

Annandale North Public School

Annual Report



2017



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Introduction

The Annual Report for **2017** is provided to the community of **Annandale North Public School** as an account of the school's operations and achievements throughout the year.

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

Samantha Nicol

Principal

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Message from the Principal

Over the last 12 months, Annandale North has seen remarkable change. There have been many administrative changes along with curriculum changes keeping everyone on their toes. Our aim this year has been to have a more consistent approach to everything we tackle. This has encompassed more consistent class programs, more consistent communication, more consistent messages to the students.

With school connectedness being the greatest indicator of student wellbeing, it is critical that the students feel connected to their school. Consistency will ensure all students feel equally valued and encouraged to feel that they are all valuable members of the community.

2017 marks the end of the school's first three year plan. There have been many accomplishments over the last three years enabling student to adapt to their ever changing world. Students have embraced project based learning enabling them to utilise higher order thinking skills such as analysis and evaluation to reflect on the skills. It is no longer enough to learn a skill or fact, students are expected to know how to use these skills in real world situations. This makes for a more rigorous learning program.

The school and parent community has invested heavily in technology to support the students to work in a more digital environment. Teachers have changed their teaching practice to embrace the advancement of technology, as well as balancing the importance of more traditional tasks of writing and draying.

Teachers have also developed a more inclusive classroom program which caters for the wide range of student learning needs in each and every classroom. Extending students with challenging work rather than more work continues to be a priority for ANPS teachers. I would like thank all of the school staff for embracing the many major changes over the last 12 months, for their support and positive momentum with continued changed.

School background

School vision statement

Our vision is to empower and enable students to become engaged life long learners who have the capacity to contribute creatively, collaborate effectively and communicate thoughtfully. We will model this by our actions as teachers, and through our connections with our community, to ensure students' future success.

School context

Annandale North Public School is situated in Annandale, an inner-city suburb of Sydney. The area is rich in history and known for its beautiful homes, historic buildings and churches, and wide tree-lined streets. The school occupies a small site bounded by three streets and the majority of students walk or are driven to school. Annandale North is a learning community where the involvement and participation of the whole community is valued. The community values and recognises the importance of the acquisition of knowledge and skills, along with the development of kindness and integrity as central to the development of the whole child. Through diverse programs and challenging learning experiences, students are encouraged to develop independent learning skills and to accept responsibility and direction for their own learning. Students are encouraged to be involved in decision making in their classes and across the whole school through an active Student Council. In these ways a balanced, stimulating and safe environment promotes an optimal learning climate for the needs of all students.

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 Learning, the school has shown improvement in the area of wellbeing. The school reviewed the school's procedures for student management, and updated the document which was then shared with parents. Proactive procedures for encouraging positive behaviour were also added to the document as these are used extensively in the school. Assessment and reporting procedures were also strengthened this year. A more consistent assessment strategy was put in place to ensure students participate in standardised assessments in a planned manner at appropriate times throughout the year. Explicit procedures are now in place to collect, analyse and manage student assessment data, meaning relevant information about a student's learning passes to the following teacher more easily. Learning plans are stored electronically. With the introduction of the Department's new reporting guidelines, reports to parents now include a comment about each key learning area as well as a general comment.

In the domain of Teaching, the school has shown improvement in the use of data. Teachers are using data more frequently to inform them of the next steps of student learning. Both formal and informal data is used to inform teachers of the steps needed to support student learning. Data is discussed at stage meetings to ensure teachers have a consistency to their marking. Teachers have shared their assessment practices with other schools at the CoLAS conference., Other teachers have visited ANPS classrooms to view the techniques shared at the conference.

In the domain of Leading, the school has shown improvement in the use of space. School spaces are used before and after school for a variety of community uses including before and after school care. Classroom spaces are used flexibly by teachers to engage students in a variety of lesson settings. and strategies. The school has developed a professional relationship with Sydney Theatre Company as part of the School Drama Project. This has engaged teachers in professional dialogue with experts in the field, and has enhanced their understanding of the use of drama to teach reading and comprehension skills.

