

Niagara Park Public School

Annual Report



2016



4427

Introduction

The Annual Report for 2016 is provided to the community of Niagara Park 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.

Adam Boulus

Principal

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School background

School vision statement

Niagara Park Public School is a dynamic, innovative, engaging learning community committed to providing quality learning experiences and supporting students in their educational journey of 'Learning for Life'.

School context

Niagara Park Public School is located on the Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. The school has a highly supportive community and P&C, with a current enrolment of 518 students. Student enrolment includes 3% Aboriginal & Torres Strait Islander and 8% EALD.

Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 21 classes, including a Stage 3 enrichment class and a newly established K-2 multicategorical class. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Education network and provides targeted support to Aboriginal students. In 2015, the Kids Matter initiative will be launched at Niagara Park Public School. This exciting initiative will serve to strengthen student wellbeing and relationships between students, staff and the school community. L3, FOR and Spelling Mastery are priority programs.

The dedicated staff consists of a mixture of early career and experienced teachers who provide students with a variety of innovative programs to enhance learning and engagement. The school receives additional funding through the Resource Allocation Model (RAM) to support special programs within the school.

Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. There are currently 90 iPods, 160 iPads and 60 laptops within the school, providing students with ample opportunity to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance, are offered throughout the year. Environmental Education and sporting opportunities are encouraged.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

This section of the Annual Report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

In the domain of Teaching, teachers work together to improve teaching and learning and they provide and receive constructive feedback from peers, school leaders and students to improve their teaching practice. Quality Teaching Successful Students has allowed lesson study and opportunity for mentoring. Teachers regularly review and revise teaching and learning programs and they routinely review previous content and preview the learning planned for students in their class. The school identifies expertise within its staff and actively share learning from targeted professional development with others. Teachers are engaged in planning their own professional development to improve their performance. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of L3, The Big Write, Spelling Mastery and Focus on Reading. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively. Teachers analyse and use student assessment data to understand the learning needs of their students. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them and the school leadership team regularly uses data to inform decisions.

In the domain of Learning there is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive teaching and learning environment. Positive, respectful relationships are evident among students and staff and as a KidsMatter school, wellbeing and ensuring positive

conditions for student learning is a priority. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to connect, succeed and thrive that are relevant to their stages of learning and development. Curriculum delivery integrates technology and the school is supported by an ipad and robotics program. The school has in place Bounce Back, a wellbeing program to improve resilience and confidence.

In the domain of Leading, the school acknowledges and celebrates a wide diversity of student, staff and community achievements. Staff, students, parents and the broader school community are welcomed and engaged in the development of the vision, values and purpose for the school. The school is committed to the development of leadership skills in staff and students and links exist with the Valley Community of Schools. School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted with all staff completing Professional Development Plans and participating in lesson observations. The School and other facilities are used creatively to meet a broad range of student learning interests and needs. Administrative practices effectively support school operations and the teaching and learning activity of the school. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

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

Collaborative, engaged school community

Purpose

To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

Overall summary of progress

Kidsmatter Committee continued to drive Kidsmatter initiatives and builds on community partnerships.

Re-furnished Community Room has been instrumental in establishing and facilitating parent and community networks, it is used daily by community members, scripture teachers and parents.

Aboriginal parents and students were surveyed in Term 1 across Valley Schools Network, results were shared and discussed, leading to greater understanding of focus areas for Personal Learning Pathways, cultural expectations and directions for planning of future events.

Niagara Park Public School and Narara Valley High School staff worked together to support student transition and participated in Quality Teaching Rounds.

Parent information sessions were offered on the Bounce Back Program, Kindergarten Reading, Sensory Processing Disorder, Bring Your Own Device and Gifted and Talented Education.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Parent Surveys and forum. 85% of parents agreed that the school's values and strategic directions are widely known. 93% parents feel welcome and valued by the school.	78% of parents agreed that the school's values and strategic directions are widely known. 86% of parents feel welcome and valued. Parent attendance at information evenings increased to 58% from 45% in 2015.	\$12000 engaging communities grant.

Next Steps

Commencement of second three year cycle of Kidsmatter 2017.

Continue to promote and expand use of the Community Room.

Increase in % of parents agreeing that the school's values and strategic directions are widely known as evidenced by Annual School Assessment Survey in 2017.

Increase in % of parents who feel valued by the school as evidenced by Annual School Assessment Survey in 2016.

Increase in parent attendance at 2017 parent information sessions from 58% in 2016.

Staff to attend AECG Meetings regularly and report back to Niagara Park Public School staff on current Aboriginal education programs and initiatives. All Personal Learning Pathways developed and re-visited to reflect current learning goals.

Establish connections with Rumbalara to support student learning and teacher Professional Learning in Environmental Science within the Local Management Group.

Provide an opportunity for School Learning Support Officers to network across the Local Management Group on the 2017 Term 1 Staff Development Day, resulting in sharing of resources and ideas to better support students.

Provide parent information sessions on developing curriculum based skills and strategies to support children's learning.

Develop community partnerships to lift the profile of the school within the community and to access additional resources.

Monitor the use of communication platforms (ie Newsletter, School App, School Website), analyse trend data and identify opportunities to expand/improve on the ways in which the school communicates information to the school community.

Strategic Direction 2

Challenging, engaging, inclusive teaching practices

Purpose

So quality teaching and learning programs that are evidence based and data driven to promote and develop engaged and self-directed learners.

Overall summary of progress

Niagara Park Public School participated in the Improving Numeracy Outcomes Project - two staff members were funded to participate in Professional Learning designed to develop programs in Mathematics across Stages two and three. The program was aimed at improving student performance in Numeracy and to build teacher capacity.

