to kindergarten were trained in L3 and new teachers to K–2 were trained in TEN. All teachers developed an individual plan for their professional development. The Community of Schools operated with shared professional development in semester 1. The Tell Them From Me teacher surveys show that teachers are receiving support as needed. The culture of shared professional learning, collegial planning, discussion and collaboration is growing. The improvements in overall student performance, especially in writing, are evidence of the impact of the programs put in place.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
•All teachers are meeting The Australian Professional Standards for Teachers	All teachers are taking part in Professional Learning. All have a Professional Learning Plan and all staff meet regularly with their supervisor to discuss goals and review progress. All staff are meeting Australian Professional Standards	<ul style="list-style-type: none">• Support for beginning teachers (\$8000.00)• Quality Teaching, Successful Students (QTSS) (\$20000.00)
•growth of 5% ; 5% improvement in all aspects of literacy & numeracy as measured by NAPLAN & PAT	Results from NAPLAN and PAT are not best measured by % growth. We used Effect Size algorithm to calculate growth. The expectation for 1 year's teaching for 1 year's growth is 0.15–0.4. In NAPLAN – Yr 3 to Yr 5 growth in writing achieved 1.68 (over 2 years)= double expected growth ; 1:12 in reading and 1.13 in Maths. Excellent results. Yr 5 to Yr 7 growth in writing couldn't be measured but Trend data graph shows a strong increase; Reading and Maths both show expected growth.– 0.4 and 0.57. PAT growth results were also measured for years 2 to 6. Reading growth was reported in Strategic Direction 1. Maths results also showed above expected growth (0.15– 0.4) in Year 2 (1.21= 4 times expected); Yr 4 (0.64); Yr 5 (0.85). Yr 3 achieved expected growth (0.3) Yr 6 dipped below expected in Maths (0.1) Instructional Leader program showed strong results for improved student performance.	<ul style="list-style-type: none">• English language proficiency (\$5000.00)• Low level adjustment for disability (\$5000.00)• Instructional Leader role 2 days a week (\$40000)• Beginning Teacher mentor support (\$4000)• Quality Teaching, Successful Students (QTSS) (\$15000.00)
• TTFM Staff survey –increases in ratings for highest levels in Leadership & Collaboration Domains	Both areas show an increase. Leadership 7. 2 in 2015; 7.4 in 2016 Collaboration 7.5 in 2015; 7.8 in 2016	<ul style="list-style-type: none">• Support for beginning teachers (\$8000.00)• Quality Teaching, Successful Students (QTSS) (\$20000.00)

Next Steps

In 2017 all 3 assistant principals will be released for 1 day each week to support teachers. An aspiring leader will also work with a group of teachers. The time will allow for teachers to observe each other, visit other schools and classes to

improve their skills and use of teaching strategies. The time also allows for professional discussion and collaboration which research acknowledges as ' best practice'.

Strategic Direction 3

Excellence in Student & Community Engagement

Purpose

Students who are engaged in their learning have more successful outcomes. To increase engagement, students need to build resilience and social skills and experience a variety of teaching and learning styles with a greater emphasis on student-led learning and the use of technology. A strong link between the school and the community has been proven to have a positive impact on student performance. Engaging the community broadens the expertise available for sharing with staff and students.

Overall summary of progress

The embedding of technology in classroom programs continued with the extension of the Bring Your Own Device program to years 4 and 5. The Friendly Schools Plus program was implemented across all classes. The new school rules and anti-bullying procedures were taught to all students. Signage of new rules and anti-bullying strategies were erected around the school and posted in every classroom. Parent participation continued to be encouraged with an increase in the number of parents helping at the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Growth of 5% in all aspects of literacy and numeracy (10% 3yr goal) as measured by NAPLAN and PAT	As reported in previous strategic direction areas	As reported in previous strategic directions
Positive changes to Tell Them From Me Student and Parent Surveys about engagement and satisfaction	<p>Student surveys: An improvement in the number of students feeling challenged in English and Maths – 35% (April 2016) to 44% (Oct 2016); increase in % of students rating higher in their perceptions of Effective Learning Time, Relevance, Rigour, Advocacy, Positive student teacher relations and an increase in % of students participating in extra curricular activities. Results show a positive improvement in all aspects for Year 6 students, but a slight drop for Year 5 students indicated in social-emotional outcomes and an increased rate of bullying for year 4 boys.</p> <p>Parent surveys: Most areas showed a slight increase on ratings from 2015. Two areas showed strong increase– Parents Support Learning and School supports Positive Behaviour. One dropped by 0.3– Inclusive School (supporting students with learning difficulties). Investigation showed that parents who don't have students needing support don't know what the school does for these students.</p>	<ul style="list-style-type: none"> • (\$0.00) Friendly Schools Plus, personal development program
Increase of 5% of parents volunteering their time to participate in learning activities	Database maintained. 7% increase in the number of parents volunteering. Reading for Life Program and Multilit tutors brought an extra 11 parents to school on a regular basis. Frequency of volunteering also increased.	\$0
PAVe Surveys show improved social competencies Years 5 & 6	Final PAVE Survey results not yet received.	\$0
Attendance shows a 1% improvement	Slight improvement in attendance fro 95.1% in 2015 to 95.3% in 2016. BYOD implemented Yr 6 70% regularly bring device; Yr 5 78%; Yr 4 61%; (improved engagement)	\$0

Next Steps

Increased focus on explaining the changed classroom culture and future–focussed changes to teaching and learning to parents.