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

future citizens

Purpose

All students to be actively engaged in developing skills and strategies that enable success in a changing world and be able to equip themselves with the depth of knowledge and the skills to become life long learners and responsible future citizens.

Overall summary of progress

School's wellbeing procedures were reviewed. Parents and teachers participated in the review to ensure all procedures were clearly defined and explained.

School laptops were added to enable all classes to have access to a future focussed learning environment.

Library desktops were replaced to provide a more efficient service to students in Library lessons.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increase in the number of students who demonstrate creativity, collaboration, information, management skills and guided inquiry in their learning.	IT budget \$10 000	Guided inquiry reviewed and now embedded in each stage across subjects as appropriate.
Teachers deliver high quality programs that are open-ended, authentic, inquiry-based and reflect global perspectives.	Instructional leader \$40 000	Inquiry learning extended to all years in mathematics. Instructional leader supported the process to embed investigations and assessment of investigations.
Professional development is undertaken that links with this strategic direction.	Professional Learning \$8 000	Selected staff participated in Google classroom PL to extend and enhance their knowledge.
Student satisfaction surveys indicate high sense of well-being.	Professional Learning \$2 000	Many students report a high sense of well being. Peer support program introduced to support student well being

Next Steps

- Continued work to support student well being
- Continued work in the assessment of subjects other than literacy and numeracy
- Support for new teachers to ANPS to assist them in implementing open ended inquiry based learning

Strategic Direction 2

differentiation

Purpose

Build the capacity of teachers to meet the diverse needs of learners through the development of innovative quality teaching practices to improve student learning outcomes.

Overall summary of progress

Teachers participated in professional learning to develop skills in delivering differentiated units of work to cater for a range of learning needs in the classroom.

Teachers have become more skilled in using data to inform their differentiated teaching and learning program.

Teachers have developed a routine of reflective practice and actively seek professional learning opportunities to develop their pedagogical knowledge

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
COLAS network established, attended and contributed to by ANPS executive.	Professional Learning \$3 500	All staff attended CoLAS conference and other extended professional learning opportunities. ANPS led workshops at CoLAS conference sharing best practice.
Program of observations and instructional rounds adopted.	Instructional Leader \$40 000	Executive teachers released to observe teaching and support teachers in changing their practice. Improved and more consistent pedagogy in all classrooms.
Continual student growth as measured by NAPLAN results over the three year period.		NAPLAN growth in Year 5– 75% of students exceeding expected growth in reading and maths compared with 56% in reading and , 42% in mathematics in 2014.
Individual staff learning plans established.		All teachers create their and review their own learning plans with their supervisors. Differentiated professional learning offered to staff to cater for the range of needs.
100% of staff accessed professional learning in line with the goals set in their Professional Development Framework		All staff including non teaching staff completed a cycle of the professional development framework.
Effective assessment, tracking and student analysis systems in place to ensure consistent teacher judgement, dynamic, effective programming and valuable reporting to parents.		Teachers work collaboratively as part of their routine to discuss assessment and ensure consistency across the stage.

Next Steps

- Continued work in assessment of subjects other than literacy and numeracy
- Professional learning plan to be devised to support all teachers to improve their pedagogy

Strategic Direction 3

efficiency

Purpose

Develop and maintain efficient technology, communication and administrative systems that support quality education to ensure clear, transparent and accountable internal systems.

Overall summary of progress

Technology throughout the school is more efficient and is now sufficient to support a more modern pedagogical approach

Communication with parents is more efficient

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All policies kept current and communicated to school and community.		
New server and Wifi system installed and operating.		Completed 2016
Staff trained in procedures.		Completed 2016
Communication systems are working effectively.		School App used as primary source of communication. Extended to include Year updates as well as specific class updates.
Improved results in communication and procedures from School Satisfaction Survey from community		Tell Them From Me survey data reflects parents are engaged with the school and value the improved communication procedures.
Integrated PL recording system adopted.		Teachers record their professional learning online to keep track of professional learning.

