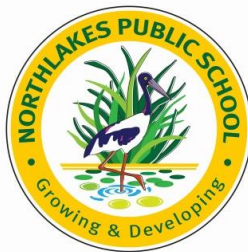


Northlakes Public School

Annual Report

2016



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Introduction

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

Larry Micevski

Principal

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Message from the Principal

2016 was a year that the whole Northlakes Public School Community can look upon with great pride in terms of the changes and achievements made. It was a year where many systemic changes occurred at state level that impacted our daily operations and the way we do business with our students, families and our community. It's been a year where we have witnessed the powers of resilience, flexibility and patience come to the fore as did the cohesion and the team spirit in getting on with the job at hand and responding to the changes as they were presented.

One of the greater challenges of the year, for staff and parents/carers, was transitioning to LMBR which involved a good deal of training for staff and a number of changes to procedures and practices in how the school operates on a daily basis. The staff and our Community were extremely patient and resilient in accepting and working with all the changes.

The school's success is underpinned by three key elements that promote quality teaching and learning programs and a safe learning environment that staff, students and parents/carers value and appreciate:

Firstly a highly dedicated staff committed to working together to provide an environment where all students are nurtured, encouraged and supported to have a go and strive to achieve their personal best without fear of taking risks in their learning.

Secondly students who are motivated and supported to learn and participate in the wide range of educational opportunities provided for them in an environment of high expectation and support where risk taking in learning is encouraged and celebrated.

Finally and most importantly a supportive community of parents/carers who have always supported their children but, who are also growing in their confidence and commitment to support their children's learning. This is evidenced by the high response to our 3 Way interviews of between 75% and 85% in Term 1 over the last two years and a steady increase in the number of students attending our Kindy Start program. The outcome is a very settled, successful start to the first year of Primary School for every Kindergarten student. Even the few who haven't attended experience a settled start because they're walking into a calm classroom.

2016 has seen a number of successful programs and/or initiatives continue and new ones initiated. These include but are not limited to;

- Early Action for Success (EaFS) – second year of the program has seen all our K–2 teachers trained in L3K or L3S1 to support quality teaching in literacy and in TEN to support quality teaching in numeracy.
- Kindy Start transition to school program continued and this year saw about 90% of the Kindergarten cohort for 2017 attend the majority of this program, once again resulting in a very settled start to the year and Best Start assessment.
- Play Based Learning introduced into our Kindergarten learning program. This proved to be so successful right from the outset that the Northlakes PS team were invited to present the program at a training and development session for a number of Central Coast schools.
- Achievement Via Individual Determination (AVID) – the school trialled implementing AVID in two classrooms to determine whether this may be a worthwhile commitment. The results were well above any school expectations and subsequently two more staff members were trained and implementation was extended to another two classrooms with a commitment for implementation into all S2 and S3 classrooms in 2017.
- Another extremely successful Grandparents day with all classrooms reporting an even higher attendance than the previous year.
- NAIDOC Day activities based on the 8Ways Pedagogy with each class presenting before a whole school assembly.
- Breakfast club operating Mon–Wed each week with senior students volunteering to serve and clean up.
- Positive Behaviour for Learning (PBL) re-introduced as the overarching wellbeing and behaviour system.

Whilst most changes have been more noticeable than others, as the principal of Northlakes PS I am very proud of our progress over the years and it's an absolute privilege to be working with such a wonderful group of students supported by a very dedicated group of teachers and committed community of parents/carers supporting them to achieve their personal best.

I certify that the information provided in this report is the result of rigorous school self-assessment and review process undertaken by the self-assessment committee and provides a balanced and genuine account of the school's achievements and areas for development.

Larry Micevski

Principal

School background

School vision statement

Our vision is to provide meaningful and relevant experiences in terms of teaching and learning in a safe, nurturing, motivating environment for every student at Northlakes Public School so that they can grow and develop into good citizens of our school community and the community at large.

