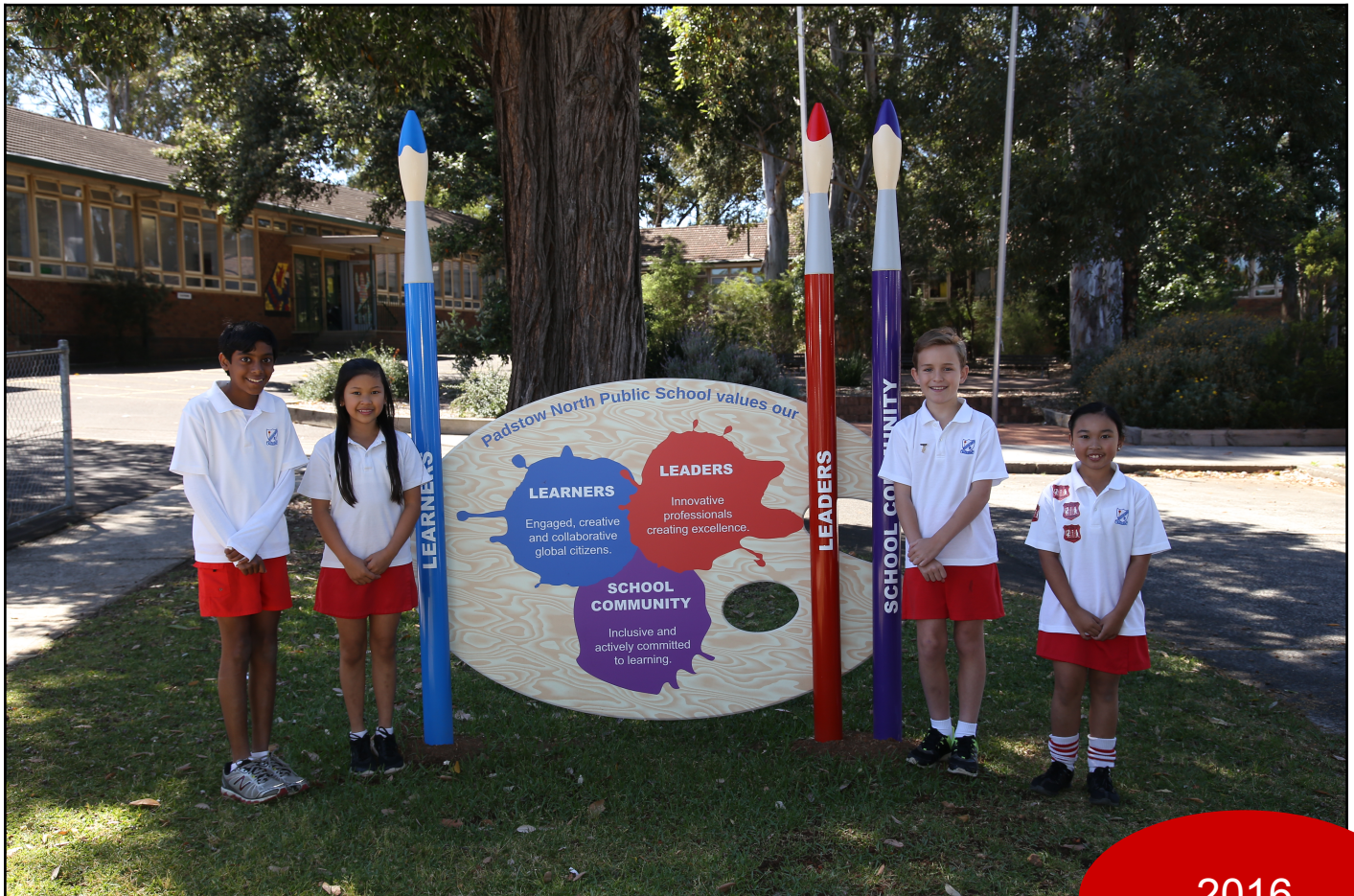


# Padstow North Public School

## Annual Report



2016



4088

## Introduction

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

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Natalie Armstrong

Principal

### School contact details

Padstow North Public School

Halcyon Ave

Padstow, 2211

[www.padstownth-p.schools.nsw.edu.au](http://www.padstownth-p.schools.nsw.edu.au)

[padstownth-p.School@det.nsw.edu.au](mailto:padstownth-p.School@det.nsw.edu.au)

9773 8075

### Message from the Principal

I am proud of our *Learners, Leaders and School Community*. Our relentless focus toward school improvement outlined in the 2015–2017 school plan which commenced in 2015 and continued through 2016 has resulted in our school achieving many milestones on our journey to realising *Our Vision – to provide a school of excellence, where students are nurtured and valued, and experience a quality education within a safe and inclusive community*. Our school's success is underpinned by quality teaching and learning programs that our students, staff and parents value and appreciate. The key features of our achievements at Padstow North Public School in 2016 are outlined in this report.

### Message from the school community

Padstow North Public School is very fortunate to have a very dedicated and active team of volunteers involved in our P&C Community. Our volunteers include parents, grandparents, extended family and friends as well as the staff. These people give up their valuable time to work tirelessly to raise funds for extra facilities for our students to use. In the past two years we've worked towards raising funds to renovate our old run down canteen, due for completion in February 2017. We will have a more spacious canteen allowing for better food preparation.

Throughout 2016 the P&C have been at the forefront of the FUNdraising efforts at our school and during this time we have organised and facilitated school banking every Tuesday, six issues of Scholastic Book Club, the Easter raffle, Mothers and Father's Day raffles and stalls, Father's Day breakfast, family portraits, sold Entertainment books, Carol's night raffle, personalised Christmas gifts and sausage sizzles at the school athletics carnival, district cross country and carols night. This year we changed the format of Five Cent Friday to Loose Change Friday with 1 Montreal in the infants and 3 London in the primary donating the most loose change this year. Well done to those students and their families!