Next Steps

- Continue to monitor technology needs in the school and respond accordingly with a long term strategy
- Investigate online permission slips to assist parents to communicate with the school more easily.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1 200	Aboriginal students are supported with additional literacy support from the Learning and Support teacher. Families are supported in meeting the educational expenses of school.
English language proficiency	\$10 000	Students are supported with additional literacy support from the Learning and Support teacher. Student learning is maximised for all students.
Low level adjustment for disability	SLSO \$60 000 L&ST \$20 000	SLSO support for students in the classroom and additional one to one support on the playground. Learning and Support teacher employed an additional day per week to support students with additional learning needs.
Quality Teaching, Successful Students (QTSS)	\$30 000	Teachers are supported to develop their pedagogy through team teaching and lesson observations. Teaching practice is more consistent throughout the school.
Socio-economic background	\$1 800	Families assisted to meet the financial commitments of school camps, excursions and school expenses. All students able to attend all excursions and camps in 2017.
Support for beginning teachers	\$26 000	Beginning teachers are supported throughout the year with weekly mentoring sessions and additional professional learning opportunities. They participated in the School Drama project giving them the opportunity to work with other professionals.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	213	208	191	192
Girls	206	203	207	205

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.9	95.5	96.6	96.1
1	97.4	97.2	96.5	97.3
2	97.3	96.1	96.5	97.2
3	97	96.7	96.5	98.1
4	97.2	96.8	96.6	97.1
5	96.2	96.6	97.2	97.1
6	95.2	94.9	95.4	97.4
All Years	97	96.3	96.5	97.2
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

Management of non-attendance

Attendance rates at ANPS remain high. The school endeavours to seek parental support and work with families when attendance is an issue.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.67
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	3.12
Other Positions	0

*Full Time Equivalent

ANPS had 1 teacher of Aboriginal descent in 2017.

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	27

Professional learning and teacher accreditation

Teachers have participated in a range of professional learning experiences. This year the school has offered differentiated professional learning for teachers to ensure all teachers were developing relevant and meaningful skills.

All staff started the year with Circle Stories, presented by renowned author Nadia Wheatley. This workshop developed the understanding of country and the place it has in the new Geography syllabus.

ANPS teachers joined with teachers from other schools in the local area at the Community of Leichhardt Area Schools (CoLAS) Conference. This conference addressed the accreditation process as well as

provided an opportunity for teachers to attend workshops by teachers sharing best practice. Two of the five workshops were led by Annandale North teachers sharing their work in assessment and mathematics investigations. Teachers from other schools presented their work on creative thinking, project based learning and visible learning.

Again, working with the CoLAS schools enabled the school to provide extended professional learning opportunities on a variety of topics. As teachers are expected to cater for a range of student needs in the classroom with a variety of teaching techniques, professional learning which addresses a range of teacher needs is also necessary. Teachers chose between four workshops – Google Classrooms, Mentoring, Behaviour Management and What Works Best. Teachers attended two sessions with school based activities to be completed between the sessions. This model of professional learning is proven to be the most effective way to change teaching practice.

Teachers also participated in mandatory training in child protection, CPR, anaphylaxis and were updated in techniques for non violent crisis management.

Additionally, teachers participated in professional learning which focussed on grammar, drama,

Financial information (for schools fully deployed to SAP/SALM)

Financial summary

The information provided in the financial summary includes reporting from 1 January 2017 to 31 December 2017.