We continually strive to:

- Develop literate, numerate students who can think creatively and critically and who will grow into successful, productive citizens and community leaders with highly developed skills in cooperation and strong values.
- Empower parents / care providers to support their children's learning by providing appropriate support.

Our vision aligns well with the 2 goals of the Melbourne declaration, these being;

1. Australian schooling promotes equity and excellence, and
2. All young Australians become:
 - Successful learners
 - Confident and creative individuals
 - Active and informed citizens

School context

Northlakes Public School is located on the NSW Central Coast. We commenced 2016 with an enrolment of 375. Whilst enrolment has been in a gradual decline, it appears numbers are settling somewhere around this point.

An ICSEA in 2016 of 923 and FOEI of 146 and are indicative that the socio-economic status of our community is tending to the end of lower advantage. Our RAM is enhanced under ATSI, integration and Socio Economic Status components.

The school is an Early Action for Success (EaFS) partner, with an Instructional Leader and intervention teachers appointed through Federal Funds. This will serve to enhance the school's capacity to improve student learning outcomes in literacy and numeracy and focus on quality teaching where student data analysis provides teachers with the direction for future teaching.

There are 16 mainstream classes and two IO/IS classes, supporting students with moderate to severe intellectual, emotional and/or physical disabilities and one multi-categorical class supporting students with a range of diagnosed disorders.

Teachers have been involved in Professional Learning including evidenced based programs(Focus on Reading, L3K, L3S1 and TEN), involving peer coaching and mentoring for Quality Teaching. Two teachers have completed training in Advancement Via Individual Determination (AVID), was implemented in a Yr6 and Yr4 class with great success from the outset. Two more stage 3 teachers completed Winter Institute training and began implementation in Semester 2.

The school community is also supported by Jabiru Cottage under the Central Coast Schools as Community Centres program and is located on the school grounds. The school also has strong links with the Northlakes High School, including a GATS program, visits to their Agricultural Farm, Aboriginal cultural groups, maths network and transition to high school program.

PBL is once again a focus for the school and will be supported and coordinated by a Student Wellbeing Teacher (SWT) for five days per week and a school PBL committee. Attendance is also monitored by the SWT.

Aboriginal enrolments in 2016 are at 47, which equates to about 12% of the student population. The school has an Aboriginal SLSO 0.4FTE, strong links with the local AECG and Darkinjung Lands Council.

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.

All teaching staff understand that student engagement and learning are related as is attendance. The EAfS program in K–2 has gone a long way to addressing teacher quality and using assessment to direct future teaching. the AVID trial also demonstrated that this program has the potential to engage students with their learning and motivated virtually all students to take ownership and responsibility for their learning. As the skills of organisation and communication are being developed in students, the school has found in early results that the student's parents/carers become more involved in their learning through the fact that they bring a diary home each night with an agenda of the activities that have been undertaken or completed throughout the day. Students in the two classrooms were reporting more conversation at home about their learning at school and this is a good thing.

The element of student performance measures is one that does require further focus as the school is achieving value-added results based on internal performance measures and all students are making progress in tiered intervention IEPs, however, these results are not being replicated in external performance measures such as NAPLAN. This element will definitely require deeper analysis of internal and external data to uncover the area for focus. The school expects that over time through the EAfS and AVID programs' sustained implementation in more classrooms and over a longer period these improvements will be generalised across a variety of assessments.

The importance of goal setting is not only understood by teaching staff but by 2016 the school is making good progress with students and parents/carers also having a better understanding. A broader implementation of AVID will certainly have an impact in spreading this message throughout Northlakes PS community.

In the Teaching domain, the school has continued to focus and build upon previous PL in deepening the knowledge of the Literacy and Numeracy continuums and consistent teacher judgement (CTJ) on students' progress and when they have demonstrated achievement at a particular cluster or marker. Into the third year of our revamped 3 Way interviews and they continue to be well received by parents/carers and students and the conversations continue to centre around goal setting and how to achieve these goals.

