

# Paddington Public School

## Annual Report



2016



7432

## Introduction

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

Tania Riley

Principal

### School contact details

Paddington Public School

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Paddington, 2021

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### Message from the Principal

I would like to take this opportunity to acknowledge and celebrate a highly successful year at Paddington Public School. A successful year of learning, both academically and socially/ emotionally was achieved by all students.

We have had so many wonderful learning opportunities and experiences this year, some of which are the school's 160th anniversary celebrations, the maker space opening up for science, technology, engineering, the Arts and maths (STEAM) lessons, highly engaging lessons in all classrooms, the 'Myscience' inquiry based science learning, Tournament of Minds and participation by our senior choir in the schools spectacular to name just a few of the highlights.

None of these things would have been possible without the commitment, dedication and support of the whole of our school community.

Thanks must go to the all the teachers, non-teaching staff, office staff and support staff for their professionalism, compassion, dedication and expertise in the task of teaching the children, and assisting them to become the best they can be throughout 2016. Without their knowledge and commitment, developing the young minds of our future generations would not be possible.

Thank you to our wonderfully hard working and committed P&C executive, who have worked so hard on the many projects undertaken this year, making positive changes to an already highly functional P&C association and to the wider parent community for their ongoing support of their children's education, as the partners in learning we truly are.

Thanks must also go to the boys and girls who attend our great school for their motivation, enthusiasm, hard work and persistence with their learning. They can be very proud of all they have achieved this year!

Our focus on our core values and 'You Can Do it' programs that develop attributes such as persistence, resilience, kindness and confidence, responsibility and respect set our students up well for success.

Here at Paddington Public, together with the teaching staff and the school community, we need to continually look at what we do and how we do it, to ensure that we are providing the best possible educational opportunities for all our children attending school with us today and enrolling with us tomorrow. We need to prepare our children for the real world, and for the jobs of the future –to learn to problem solve and show initiative, to be able to work in teams and to develop great communication skills, whilst accepting difference and diversity. Developing the ability to think creatively, to collaborate, to communicate and to be curious is as important as developing academic and social/ emotional skills.

It is our aim and our mission to continue to develop these skills together, because as we know, it takes a village to raise a child. I am proud to be a part of that village here at Paddington Public School.

## School background

### School vision statement

The community of Paddington Public school strives for responsible global citizens and engaged life-long learners who demonstrate respect, responsibility, kindness and resilience for others.

Students will have a sense of self-worth, self-awareness and personal identity to manage their emotional, social, spiritual and physical wellbeing.

### School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 320 students, our student enrolment originates from thirty nine different nationalities.

This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A wide range of extracurricular and language activities are provided to cater for the diversity of languages spoken at home and the needs of our families.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES), the University of Sydney and academic partners.

## 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.

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>

### Learning Elements

**Learning Culture** – Paddington Public School is sustaining and growing in this area. We have a demonstrated commitment to strengthen and deliver on school learning priorities. There are positive and respectful relationships among all stakeholders, promoting wellbeing and good conditions for learning. We are working towards a school-wide collective responsibility for student learning and success with high levels of stakeholder engagement.

**Wellbeing** – Paddington Public School is sustaining and growing in the element of wellbeing and encourages all students to recognise, respect and embrace cultural identity and diversity. Our students are taught the core values of respect, responsibility, kindness and resilience. We consistently implement a whole-school approach to wellbeing. In 2017, we plan to develop quiet and contemplative play spaces for students as well as explicit teaching and learning programs around the core values. We are also aiming for quality teaching and professional practices in every learning environment, providing opportunities for students to connect, succeed and thrive.

**Curriculum and Learning** – Our school is sustaining and growing in the element of curriculum and learning. Student learning needs are enhanced by learning alliances with other schools and organisations as well as through systematic

programs and processes to identify and address student learning needs. Our goal is to establish active partnerships and collaborative practices with the community to ensure continuity of student learning and promote the fact that we truly are 'partners in learning'.

**Assessment and Reporting** – Paddington Public School is sustaining and growing in this element. We have consistent school-wide practices for assessment and reporting. We undertook a review of the way we report to parents and carers and this has been very well received. Looking ahead, we plan to strengthen the use of quality feedback and formative assessment practices so students can better reflect on their learning. This will be done through a whole school visible learning project.

**Student Performance Measures** – Our school is sustaining and growing in this element. We consistently achieve very good value-added results, with most students achieving at high levels. However, looking ahead, we are aiming to excel in the area of performance for equity groups being comparable to those of all students in the school.

Overall, in the learning domain, we are sustaining and growing.

## **Teaching Elements**

**Effective Classroom Practice** – At Paddington Public School we are sustaining and growing in this area. All teachers regularly use student performance measures to evaluate their own practices and are committed to identifying, understanding and implementing quality teaching and learning programs. Looking ahead to 2017, we plan to strengthen the use of quality feedback and self-reflection through continued coaching and mentoring programs.

**Data Skills and Use** – We are sustaining and growing in the area of data skills and use. Assessment data is used to inform future school directions, and to determine teaching directions. We are working towards all teachers clearly understanding and using assessment for, as and of learning to determine teaching directions.