This year we added a very successful Bunnings BBQ fundraising campaign to our busy roster. Over the two days that we were allocated, we had thirty-four volunteers, sold an estimated one thousand eight hundred sausages, two hundred cans of soft drinks, and one hundred bottles of water. We used forty kilograms of onions, six one litre bottles of tomato sauce and four one litre bottles of barbeque sauce. We had two volunteers madly dashing to the supermarket at 1:30pm on Saturday in search of as many sausages, hot dog buns and serviettes as possible! Our efforts earned us a staggering \$3,000 profit. We also re-introduced the school disco in 2016, which was very successful and a chance to see another side of our children.

2017 looks like an exciting year for the P&C with many activities already in the pipeline – a new canteen, two school discos, more Bunnings BBQs – and the school turning 60 years will be our main FUNdraising event.

Our P&C meetings were held on every Tuesday of the month, interchanging between morning meetings at 9:15am and evening meetings at 7:00pm. The meetings were attended by the principal and Assistant Principals, which allowed the

P&C community to have direct contact with the leaders of the school and have input to parent and community related issues within the school. All parents and citizens are welcome to attend.

Jaime Wong

P&C President

# School background

## School vision statement

### Our Vision

Padstow North PS is a learning community aspiring for excellence where individuals are

Connected

Actively engaged

Respected

Empowered

Our purpose is to provide a school of excellence, where students are nurtured and valued, and experience a quality education within a safe and inclusive community. Through innovative, dynamic and authentic teaching and learning programs, our staff are committed to preparing students as confident, creative and successful learners.

## School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 350 in 2016. The school grounds, including expansive playgrounds, cover a large area. The school has an increasing number of children from language backgrounds other than English. Approximately 52% of our student population speak a language other than English.

## 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.

100% of teaching staff participated in the annual evaluation of our achievements within the areas of Learning, Teaching and Leading using the School Excellence Framework. This provided an important "point in time" judgement, to ensure our improvement efforts can be evaluated annually with these high level expectations. The results of our self-assessment indicate that we have improved by 100%, and as a result we are *delivering* in six of the elements across the three domains of Learning, Teaching and Leading.

In the domain of *Learning* our efforts have continued to primarily focus on essential skills for literacy and numeracy with the development of explicit teaching and learning programs driven by our Policy for Assessing and Reporting to Parents, including a renewed K–6 assessment schedule for implementation in 2017. Student performance is tracked and monitored using data from NAPLAN, PLAN, Progressive Achievement Tests (PAT) and outcomes based assessment for each key learning area. Data is used to monitor and track student's growth, inform student reports and provide information for teachers when planning teaching and learning experiences. The use of evidence based teacher feedback to students has seen a significant improvement in student performance in writing.

In the domain of *Teaching* continued focus on collaborative practices for staff members has been pivotal in driving whole school improvement. An important opportunity has been provided to staff members in relation to planning, teaching and growing as a team in each of our stages, lead by highly professional and expert Assistant Principals. Staff further developed expertise in utilising a wide variety of innovative technology, increasing future focused learning opportunities for students. Student learning is supported through reflective practices and professional development in differentiation, including writing explicit teaching and learning programs.



In the domain of *Leading* all staff are recognised and valued as leaders. The consistency and effectiveness of Strategic Direction project implementation has been due to a strong foundation of school-wide leadership capacity building. Our staff are leading and driving school improvement using current research and evidence based practice. This approach recognises that leadership development is central to the achievement of school excellence. The leadership team, which includes three Assistant Principals and the principal, has been successful in leading the initiatives outlined in this report – building the capabilities of staff to create innovative, dynamic and authentic teaching and learning programs.

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

LEARNERS: Engaged, creative and collaborative global citizens.

### Purpose

Develop creativity, communication, collaboration, critical thinking, problem solving, technological proficiency and global awareness in our learners. We have a positive approach and students understand they have the capacity to learn and every teacher is effective and every student is successful.

With high expectations of our students and ourselves we set standards of excellence and achieve those standards. This expectation challenges, inspires and motivates us to give our best in teaching and learning.

### Overall summary of progress

The *Feedback For Success* project commenced at the end of 2015 with the Learners team developing an action plan to be implemented 2016–2017. During Staff Development Day Term 2 2016 the Learners team presented a professional development session to all teachers about the impact effective feedback can have on student achievement. The first cycle of the project focused on effective feedback for writing. During the session teachers were exposed to research about implementing effective feedback strategies in writing lessons, and in teaching and learning programs. The Learners team provided examples of visual supports that could be used in lessons to assist with effective feedback strategies for students. Stage teams, led by Assistant Principals, then worked collaboratively to develop differentiated effective feedback systems to implement into their classrooms; these included the use of a success criteria, student monitoring systems and visual displays. These strategies were then incorporated into lessons and writing programs. The Learners team delegated time in stage and staff meetings for teachers to provide feedback of how the project was progressing. This provided the opportunity for teachers to share what was occurring from Kindergarten to Year 6, and to discuss the impact of the project at a class level.

The *Connected Curriculum* project referred to as 'The 4Cs' due to the focus on the future focussed skills of Creativity, Collaboration, Critical Thinking and Communication, commenced in 2016. The Learners team presented a staff professional development session introducing the 4Cs. Each stage team then discussed what they considered each 'C' meant for teaching and learning in the classroom. The Learners team then introduced each of the 'Cs' using current research as their evidence base. Each stage then shared examples of how these skills are currently taught in their classrooms. We discussed that by being more intentional/purposeful in incorporating the 4Cs into the classroom and teaching and learning programs we can enable students to be more empowered in their learning and develop these skills. Teachers and students working collaboratively will lead to improved student performance in the 4Cs.