	2017 Actual (\$)
Opening Balance	-25,832
Revenue	3,452,040
Appropriation	2,916,055
Sale of Goods and Services	114,472
Grants and Contributions	419,639
Gain and Loss	0
Other Revenue	0
Investment Income	1,874
Expenses	-3,466,994
Recurrent Expenses	-3,466,994
Employee Related	-2,936,298
Operating Expenses	-530,696
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-14,954
Balance Carried Forward	-40,787

Throughout 2017, staff at ANPS have used the new financial management system. This has streamlined processes as well as enabling greater transparency. The school's executive team develop budgets for the year, allocating priorities and funding support.

In 2016 there was a large overspend in salaries which resulted in starting the year with a negative balance. This has been rectified throughout 2017 through the allocation of limited funding and ensuring all school activities were paid for in advance. All excursions returned a zero balance for the year. Part of the cost of the Italian language program was offset with other staffing allocations.

The playground equipment upgrade has been paid for and the work will be carried out by the Assets department in 2018.

The end of year deficit can be attributed to outstanding costs that are yet to be reimbursed from staffing (approx \$50 000) and reimbursement of the cost of the

playground equipment from P&C (approx \$40 000) upon completion of the project.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,600,398
Base Per Capita	60,825
Base Location	0
Other Base	2,539,573
Equity Total	85,108
Equity Aboriginal	1,279
Equity Socio economic	1,849
Equity Language	10,192
Equity Disability	71,789
Targeted Total	41,898
Other Total	35,756
Grand Total	2,763,159

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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

School performance

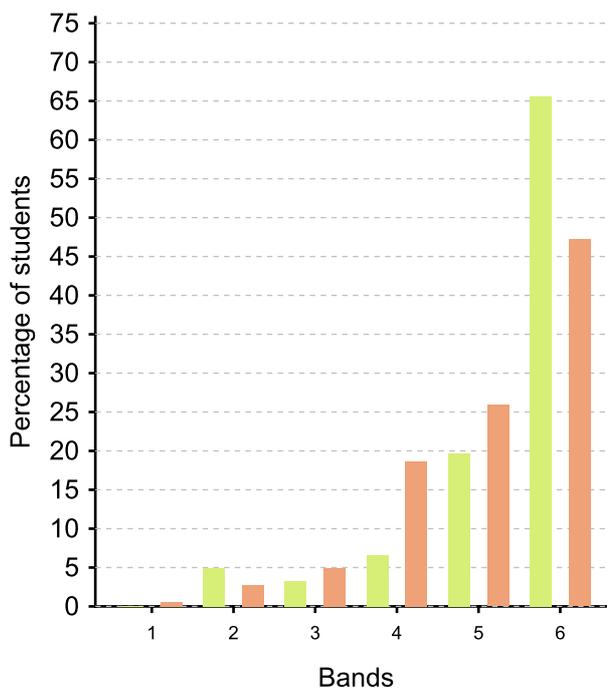
NAPLAN

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

Literacy results continue to remain high for students in Years 3 and 5. Of note is the student growth from Year 3 to Year 5 and Year 5 to 7. This has shown steady growth over the last three years indicating a strengthening of school programs and a stronger engagement of students in the older years.

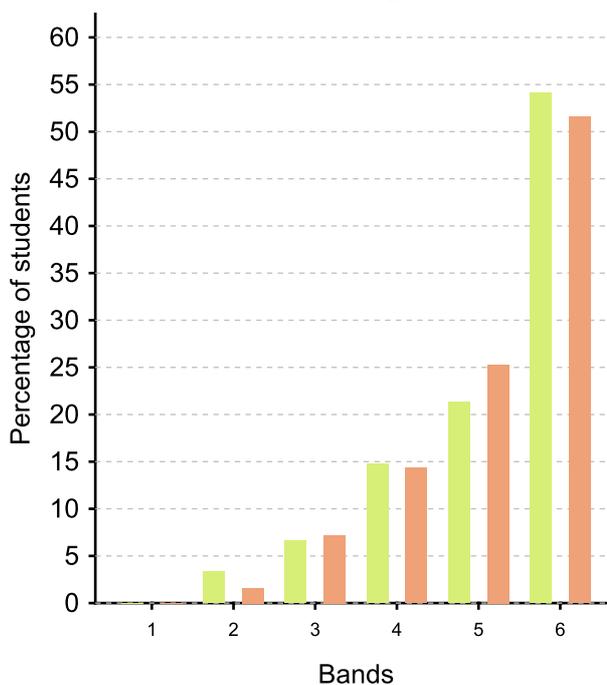
Spelling growth from Years 3 to 5 will remain an area of focus in 2018. In 2017 the school implemented a consistent program across the all years. Results of this should be evident in forthcoming years.