**Collaborative Practice** – In the area of collaborative practice, our school is sustaining and growing. There are systems in place which support collaboration, classroom observation, modelling of best practice and feedback to drive ongoing school improvement. We will continue to focus on these practices to further embed explicit systems.

**Learning and Development** – At Paddington Public School we are delivering in this area. Professional learning is aligned with the School Plan and individual Performance and Development Plans (PDPs). Looking ahead, we plan to increase the sharing of expertise and new learning, and develop a climate of positive classroom observation.

**Professional Standards** – We are sustaining and growing in the area of professional standards. All staff demonstrate personal responsibility for maintaining and developing their professional standards through ongoing communication and support. We will be aiming to have very high levels of contemporary content knowledge and teaching practices and rely on evidence-based teaching strategies.

Overall, we are sustaining and growing within the domain of teaching.

## **Leading Elements**

**Leadership** – Leadership development is central to school capacity building. We are sustaining and growing in this area. The school solicits and addresses feedback on school performance. Our aim is to be recognised as excellent and responsive by its community as a result of its effective engagement with members of the school and local community.

**School Planning, Implementation and Reporting** – Paddington Public School successfully collaborated with key stakeholders in the development of the school vision and strategic directions. We are sustaining and growing here. Our focus will be to continue to foster collaborative practices with key stakeholders to drive student learning and school-wide improvements.

**School Resources** – We are sustaining and growing in this area. Resources are strategically used to achieve improved student outcomes. In 2017, flexible learning spaces and Science, Technology, Engineering, the Arts, Mathematics (STEAM) education will continue to be a focus.

**Management Practices and Processes** – Our practises and processes are responsive to school community feedback. We are sustaining and growing here. There are many opportunities for key stakeholders to provide constructive feedback on school practices. We will look to further engage our community to provide ongoing feedback as 'partners in learning'.

Overall, we are sustaining and growing in the domain of leading.

Our self-assessment process will further assist the school to refine the strategic priorities in our School Plan leading to further improvements in the delivery of quality education to our students.



## Strategic Direction 1

### Quality teaching and learning

#### Purpose

To support all students to become creative, collaborative, curious and critical learners who think deeply and actively engage in their own learning.

#### Overall summary of progress

Literature circles and drama embedded in units of work around quality literature books continued to be a focus for staff in 2016.

Teacher understanding of the NSW Science Syllabus for the Australian Curriculum was enhanced and students actively engaged in their own inquiry based learning through the implementation of the 'MyScience' project by Dr Anne Forbes.

As part of the Community of Schools in Eastern Suburbs (CoSiES) schools initiative, teachers undertook PL in the Geography syllabus for the Australian Curriculum.

Science, technology, engineering, the Arts and mathematics lessons took place in the maker space. These initiatives have had a significant, positive impact on student engagement and learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improve student growth in NAPLAN reading, writing and numeracy by 5%	Year 5 NAPLAN growth percentages in reading show an increase of 6.5% from 61.1 to 67.6% achieving greater than or equal to expected growth. Numeracy shows a slight decline from 61.1% to 56.8%	\$5000 • Quality Teaching, Successful Students (QTSS) (\$8340.00)
Analysis of PLAN data K–2 will reflect progress of all students with one year's growth for one year's learning	PLAN reports were sent home at the end of Term 1 for all students, K–6 and again in Term 3 for all K–2 students. Staff entered PLAN data at the end of every term. Stage teams analysed PLAN data during planning days at the end of each term.	\$5000 • Quality Teaching, Successful Students (QTSS) (\$8340.00)
Improve student NAPLAN scaled scores in Year 3 and Year 5 so that trend data indicates an upward trajectory	At the end of 2016 the trend data on NAPLAN reading, writing and numeracy mean scaled scores for Year 3 increased by 18 in numeracy but decreased by 3 in reading and writing. Year 5 mean scaled scores decreased by 25 in reading, by 8 in writing and by 3 in numeracy. Maker space and Science, technology, engineering, the Arts and mathematics lessons, K–6 with a focus on project based learning have been highly successful. Overall numeracy scores have improved because of the STEAM initiative.	• Quality Teaching, Successful Students (QTSS) (\$8340.00) • Maker space refurbishment. \$25000 from P&C, \$50000 from school funds

#### Next Steps

Stage teams will continue to share Programming Literacy and Numeracy (PLAN) data during planning sessions to inform T&L. PLAN reports given to and discussed with parents at parent/teacher interviews. Literature circles and drama strategies will continue to be embedded in units of work. We will continue to use a mathematics scope and sequences for programming and planning. Whole staff professional learning online with Professor Anita Chin on Working Mathematically will be commenced in Semester 2. Stage teams will continue developing assessment documents for content descriptors in the Syllabus documents. All teachers will continue to embed the 'MyScience' program in teaching and learning programs once a year for a term.