Opportunities for parent expertise to be shared in curriculum work.

Increasing parent representation in planning.

Strengthen student resilience through building knowledge of the anti–bullying strategies and through a growth mindset approach to challenges.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	Number of students (5) too small to report on without disclosing individual identity	School Learning Support Officer Supervising teacher coordinator/liaison • Aboriginal background loading (\$2 926.00)
English language proficiency	93% of students have shown progress. 7% have been identified with other learning difficulties that have impacted on growth. 2 New Arrivals with no English in Term 4 required daily support.	EaLD teacher time allocated to support students. 9 hours a week. • English language proficiency (\$40 837.00)
Low level adjustment for disability	All students with ILPs were reviewed late in Term 4 (98). 10 students have been removed from the need for a plan in 2017. Remaining students will continue to require learning support. Varied levels of progress were achieved. Individual goals cannot be compared.	School Learning and Support Officers (3) Reading for Life Program LaST 4 days a week Intensive Reading for identified Year 4 students • Low level adjustment for disability (\$26 380.00) • (\$0.00)
Quality Teaching, Successful Students (QTSS)	100% compliance for this goal. The giving of explicit feedback was one common target for all stages. High levels of professional discussion and engagement resulted in these interactions.	Instructional leader role 2 days per week. (1 funded by school, 1 by QTSS) Casual relief funded by school resources. • Quality Teaching, Successful Students (QTSS) (\$22 500.00)
Socio-economic background	While both sets of results show that Low SES students don't do as well, both Year 3 and Year 5 show improved results from 2015 to 2016. Yr 3 – -35.4 to -23.4; Yr 5 – -36.5 to -29.7. Both year groups showed a significantly smaller gap than similar schools and the state norm.	LaST School Learning and Support Officers (3) Parent helpers for reading groups, home reading scheme Multilit, including parents for drill work. • Socio-economic background (\$18 720.00)
Support for beginning teachers	One permanent teacher receiving funds as a Beginning Teacher achieved her Accreditation at Proficient. She also achieved a regional award for Significant Achievement as an Early Career Teacher. The award showed the depth of her development which was facilitated by the support provided by her mentor, stage supervisor and teaching colleagues.	Mentoring time – minimum of 1 hour a week Extra release of 2 hours a week Attendance at 3 day Professional Learning Course • Support for beginning teachers (\$4 080.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	216	216	214	214
Girls	182	196	191	183

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.3	96.2	96.5	96.1
1	95.8	95.2	96.1	96.6
2	96.3	96.1	94.1	95
3	96.1	96.1	95.7	95.9
4	95.4	95.7	95.4	96.1
5	94.6	95.5	94.6	95
6	94.1	95.7	96.2	95.5
All Years	95.4	95.8	95.5	95.7
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	94.7	94.8	94	94

Management of non-attendance

Non-attendance of students is followed up by each class teacher on the day the student returns after an absence. A letter is requested from the parent/caregiver explaining the absence. If a note is not provided, a letter is sent by the teacher asking them to explain the absence. Parents are also able to report an absence using the school app or by completing a proforma kept at the reception counter.

The Home School Liaison Officer checks class rolls each term for regular or unexplained absences and contacts parents if there is concern with a student's attendance rate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.37
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	0
School Administration & Support Staff	3.12
Other Positions	0.15

*Full Time Equivalent

In 2016 there was no Indigenous composition of the school workforce.

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

In 2016, the Teacher Professional Learning (TPL) program provided diverse opportunities to meet the needs of members of staff. The program included: TPL sessions at staff meetings, Staff Development Days, stage meetings and curriculum planning and implementation days, attending conferences, attending Principal, Executive, School Administration Managers and curriculum network meetings and attending content specific courses provided by the D of E or outside providers.

Staff development is an integral part of our school focus in developing quality professional practice. All teachers participated in Professional Learning activities across the Key Learning Areas. Each staff member averaged 84 hours of training and development activities during the year.

All staff received weekly training and development through a structured staff meeting program which alternated between whole staff and stage groupings. Three full day training sessions were provided at the

commencement of each term and 2 days at the end of the year, as part of the Department's School Development Day initiative, where the focus was on:

Team Leadership Program in collaboration with Padstow Community of Schools, Department of Education mandatory training of all staff to meet government school guidelines, evaluation of school-based short and long term strategic goals and situational analysis of our school using the School Excellence Framework.

One permanent teacher and 2 casual teachers successfully completed accreditation during 2016 with the assistance of mentors and supervisors. Three permanent and three temporary teachers maintained accreditation at proficient.

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

Financial information

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

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

Income	\$
Balance brought forward	133 688.40
Global funds	272 444.71
Tied funds	211 233.71
School & community sources	302 341.80
Interest	4 466.90
Trust receipts	7 270.88
Canteen	0.00
Total income	931 446.40
Expenditure	
Teaching & learning	
Key learning areas	20 803.27
Excursions	72 552.37
Extracurricular dissections	120 860.07
Library	2 443.51
Training & development	8 361.91
Tied funds	187 438.04
Short term relief	62 502.22
Administration & office	90 863.13
School-operated canteen	0.00
Utilities	40 480.38
Maintenance	54 741.68
Trust accounts	9 289.46
Capital programs	35 640.01
Total expenditure	705 976.05
Balance carried forward	225 470.35