Staff K-6 focused on differentiated programming for the teaching of Maths, using a common programming scaffold incorporating expectations for differentiated teaching and learning activities within the lesson.

Staff Professional Learning K-6 on 'Maths Ninjas' to develop systems for monitoring student progress on the numeracy continuum and delivering feedback to students.

Staff teams participate in Professional Learning on 'The Big Write', four teachers attend targeted Professional Learning, shared the learning with staff and supported the program implementation.

Staff teams participated in Professional Learning on Power Sentence Writing to further support improvement in writing in Stage 3.

L3 combined with introduction of Multi Sensory Learning pedagogy was trialled in one Kindergarten class and one Year 1 class to improve student outcomes in Spelling through a focus on phonics. Comparison data indicated an improvement in student achievement in spelling/phonemic awareness in those classes who introduced Multi Sensory Learning.

L3 combined with Spelling Mastery was trialled in one Year 1 class to improve student outcomes in Spelling. Comparison data indicates an improvement in student achievement, resulting in those students entering Year 2 at a higher Spelling Mastery level.

Staff Professional Learning and implementation of Phase 2 Focus On Reading - Vocabulary Years 2-6.

New staff commenced training in Focus On Reading Phase 1 to ensure sustainability of the program.

All teachers K-6 plot individual student progress in Mathematics using markers on the continuum to inform their teaching and to monitor student progress. Laminated Numeracy Continuum booklets were generated for use in every classroom.

The Big Write 'Cold Write' assessment was conducted in K-6 to establish baseline data for measuring improvement. Writing samples will be marked in 2017 against explicit criteria on a shared assessment rubric.

Quality Teaching Successful Student time was allocated to staff for Quality Teaching lesson observations, lesson demonstrations and classroom walk-throughs, this was linked to Personal Development Plans, goals and school priorities.

Average Student Growth in Reading for Year 3 to Year 5 2016: State 80.1 - Niagara Park Public School 88.

Average Student Growth in Spelling for Year 3 to Year 5 2016: State 77.6 - Niagara Park Public School 92.5.

Average Student Growth in Grammar and Punctuation for Year 3 to Year 5 2016: State 76.3 - NPPS 81.7.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
PLAN data 75% of students achieving cluster 4 in Kindergarten, cluster 6 in	Kindergarten achieved 94% Year 1 achieved 40%	\$23842 Professional Learning funds

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Year 1 and cluster 8 in Year 2 in comprehension	Year 2 achieved 62%	\$23842 Professional Learning funds
Increase in % of students performing in the top 2 skill bands in NAPLAN.	Reading	\$23842 Professional Learning funds
Reading	Year 3 - 44%	\$9166 Aboriginal Background
Year 3 from 41% to 45%	Year 5 - 30%	\$33901 Classroom Resources
Year 5 from 32% to 35%	Writing	
Writing	Year 3 - 44%	
Year 3 from 51% to 55%	Year 5 - 11%	
Year 5 from 16% to 19%	Numeracy	
Numeracy	Year 3 - 23%	
Year 3 from 43% to 46%	Year 5 - 16%	
Year 5 from 25% to 30%		
Performance and Development Framework (including lesson observations and professional goal setting)	100% of staff agree that the quality of their lessons improved following lesson observation and feedback, based on Quality Teaching Staff Survey data 2016. (50% agreed their practice had improved by either a very high or high degree, with another 45% agreeing that their practice had improved by a moderate degree).	QTSS Funding

Next Steps

Literacy - Writing - Staff Development Day Term 1 –additional staff Professional Learning on ‘The Big Write’ and distribution of resources to support whole school program implementation K-6 in 2017.

Literacy - Spelling - 3 days Professional Learning Term 1 2017 in Multi Sensory Learning to support K-1 teachers in developing and improving student progress in phonics/spelling.

Literacy - Reading - Ongoing commitment to train new staff in Focus On Reading Phases 1 and 2 as required to sustain the integrity of the program.

Staff teams re-visit, discuss and modify Key Learning Area Scope and Sequences for 2017.

Spelling Programs K-2 - Phonics Scope and Sequence to be developed with integrated L3 and Multi Sensory Learning pedagogy to address identified gaps in learning/instruction.

Develop explicit marking criteria and assessment tasks/schedules to support implementation of:

- The Big Write - transitional assessment tasks and rubrics to be developed and student progress to be assessed four times per year.
- The Numeracy Project - students tracked against the numeracy continuum and the numeracy framework.

Individual staff members access Department of Education ‘Teaching Standards in Action’ on-line courses to support personal professional goals.

Executives lead teams in analysis and discussion of student data to inform programming at grade/stage meetings, leading to teachers developing a deeper understanding of utilising assessment for, as and of learning and the impact of data analysis on monitoring the effectiveness of their own performance.

Supervisors continue to encourage and support teacher reflection and improving personal teaching practices through

lesson observations, discussions based on the Niagara Park Public School Personal Development Plan and Self-Reflection document and the Australian Institute for Teaching and School Leadership Reflection on Practice Tool.

Executive continue to provide high quality, regular programming support, supervision and feedback to staff each term through conferencing sessions and grade/stage meetings.

Strategic Direction 3

Innovative, purposeful approach to learning

Purpose

So innovative and directional teaching practices in differentiated and technology assisted learning cater for the needs of all students and maximise student learning potential.

Overall summary of progress

New Star Card Program Policy and guidelines raising the school's expectations for behaviour were communicated to all students and the parent community through school's communication platforms.