The science, history and geography scope and sequence document will be embedded in teaching programs and practice. Science, Technology, Engineering, the Arts, Mathematics lessons will continue to be taught by a specialist teacher in the maker space, K–6, with classroom teachers team teaching alongside specialist teacher to build capacity. There will also be a focus on the 4C's of future focussed learning:: collaboration, critical and creative thinking and communication. Film as a way to embed these skills will be delivered as part of professional learning for teachers. There will be a major focus on visible learning as per strategic direction three.



## Strategic Direction 2

### Quality partnerships and relationships

#### Purpose

To build stronger partnerships in learning, inspiring a culture of collaboration, opportunity and excellence driven by the core values of respect, responsibility, resilience and kindness.

#### Overall summary of progress

In 2016, the school achieved the majority of what it set out to do in terms of our focus on quality partnerships and relationships. We embedded our revised core values of respect, responsibility, kindness and resilience into the school culture. This resulted in decreased negative incidents reported through our online database.

We developed the courtyard space to become a passive play and sensory experience for students, including the introduction of a fishpond and the planting of sensory plants.

We created a school song and an Aboriginal mural of our school's history as part of the school's 160th celebrations which highly effectively engaged the school and wider community.

As part of our focus on communication to strengthen community partnerships with the school we reviewed the way we report to parents resulting in a redesigned report format.

Our Year 5 and 6 students, along with kindergarten students, worked with a local radio station to promote the school and student engagement which was very well received by the school community.

Finally, we further improved our 'Tell Them From Me' parent and student survey results as per our improvement measures.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
Improved TTFM survey results on respectful relationships, specifically around parents feeling welcome and included and;  students feeling safe, respected and having high expectations clearly communicated.	TTFM survey results demonstrated:  I feel welcome when I visit the school (parents) increased from 7.2 to 7.7  I have clear rules and expectations (students) from 6.4 to 6.8  Students feel safe at school from 7.2 to 7.4  I have friends at school I can trust from 82% to 87%.	\$2500
10% decrease annually in playground and other welfare incidents as measured by Sentral and reflection room data.	In Semester One there were 127 negative incidents as reported by teachers on Sentral. This compares with 95 negative incidents in Semester Two. This equates to a 25% decrease in incidents throughout the year.	
Increase numbers of Year 6 students graduating within the school from 50% of Kindergarten enrolment to 60%	The implementation of the STEAM project has stood us in good stead for reaching this target. In 2016 the number of Year 6 students that graduated from the school matched to the number of kindergarten students that enrolled 7 years earlier was 68%.	

#### Next Steps

There will be a focus on parents and community members feeling welcome when they visit the school. Teachers will better communicate clear rules and expectations to students. Parents will be asked to review and comment on students' work as part of our focus around visible learning and partners in learning.

Student wellbeing, including that of a sense of belonging, feeling safe, and feeling their cultural identity and diversity is recognised will be a focus and we are looking to move from delivering in this area (inclusion) to sustaining and growing in Wellbeing in the School Excellence Framework self assessment survey for school staff.



### Strategic Direction 3

#### Quality leadership

#### Purpose

To inspire students, staff and community to be life-long, self-motivated and engaged learners and leaders.

#### Overall summary of progress

Coaching/ mentoring for staff with a focus on classroom observations and quality feedback was a focus in 2016. Mentor meetings were held twice a term with all staff members taking on a role of mentor/ mentee. Quality teaching, successful students (QTSS) funds were used for executive staff to model, team teach and observe the practice of staff in their teams. Professional Development Plans (PDPs) focussed on goal setting, peer observation, feedback and self-reflection to improve teaching and learning.

All staff engaged with the school's strategic directions and assisted in the milestone planning to meet the strategic directions. Priority and curriculum teams aligned to the strategic plan were introduced which allowed aspiring and teacher leaders to develop their leadership capacity through evaluative practices.

Student leadership development for Year 5 and 6 students to build capacity and leadership skills continued to be a focus. Leadership opportunities increased with the introduction of more leader roles for Year 6 students. The Student Representative Council (SRC) and environmental Green Team developed strategies to enhance the school environment and improve leadership skills. Initiatives such as the Burn Bright Leadership day were reintroduced to support students realising their potential as leaders.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
TTFM Teacher survey results around explicit, specific and timely feedback:  Executive team has given me helpful feedback about my teaching from 6.7 to 8.5	This measure around executive giving helpful feedback about teaching improved from 6.7– 8.2. We are on track for an increase to 8.5 in 2017.	• Quality Teaching, Successful Students (QTSS) (\$3600.00)
TTFM Teacher survey results around explicit, specific and timely feedback:  School executive has helped me improve my teaching from 6.7 to 8.5	School executive has helped improve my teaching has improved from 6.7– 8.2.	
TTFM Teacher survey results around explicit, specific and timely feedback:  School executive has taken time to observe my teaching from 6.7 to 9.0	This improvement measure went from 6.7– 8.5, in large due to QTSS funds being well spent.	• Quality Teaching, Successful Students (QTSS) (\$3600.00)
Teachers and leaders provide explicit, specific and timely formative feedback to students on how to improve through formative assessment from 7.9 to 9.0	Improvements in this area showed an increase from 7.9– 8.5. We will look to further improve in 2017 with a greater focus on visible learning.	
Parent involvement TTFM survey: I ask parents to review and comment on students' work from 5.7 to 6.5	This measure remained the same as in 2016 so efforts will be concentrated in in this area in 2017.	