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	353 824.06
(2a) Appropriation	323 001.35
(2b) Sale of Goods and Services	864.20
(2c) Grants and Contributions	29 738.77
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	219.74
Expenses	-128 354.28
Recurrent Expenses	-128 354.28
(3a) Employee Related	-77 330.34
(3b) Operating Expenses	-51 023.94
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	225 469.78
Balance Carried Forward	225 469.78

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

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

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

The School's financial management processes and governance structures include fortnightly meetings between the Principal and The School Administration Manager to align the budget and check balances. The Finance Committee, which includes representatives from staff and P & C, meets once a semester to discuss major purchases and budgeting. Planned use of the funds rolled over from 2016 include:

employment of an extra staff member in 2017 to provide support in classrooms

increased support for early career teachers

purchase of technology devices and replacement of electronic whiteboards

refurbishment of the library

the walkway building program

continuing improvement of the school grounds

purchase of furniture for flexible learning spaces

Financial summary equity funding

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

	2016 Actual (\$)
Base Total	2 538 111.69
Base Per Capita	21 714.44
Base Location	0.00
Other Base	2 516 397.25
Equity Total	170 495.38
Equity Aboriginal	2 926.12
Equity Socio economic	18 731.20
Equity Language	40 837.36
Equity Disability	108 000.70
Targeted Total	10 140.00
Other Total	21 715.13
Grand Total	2 740 462.20

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

School performance

NAPLAN

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

NAPLAN – Year 3 Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

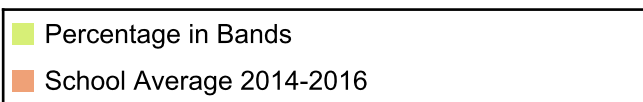
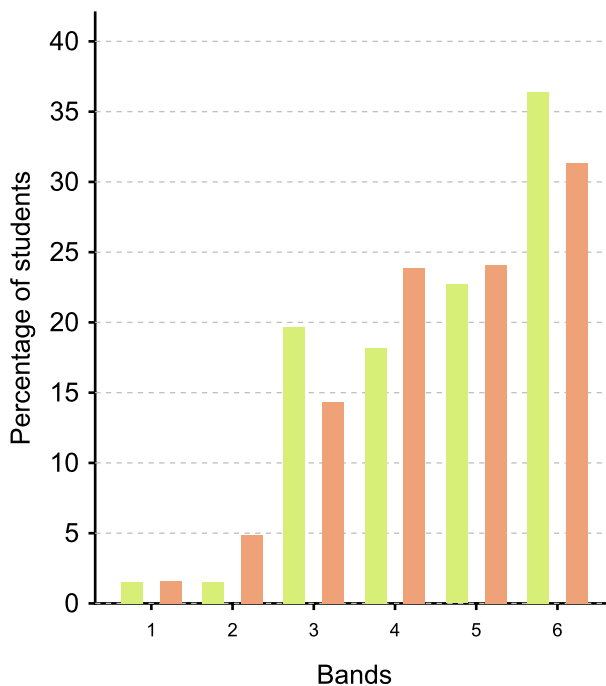
Year 3 students are performing well in basic literacy skills. They have performed above the averages for State DoE (Department of Education) in all areas, showing improvement in writing in particular. They scored above the averages for Statistically Similar Groups (SSG – National – all systems) in all curriculum areas. While there are fewer students in the lowest

bands – Bands 1 and 2 – than in state and SSG, our middle students need to perform at a higher level.

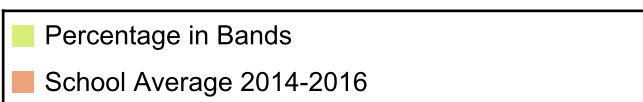
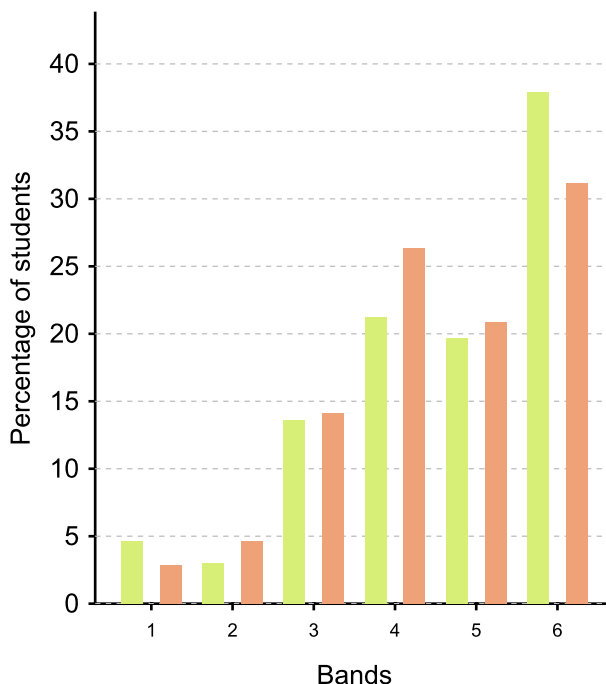
NAPLAN Year 5 – Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 students are performing well in Literacy with students above the averages of students across State DoE – Department of Education – in all areas except writing where we are 2 points behind. Students scored slightly lower than SSG– Statistically Similar Group (National –all systems) in all areas. Year 5 students have shown excellent growth between Year 3 and Year 5 with results well above the State and Statistically Similar Groups. This indicates high impact of teaching and learning programs. Teachers have been implementing explicit teaching and learning programs to improve student performance in writing with end of year assessments showing progress is being made.