Tell Them from Me Survey 2016 responses from Year 4 and Year 6 students indicate that the percentage of students who:

- demonstrate a range of positive behaviours was significantly higher than the norm for NSW Government schools - 93% to 83%
- believe they enjoy positive relationships at school was higher than the norm for NSW Government schools - 91% to 85%
- Learning walls/visual data walls were established in classrooms and provided students with visual feedback on their own progress toward their learning goals.

Focus On Reading Plans were developed for all students in Years 2-6 to inform teaching and learning in reading comprehension and vocabulary, clear learning goals were established for student groupings.

Expansion of the Bring Your Own Device Program across Stage 3 resulted in increased student engagement and opportunities for integration of technology into daily teaching and learning.

Complete implementation cycle of the 'Bounce Back' Program K-6 supported student wellbeing and resilience, along with consistency in management of student behaviour.

Additional School Learning Support Officers were employed to support students in classrooms and to implement Multi-lit, Rip It Up and Multi Sensory Learning.

Personal Learning Plans were developed in consultation with parents to target individual student needs K-6 based on student data. All Aboriginal students were actively involved in setting their learning goals and reflecting on their progress throughout the year.

An English and Additional Language or Dialect (EALD) program was implemented by a specialist teacher to support EALD students in their learning.

Professional Learning was provided to staff on implementing innovative teaching practices combining inquiry based learning and technology assisted learning, leading to increased student engagement.

Interested staff participated in Professional Learning on KAGAN cooperative learning.

Robotics and Coding Club have proven to be highly successful in engaging students in new technologies through innovative teaching practices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Student surveys - 85% of students enjoying school and recommending it to students entering the area	90% of students said they enjoyed attending Niagara Park Public School and 88% said they would recommend the school	\$23842 professional learning
% of students attending reward days to be above 96%	% of students attending reward days: Term 1 - 97.7%, Term 2 - 95.6%, Term 3 - 96.2%, Term 4 - 96.2%	\$15042 Literacy and Numeracy
Negative classroom and	Negative classroom and playground referrals -	

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
playground referrals less than 400 per year	2014 - 471, 2015 - 398, 2016 - 340.	\$23842 professional learning \$15042 Literacy and Numeracy
Parent surveys - 94% of parents feel that students are challenged in their learning 97% of parents surveyed believe that technology is effectively used to enhance teaching and learning.	83% (89.5% in 2015) of Parent Surveyed indicated that felt their children are challenged in their learning. 95.8% of parents surveyed agreed that technology is effectively used to enhance teaching and learning. (97.5% in 2015)	\$17888 Computer Coordinator \$15042 Literacy and Numeracy

Next Steps

Whole school focus on improving ways of providing quality and meaningful verbal, written and visual feedback to students, based on individual learning goals and markers on the literacy and numeracy continuum, addressed through:

- targeted TPL
- lesson observations & feedback
- professional dialogue and sharing of ideas

Data Walls established in classrooms and student progress in literacy and numeracy tracked on the continuum and linked to the Numeracy framework informs students and teachers of learning progressions.

Reporting to parents to clearly reflect achievement and progress in literacy and numeracy. School executive to provide targeted support to teachers in explicit and systematic report writing procedures.

Structured Play Programs in K-2 and 3-6 areas continued at recess and lunch. Students identified as 'at risk' in the playground are supported in their social emotional interactions with others.

Regular and ongoing analysis of student welfare data, early identification of 'at risk' students and monitoring of staff consistency in managing student welfare across the school to maintain current high level of student support structures and wellbeing.

Students identified through data analysis as requiring additional support in the classroom and playground to be supported through individual behaviour management programs, risk assessments and playground/classroom cards.

Fluid and flexible groupings of students and differentiated learning evident in all classrooms through L3, Focus On Reading pedagogies, Mathematics groups and Spelling Mastery.

Learning and Support Teacher to provide feedback on student progress in intervention programs and work in consultation with class teachers to ensure continuity of learning and successes in the classroom.

All Aboriginal student Personal learning Pathways developed in consultation with students and parents and feature clearly defined and agreed learning goals. Aboriginal student Personal learning Pathways are reviewed and modified on a regular basis to reflect student progress on the literacy and/or numeracy learning continuum and progress toward achieving personal/cultural goals.

Expand Robotics Program and Coding Club. Enrichment opportunities will be provided for targeted students to engage in challenges requiring higher order thinking skills, problem solving and experimentation. This will also include schools in the Local Management Group.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<p>Aboriginal parents and students were surveyed in Term 1, results were shared and discussed in the Valley Schools network, leading to a greater understanding of focus areas for Personal Learning Plans, cultural expectation and directions.</p> <p>Personal Learning Plans were developed in consultation with parents to target individual student needs based on student data. All Aboriginal students were actively involved in setting their learning goals and reflecting on their progress throughout the year.</p> <p>Aboriginal student progress was tracked and monitored, students not reaching benchmark were targeted for inclusion in specialist intervention programs in literacy - multi-lit and Rip It Up were delivered by School Learning Support Officers.</p> <p>Professional learning in the 8 Ways of Learning pedagogy and its integration in key learning areas.</p>	\$9166
English language proficiency	<p>English as a Second Language or Dialect (EAL/D) Progression scales were completed and targeted students identified.</p> <p>An EAL/D program was implemented by a specialist teacher to support EALD students in their learning.</p>	\$33960
Low level adjustment for disability	<p>Additional SLSOs were employed to support students in classrooms and to implement Multi-lit, Rip It Up, Multi Sensory Learning and Toe By Toe.</p> <p>Support plans were developed and specialist intervention programs were implemented by School Learning Support Officers and the Learning and Support Teacher.</p>	\$130432