Percentage in bands:
Year 3 Grammar & Punctuation



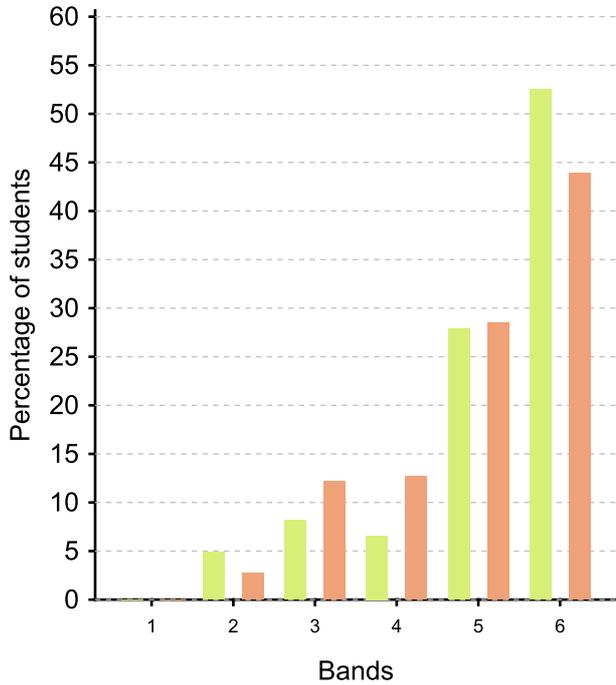
Band	1	2	3	4	5	6
Percentage of students	0.0	4.9	3.3	6.6	19.7	65.6
School avg 2015-2017	0.6	2.7	4.9	18.7	25.9	47.2

Percentage in bands:
Year 3 Reading



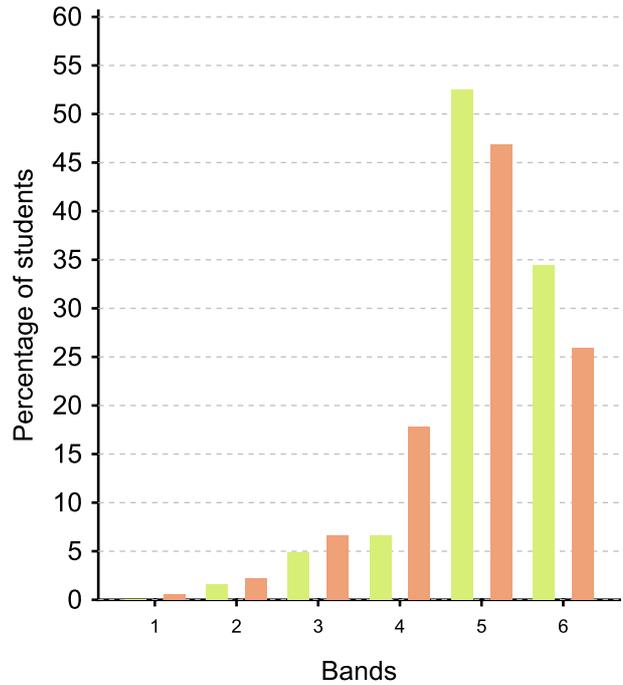
Band	1	2	3	4	5	6
Percentage of students	0.0	3.3	6.6	14.8	21.3	54.1
School avg 2015-2017	0.0	1.6	7.2	14.3	25.3	51.6