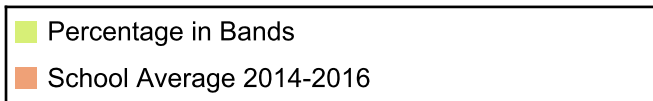
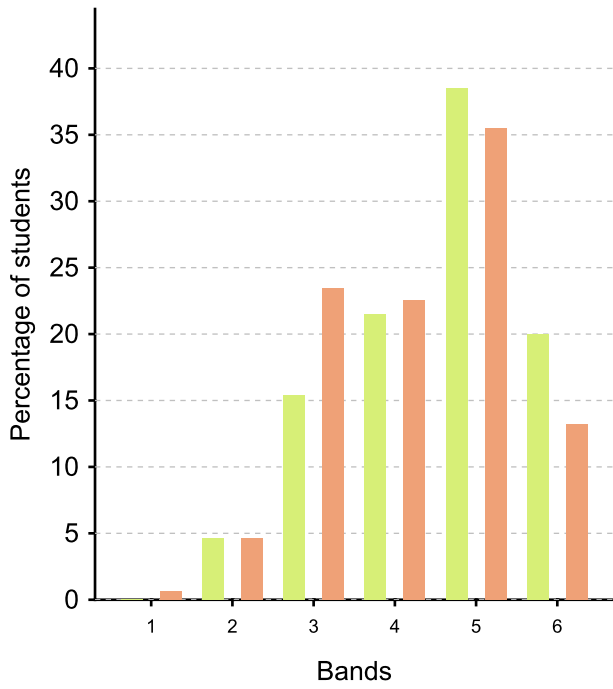
Percentage in bands:
Year 3 Grammar & Punctuation



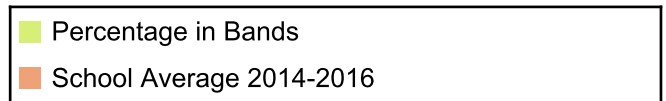
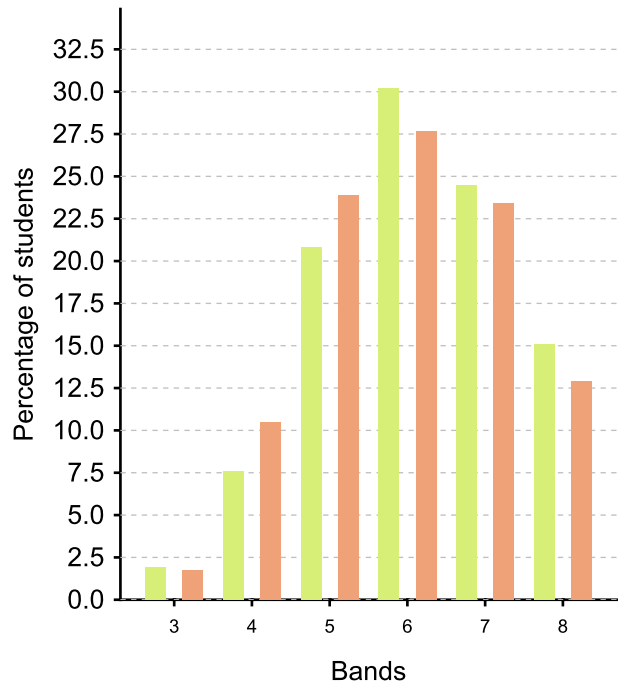
Percentage in bands:
Year 3 Reading