<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staff participated in professional learning on the Performance and development framework. All staff participated in Quality Teaching lesson observations and received feedback to improve their practice.</p> <p>All staff completed the ATSIL Reflection on Practice Tool twice throughout the year to measure their improvement against the Australian Professional Teaching Standards and to target areas for professional focus.</p> <p>100% of staff agree that the quality of their lessons improved following lesson observation and feedback, based on data from the 2016 Quality Teaching Survey data.</p> <p>(50% agreed their practice had improved by either a very high or high degree, with another 45% agreeing that their practice had improved by a moderate degree.)</p> <p>Structured support was provided to teachers seeking accreditation and highly accomplished via the Valley Schools Leadership network Meetings.</p>	<p>.398 entitlement</p>
<p>Socio-economic background</p>	<p>The Robotics Program and Coding Club were established. Both have proven to be highly successful in engaging students in new technologies through innovative teaching practices.</p> <p>Learning and Support Teacher was employed one day a week above establishment to differentiate learning, coordinate social skills programs and support students in improving literacy and numeracy.</p> <p>L3 and Focus On Reading professional Learning.</p>	<p>\$35096</p>
<p>Support for beginning teachers</p>	<p>Professional learning for Beginning Teachers in KidsMatter, Technology, Focus On Reading, Multi Sensory Learning and reporting.</p> <p>Beginning teachers participated in professional learning on the Performance and development framework. They also participated in quality teaching lesson observations and received feedback to improve their practice.</p> <p>Supervisors supported the development of teaching programs, modelled classroom practice and developed Personal Development Plans with beginning teachers.</p> <p>Beginning teachers completed the ATSIL Reflection on Practice Tool twice throughout the year to measure their improvement against the Australian Professional Teaching Standards and to target areas for professional focus.</p>	<p>\$25000</p>

Student information

Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	247	243	243	252
Girls	247	262	269	274

Student enrolment is increasing with a total of 526 students in 2016. There were 8% English Language proficient and 3% Aboriginal background.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.5	95.4	96.6	95.8
1	94.4	94.5	95.4	94.9
2	95.5	94.1	94	94.1
3	94.6	95.7	94.9	94.6
4	95	94.5	95.7	94
5	94.7	92.4	95.4	94.2
6	94.7	93	94	94.7
All Years	94.9	94.3	95.2	94.6
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

Niagara Park Public School attendance is greater than that of state, however lower than the 2015 attendance rate. Attendance is managed weekly and the Home School Liaison Officer is engaged to support students experiencing attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.72
Teacher of Reading Recovery	0.95
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
School Administration & Support Staff	4.96
Other Positions	0.19

There is one member of staff at Niagara Park Public School who acknowledges Aboriginality.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	16

Professional learning and teacher accreditation

The expenditure of Teacher Professional Learning funds was aligned to our school's targets and strategic priorities. Specific training areas included Literacy, Numeracy, Information Technology, Beginning Teachers and the Syllabus Implementation.

During 2016, the school spent approximately \$23842 for the professional development of staff. Additional funds provided Professional learning opportunities for 3 beginning teachers. Whilst some professional learning occurs in school time, a significant amount occurs after school and on school development days. Professional Learning included: L3, Focus On Reading, CPR, Performance and Development Framework, Career Development, Learning and Support, Child Protection, Quality Teaching, KidsMatter, The Big Write, Multi Sensory Learning and The Numeracy Project.

The Valley Schools network also provided professional learning in Lead and Highly Accomplished for school executive and aspiring executive.

One teacher completed their Accreditation for Proficient Teacher and one teacher completed their Maintenance of Accreditation. The Beginning Teacher allowance was used for mentoring, lesson study, participation in Mathematics Professional Learning, KidsMatter and Information Technology.

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

There are two financial summaries due to the implementation of the SAP and SALM system, replacing the OASIS financial system midway through the year.

Income	\$
Balance brought forward	391 304.00
Global funds	166 385.00
Tied funds	213 854.00
School & community sources	63 600.00
Interest	4 208.00
Trust receipts	13 533.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	16 578.00
Excursions	5 626.00
Extracurricular dissections	29 336.00
Library	2 366.00
Training & development	5 132.00
Tied funds	126 776.00
Short term relief	30 800.00
Administration & office	36 364.00
School-operated canteen	0.00
Utilities	24 516.00
Maintenance	9 167.00
Trust accounts	24 376.00
Capital programs	2 531.00
Total expenditure	0.00
Balance carried forward	0.00