Percentage in bands:
Year 3 Spelling



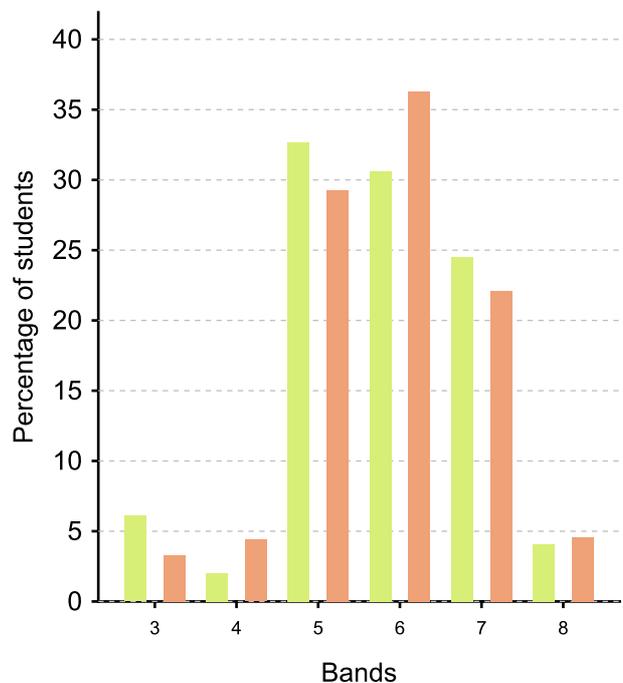
Band	1	2	3	4	5	6
Percentage of students	0.0	4.9	8.2	6.6	27.9	52.5
School avg 2015-2017	0.0	2.7	12.2	12.7	28.5	43.9

Percentage in bands:
Year 3 Writing



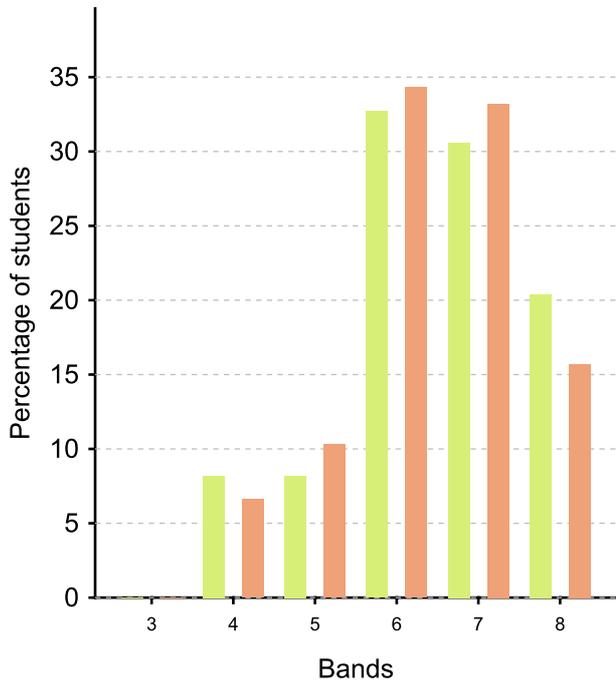
Band	1	2	3	4	5	6
Percentage of students	0.0	1.6	4.9	6.6	52.5	34.4
School avg 2015-2017	0.6	2.2	6.6	17.8	46.9	25.9

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	6.1	2.0	32.7	30.6	24.5	4.1
School avg 2015-2017	3.3	4.4	29.3	36.3	22.1	4.6