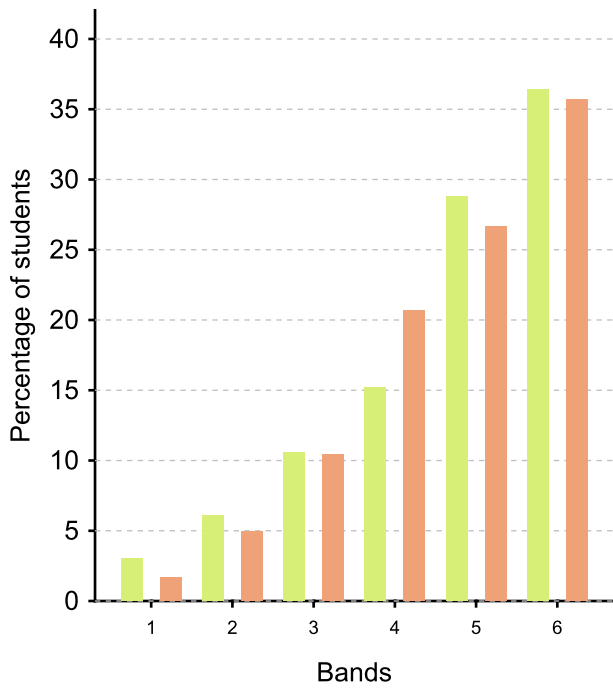
Percentage in bands:
Year 3 Writing



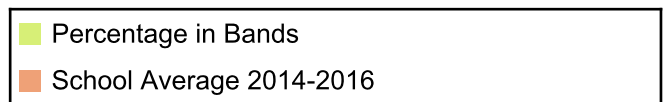
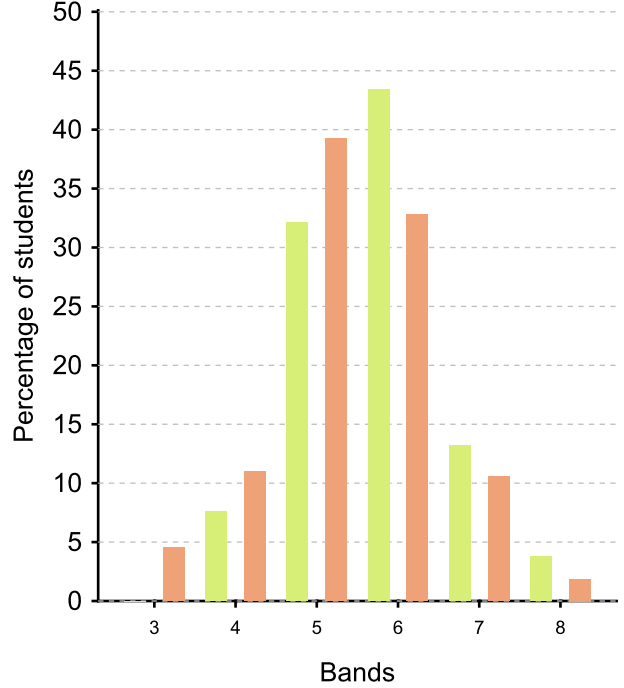
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 3 Spelling

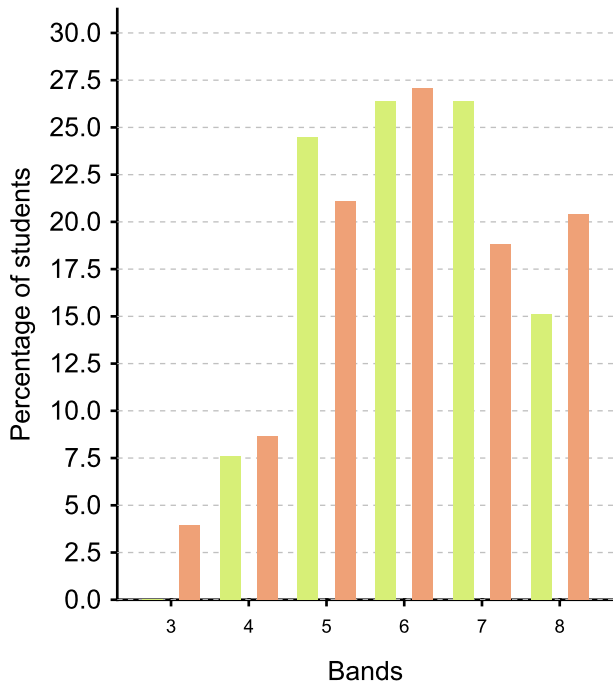


Percentage in bands:
Year 5 Writing

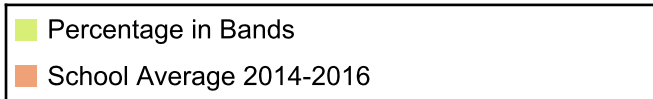


Percentage in bands:

Year 5 Grammar & Punctuation

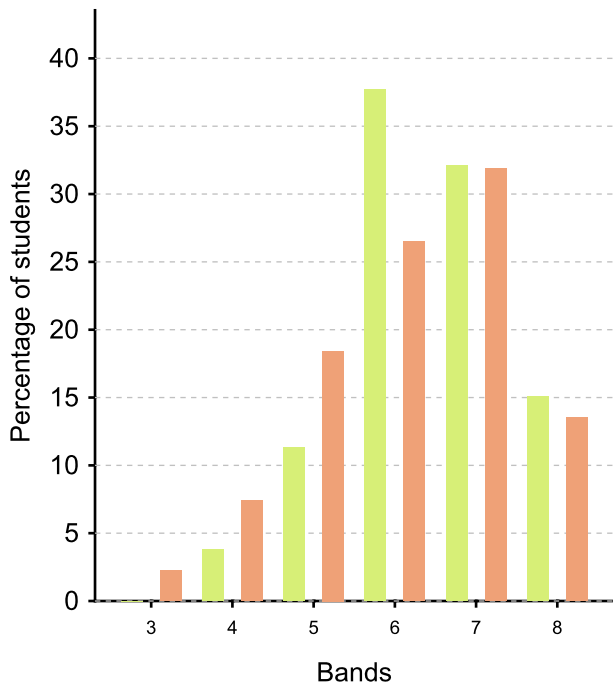


Year 5 students are performing significantly above State DoE and slightly lower than SSG this year in basic numeracy skills, however, our results show that students are making above average progress between Year 3 and Year 5 which indicate effective teaching and learning programs at school level.