## Next Steps

Curriculum and priority teams will continue to lead projects to ensure that strategic directions are met through milestone planning. Evaluation Essentials project undertaken by the school's leadership team to deeply evaluate what we do and why.

Visible learning project with a focus on formative assessment and quality feedback driven by the school's leadership team will be introduced in preparation to fully implement in the next 3 year cycle of planning.

There will be a continued focus on student leadership development for Year 5 and 6 students to build capacity and leadership skills through leadership days, green team, playground friends, student representative council (SRC) and increased roles/ responsibilities of senior students.



Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	Personalised Learning Plans were developed and reviewed for all Aboriginal students in collaboration with their families. Aboriginal cultural awareness was enhanced across the school through the implementation of workshops on Aboriginal traditions, history and art. The whole school participated in the development of an Aboriginal mural of the school's story as part of our 160th anniversary celebrations.	\$922 • Socio-economic background (\$1 000.00)
<b>English language proficiency</b>	Students requiring English language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency. Individual education plans (IEPs) were developed to support student learning and classroom teachers.	\$48000
<b>Low level adjustment for disability</b>	Low Level Disability Funding allowed SchoolSLSOs to be employed to address students' individual needs in the playground or classroom. In 2015 the school employed three part-time SLSOs.  The school funded a 10 week Expressive Therapy Program, entitled Kidsxpress. The program was conducted in a small group context with highly qualified therapists focusing on the students' social awareness, resilience, emotional awareness and self-esteem.	\$17200
<b>Quality Teaching, Successful Students (QTSS)</b>	Executive staff worked with teams on lesson observations around PDP goals, using the coaching/ mentoring model to give meaningful feedback, sharing work samples and analysing NAPLAN/ PLAN data to improve student learning outcomes. All staff reported through Tell Them From Me surveys they valued the feedback of executive staff and executive staff had helped them improve their teaching.	\$25020
<b>Socio-economic background</b>	Funds provided to support children in participating in extracurricular programs including camp, sport and band resulting in improved self-esteem, confidence and resilience.	\$3200



## Student information

### Student enrolment profile

	Enrolments			
Students	2013	2014	2015	2016
Boys	129	138	154	173
Girls	126	126	132	137

Student enrolment figures have increased substantially since 2013.

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	95.7	96.2	95.7	96.4
1	96.3	96.7	93.1	94.9
2	95.4	96.6	95	95.5
3	94.9	96.7	95.6	95.7
4	96.3	95.3	95.9	96.6
5	95	97.5	94.8	96.6
6	92.3	96.3	94.3	94.4
All Years	95.4	96.5	95	95.8
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

### Management of non-attendance

Student attendance rates at Paddington Public School from year to year are consistently above 95%. Attendance is not a concern.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.05
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Administration & Support Staff	2.82
Other Positions	0.1

\*Full Time Equivalent

There are no Aboriginal staff members currently working in our school.

### 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	25

### Professional learning and teacher accreditation

In 2016, professional learning (PL) included:

Coaching and mentoring with Toni Simms

Geography syllabus implementation– cross school PL

Compliance training– anaphylaxis, first aid/ CPR

Child Protection

Disability Standards

Strategic Directions evaluations

COSIES geography conference

Sydney Drama and literature

Priority/ Curriculum team meetings

## 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>118 278.00</b>
Global funds	255 003.00
Tied funds	144 869.00
School & community sources	457 380.00
Interest	3 112.00
Trust receipts	78 582.00
Canteen	0.00
Total income	1 057 224.00
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	98 452.00
Excursions	72 735.00
Extracurricular dissections	180 740.00
Library	11 096.00
Training & development	300.00
Tied funds	108 057.00
Short term relief	28 482.00
Administration & office	121 242.00
School-operated canteen	0.00
Utilities	39 843.00
Maintenance	31 475.00
Trust accounts	78 582.00
Capital programs	68 855.00
Total expenditure	839 859.00
<b>Balance carried forward</b>	<b>217 365.00</b>

The information provided in the financial summary includes reporting from 17 October to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	288 840.62
(2a) Appropriation	217 366.68
(2b) Sale of Goods and Services	4 596.40
(2c) Grants and Contributions	66 698.40
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	179.14
<b>Expenses</b>	-172 507.67
Recurrent Expenses	-172 507.67
(3a) Employee Related	-96 920.33
(3b) Operating Expenses	-75 587.34
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	116 332.95
<b>Balance Carried Forward</b>	116 332.95

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>	2 121 390.12
Base Per Capita	15 673.60
Base Location	0.00
Other Base	2 105 716.52
<b>Equity Total</b>	127 133.15
Equity Aboriginal	896.47
Equity Socio economic	2 563.22
Equity Language	48 672.93
Equity Disability	75 000.53
<b>Targeted Total</b>	38 530.00
<b>Other Total</b>	11 599.09
<b>Grand Total</b>	2 298 652.36

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

### ICAS 2016

Students from Paddington Public School were given the opportunity to enter the University of New South Wales' International Competitions and Assessments for Schools (ICAS) in 2016. Students competed in the categories of Science, Writing, Spelling, English and Mathematics. The competitions were held before school to minimize disruption to our teaching and learning programs.