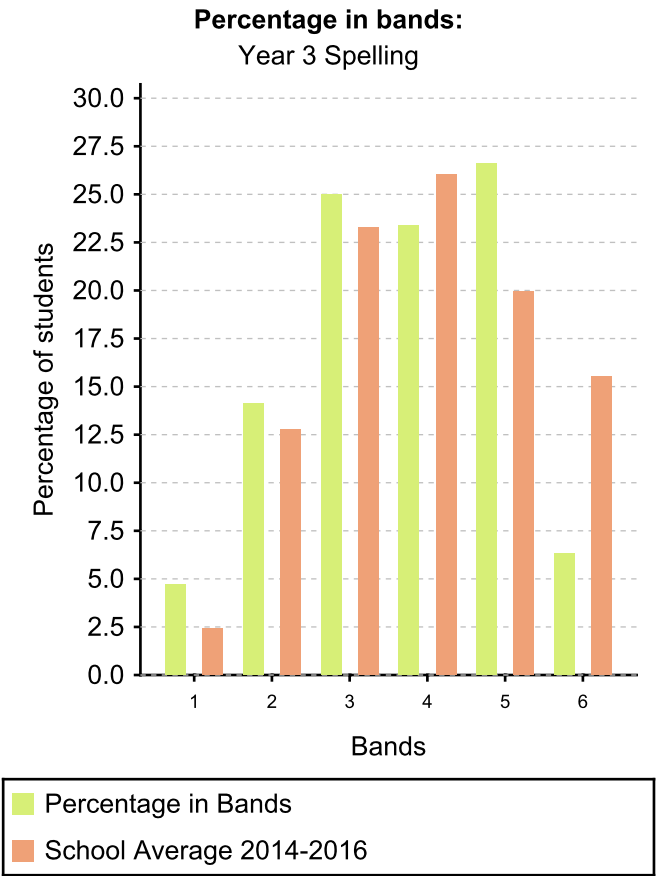
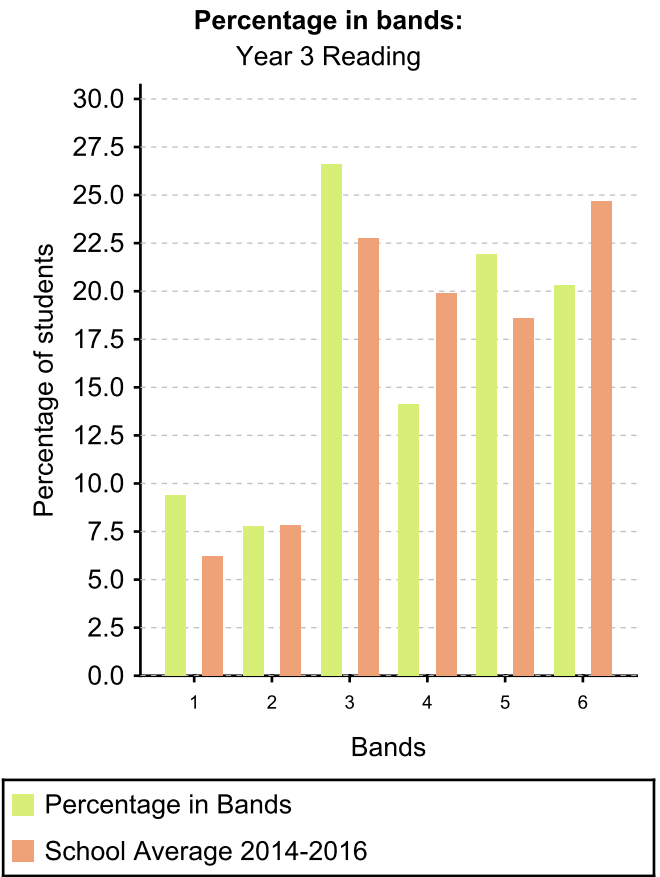
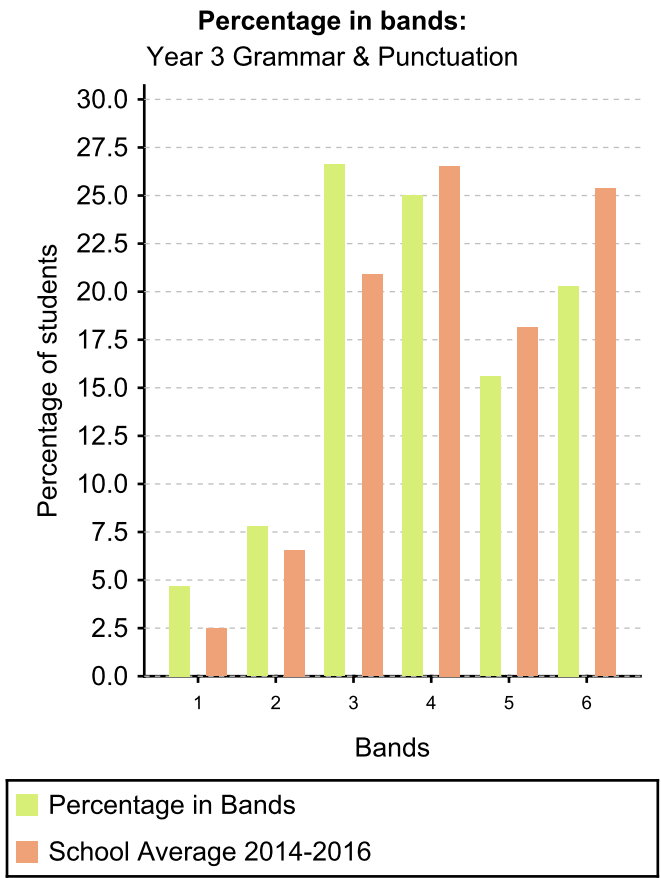
	2016 Actual (\$)
Opening Balance	0
Revenue	1 114 519
(2a) Appropriation	997 128
(2b) Sale of Goods and Services	7 754
(2c) Grants and Contributions	106 696
(2e) Gain and Loss	0
(2f) Other Revenue	499
(2d) Investment Income	2 441
Expenses	-650 041
Recurrent Expenses	-650 041
(3a) Employee Related	-324 801
(3b) Operating Expenses	-325 240
Capital Expenses	0
(3c) Employee Related	0
(3d) Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	464 478
Balance Carried Forward	464 478

	2016 Actual (\$)
Base Total	3 347 292
Base Per Capita	27 842
Base Location	0
Other Base	3 319 450
Equity Total	211 044
Equity Aboriginal	11 556
Equity Socio economic	35 096
Equity Language	33 959
Equity Disability	130 431
Targeted Total	355 157
Other Total	120 767
Grand Total	4 034 262