The *Innovative ICT project* led to the introduction of Bring Your Technology – a significant achievement, with many students now electing to bring in appropriate devices to support their learning. An evaluation of type and use of device is currently underway as we explore best options as we move into the introduction of the more structured and explicit Bring Your Own Technology program. Taking this and other aspects of the implementation of this project into consideration, the Innovative ICT project was evaluated in our schools current educational climate. Following critical discussion and evaluation of future directions for the project our executive team opted to discontinue this project as it stands within the Learners Strategic Direction. The goals and purpose of this project will be incorporated into the Teaching and Learning for Tomorrow project within the Leaders Strategic Direction – for implementation in 2017 and beyond.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased proportion of students achieving through the schools teaching and learning programs. This may be measured by: <ul style="list-style-type: none"><li>• % increase of students in band 5 and 6 for Year 3 and band 7 and 8 for Year 5 in NAPLAN</li><li>• Higher achieving students achieve % growth in annual PAT testing</li><li>• % of parent feedback showing the success of the</li></ul>	<ul style="list-style-type: none"><li>• Student work samples were evaluated with evidence showing student growth in writing as a result of the project.</li><li>• Increase in the percentage of Year 3 students in top two bands in NAPLAN Reading – 46.4%, an increase from 40.7% in 2015</li><li>• Increase in the percentage of Year 5 students in the top two bands in NAPLAN Reading – 55.5%, an increase from 36.1% in 2015</li><li>• Increase in the percentage of Year 5 students in the top two bands for NAPLAN Data, measurement, space and geometry – 40%, an increase from 34% in 2015</li></ul>	\$1722.69

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>schools education programs K–6</p> <ul style="list-style-type: none"> <li>• % increase of students achieving at a certain level (cluster) in literacy and numeracy continuums</li> <li>• % increase of students participating in extracurricular activities (all others are literacy and numeracy based)</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio–economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<ul style="list-style-type: none"> <li>• 100% of parents surveyed about learning reported that <i>teachers provide class activities that are interesting and appropriate to my child's needs and abilities</i></li> </ul>	
<p>Increased opportunities for students to participate in innovative teaching and learning programs that incorporate interactive learning technologies to promote a balanced education. This may be measured by:</p> <ul style="list-style-type: none"> <li>• % increase of parent feedback affirming the schools strategic directions and processes in relation to the delivery of quality learning experiences</li> <li>• Increase of current technologies and practices available to more students including Bring Your Own Device (BYOD)</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio–economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<ul style="list-style-type: none"> <li>• Revised Mobile Phone and Devices policy presented to staff ready for implementation with Year 2–6 beginning 2017 to allow more students to bring their own devices</li> <li>• 100% of parents surveyed about teaching reported that <i>what students are asked to learn is important</i></li> </ul>	\$1722.69

## Next Steps

The next stage for the Feedback for Success project was initially to continue and complete Cycle 2 – numeracy in 2017. However, in 2017 we were successful in our application to participate in the department's Leading EALD Education program. With inclusion of the Leading EALD project in 2017, the Feedback For Success project will be updated to incorporate the EALD project *Learning to Talk and Talking to Learn*. This will assist the capacity of all teachers to cater for all students, so that EALD learners have the same opportunities as non–EALD students in meeting learning outcomes while developing their English language proficiency. The EALD project will be a project within the Feedback For Success project, with the next cycle focusing on spelling with a significant focus on EALD learners. Embedding strategies and feedback to cater for EALD learners will then remain a focus for the duration of the Feedback for Success project, beyond the spelling cycle.

The Connected Curriculum (4C's) project will be reviewed for ongoing implementation to continue to build the capacity

of staff to develop programs rich in creative and critical thinking opportunities, with communication and collaboration key components.



## Strategic Direction 2

LEADERS: Innovative professionals creating excellence.

### Purpose

Our teachers lead quality education through authentic, innovative and dynamic teaching and learning programs delivered with confidence. Staff excellence is promoted through differentiated, focussed and informed professional learning.

Transparency, reflection and feedback are key elements in supporting the capacity of staff, ensuring best educational practice. We maintain a strong culture of high expectations through sharing and collaboration.

### Overall summary of progress

Significant progress has been made toward the achievement of milestones for each project.

We are now achieving the delivering phase for three of the elements in the Teaching domain of the School Excellence Framework, an increase from one of the elements; and all staff are regularly integrating ICT into lessons, clearly evident in the classroom and in teaching and learning programs.

All teachers lead programs across the school through their participation in Strategic Direction teams that are driving school improvement through the implementation of school projects, and their leadership of learning in classrooms. A whole school assessment schedule has been developed to drive focused and relevant assessment practices that inform teaching; and, our schools executive team is visibly working more collaboratively to promote change within the school and set consistent high expectations of their teams.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
An increased proportion of staff participating in differentiated, focussed and informed learning. This may be measured by: <ul style="list-style-type: none"><li>• % of teachers achieving goals designed through professional learning plans</li><li>• % increase of teachers confident in utilising learning technologies to maximise future focussed learning opportunities for students</li><li>• % increase in innovative technology and differentiation evident in teaching and learning programs K–6</li><li>• Increased % of staff feedback affirming the schools strategic directions and processes in the delivery of quality experiences</li></ul> Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.	<ul style="list-style-type: none"><li>• 100% of teachers, executive and principal completed Performance and Development Plans, and achieved one or more of their negotiated goals</li><li>• Staff attainment of professional learning goals and teaching requirements are part of the school's performance and development processes outlined in our whole school professional learning plan</li><li>• 100% of teachers surveyed that their <i>students are provided with relevant curriculum and that their teaching programs respond to students interests, needs and abilities.</i></li></ul>	\$1739.57
Best educational practice driven	• All staff are encouraged, and given the	\$1739.57

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>by confident well informed teachers: This may be measured by:</p> <ul style="list-style-type: none"> <li>• % increase of staff feedback affirming opportunities to deliver targeted professional learning</li> <li>• % increase of staff who actively engage in collaborative practice to enhance practise and learn from each other through modelling, team teaching, sharing of assessment and participation in professional dialogue and other learning forums</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<p>opportunity, to lead an initiative or program in the school. This has resulted in an increase in staff taking on leadership roles.</p> <ul style="list-style-type: none"> <li>• All staff are utilising collaborative programming and scheduled planning meetings to share quality teaching programs and engage in professional dialogue focussing on the Professional Teaching Standards.</li> <li>• Each Assistant Principal commits stage meeting time for planning for the following term which has seen quality teaching and learning begin early in each new term.</li> </ul>	

## Next Steps

Review Strategic Direction project action plans with the Leaders team. Evaluate 2017 and project forward into 2017 – Where do we want to be? What do we want to achieve? In consultation with the team and school executive rewrite the project plans for 2017 using data gathered during the evaluation process. This will include a more rigorous evaluation process for collecting data.