In ICAS Science a total of thirty-two (32) students from Year 3 to 6 competed. Three (3) students were awarded Distinctions, seven (7) students attained Merit, ten (10) students gained Credit and twelve (12) students achieved Participation.

Twenty-seven (27) students from Year 3 to 6 participated in the ICAS Competition for Writing. Two (2) students were awarded High Distinctions, five (5) students attained Distinction, nine (9) students were awarded Credit and eleven (11) students achieved Participation certificates.

In the ICAS Spelling Competition a total of thirty (30) students from Year 3 to 6 entered. Our students' achievements included one (1) High Distinction, five (5) Distinctions, five (5) Merit, nine (9) Credits and ten (10) Participations.

A total of thirty-one (31) students from Year 2 to 6 participated in the ICAS English Competition. The following achievements were attained: four (4) Distinctions, nine (9) Credits, two (2) Merits and sixteen (16) Participations.

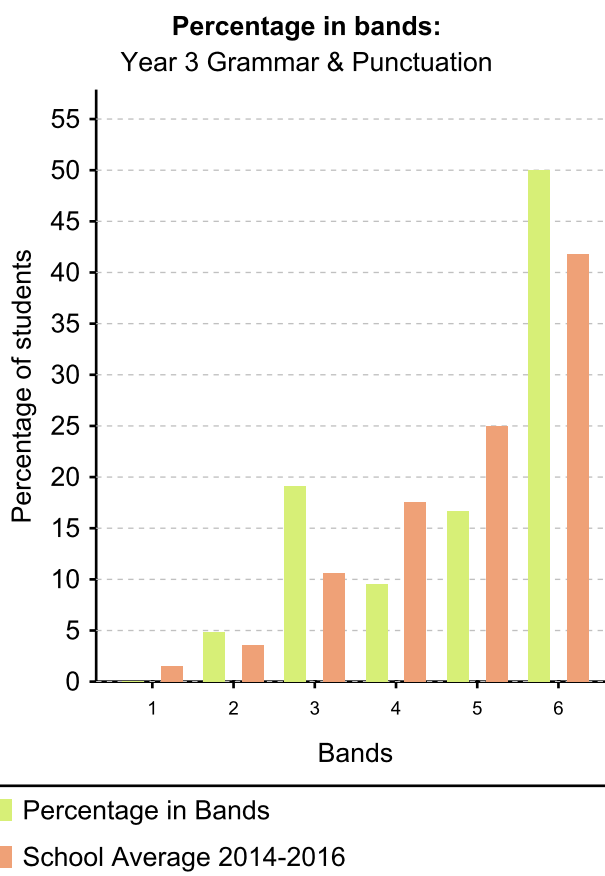
Forty-four (44) students from Year 2 to 6 participated in the Mathematics ICAS. One (1) student achieved a High Distinction, six (6) students gained Distinctions, three (3) students achieved Merit, fourteen (14) students were awarded Credit and twenty (20) students were awarded Participation certificates.

Jo Fulham

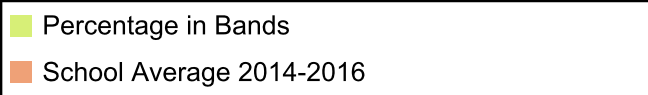
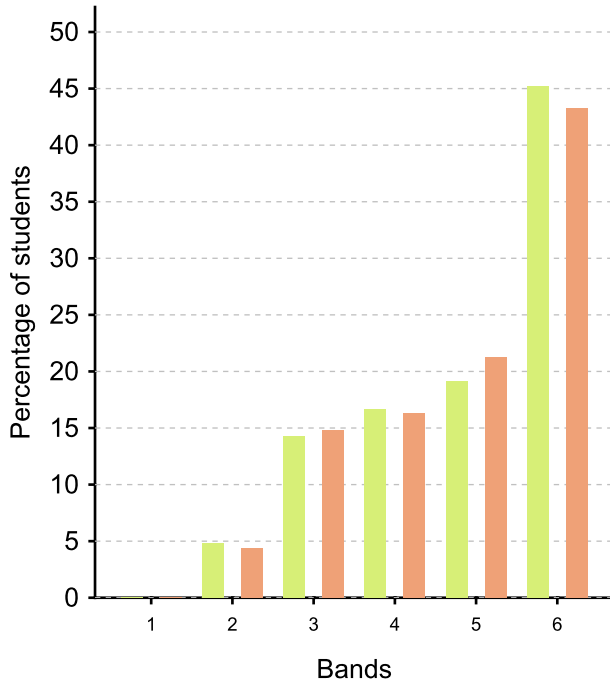
ICAS Coordinator 2016