Teachers incorporate data in their planning for learning and assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps. The school has been in a fortunate position with a high level of expertise on its staff and so the majority of PL can be sustained in areas of identified staff need. There is a particular focus on improved teaching methods in literacy and numeracy and PL activities have been focused on building teachers' understandings of effective teaching strategies in these areas.

In the domain of Leading, the school's focus has continued to be leadership at the various levels, i.e. teachers, students, parents/carers, as well as the principal and assistant principals. Introduced as a school funded idea to boost numbers of students attending some four years ago, the school first funded the Grip Leadership course as it was seen as an important workshop for young leaders but attendance rates were waning quite dramatically. To gain the highest benefit from a leadership training attendance needed to be higher. For this reason the school paid fully in the introductory year and the year 6 fundraising has been directed towards meeting the cost of this course. The school is seeing the benefits of this training not only at the end of the year when councillor elections are conducted but also in each subsequent year when these leaders go on to carry out their duties as Councillors, House Captains and Peer Support Leaders.

The focus on sustained school based PL has continued and in 2016 the Wallarah Learning Community (WLC) combined in a SDD for all our schools on teaching Writing. It was very beneficial for staff to get together for a PL activity with staff from neighbouring school and compare teaching practice. The success of this day means there will be another in 2017 with a focus on Maths. With EAfS in its third year of implementation and AVID implementation expanding to 8 classrooms in 2017 school based sustained PL will be the school focus for the foreseeable future.

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

STRATEGIC DIRECTION 1 Quality Student Learning

Purpose

All students will excel and learn to their full potential.

To develop literate, numerate, confident, creative, cooperative and intrinsically motivated students to be critical/discerning, successful life-long learners.

Overall summary of progress

In its second year of implementation, the EAfS program is growing and evolving and beginning to have a real impact on teacher practice and student progress and achievement.

The Successful trial of AVID in the two classrooms had at the heart of its success as the level of student engagement and their willingness to take ownership of their learning. Whilst we may be some time away from these achievements being generalised into external assessments, the change cannot be denied.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Settled classrooms with engaged students in quality learning experiences, achieving optimum learning outcomes.	Feedback from teaching staff demonstrates that classrooms are very settled from the start of the year. Avoiding cross-stage composite classes allows teachers to focus more on individual needs. Students on task and engaged extremely disruptive behaviour issues removed by SWT.	Socio-economic background \$140,000 SWT – 0.8FTE Kindy Start – funded by combination of IFS, Aboriginal and Socio-economic total
Improved literacy and numeracy data K–6 as evidenced by PLAN, NAPLAN, Data walls, work samples and teacher anecdotal evidence.	<ul style="list-style-type: none">• In Reading 87%, Comprehension 81%, Writing 83% and Numeracy 88% of students were on track at the end of Kindergarten.• In Reading 66%, Comprehension 75%, Writing 57% and Numeracy 83% of Year 1 students were on track at the end of Year 1.	EAfS IL 1.0FTE Interventionist 1.2FTE (K–2) AVID – \$26,000
Meeting the Premier's Priority of increasing the proportion of students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.	In 2016 NAPLAN: <ul style="list-style-type: none">• Reading 34% and Numeracy 24% of Year 3 students were at proficiency representing an increase of 11% in both from 2015.• Reading 23% and Numeracy 10% of Year 5 students were at proficiency representing an increase of 23% and 7% respectively from 2015.	LST support and extra intervention in reading and writing for targeted students 1.8FTE

Next Steps

The school will continue on the EAfS program for another three years meaning that TPL will continue to be focused on L3K, L3S1, TEN, L2 and will be strongly focused on the effective use of data to guide teaching practice and progress student learning. Based on positive teacher feedback from the 2016 trial, the 2016 Year 4 teachers will take their class into Year 5 in 2017.

Based on the successful trial of AVID in the two classrooms this year, a team of NPS teachers attended the Summer Institute in Melbourne in December in preparation for an expanded implementation of AVID for 2017 into all 3–6 classrooms.

PBL training has progressed throughout the year and the aim is to continue working towards a PBL Launch in Semester 1 in 2017. Late in the year, NPS was offered the GOT IT (Getting On Track In Time) as a pilot for Year 2 in term 4.