Percentage in bands:

Year 5 Spelling

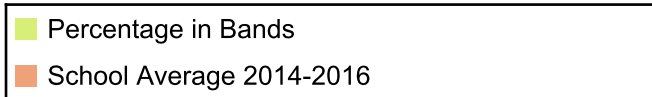
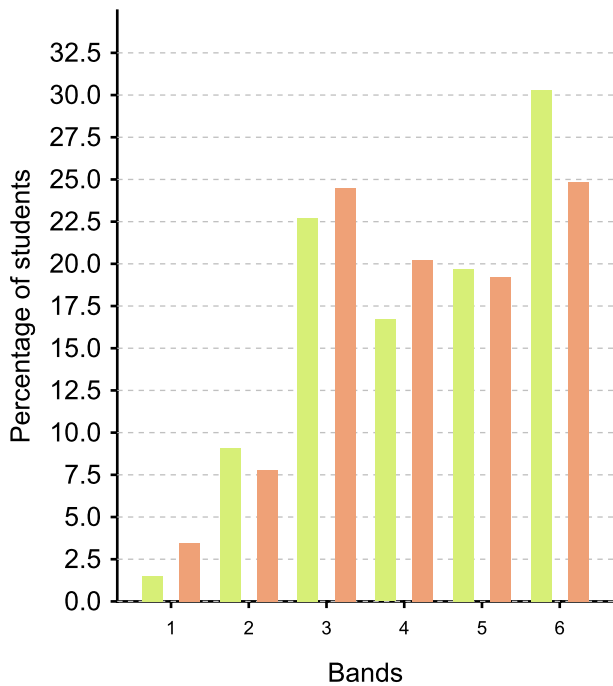


NAPLAN– Year 3 Numeracy

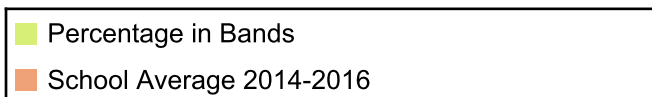
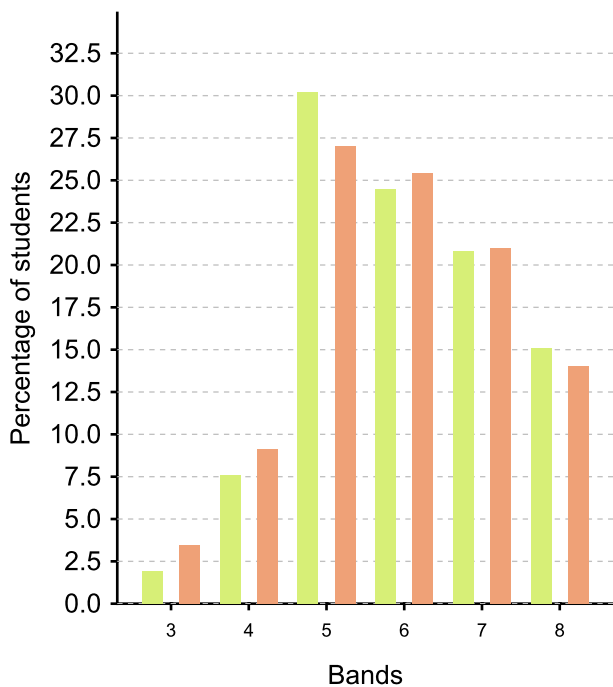
Our Year 3 students are working at average levels significantly above State DoE and SSG. One focus continues to be on moving children in our middle bands into the higher levels of attainment.

NAPLAN– Year 5 Numeracy

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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

The *Premier's Priorities: Improving education results* has set the goal to improve the number of students in the top 2 bands of NAPLAN by 8% by 2019.

In 2016, Year 3 achieved an average of 8% growth in the top 2 bands across all areas, Year 5 showed a 5% increase. Both groups showed the highest growth in Writing. The other area of *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands can't be reported because there are only 2 students and confidentiality would be breached.

Padstow Heights is ranked as *Excelling* in value-added growth. Student results between Kindergarten and Year 3 rate the school as *Above Average* with significantly different results to the average school. Between Year 3 and Year 5, the *Value-Added Report* shows a score of 92.6. Similar schools are 84.6. Again the school is ranked as *Excelling*.

Parent/caregiver, student, teacher satisfaction

In 2016 students, parents and teachers took part in the Tell Them From Me surveys.

22% of parents completed the independently run survey.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

The full report was presented to the Parents and Citizen's Association and is available for viewing.

The following is a summary of the results:

Parents feel welcome: 7.3

Highest: I feel welcome when I visit the school—8.1 (8.0 in 2015)

Lowest: Parent activities are scheduled at a time when I can attend 5.8 (5.7)

Parents are informed: 6.4

Highest: Reports are written in terms I understand 7.4 (7.7)

Lowest: I am informed about my child's social development 5.2 (6.5)

Parents at PPHS support learning at home: 6.8 (6.1)

Highest: I take an interest in my child's schools assignments 7.9

Lowest: Discuss how important my child's schoolwork is 5.9

School supports learning: 7.2 (7.3)

Highest: My child is encouraged to do his or her best work 7.7

Lowest: Teachers take account of my child's needs, abilities, interests 7.7 (7.3)

School supports positive behaviour: 8.0 (7.6)

Highest: My child is clear about the rules for behaviour at school 8.6 (8.4)

Lowest: Teachers devote their time to extra-curricular activities 8.3 (6.7)

The results were very positive overall.

No area was rated lower than 6.0 with the lowest area being parents support learning at home. (6.1)

Student Survey

The students also took part in the Tell Them From Me Survey. The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. These are compared with NSW DoE norms, which are based on the results for all students who participated in the TTFM DoE survey in 2016 at the year levels found in this school. Students in Years 4, 5 and 6 took part.

This report was also very positive with almost every area rating at, above or well above state norms. The following is a summary:

Students play sports with an instructor at school, other than in a gym class.

• 89% of students had a high rate of participation in sports; the NSW DoE norm for these years is 83%.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee. • 69% of students in this school had a high rate of participation in extracurricular activities; the NSW DoE norm for these years is 55%.

Students feel accepted and valued by their peers and by others at their school.