### NAPLAN

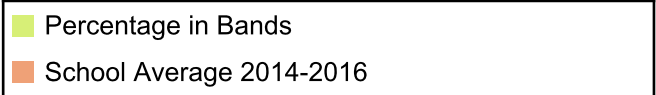
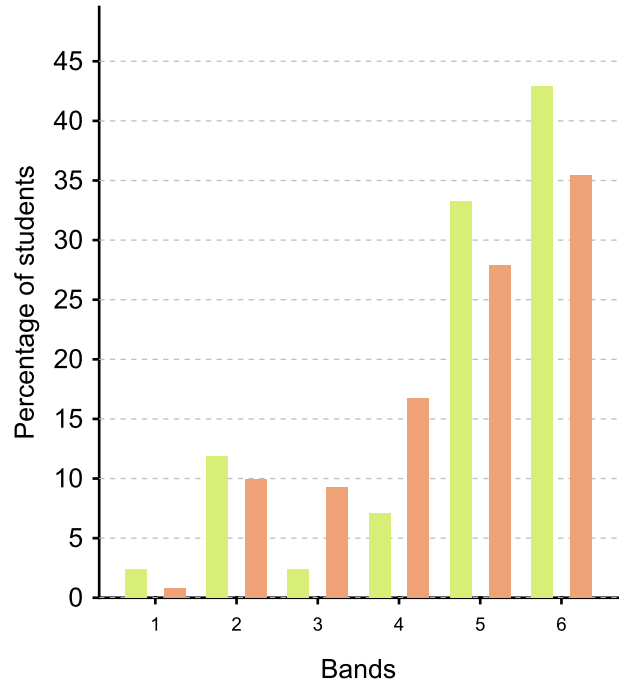
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.



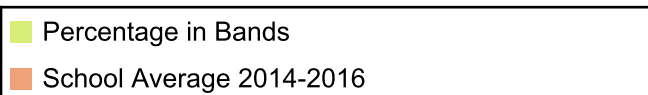
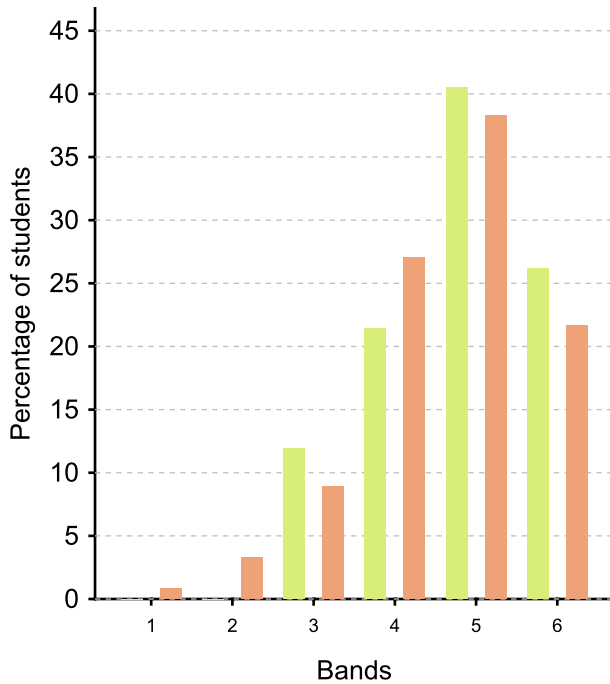
**Percentage in bands:**  
Year 3 Reading



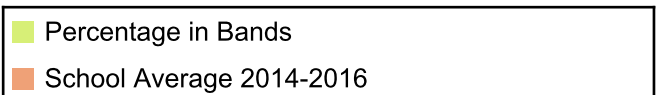
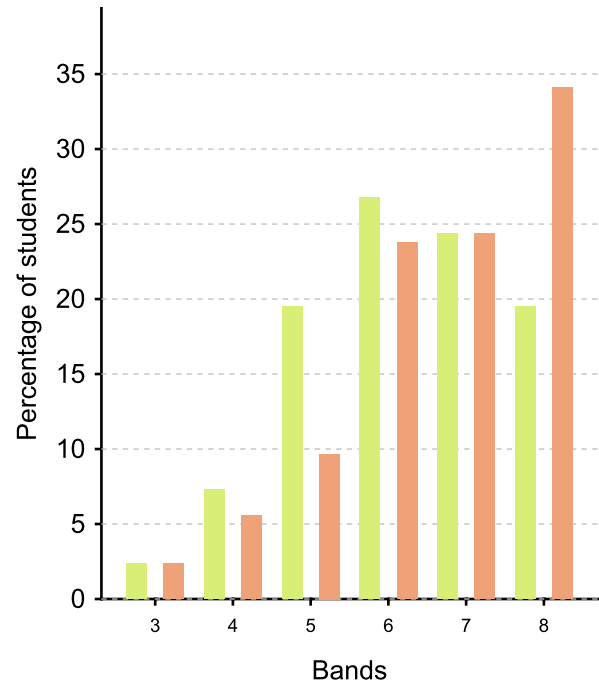
**Percentage in bands:**  
Year 3 Spelling