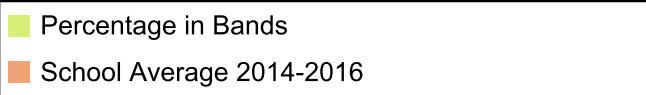
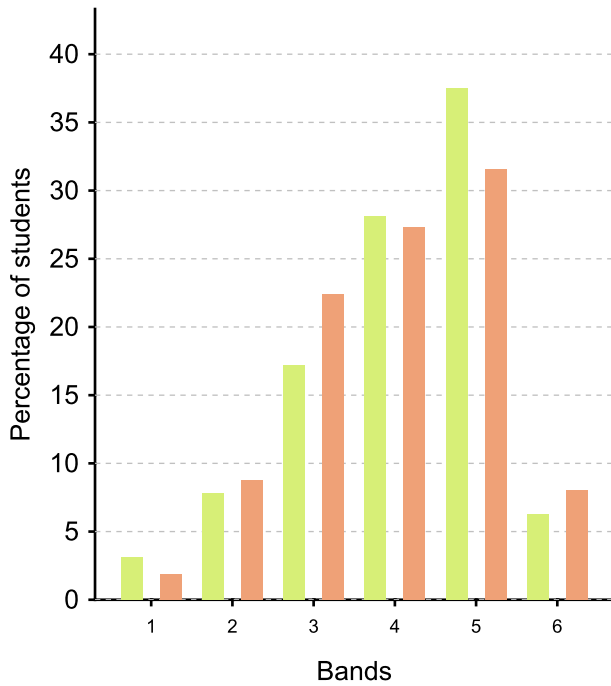
School performance

NAPLAN

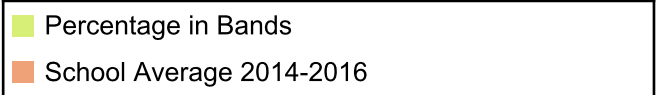
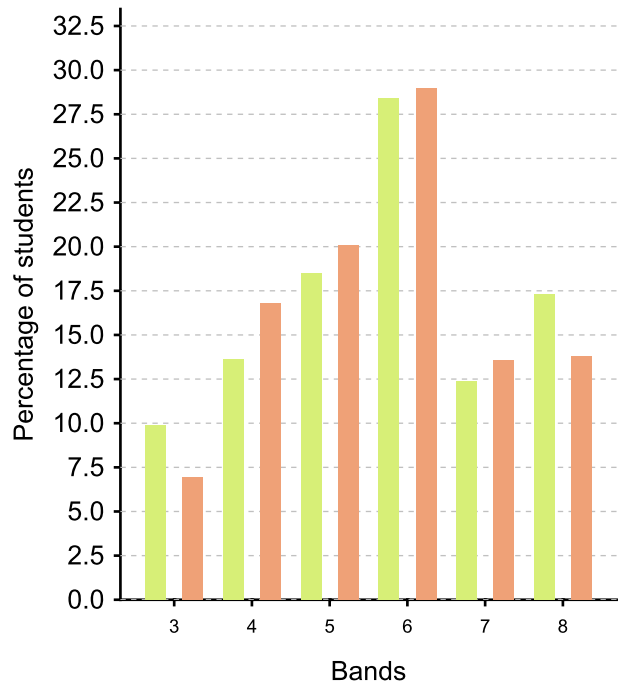
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



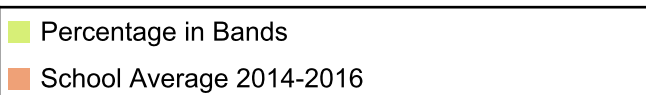
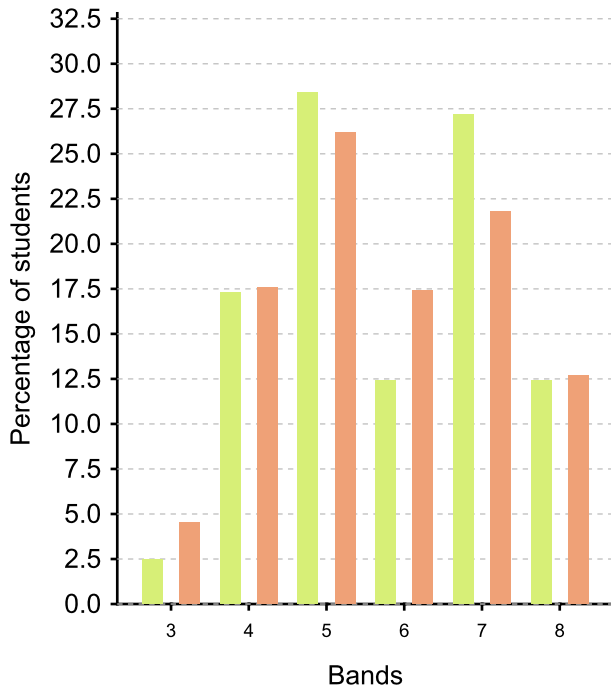
Percentage in bands:
Year 3 Writing