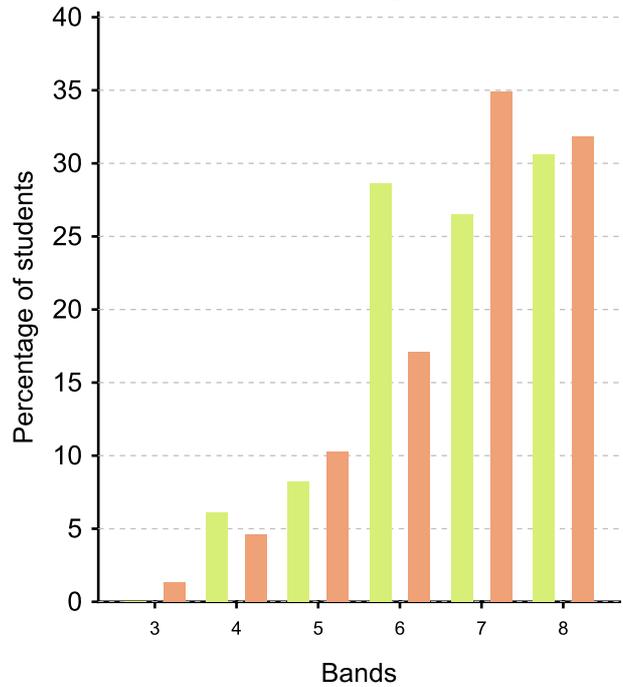
Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	8.2	8.2	32.7	30.6	20.4
School avg 2015-2017	0.0	6.6	10.3	34.3	33.2	15.7

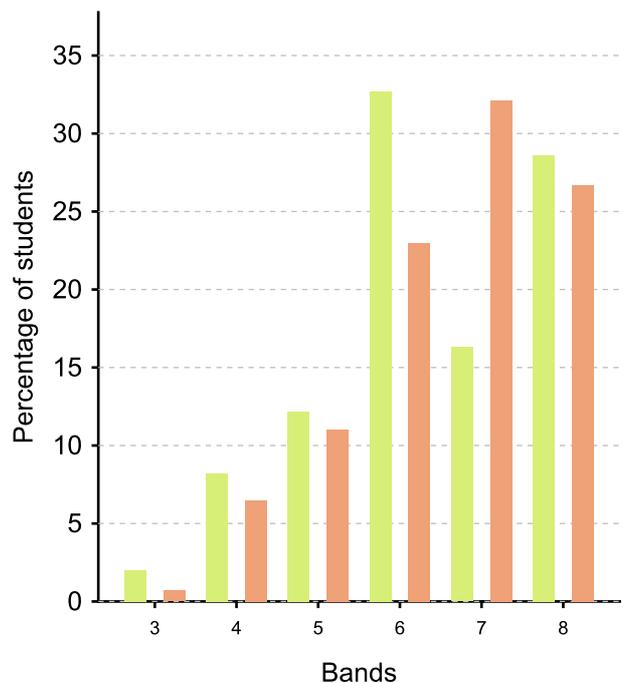
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	0.0	6.1	8.2	28.6	26.5	30.6
School avg 2015-2017	1.3	4.6	10.3	17.1	34.9	31.8