The team will continue to explore new practices and innovative ideas with a focus on improving student outcomes in literacy and numeracy.

Link the Professional Leading Project more closely to the Leading domain of the School Excellence Framework; and, initial implementation of actions from our Teaching for Tomorrow Project.

## Strategic Direction 3

SCHOOL COMMUNITY: Inclusive and actively committed to learning.

### Purpose

Leading and inspiring a culture of collaboration, communication, leadership and organisational practices. We plan, implement and deliver engaging, safe and inclusive programs in school community partnerships.

Teachers are committed to prepare students to belong and be part of the community using lifelong skills and strategies to be involved, contribute and support each other.

### Overall summary of progress

Progress toward milestones has been achieved through improved transition programs, enhanced home/school communication and a strengthening of parent partnerships. Evidence includes:

- All classrooms have signage of school vision and strategic directions; large signage was installed at the three main entry points to the school using the Strengthening Families and Communities Tied Grant. This cost \$7200. This initiative was well received by the local community.
- Improved transition programs with links to local high schools, preschools and Bankstown South Infants School
- Special Events team coordinated and promoted parent participation and involvement at events such as Olympathon (with Bankstown South Infants School), Harmony Day, Walk Safely to School Day, ANZAC service, and Grandparents day which doubled its attendance since 2015.
- Registering our school with schoolinterviews.com and allowing parents to make online bookings to meet with their child's teacher. This was highly successful and parents provided very positive feedback.
- Parent information sessions on report writing and how to analyse their child's report; and, Future Focussed Learning
- Professional learning for staff on how to use social media and links to our school website; 100% of classes actively using Class Dojo.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
The school community is involved in a wide range of diverse and inclusive experiences. This may be measured by: <ul style="list-style-type: none"><li>• % increase of parent involvement in whole school events</li><li>• Increased number of students participating in opportunities outside of Key Learning Areas.</li></ul> Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.	<ul style="list-style-type: none"><li>• Special Events Grandparents day had an increase of 43% of grandparents attend special assembly and afternoon tea; and, well attended Kindergarten Orientation – three sessions</li><li>• K–2 excursion with Bankstown South Infants School to Taronga Zoo</li><li>• Yrs 2–3 orientation session held for students from Bankstown South Infants School – 23 Year 2 students from Bankstown South Infants School and their parents and caregivers attended, along with Year 2 students and their families from Padstow North PS</li></ul>	<ul style="list-style-type: none"><li>• Strengthening Families and Communities Tied Grant \$7200</li><li>• \$3589.93 RAM allocation</li></ul>
Increased proportion of students, staff and parents meaningfully connecting through interactive learning technologies to promote active home and school learning	<ul style="list-style-type: none"><li>• Increase of Facebook views up 37% from previous year</li><li>• 100% of all classes using Class Dojo class blogs</li><li>• Subscription of Matific mathematics online learning provided for all students K–6 for school</li></ul>	\$3589.93 RAM allocation

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<p>partnerships. This may be measured by:</p> <ul style="list-style-type: none"> <li>• % increase of staff, students and parents collaborating to:</li> <li>• Improve learning outcomes</li> <li>• Promote home/school learning partnerships</li> <li>• Support personalised and flexible modes of learning delivery</li> <li>• % increase of staff, students and parents collaborating through online platforms to improve home/school partnerships with the subscription of technologies such as Mathletics, iPad applications, Facebook, Skoolbag App.</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<p>and home learning, at no cost to families</p> <ul style="list-style-type: none"> <li>• 100% of staff surveyed reported that the <i>school's reporting to parents clearly communicates information about student achievement and development</i></li> <li>• 96% of parents surveyed reported that the <i>school's reporting to parents clearly communicates information about student achievement and development</i>, 'Almost Always' and 'Usually'.</li> </ul>	

## Next Steps

Review school plan School Community Strategic Direction and finalise action plans and projects for full implementation by December 2017.

Create a current transition to school policy that includes transition plans for Kindergarten, Year 3 and high school.

Research and promote the benefits for rebranding the school to staff, students, parents and the wider school community. Conduct community consultation workshops to establish next steps.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<ul style="list-style-type: none"> <li>• Combined flexible equity funding – Socio–economic background, Aboriginal Background, Low level adjustment for disability to better support the needs of students through our schools Learning and Support programs</li> <li>• Improved educational outcomes and wellbeing of Aboriginal students so that they have the opportunity to match or better the outcomes of the broader student population.</li> <li>• Development of personalised learning pathways for all Aboriginal students with students, parents, caregivers, teachers, principal and the learning support team coordinator</li> <li>• Padstow North PS value, respect and appreciate Aboriginal culture demonstrated through the implementation of the NSW Syllabus for the Australian Curriculum and related school events; increasing knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.</li> </ul>	\$3326
<b>English language proficiency</b>	<ul style="list-style-type: none"> <li>• Use of flexible funding to employ a School Learning and Support Officer two days per week during 2016 to support the delivery of programs and practices to assist students who require additional support to develop English language proficiency</li> <li>• All teaching and learning programs have evidence of strategies to support EALD learners in the classroom</li> <li>• 100% of teachers participated in regular professional development for supporting EALD learners in the classroom</li> <li>• 100% of EALD learners identified as Year 5 EALD C achieved greater than or equal to expected growth in NAPLAN Reading</li> </ul>	\$20558
<b>Low level adjustment for disability</b>	<ul style="list-style-type: none"> <li>• Combined flexible equity funding – Socio–economic background, Aboriginal Background, Low level adjustment for disability to better support the needs of students through our schools Learning and Support programs</li> <li>• 100% of Year 3 students identified as requiring low level support for disability, and those identified as low socioeconomic status achieved at or above national minimum standard for NAPLAN writing and grammar and punctuation</li> <li>• 100% of students with an individualised plan achieved learning goals</li> </ul>	\$22816
<b>Quality Teaching, Successful Students (QTSS)</b>	<ul style="list-style-type: none"> <li>• Created collaborative practices in the school and across schools to allow teachers to: jointly plan and observe each other's lessons; jointly develop units of work and assessment tasks; and, work together to assess and analyse student data</li> <li>• Established mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson</li> </ul>	\$27222

