

# Northmead Public School

## Annual Report



2017



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## Introduction

The Annual Report for 2017 is provided to the community of Northmead 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.

Mr. J. M.S. Mularczyk

Principal

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## Message from the Principal

It is a great pleasure to present the ninety-fourth Annual Report of Northmead Public School. As I complete nine years as Principal of Northmead Public School I feel very privileged to have the honour of leading such an outstanding school. It gives me great delight to report on the amazing qualities of our students and on the many activities and achievements of the students and the staff and of the wider Northmead Public School community for 2017.

Northmead Public School is indeed a vibrant learning community where the students are continually challenged, extended and nurtured.

One of the most notable and evident aspects of Northmead Public School is that it is a place where the students are enthusiastically engaged with their learning and with all aspects of their education. The learning environment is rich and stimulating and the students are given every opportunity and encouragement to grow and develop academically, personally, socially, creatively and physically. It is a great joy for me to be able to share this journey with the students and to actively support and encourage them in their interesting and varied endeavours.

I continue to be amazed by the wonderful spirit, vitality and enthusiasm of the students and impressed by the passion of the staff and by their strong ongoing commitment to provide the very best education for the students.

Northmead Public School is a school that is renowned for its academic excellence and rigour, its innovative thinking and learning programs, its rich and diverse co-curricular programs, its clear strong wellbeing programs with a focus on the development of leaders and the service of others, and a positive affirming culture that celebrates engaged learning and the achievement of personal best.

2017 has been an exciting year that has seen much change and innovation as we have continued to move forward in the development of our facilities, in our academic, wellbeing and leadership programs, in the rich and extensive co-curricular and extension programs offered to the students, and in the appointment of new staff.

At the end of 2017, I had the great pleasure of presenting a new Strategic Plan 2018–2020 to the Northmead Public School community. This dynamic document lays the foundations for the future directions of Northmead Public School and presents the strategic directions for the three year period. It is a comprehensive future-focused document that celebrates and recognises Northmead's fine heritage and foundation, its strong values, whilst endorsing and promoting the contemporary Northmead we know today, preparing and equipping students for the world of life and work in the 21st Century.

During 2018, this new Strategic Plan will become a working document for us as a school, with many work stream teams being established to work through the different sections of the plan and start to develop goals, outcomes, timelines and priorities for each of the key areas identified in the plan. Work stream teams have been established to prioritise and implement the strategic directions across the key areas in the life of our school.

Our students need to develop future ready capabilities – they need to be globally good, not just locally good; they need to be able to create a job, not just get a job; they need to have a capacity to learn, relearn and unlearn; they must have human-centric abilities such as resilience, persistence, resourcefulness, empathy, compassion, and be able to form connections with others.

With our focus at Northmead on fostering a culture of learning in which thinking is visible and valued, and our student well-being program focusing on character attributes, we are equipping our young people for life beyond school.

All too often schools are measured by a narrow set of statistics and whilst Northmead Public School has all the data to indicate it is a most successful school, it is so much more. In reading the content of this report please keep in mind that behind every section are stories of student achievement, stories of our commitment to our students and, further each section is a celebration of the unique learning environment that has been created at Northmead Public School in the interests of providing a quality and well-balanced education to all who attend. We have continued to explore opportunities this year to prepare and plan for a preferred future ensuring we maintain our place at the forefront of education.

I publicly acknowledge all students, staff, parents, school P&C, school partners and thank all who have contributed to the School and its outcomes in 2017. I commend the 2017 Annual Report to you.

Mr J.M.S. Mularczyk

Principal

## School background

### School vision statement

We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.

### School context

Northmead Public School opened in 1923 and has a current K–6 enrolment of 682 students. It is projected that the school will be well over 700 students in 2018. Northmead is located in the Sydney metropolitan area, approximately 6 kilometres from Parramatta.

Northmead Public School serves a diverse community with regular, strong support from an active parent body.

The Index of Community Socio-Educational Advantage (ICSEA) rating is 1066 and the school Family Occupation and Education Index (FOEI) is 55.

There is a diverse population with 37% from a language other than English background. Some 46 languages are spoken, the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu. Less than 0.02% of student population identify as Aboriginal.

Projected school growth of school-age children is expected to continue in Northmead over the next few years. While this is a positive trend, it brings challenges.

Currently there is an increasing mobility rate with the construction of large numbers of medium density housing. The annual enrolment growth from 2010 is 2.0%.