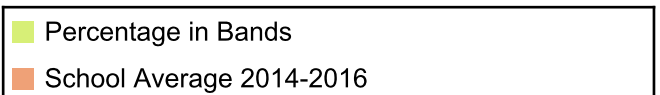
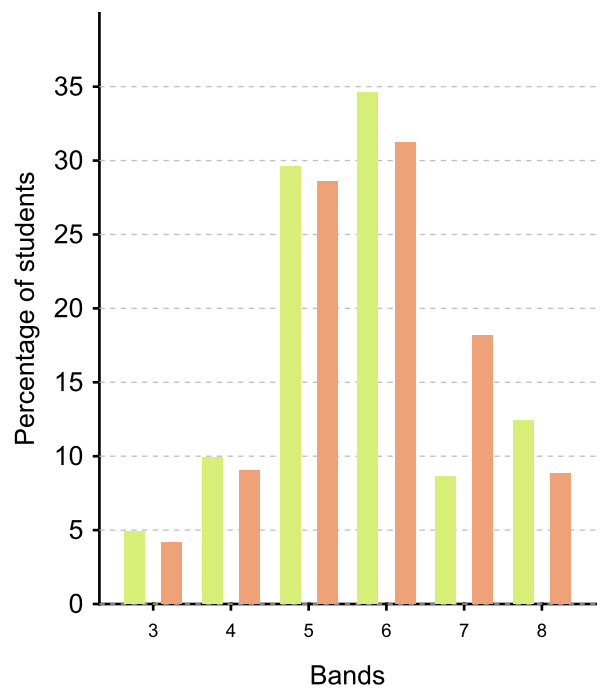
Percentage in bands:
Year 5 Reading



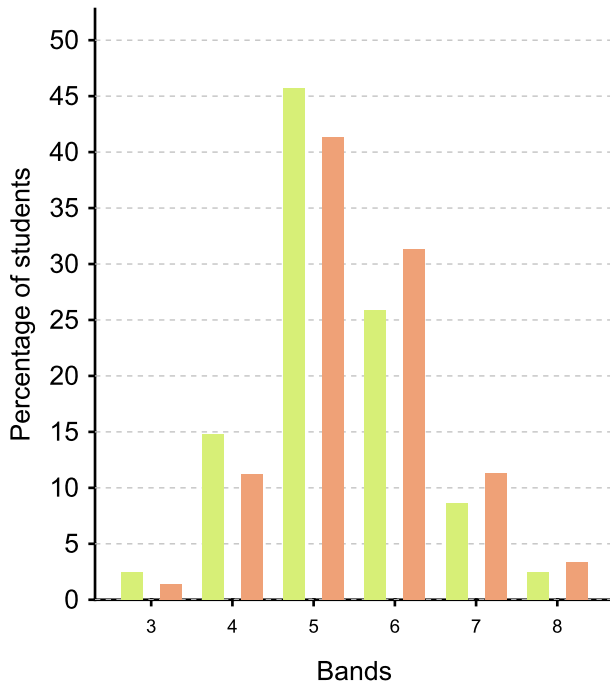
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Spelling

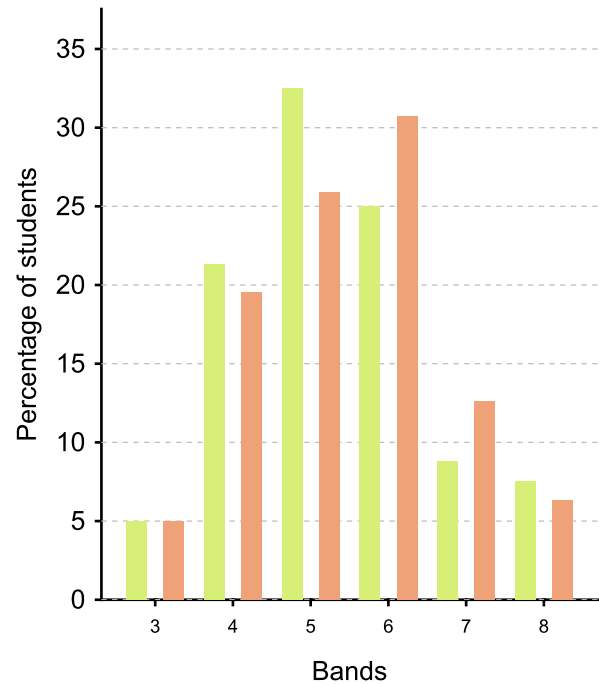


Percentage in bands:
Year 5 Writing



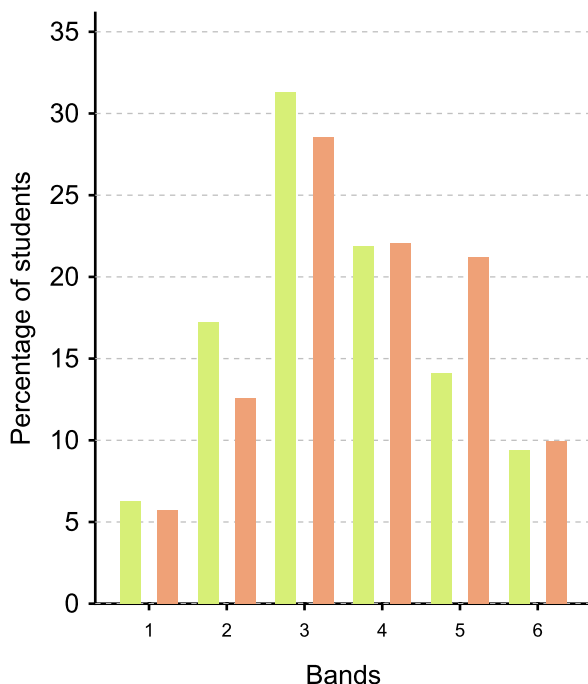
Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2014-2016

Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2014-2016

In accordance with the Premier's priorities: Improving education results, schools are required to report their student performance in Reading and Numeracy in the top two NAPLAN bands.