Strategic Direction 2

STRATEGIC DIRECTION 2 Quality Teaching

Purpose

Highly skilled teachers who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students.

Overall summary of progress

The focus on Teacher Quality has continued throughout 2016 and the PL needs have been guided by teacher identified needs at an individual level particularly in the K–2 end of the school.

In 3–6 the same focus on Teacher Quality has been driven by the trialling of AVID in two classrooms. Teachers expressed an interest in AVID and two more attended the Winter Institute on the Central Coast and began implementation in Semester 2.

Whilst the need to focus on teacher quality is acknowledged, and underpinning this is the regular update, analysis and response to student data to guide the teaching and planning for future teaching that is responsive to student need, the school also recognises the need to continue to focus on the consistency and reliability of data coming out of all classrooms. This is an area that needs to be greatly improved across all classrooms. In the next two to three years. The school has been working towards the regular updating of data on the PLAN software K–6 and this is improving. The K–2 data has been updated in 5 weekly periods and the 3–6 in term periods and these deadlines have been met throughout the year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% teachers accredited at Proficient standard by the end of 2017, with a percentage of staff working towards attaining accreditation at highly accomplished or lead.	<ul style="list-style-type: none">• Timeline moved to 2018 for Teaching staff in Primary Schools• PL in L3K, L3S1, TEN, FoR, CTJ, AVID and Geography Syllabus document.• Using PLAN software to enter student progress.	TPL \$24000
Teachers will know their students, how they learn and be able to plan for and implement effective teaching and learning programs.	<ul style="list-style-type: none">• Data walls used to monitor student progress.• Differentiation is evident in T/L programs.• Focus on continuous improvement in teaching and learning.• Implement EAfS in K–2 Classrooms.• Implement AVID in all 3–6 classrooms.	AVID \$26 000 Summer Institute

Next Steps

The challenge for 2017 will be to continue to develop the culture of continuous improvement throughout the school community building upon the momentum in PL over the previous 3–4 years:

- With a further 3 years of implementation of the EAfS program the school is assured high quality of PL in both literacy and numeracy which can be used to replicate and build in sustainability.
- Expand the implementation of AVID into all 3–6 classrooms working towards AVID accreditation in an effort to raise the profile of the school and expectations for our students and their families.
- Further training in Rock and water to raise teacher competence in 3–6 classrooms so that teachers can take advantage of teaching opportunities using the R&W principles, thus being able to respond better to their students' needs.
- Implement the GOT IT program to address student wellbeing by supporting students and families in addressing student mental health and resilience.
- Continue to support staff in using the PLAN software to enter student progress data and build this into their teaching practice.
- Future focus to be on the consistency and reliability of student data across all K–6 classrooms.

Strategic Direction 3

STRATEGIC DIRECTION 3 Engaging & Effective Community Partnerships

Purpose

Identify, initiate and build on opportunities that engage the learning community in the progress of students' learning and in the educational priorities of the school.

Overall summary of progress

The school continues to enjoy good community support. In 2016 a number of our successful firsts from 2016 were continued. The school experienced great numbers of parents/carers attending events such as Grand parents day, Kindergarten Fathers' Day barbecue and classroom activities, volunteering for the Stephanie Alexander Kitchen garden program, and three parent/carer graduates from the school's first offer of the PaTCH course.

The response to 3 way interviews at the beginning of the year continues to be around 85% which we hope to increase over coming years and there were reported increases in the number of parents/carers attending the information and meet the teacher sessions in term 1.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Participation levels at various parent/carer events will be informed by attendance data for each event.	<ul style="list-style-type: none">• The second Grand parents day was even bigger than the previous with all classrooms reporting increased numbers on the previous year and great participation levels in the classroom activities.• Kindergarten Fathers' Day barbecue was a great success with a high number of Dads attending and many taking time off work to attend for a short period to enjoy the barbecue and classroom activities.• The Stephanie Alexander Kitchen Garden has continued to survive powered by volunteers and in 2016 the number of volunteers grew to a new high of 6.• The 3 way interviews attendance has continued at around 85% of parents/carers attending the term 1 interviews.• NAIDOC activities were planned along the 8Way pedagogy and proved to be a great success.• The school is proud to have had 3 graduates from the first PaTCH course run in 2016.	<p>Aboriginal flexible funding \$5000</p> <p>Socio economic \$10000</p> <p>EaFS (PaTCH course) \$400</p> <p>Relief for 3 way interviews and PLPs \$3800</p>