• 88% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.

Students have friends at school they can trust and who encourage them to make positive choices.

• 94% of students had positive relationships; the NSW DoE norm for these years is 85%.

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

• 96% of students had positive behaviour; the NSW DoE norm for these years is 83%.

Students are interested and motivated in their learning.

• 82% of students were interested and motivated; the NSW DoE norm for these years is 78%

The school staff emphasises academic skills and hold high expectations for all students to succeed.

• students rated Teachers' Expectations for Academic Success 8.8 out of 10; the NSW DoE norm is 8.7.

One area for improvement is around skills-challenge. **Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.**

- 38% of students were confident of their skills but did not find classes challenging. The NSW DoE norm for these years is 26%.
- 20% of students were not confident of their skills and found English or Maths challenging. The NSW DoE norm for this category is 14%.

Staff Survey

Staff completed the third year of their Tell Them From Me survey showing continuing improvement in all areas.

A summary of the results are shown below: The scores for the Likert format questions (i.e. strongly agree to strongly disagree) have been converted in the same manner as the Parent Survey

Eight Drivers of Student Learning

1. Leadership 7.4 This area showed an increase from (7.2) in 2015.
2. Collaboration 7.8 (7.5)
3. Learning Culture 8.6 (8.5)
4. Data Informs Practice 8.5 (8.2)
5. Teaching Strategies 8.6 (8.6)
6. Technology 7.9 (7.9)
7. Inclusive School 8.7 (8.7)
8. Parent Involvement 8.1 (7.8)

Four Dimensions of Classroom and School Practices

Again all areas showed improvement from 2015.

1. Challenging and Visible Goals 8.2 (8.1)
2. Planned Learning Opportunities 8.3 (8.1)
3. Quality Feedback 8.0 (7.9)
4. Overcoming Obstacles to Learning 8.2 (8.0)

The results show that staff at Padstow Heights are engaged in their profession and are striving for continuous improvement in teaching and leadership practices.

Policy requirements

Aboriginal education

An Aboriginal perspective is included in teaching and learning programs across K–6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues.

Five students (identified as Aboriginal) received information about local events and initiatives that are available. Participation is actively encouraged. The students took part in a Bankstown District Bushwalk with aboriginal students from 3 local primary schools and a high school. The students were also accompanied by local elders who taught them about local history, flora and fauna. The students also took part in the Bankstown Koori Youth Forum – a day of cultural activities in music, art and dance and opportunities to connect with local elders.

Acknowledgement of Country occurs at all assemblies and major functions, including P&C meetings.

All identified students have individual learning pathways (ILP) written and implemented by the classroom teacher in consultation with the parents.

In 2016 we continued our school assembly Aboriginal Education sessions. Regularly, an aspect of Aboriginality was presented, along with a multi-modal presentation.

In 2016, staff members undertook professional development in Aboriginal education after school hours. They attended courses – Aboriginal Education and Engagement; Connecting schools with Aboriginal Communities, Embedding ATSI Content across all Key Learning Areas. One staff member attended a full day Aboriginal education conference.

The three staff members then took responsibility for organising a focus day each term involving our aboriginal students and their friends. They produced a film about NAIDOC Week and another for Kindergarten orientation.

Multicultural and anti-racism education

The school implements a culturally inclusive curriculum. Teaching and learning programs are developed to ensure understanding of cultural diversity from

Kindergarten to Year 6.

The school ensures that multicultural education is implemented into all school practices ensuring a racism-free learning environment.

The school's Anti-Racism policy forms an integral part of the Student Welfare policy and is committed to eliminating all forms of discrimination. The Anti-Racism Contact Officer (ARCO) ensures the policy is implemented.

Teaching units addressing multiculturalism are taught as part of all Key Learning Areas, Anti-Bullying and Child Protection programs and incorporate cultural, linguistics and religious activities.

The school has 43% of students from a non-English speaking background.

The school's English as Another Language or Dialect (EAL/D) teacher provides individual, small group and whole class support to EAL/D students across K–6 on a needs basis. Two students required the New Arrivals Program (NAP).

Other school programs

STEAM

In 2016, the school implemented STEAM (Science, Technology, Engineering, the Arts and Mathematics), as access points for guiding student inquiry, dialogue, and critical thinking.

Students in years 3 to 6 were engaged in a range of activities where creativity and critical thinking formed the basis of scientific and engineering discovery.

In collaborative groups, students designed and built rollercoasters, pirate ships, cupboards, future cities and clothing utilising recyclable and reusable materials.

As a culmination, students had the opportunity to showcase their successes with the whole school and wider community through exhibition evenings.

In 2017, the program will continue with an emphasis on team teaching and future focussed learning.

Coding

Lunchtime coding clubs began in Semester 2 with 28 students attending the junior group day and 26 students involved in the year 4 to 6 group.

Environmental Education

School students maintain a vegetable plot. Summer crops were planted and a variety of classes have been responsible for the upkeep of the plot.

Worm Farm – five farms are still in operation. Scraps were collected by Stage 3 students during Crunch'n'Sip which kept the worms well fed. Bottles of worm juice were sold with the profits being given to the SRC.

Native plantings – Canterbury Bankstown City Council continued to support the school by supplying small native plants for regenerating our gardens. A Working Bee of parents created new garden beds to enhance the entrance to our school and planted evergreen shrubs at the back of Block B (Year5/6).