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>delivery, programming, assessment and classroom management</p> <ul style="list-style-type: none"> <li>• Provided comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework</li> </ul>	
<b>Socio-economic background</b>	<ul style="list-style-type: none"> <li>• Combined flexible equity funding – Socio-economic background, Aboriginal Background, Low level adjustment for disability to better support the needs of students through our schools Learning and Support programs</li> <li>• 100% of Year 3 students identified as low socioeconomic status achieved at or above national minimum standard for NAPLAN writing and grammar and punctuation</li> <li>• 100% of students with an individualised plan achieved learning goals</li> </ul>	\$18633
<b>Support for beginning teachers</b>	<p>Beginning teacher has achieved goals in her performance and development plan, including deeper understanding of the Australian Professional Standards for Teachers, demonstrated through the development of her professional knowledge, professional practice and professional engagement.</p>	\$13450

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	195	200	202	185
Girls	146	149	159	155

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.3	96.6	96.3	93.2
1	94.8	95.5	95.9	94.5
2	95.8	94.7	94	94.6
3	96.1	96.2	93.4	94.7
4	96.5	96.4	94.1	94.1
5	95.4	96	95.8	95
6	96.2	96.1	95	95.1
All Years	95.6	96	95	94.5
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.23
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0.6
School Administration & Support Staff	3.87
Other Positions	0.13

\*Full Time Equivalent

No current staff member identifies as Aboriginal or Torres Strait Islander.

### 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	65

### Professional learning and teacher accreditation

Padstow North Public School promotes a collaborative and supportive workplace committed to a positive culture of ongoing learning by individuals and teams. We acknowledge all teachers have a right to be supported in their professional learning that facilitates professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education policies, aims and strategic directions, and our school plan. Individual Performance and Development Plans (PDPs) and our whole school professional learning plan guided the work of the principal, executive and teachers in 2016.

All staff completed training and certification outlined in the departments Schools Staff Training Guide which included mandatory and registered courses. Training included Child Protection Update 2016, Recognition and Management of Anaphylaxis Training, and Cardio-Pulmonary Resuscitation.

Teaching staff and executive participated in school based professional learning each week and during the

five staff development days. Professional development activities included: report writing, using social media to enhance communication, feedback strategies to improve student performance, innovative ICT including a *STEAM* Challenge in the learning hub at Sir Joseph Banks High School, The School Excellence Framework, spelling and the future focussed skills of creativity, communication, collaboration and critical thinking.

Teaching staff and executive also attended Bankstown Early Career Teacher Network meetings facilitated by an Assistant Principal and the principal. These registered workshops provided early career and pre-2004 teachers with relevant professional development to support teacher accreditation, and provided networking opportunities for teaching staff from a number of schools across the Bankstown network of schools.

In 2016 there were five teaching staff in the process of gaining accreditation at the Proficient (3), Highly Accomplished (1) and Lead (1) Teacher stages of the Australian Professional Standards for Teachers. Two teachers were maintaining their accreditation at the Proficient Teacher stage of the Australian Professional Standards for Teachers.

## 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	\$
<b>Balance brought forward</b>	<b>213 101.53</b>
Global funds	254 832.16
Tied funds	158 069.52
School & community sources	166 932.84
Interest	4 781.41
Trust receipts	9 509.53
Canteen	0.00
<b>Total income</b>	<b>807 226.99</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	13 327.15
Excursions	38 090.51
Extracurricular dissections	38 605.90
Library	686.82
Training & development	1 214.50
Tied funds	139 142.06
Short term relief	52 574.45
Administration & office	44 730.06
School-operated canteen	0.00
Utilities	41 307.01
Maintenance	35 986.71
Trust accounts	7 609.82
Capital programs	41 211.00
<b>Total expenditure</b>	<b>454 485.99</b>
<b>Balance carried forward</b>	<b>352 741.00</b>

The information provided in the financial summary includes reporting from 30 November 2015 to 31 December 2016.



	2016 <b>Actual</b> (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	364 147.10
(2a) Appropriation	354 218.00
(2b) Sale of Goods and Services	0.00
(2c) Grants and Contributions	9 641.13
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	287.97
<b>Expenses</b>	-110 115.53
Recurrent Expenses	-110 115.53
(3a) Employee Related	-61 639.36
(3b) Operating Expenses	-48 476.17
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	254 031.57
<b>Balance Carried Forward</b>	254 031.57

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.

	2016 <b>Actual</b> (\$)
<b>Base Total</b>	2 188 430.92
Base Per Capita	19 458.50
Base Location	0.00
Other Base	2 168 972.42
<b>Equity Total</b>	197 959.66
Equity Aboriginal	3 325.58
Equity Socio economic	18 632.61
Equity Language	81 770.85
Equity Disability	94 230.62
<b>Targeted Total</b>	168 477.11
<b>Other Total</b>	61 032.48
<b>Grand Total</b>	2 615 900.18

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.