Next Steps

- Continue to run events such as grandparents' day, fathers' day, etc. providing opportunities for parents/carers and extended family members not only to come into the school, but which also include a strong participation component in their agenda.
- Community event to launch PBL to our school community to widely publicise the school expectations in terms of behaviour and learning in a fun carnival atmosphere.
- Revisit opportunity to for Acknowledgement of Country workshop for students/staff and parents/carers.
- Offer the PaTCH workshop once again inviting parents/carers to participate.

Key Initiatives	Impact achieved this year	Resources (annual)
Aboriginal background loading	<ul style="list-style-type: none"> • NAIDOC day activities–8 ways Aboriginal Pedagogy. • Student workshop on Acknowledgement of Country. • Boys didje group • 3 way interviews to develop PLPs 	Aboriginal SLSO 0.4FTE Flexible funding \$23712
English language proficiency	Students supported at their level of need.	Reading resources and home reading texts \$1500.SASS relief for reading resources \$617
Low level adjustment for disability	100% of students made progress on their tiered intervention Learning Plans. 3 way interviews to support student goal setting and include parents/carers in the planning process	Tiered intervention support 1.2 FTE in K–2 EAfS 1.2 FTE Socio Economic Socio economic \$3600 casual relief. Aboriginal funding \$3600 casual relief.
Socio–economic background	<ul style="list-style-type: none"> • Smaller class sizes have meant more settled classroom and students more focused. • students at risk of falling behind supported in a tiered intervention model K–6. • SWT – supporting classrooms by removing extreme disturbances 	Socio–economic background \$140000 providing tiered intervention 3–6 classrooms. 0.8FTE Student Wellbeing Teacher <ul style="list-style-type: none"> • Socio–economic background (\$134 692.00)
Support for beginning teachers	Beginning teachers well supported as per the PDP negotiated with the supervisor and was trained in L3 and TEN	Beginning teachers \$13000 <ul style="list-style-type: none"> • Support for beginning teachers (\$0.00)
School Chaplaincy Program	The program took some time to establish and the initial group that was identified needed to be reviewed. A younger group of students were then identified and this group was more successful in getting this group playing and engaging more appropriately in the playground. The hours however, will need to be reduced back to the 10hrs per week for 2017.	Federal funding under the School Chaplaincy program – \$20,000 <ul style="list-style-type: none"> • (\$0.00)

Student information

Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	212	188	197	213
Girls	204	188	166	167

Enrolment numbers over the last three years have varied between 363 and 380 students and the 2017 anticipated enrolment numbers are approximately 390 for 2017. This would appear to be the point where the numbers will settle with no major plans for housing developments within the Northlakes PS intake zone. In addition to the numerous strategies the school implements toward developing and sustaining a settled environment conducive to engagement in learning, the numbers may also be contributing the change to a more settled Northlakes PS.

Student attendance profile

School				
Year	2013	2014	2015	2016
K	93.8	91.2	93.1	94.5
1	92	92.9	92	90.8
2	92	90.8	92.8	93.3
3	91.2	91.6	90.5	92.9
4	90.3	92.6	91.3	91.1
5	93	93	93.6	91.4
6	90.8	93.1	93.2	91.7
All Years	91.8	92.1	92.3	92.2
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

attendance has remained above 92% . Attendance is regularly featured in the newsletter and both the TSW and Aboriginal SLSO collaborate with the HSLO in contacting families and monitoring students with high absence rates. This area still continues to be a challenge for the school. The encouraging factor in the current attendance is that our Kindergarten cohort have an attendance that is just above the state attendance for Kindergarten. The close collaboration of the TSW and the ASLSO with the HSLO has had an impact over the past three years. At the heart of this is that families are contacted promptly on the second day of absence. This together with the school's consistent message that we value education and the variety of programs focused on learning and linking all the things that go together to make "Successful Students at Northlakes Public School" communicate our high of all students regularly throughout the year and we expect our attendance rates to continue to rise.