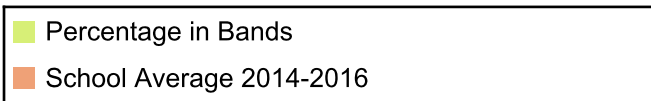
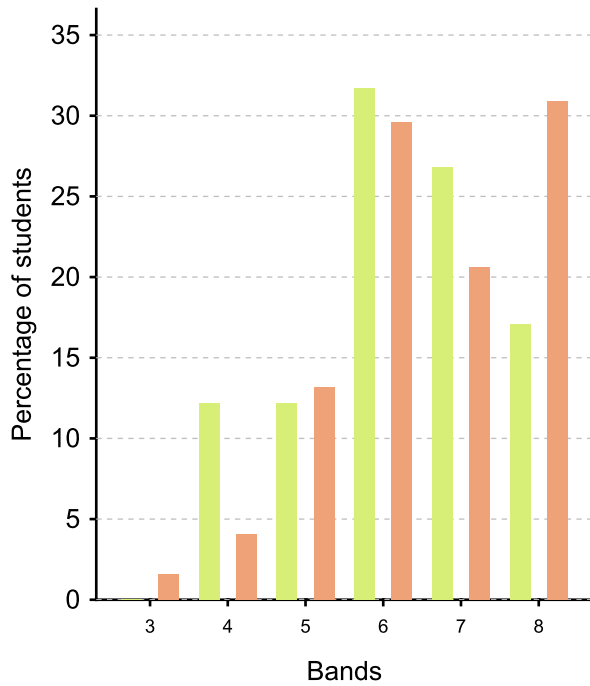
**Percentage in bands:**  
Year 3 Writing



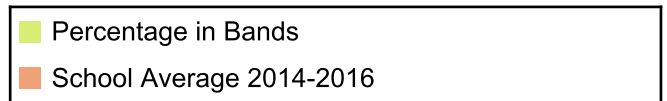
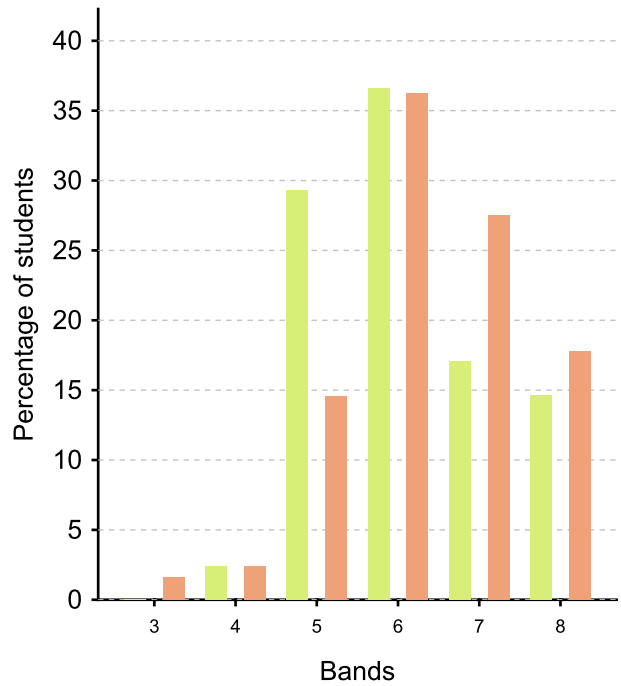
**Percentage in bands:**  
Year 5 Grammar & Punctuation



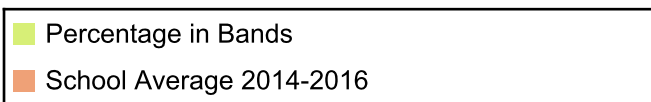
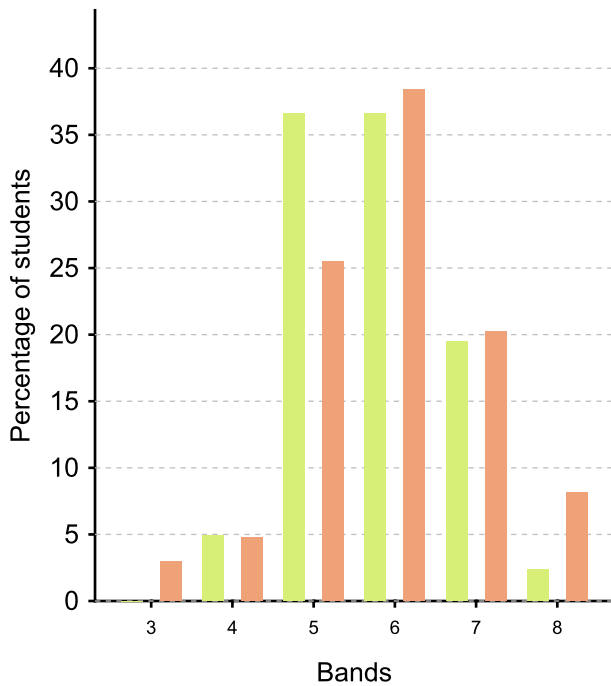
**Percentage in bands:**  
Year 5 Reading