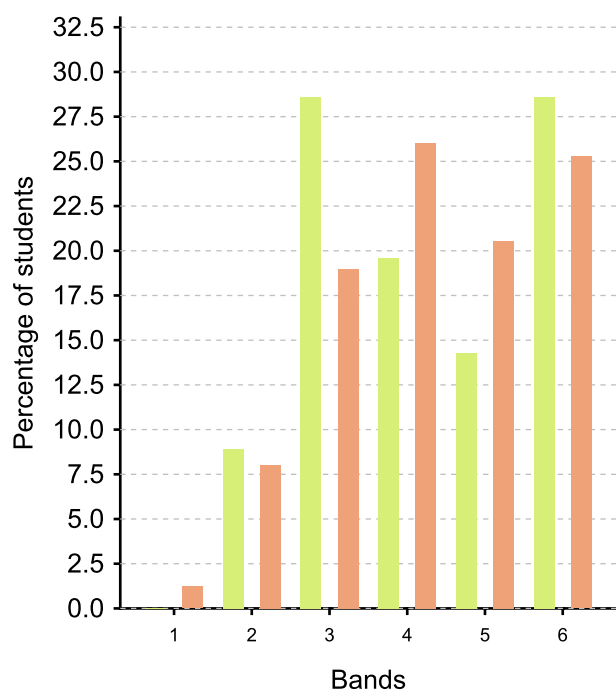
## School performance

### 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.

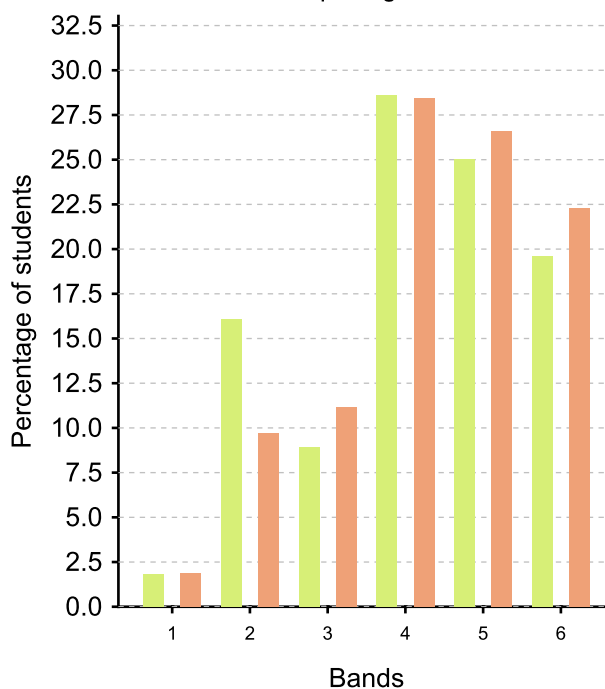
Between 96% and 100% of Year 3 and Year 5 students achieved at or above national minimum standards in each of the literacy aspects of NAPLAN in 2016. Our Year 5 students average scaled growth score was higher than the State average scaled growth scores for Reading, and Grammar and Punctuation.

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



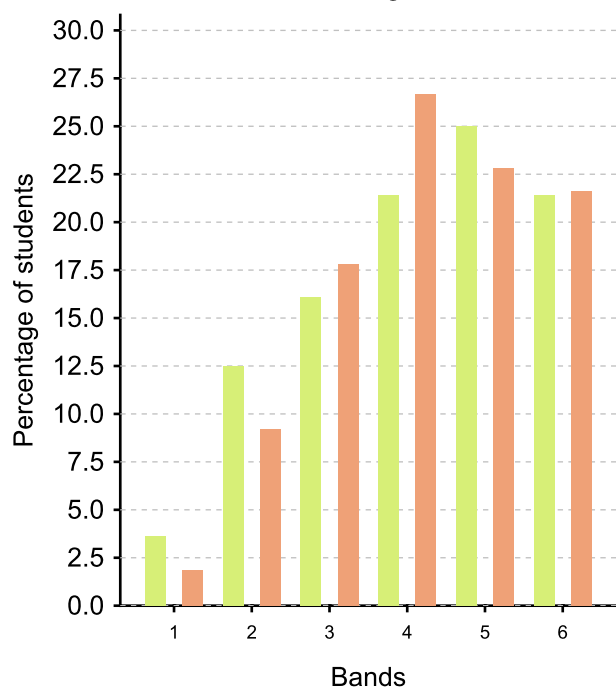
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Spelling



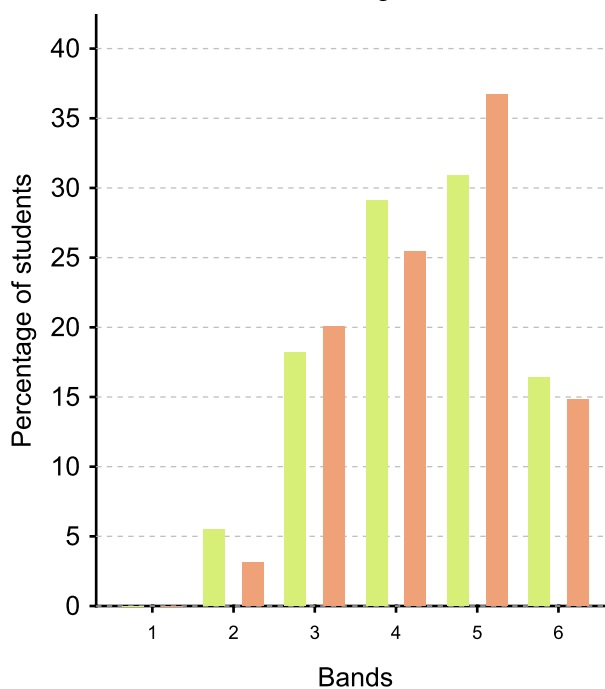
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Reading