Class sizes

Class	Total
KG	17
KW	18
KS	16
1/2A	20
1T	20
1S	20
2T	20
2N	20
3W	27
3H	25
4S	30
4C	29
5C	22
5N	25
6E	24
6B	23

Workforce information

Management of non-attendance

Despite a 0.1% drop in student attendance in 2016, it is still the third consecutive year in which student

Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.48
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.8
Teacher Librarian	0.8
School Counsellor	0
School Administration & Support Staff	6.52
Other Positions	1.75

*Full Time Equivalent

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	3

Professional learning and teacher accreditation

Northlakes PS teachers have been able to access a significant number of registered and unregistered professional learning opportunities within the school and externally throughout the 2016 school year from a broad range of providers. The majority of the school teaching staff are pre 2004 graduates and will transition onto NESA accreditation at the beginning of 2018. We currently have 5 teachers accredited at proficient with a number currently undergoing the accreditation process.

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

Financial information

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

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

Income	\$
Balance brought forward	436 530.00
Global funds	117 595.00
Tied funds	409 844.00
School & community sources	34 804.00
Interest	5 046.00
Trust receipts	1 431.00
Canteen	0.00
Total income	0.00
Expenditure	
Teaching & learning	
Key learning areas	4 072.00
Excursions	950.00
Extracurricular dissections	30 738.00
Library	3 966.00
Training & development	587.00
Tied funds	251 639.00
Short term relief	38 280.00
Administration & office	23 459.00
School-operated canteen	0.00
Utilities	21 107.00
Maintenance	15 919.00
Trust accounts	2 509.00
Capital programs	7 980.00
Total expenditure	0.00
Balance carried forward	0.00

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

	2016 Actual (\$)
Opening Balance	0.00
Revenue	1 184 465.82
(2a) Appropriation	1 138 212.11
(2b) Sale of Goods and Services	3 695.84
(2c) Grants and Contributions	40 925.46
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	1 632.41
Expenses	-708 615.75
Recurrent Expenses	-708 615.75
(3a) Employee Related	-479 392.36
(3b) Operating Expenses	-229 223.39
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
SURPLUS / DEFICIT FOR THE YEAR	475 850.07
Balance Carried Forward	475 850.07

	2016 Actual (\$)
Base Total	2 365 991.34
Base Per Capita	20 496.47
Base Location	0.00
Other Base	2 345 494.87
Equity Total	609 366.57
Equity Aboriginal	42 384.47
Equity Socio economic	330 598.19
Equity Language	684.33
Equity Disability	235 699.58
Targeted Total	675 742.59
Other Total	253 340.46
Grand Total	3 904 440.97

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

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

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

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

Financial summary equity funding

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

School performance

NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link My School and insert the school name in the Find a school and select GO to access the school data.

In NAPLAN reading:

- 30% of Year 3 students achieved proficiency compared to 19% in 2015.
- 23% of Year 5 students achieved proficiency compared to 0% in 2015.

The challenge for the school is whilst we are seeing an improvement in the percentage of students achieving at proficiency in reading, there is still considerable over representation at the other end of the spectrum.

In NAPLAN numeracy:

- 24% of Year 3 students achieved proficiency compared to 13% in 2015.
- 10% of Year 5 students achieved proficiency compared to 3% in 2015.

Whilst improvements are being achieved, the challenge is to sustain these over a number of years. The concern for the school is despite the above percentages the school is still some way behind the state percentages.