At Niagara Park Public School:

Target-Increase in NAPLAN **proficiency** bands in:

Reading

Year 3 from 41% to 45%

2015: 48% - Target exceeded, 2016: 42%

(2 year average - 45%)

Year 5 from 32% to 35%

2015 : 26%, 2016: 30%

(2 year average - 28%)

Average Student Growth in Reading:

2015: State 77.7, NPPS 54.7

2016: State 80.1, NPPS 88

Numeracy

Year 3 from 43% to 46%

2015: 37%, 2016: 23%

(2 year average – 30%)

Year 5 from 25% to 30%

2015: 20%, 2016: 16%

(2 year average – 18%)

Average Student Growth in Numeracy:

2015: State 94.1, NPPS 54.4

2016: State 91, NPPS 78.1

Another reporting requirement for the state prioritises improving Aboriginal Education outcomes. Schools with significant numbers of Aboriginal students are required to report on the percentage of Aboriginal students in the top two NAPLAN bands. Niagara Park Public School has less than ten Aboriginal students in Years 3 and 5, therefore data is not required.

Parent/caregiver, student, teacher satisfaction

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

Parents, students and teachers were surveyed and feedback included responses to School Culture, Quality Teaching, KidsMatter and Tell Them From Me.

Their responses are presented below.

Parents

- 78% of parents agreed that the school's values and strategic directions are widely known with a further 15% unsure, as evidenced by Annual School Assessment Survey in 2016. (3 year target: 85%)
- 86 % of parents feel welcome and valued by the school with a further 4% unsure. (3 year target: 93%)
- 83% of Parents Surveyed indicated that they felt students are challenged in their learning with a further 7% neither agreeing nor disagreeing with the statement. (3 year Target 94%)
- 86.3% of parents surveyed would recommend Niagara Park Public School to families entering the area.
- 87.5% of respondents were satisfied or very satisfied with Niagara Park Public School.

Staff

- 100% of staff indicated high or very high job satisfaction levels in 2016.
- 100% of staff agree that the quality of their lessons improved following lesson observation and feedback, based on 2016 Quality Teaching Staff Survey data. (50% agreed their practice had improved by either a very high or high degree, with another 45% agreeing that their practice had improved by a moderate degree).

Students

- 76% of students indicated they are acknowledged for their successes on the 2016 Annual School Student Assessment Survey, with a further 17% unsure. Only 7% of students disagreed.
- 98% of students agreed that they understood the school rules
- 90% of students said they enjoyed attending Niagara Park Public School
- 88% said they would recommend the school to people entering the area, with a further 9% unsure

Tell Them from Me Survey 2016 responses from Year 4 and Year 6 students indicate that the percentage of students who:

- demonstrate a range of positive behaviours was significantly higher than the norm for NSW Government schools (93% vs 83%)
- believe they enjoy positive relationships at school was higher than the norm for NSW Government schools (91% vs 85%)
- indicate low levels of social inequality between

students from low, medium and high socio-economic status in terms of student engagement and that student inequality at Niagara Park Public School was statistically lower than the norm for Government schools across the 3 socio-economic groups

- believe the school offers a positive learning climate higher than the norm for NSW Public schools
- perceive that they have been victims of bullying at Niagara Park Public School are lower than the norm for NSW Government schools (27% vs 36%)
- are socially engaged and participate in school life (clubs/sport) is higher than the norm for NSW Government schools
- demonstrate positive school behaviour is higher than the norm for NSW Government schools
- are demonstrating a high level of effort and trying hard to succeed at school is significantly higher than the norm for NSW Government schools (97% vs 88%)
- who value schooling outcomes was above 90%

Welfare

- Annual Assessment Survey results 2016 indicated that 96% of staff agreed that our student welfare system is fair and equitable. 76% (75.4% in 2015) of parents agree, and a further 14% neither agree nor disagree that welfare and discipline procedures are fair and equitable. 70% (75% in 2015) of students agree, and a further 21% (13% in 2015) neither agree nor disagree that behaviour is dealt with fairly and reasonably at Niagara Park Public School. Only 3% (8.9% in 2015) of students disagreed with the statement.
- 81% of students (78% in 2015) agreed that teachers treat them fairly, with a further 16% unsure.

Policy requirements

Aboriginal education

Aboriginal perspectives have been embedded in our K-6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues.

Staff Professional Learning on 8 Ways of Learning pedagogy and its integration into Key Learning Areas was provided and integrated into units of work.

Aboriginal parents and students were surveyed in Term 1 across the Valley Schools Network and results were shared and analysed. This has resulted in improved Personal Learning Plans and better ways in which to engage the Aboriginal community.

Personal Learning Plans were developed in consultation with parents and students to target individual student needs based on data.

Aboriginal Education RAM funding supported the implementation of Multilit and Rip It Up.

During NAIDOC Week all students K-6 enthusiastically participated in Indigenous games, music, storytelling and art activities.

Our Aboriginal students were also provided with opportunities to participate in the Valley Schools Cultural Day at Gosford Learning Centre.

Our Year 1 and Year 3 Students participated in excursions to Girrakool and Bulgandry. They had the opportunity to participate in a range of activities, visit Aboriginal engravings and go on a bushwalk through Brisbane Water National Park observing native foods and studying traditional Aboriginal lifestyles.

An Aboriginal artist was engaged to support students in creating a mural for the school.

Multicultural and anti-racism education

The school maintained a focus on Multicultural Education by providing perspectives in learning that developed the knowledge, skills and attitudes for a culturally diverse society.

During Harmony Day the students participated in a variety of culturally diverse activities and learnt about multicultural Australia.

Students represented Niagara Park Public School at the Multicultural Public Speaking Competition.

English language Proficiency funding was used to assess students using the EAL/D Proficiency Scales and to implement programs with students requiring support.

One staff member completed face to face and online training in the role of the school's Anti Racism Contact Officer.