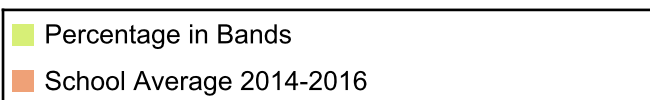
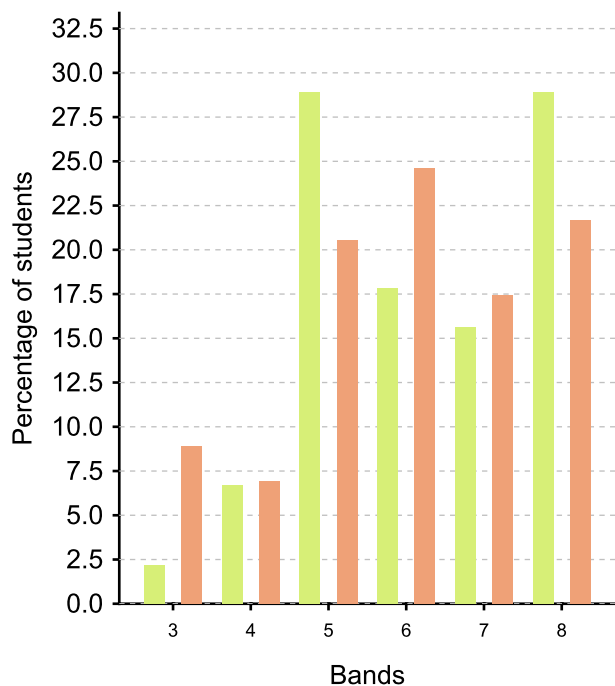
Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 3 Writing

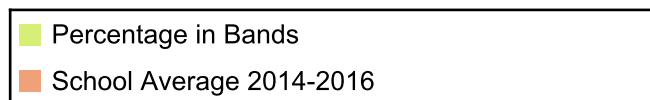
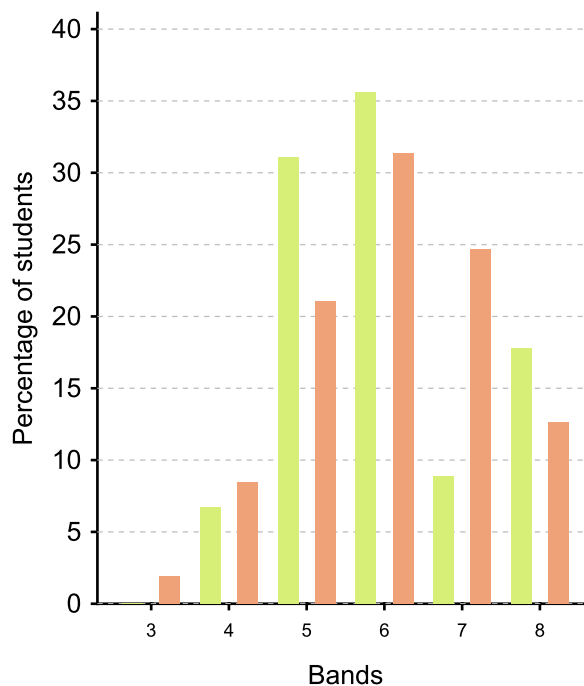


Percentage in Bands  
School Average 2014-2016

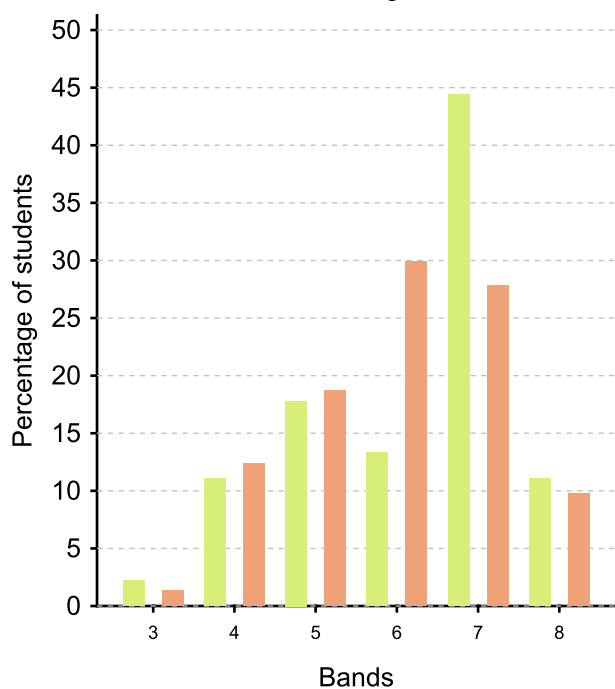
**Percentage in bands:**  
Year 5 Grammar & Punctuation



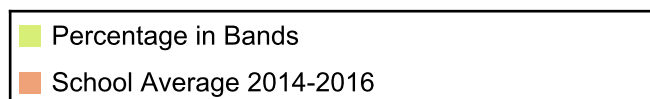
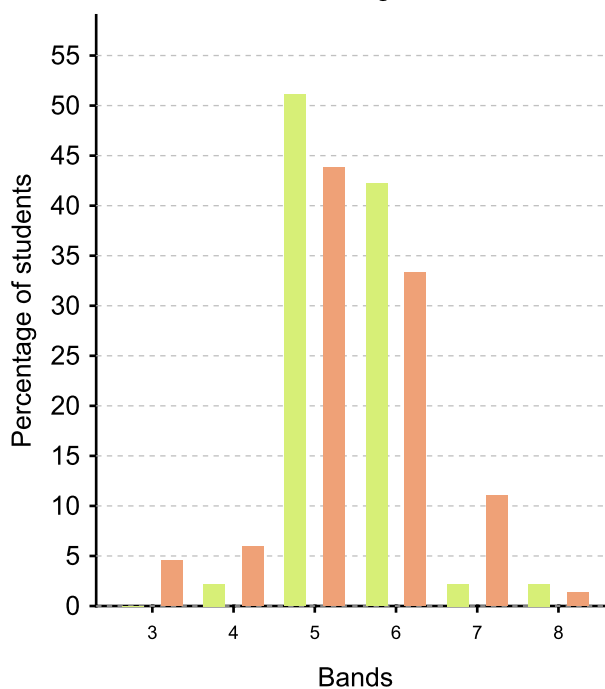
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