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 terms of the Premier's priorities of increasing the number of students achieving the top two bands of NAPLAN, the school has made considerable progress towards these priorities in both reading and numeracy. However, due to our small cohort of Aboriginal students in both Year 3 and Year 5 we are unable to report on the State priorities of Aboriginal student achieving the top two bands.

Parent/caregiver, student, teacher satisfaction

In 2016 the school missed the window of opportunity to administer the TTFM survey and so reverted back to a hard copy of the parent satisfaction survey from the DoE intranet. Surprisingly the response this year was higher even than the previous two years where we had 10 and 40 responses, with a high of 50 in 2016. The five point scale of this survey gave the option to Strongly agree, Somewhat agree, Agree, Somewhat disagree, Disagree. Of the sixteen items in the survey, the lowest satisfaction was for item 11 which stated – "A wide range of extracurricular programs e.g. sport, music, drama, are offered" which had a satisfaction rating of 90%. The remaining 15 items were rated above 90% satisfaction based on the responses to this survey. Whilst the school is always looking to engage more with the community, it appears that our community is very satisfied with how the school is operating and the direction in which it is headed.

The teachers continue to express their satisfaction with the level of PL and support being provided. Another positive was the fact that so much of the PL provided by our own experts is sustained throughout the year, differentiated and provided at the point of need and based on their self identified needs.

Findings of the 2016 TTFM student survey indicated the following about the Yr 4, 5 & 6 students at Northlakes PS based on their responses:

- 78% had a high rate of participation in Sports
- 75% had a high sense of belonging
- 94% valued School Outcomes
- 88% had positive behaviour and
- 90% tried hard to succeed.

Policy requirements

Aboriginal education

The two highlights in Aboriginal Education for NPS in 2016 however included:

1. Acknowledgment of Land Workshop for one of our Year 6 classes which resulted in each student writing their own acknowledgement. These were then used throughout the year to open school events and functions and the authors were acknowledged.
2. NAIDOC celebrations which followed on from the 2015 8Ways staff/parent workshop which a number of parents/carers. The day was quite different from previous celebrations in that it included feedback from students on their study of Aboriginal Dreamtime stories and use of symbols. It also included a talk by Gavi Duncan which had the whole assembly of Kindergarten to Year 6 students fully engaged.

Personal Learning Pathways have been established for all Aboriginal and Torres Strait Islander students in consultation with the parent/carer, teacher, student and the Aboriginal Student support learning officer (ASLSO). These are monitored regularly to ensure student goals are on track.

Aboriginal perspective in teaching and learning

programs is a priority in all classrooms and with the implementation of 8Ways Learning, this will be embedded in all syllabus areas.

Students in Years 3–6 attended the annual 'Bilby Bash' at Budgewoi PS where they were engaged in a range of cultural activities and performed along with other schools on stage. The visit has motivated the students to begin a boys' didgeridoo group and a girls' dance group.

Norta Norta funding was used to employ a tutor to support identified students in literacy and numeracy. These students made significant progress throughout the year and in particular developed greater confidence in their own ability and to seek assistance when needed. Under the RAM model the school remains committed to allocating funds to continue to support identified Aboriginal students with additional tutor support into the future.

Multicultural and anti-racism education

Multicultural perspective is embedded into units of work throughout the school and into the recently developed integrated English Units of study. Activities to celebrate the diversity of cultures within our school community were implemented to support Harmony Day. Songs from other cultures and Australia were taught to students and sung at the assembly on Harmony Day.

Anti-racism issues were taught through child protection and anti-bullying programs. A very successful mini-Olympics was coordinated and run to celebrate multiculturalism, cooperation and a world united by sport and friendly competition by a very enthusiastic and highly competent group of Interns. It proved to be an extremely successful, enjoyable and informative day for all.

Other school programs

Advancement Via Individual Determination (AVID)

In 2016 AVID was introduced in two classrooms as a trial with a view to expansion into all 3–6 classrooms the following if it proves to be a success. AVID Elementary's implementation, resources, training and philosophy are all grounded in the idea that the growth mindset can be taught to students, and it is through the growth mindset that AVID student succeed in following their dreams and fulfilling their potential and aspirations.