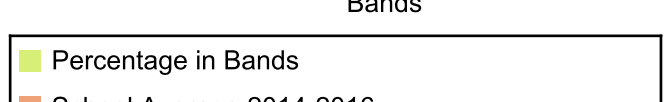
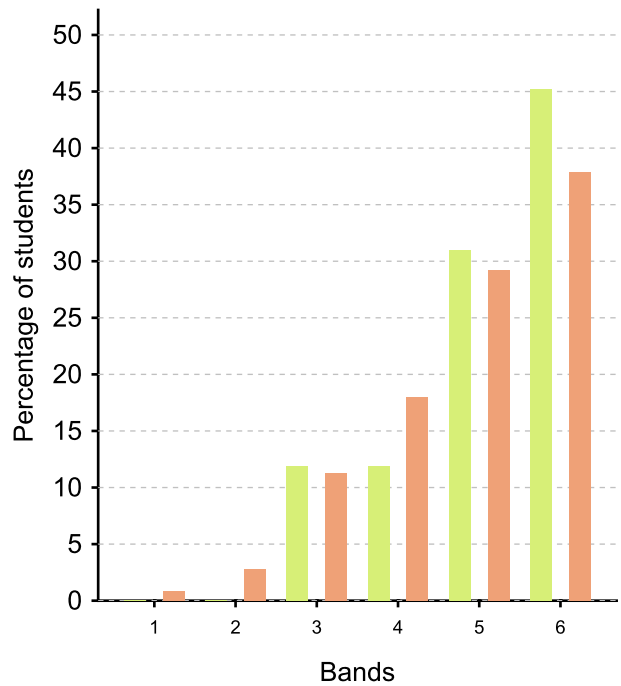
**Percentage in bands:**  
Year 5 Spelling



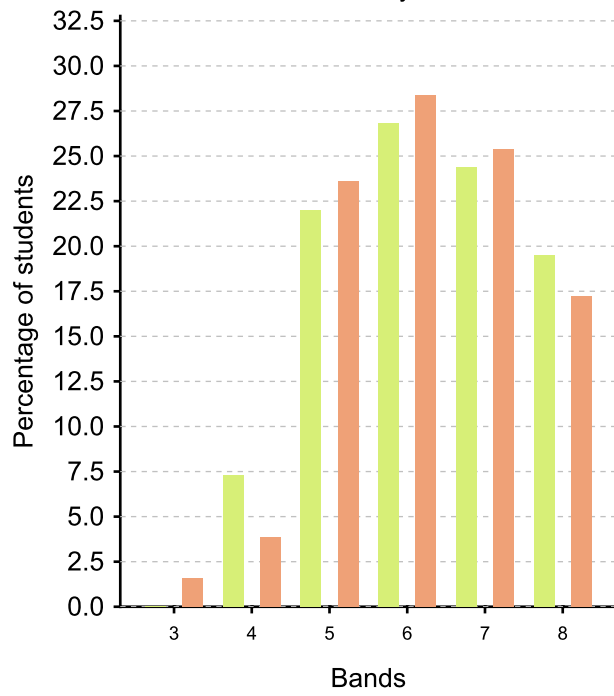
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2014-2016

## Parent/caregiver, student, teacher satisfaction

Students who felt a positive sense of belonging increased from 75% to 84%.

Students who felt someone within the school could provide encouragement and whom they could turn to increased from 6.6 to 8.7.

Positive teacher– student relationships increased from 8.3 in 2015 to 8.6 in 2016.

75% of students in Year 4–6 indicated they were interested and motivated.

Parents felt involved improved from 6.9 to 7.6.

Parents felt welcome improved from 7.3 to 7.4.



## Policy requirements

### Aboriginal education

Students commenced all official assemblies with the Acknowledgement of Country. Staff also commenced all formal education gatherings with this acknowledgement.

Students engaged in classroom activities and participated in units of work based on Aboriginal culture.

A focal point of Paddington's National Aboriginal and Indigenous Day Observance Committee (N.A.I.D.O.C.) Week coupled with Paddington's 160th anniversary celebrations included the painting of a whole school mural of the school's story by Wandana Group.

This included the students being educated on traditional indigenous life including smoking ceremonies, Aboriginal storytelling, art, song and dance along with the history of the school.

The school continued to purchase Aboriginal resources

to be used in literacy activities in all classes to further enhance student awareness of Aboriginal issues.



### Multicultural and anti-racism education

We celebrated our multicultural community with a variety of learning experiences throughout the year. Students celebrated Harmony Day, which aims to bring people together to promote Australian values and to celebrate the Australian way of life. Students participated in classroom activities to celebrate the diversity of Australian culture.

Students enthusiastically participated in an African dance and drumming experience which highlighted music and dance styles from particular cultures.

French is taught as part of the school learning program and Italian, Greek and Mandarin are optional language programs offered outside of school hours.

Multicultural perspectives with a focus on Asia, and Australia's engagement with Asia, are included in all teaching and learning programs.