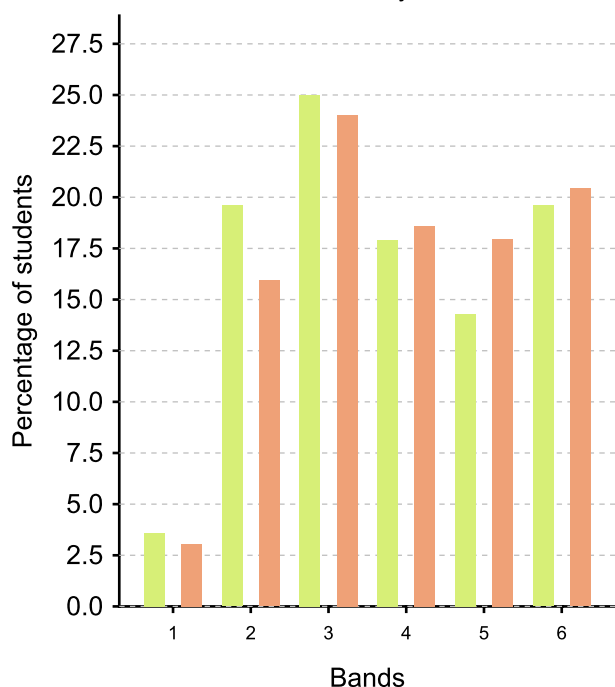


**Percentage in bands:**  
Year 5 Writing



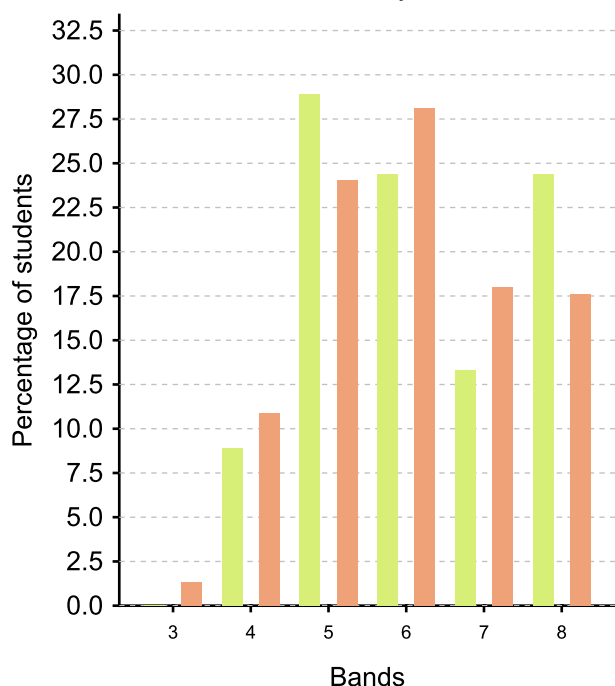
96% of Year 3 students and 98% of Year 5 students achieved at or above national minimum standards in the numeracy aspect of NAPLAN in 2016. Our Year 5 students average scaled growth score was higher than the State average scaled growth score for Numeracy.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2014-2016

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

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

In 2016, in accordance with the *Premier's priorities: Improving education results*, schools are required to report on their student performance for the top two NAPLAN bands in reading and numeracy.

The percentage of Year 3 students who performed in the top two bands in NAPLAN reading and numeracy are as follows:

46.4% Reading

33.9% Numeracy

The percentage of Year 5 students who performed in the top two bands in NAPLAN reading and numeracy are as follows:

55.5% Reading

37.7% Numeracy

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Survey results indicate that:

Expectations of individuals are understood and promote excellence:

- Parents/caregivers, students and the teacher share the expectation that all students will progress in their learning
- Student roles and responsibilities are agreed upon and clearly communicated
- The range of student success is recognised, shared, valued and built into further learning.

Teaching practice is supported by critical reflection and an understanding of effective practice and current research:

- The teacher's practice is relevant to the needs of the students.
- The teacher's theories about learning are articulated and constantly refined.
- The teacher can articulate learning theories underpinning syllabus documents.
- Teachers review their teaching practice and learning theories, with a view to improvement.
- The teacher constructs and provides learning experiences that are congruent with relevant learning theory.
- The teacher's practice demonstrates expertise in content knowledge and teaching methodology.

## Policy requirements

### Aboriginal education

The NSW Department of Education is committed to



improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population. Padstow North PS values, respects and appreciates Aboriginal Culture and through the implementation of the NSW Syllabus for the Australian Curriculum, aim to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Padstow North PS value and acknowledges the identities of Aboriginal students and provides supportive and culturally inclusive learning environments. In 2016, 1% of our student population were Aboriginal or Torres Strait Islander. These students and their parents and caregivers were involved in the development of Personalised Learning Pathways in order to identify the student's strengths and interests and set individual learning goals to promote improved learning outcomes and wellbeing. Students also had the opportunity to deliver acknowledgement of country during weekly and formal assemblies, and celebrate NAIDOC week proudly with their school community. NAIDOC week included a cultural performance by Aboriginal performers, and each class researched an Aboriginal artist and students created an artwork and profile. Artworks were proudly displayed in the hall to create an art gallery for parents, caregivers and students to visit.

Padstow North PS will continue to provide appropriate and relevant training and resources to staff to assist with the implementation of quality teaching and learning activities that promote excellence in all students.

### **Multicultural and anti-racism education**

Padstow North PS is a culturally, linguistically and religiously diverse school committed to providing opportunities that enable all students to achieve equitable education and social outcomes, and participate successfully in our culturally diverse society. Our student composition includes 61% from a language background other than English and 52% who speak a language other than English.

In 2016 we commenced our journey to review and improve programs that enable students learning English as an additional language or dialect (EALD) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. As a result the progress of EALD learners is a shared responsibility for all staff.

In 2016 we continued to promote positive community relations through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds and by providing opportunities for their active engagement in the life of the school. A highlight of the year was our Harmony Day celebration to support the United Nations International Day for the Elimination of Racial Discrimination.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that consequences are applied against racist and discriminatory behaviours in line with our school's Welfare and Discipline Policy.