AVID Elementary incorporates:

- **Student Success Skills** – encompassing communication skills, self advocacy skills, note-taking strategies, critical thinking and study
- **Organisational skills** – both mental and physical. Students learn to use organisational tools and, learn and practice skills around time management and goal setting.
- **WICOR Lessons** – emphasise instruction on

writing to learn, inquiry, collaboration, organisation and reading to learn in all content areas.

- **Partnerships** – among students, classrooms, grade levels, schools, feeder patterns, families and communities.

The two class trial was successful well beyond school expectation and in December all 3–6 teachers for 2017 attended the Summer Institute in Melbourne for 3 day intensive PL in implementing AVID in their classrooms in 2017.

Early Action for Success (EAfS)

2016 was the second year of the EAfS program which has a strong focus on quality teaching, planning and learning all underpinned by data with the key component being tiered intervention and differentiated lessons for students along with differentiated PL for teachers, meaning that teachers and students are supported at their point of need in both literacy and numeracy. In the second year of implementation the school teachers are more confident in the implementation and the school community more knowledgeable about EAfS with possibly the exception of tiered intervention.

Tiered intervention presents a means of delivering tailored learning support for students in literacy and numeracy, by adjusting the intensity and nature of support according to student needs. There are 3 tiers of intervention:

- Tier 1 intervention – is provided by the classroom teacher and aims to support all learners, within a class, to achieve or exceed expected levels in literacy and numeracy.
- Tier 2 intervention – is provided by the class teacher or a specialist teacher working with a small group of students. The student have been grouped together because assessments have shown that they have similar needs. The support they receive is specific to the identified need for the individuals or small group.
- Tier 3 intervention – provides more intensive support through specialist assessment and teaching for individual students with complex literacy and/or numeracy needs.

The analysis of data every 5 weeks has been pivotal to our decision making in regards to differentiated learning and tiered interventions. This has included personalised learning and small group interventions by classroom teachers, reading recovery teachers and interventionists delivered through Reading Recovery, L2 L3 and TEN teaching practices. Reviewing the data every 5 weeks has meant that students who are finding the learning challenging are quickly identified and provided with additional support, ensuring that all K–2 students needs have been met in literacy and numeracy. As a result of this data analysis, 24 k–2 students received additional Tier 2 and Tier 3 literacy and/or numeracy intervention support and all made progress.

Play Based Learning in Kindergarten Classrooms

Following a brief trial in term 4 2015 and the positive results observed in a brief time frame, play based learning became part of the Kindergarten learning week in 2016. The inspiration had been ignited at a 'Talking Transition' conference in 2015 and strongly fuelled by a philosophy that:

- Children learn through play – they explore, identify, negotiate, take risk and create meaning
- Play enhances all areas of a child's development – social competence, language and dispositions for learning
- Play is a stress release for children
- Play should be fun and
- We as educators have an important role in guiding, extending, and evaluating the play.

The impressive aspects observed during play based learning sessions which was programmed for one session per week lasting for 1 hour and 20 minutes were that students were highly engaged in the activities, richness of language, cooperation and students looked forward to play based learning time each week.

The school believes there were a number of positive impacts in the classroom which seem to come from engagement in play based learning these include but not limited to:

- Children are happy at school and engaged in learning
- More positive and cooperative with peers
- Wider range of interests.

There was also a noticeable difference when comparing the week 20 L3 data between 2015 and 2016 when comparing the number of students at Cluster 3 or higher in;

Reading 51% in 2015 compared to 71% in 2016,
Comprehension 32% compared to 67% in 2016,
Vocabulary 32% in 2015 compared to 62% in 2016 and
Writing 42% in 2015 compared to 75% in 2016.

The school is not attributing these improvements only to play based learning in the Kindergarten classrooms but it is certainly one strategy among a great many practices that has contributed towards the improvements.

Needless to say, play based learning is on the Kindergarten timetable for 2017 and we expect that our Kindergarten students will demonstrate similar results in 2017.