Years 3 to 6 took part in the Waste Watchers program run by Canterbury Bankstown Council where they learned about the importance of recycling.

Visual Arts

Students in K–6 participated in a range of activities in Visual Arts. These include ceramics, painting, printing and drawing. Selected artworks are displayed in the Office Foyer, school library and hall.

Performing Arts

Fifteen choir students represented the school at the annual Schools Spectacular at the Sydney Entertainment Centre.

Twenty–one choir students, a performance band and a dance troupe performed at the annual East Hills Choral Festival. We had 4 dance groups representing the school at the Bankstown Dance Festival. Other performances for all students included the annual school Performance Evening, Grandparents' and Open Day during Education Week and the K–2 Christmas Concert.

During Term 2, all K–6 students participated in a dance program provided by Dance Zone culminating in a dance display during Grandparents' /Open Day.

Music Count Us In

In 2016, all students participated in this program once again. It is Australia's biggest school initiative with more than 500 000 students participating.

Band

55 students were involved in the school bands in 2016. The Junior Band had 25 students and the Senior Band had 28 students. Both bands participated in the Engadine Music Festival and received Gold Awards. The bands performed at Grandparents'/Open Day, the ANZAC Day Ceremony, busking performances at lunchtime, Performance Night, the annual Presentation Day, McHappy Day – a fund–raising evening at McDonalds – and for our local preschools. The Band Committee was successful in retaining sponsorship for the bands through Daystar Realty Padstow.

Premier's Sporting Challenge (PSC)

100% of students participated in the PSC. It focused on engaging students in sustained periods of sport and physical activity. 100% of students participated in Crunch'n'Sip, encouraging students to lead healthy and active lifestyles.

Primary Schools Sport Association (PSSA)

Students in Years 3, 4, 5 and 6 have the opportunity to play in the following inter–school sports on Friday afternoons:

Rugby League, Netball, Mixed NewcombeBall, Boys and Girls Touch, Boys and Girls Soccer, Boys and Girls Basketball, Mixed AFL, Boys and Girls TBall and Softball and Cricket.

Our school also attends the major carnivals of Swimming, Cross Country and Athletics. In 2016 we were the Champion Athletics school.

We had students successful in selection in many sports at both District and Regional levels.

Gifted and talented programs

Extension classes were offered in band, dance, drama and mathematics. 10 students took part in the Cross Network Band opportunity where they worked with students from Year 4 to Year 10. A weekend band camp and dance group also performed. 4 students took part in an extension art day, 1 in the dance group and 1 in the drama group with the Cross Network project. The Cross Network Cultural groups involved 500 students from more than 50 schools and a high level of teacher expertise was also shared.

Our drama teachers, Ms Papazoglou, took an extension drama group of Year 5 and 6 students where they extended their considerable ability in all forms of dramatic representation.

The school again offered students in Years 2 – 6 the opportunity to participate in the 2016 International Competitions and Assessment for Schools (ICAS). 65 students entered up to 6 competitions which included Computer Skills, Writing, Spelling, English, Mathematics and Science. From these competitions the students gained 2 High Distinctions, 17 Distinctions and 68 Credits.

Chess

Chess was again offered as a lunchtime competition. In Term 4 we offered a weekly tutoring session by Sydney Academy of Chess during lunchtime.

Technology

All K–6 classes have Apple iPads or tablets as well as a variety of additional computers and laptops. During 2016, Years 4 and 5 implemented Bring Your Own Device to their classrooms to complement the effective implementation of Year 6 BYOD during 2015. This proved to be a resounding success enabling students quicker access to online research requirements.

Our computer lab operated with 30 computers connected to WiFi or LAN. Every class is allocated at least 1 hour per week in the lab where students have individual access to a device.

All classrooms are equipped with Interactive

Whiteboards (IWB). This enables teachers the opportunity to guide students' learning with the aim of developing creativity, abstract thinking and 21st Century learning skills.

CARES Bike Education

Students in Year 5 attended a Bike Education Centre at Bass Hill jointly funded by Canterbury Bankstown Council and the Police Service. Students spent a day on a variety of activities about bike safety and road rules specific to riding a bike.

Stage 2 and Stage 3 Overnight Excursions

101 Stage 3 students attended a three-day trip to Kincumber in September. The excursion promoted activities in resilience and group work.

An overnight camp was again organised for Year 3 and 4 students. 73 students spent 2 days and 1 night at The Tops facility at Stanwell Tops. The camp promoted resilience and group work through a range of outdoor activities, such as a giant swing, team challenge and kite-making.

These excursions support students to build resilience and confidence.

Stage 3 High School Transition Program 2016

Year 6 students participated in High School Transition Programs at various high schools.

Programs involved students participating in a wide variety of activities designed to reduce possible anxieties associated with students entering Stage 4 and provided exposure to high school routines.

Year 5 and 6 students were also involved in "Primary Partners Programs" at Lucas Heights Community High School and Sir Joseph Banks High School.

Students participated in activities in English, Mathematics, Science, Food Technology and problem solving and for the second consecutive year won the SciTech Day at Lucas Heights High School.

Kindergarten

57 students were involved in a Kindergarten Orientation Program in November 2016. This provided support for new Kindergarten students in 2017 as they were able to participate in school routines and familiarise themselves with the school setting.

Kindergarten 2017 parents were involved in this program also. They attended a Kindergarten Orientation Evening and guided tours on Orientation Day. Year 6 students assisted as guides and peers tutors.