Percentage in bands:
Year 5 Grammar & Punctuation

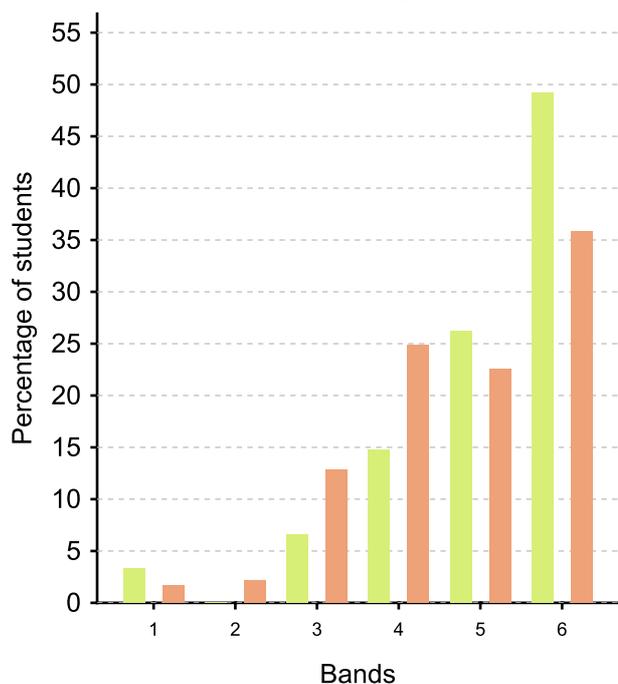


Percentage in Bands
School Average 2015-2017

Band	3	4	5	6	7	8
Percentage of students	2.0	8.2	12.2	32.7	16.3	28.6
School avg 2015-2017	0.7	6.5	11.0	23.0	32.1	26.7

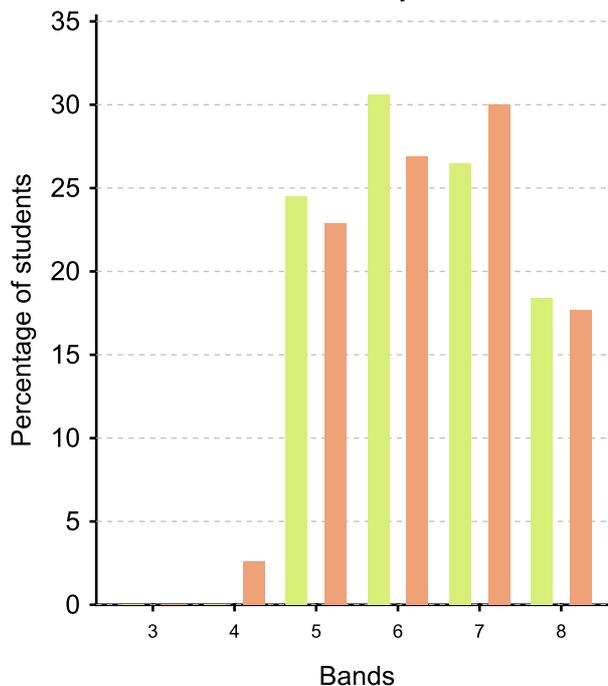
Numeracy results remain strong. Student growth has improved enormously indicating a stronger program in Stage 2 and 3, as well as greater consistency of program across the school.

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	3.3	0.0	6.6	14.8	26.2	49.2
School avg 2015-2017	1.7	2.2	12.8	24.9	22.6	35.8

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	0.0	24.5	30.6	26.5	18.4
School avg 2015-2017	0.0	2.6	22.9	26.9	30.0	17.7

The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data..

Policy requirements

Aboriginal education

ANPS only has a very small number of Aboriginal students. Students are supported with individual learning plans developed in consultation with the families. Classroom programs highlight Aboriginal history and stories. Older students are introduced to the more complex issues of Aboriginal history. Students recognise NAIDOC week with culturally appropriate classroom activities.. School Leaders developed their own Acknowledgement of Country which is shared at all assemblies throughout the year. All classroom teachers participated in professional learning that explored the idea of country.

SRC organised a book drive as part of the Stomp out the Gap initiative. Over 3 000 books were collected.

Multicultural and anti-racism education

Students at ANPS come from a diverse range of

cultural backgrounds. Students are encouraged to embrace diversity and be accepting of individual difference. This is done through the personal development program in classrooms. Students celebrated Harmony Day with special classroom activities as well as wearing national costumes or a splash of orange to mark the day. Students further develop their knowledge of people from other countries as they participate in units of work about Asia and other countries in the geography program.

ANPS has one Anti Racism Officer (ArCo). This teacher's knowledge was updated with professional learning. Only two incidences of racism were reported in 2017, and both were dealt with according to policy guidelines by the ArCo. Additional teachers will be trained in ArCo procedures in 2018.