Northmead Public School has a highly dedicated staff that consistently focus on providing quality educational programs. Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals. Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students.

The school provides a wide range of sporting, social and cultural opportunities for its students. These extended learning opportunities include the partnership with local schools through the Toongabbie Learning Community to support the academic extension programs that form an integral part of the curriculum offerings of the school.

The school also has an extensive and much valued band program.

There are also strong literacy and numeracy support programs. These programs are supported by a wellbeing tradition and a highly competent and effective administration team.

The school staffing profile indicated a stable staff with a good mix of experience. Staff turnover is quite low. The staff is committed to providing an education that recognises and values diversity and to offering all students opportunities to succeed.

The school's physical environment is most attractive and welcoming.

The school staff and P&C members are committed to enhancing the facilities available to the students with planned renovations a feature of their forward planning. The school's buildings and gardens provide a setting that contributes greatly to the establishment of a learning environment.

## 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 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>

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.

The School Strategic Plan 2015–2017 clearly identifies the school's directions for student achievement and describes the major strategies and milestones to be followed to achieve those directions. The school leadership team and staff, students and parents determined the three directions and communicated them to the school community through the Strategic Plan. They are aspirational targets and well suited to the context of the school. There is clear evidence of thorough interrogation of the data and appropriate planning undertaken to develop strategies to support staff to address the targets. There was evidence the staff is addressing the needs of various groups within the school populations.

## **Self-assessment and school achievements**

### **Learning – Sustaining and Growing**

Northmead Public School prides itself on its achievements in both the academic field as well as meeting the needs of the diverse range of abilities of students who participate in extra-curricula programs. The school has fostered a number of partnerships with external agencies and educational institutions to improve outcomes for students and support families such as ONE Education. It has strong ties with Northmead High School for the purposes of networking, giving the students the opportunity to experience high school and curriculum development. This partnership also facilitates the transition from primary school into high school.

The academic achievement of Year 3, 5 and 7 students demonstrates very positive results.

Standards table percentage at proficiency

|                       | Year 3 School | Year 3 State | Year 5 School | Year 5 state | Year 7 School | Year 7 |
|-----------------------|---------------|--------------|---------------|--------------|---------------|--------|
| State                 |               |              |               |              |               |        |
| Reading               | 63%           | 51%          | 51%           | 40%          | 44%           | 31%    |
| Writing               | 67%           | 53%          | 23%           | 18%          | 29%           | 21%    |
| Spelling              | 57%           | 53%          | 47%           | 38%          | 59%           | 41%    |
| Grammar & Punctuation | 71%           | 62%          | 46%           | 36%          | 43%           | 30%    |
| Numeracy              | 50%           | 43%          | 42%           | 33%          | 45%           | 33%    |

An effective professional development program involving peer coaching and mentoring was initiated under the guidance of retired Principal, Mrs. Thomas. This was linked to the professional development process that also relates to the School Plan.

In recent years, the school has introduced new future focussed furniture into Stage 2 and 3 classrooms. With these upgrades and also the refurbishment of Aboriginal Bush Tucker Garden areas, the students and staff have an attractive learning environment. The school continues to invest in the use of technology in education and is currently embarking on a 1:1 Infinity Technology Project into the school. The teachers have embraced the use of tablet computers and there are many exciting initiatives being developed in this area.

A culture of reflection and self-review is evident within all areas of the school. There is robust interrogation of data in the key priority areas with a focus on continually improving student learning in academic and non-academic areas and creating an appropriate teaching and learning environment to improve student performance.

Judgments are made reflective of comprehensive data analysis and used as a foundation for monitoring individual student progress, student cohort gain, curriculum delivery, the ongoing development of school-appropriate documents and targeted use of resources.

A recent example of the latter has seen the development of a systematic approach in the improvement of writing initiated



by the literacy committee under the leadership of Mrs. Kanaan. Evidence-based practices are in place particularly in the academic achievement and school sustainability priority areas where data is readily available. The data analysed by the school is comprehensive and across the whole curriculum. It has the ability to provide information on whole-of-school performance as well as detecting those students not performing to potential. There is a thorough analysis of the data against State and like-school averages. An example of this critical analysis has highlighted the school's need to improve the targets for EAL (English as an Additional Language) students. While the NAPLAN targets were aspirational when compared with State and like-schools they were at or above the expected standard. The school is addressing this as an area for improvement and is expecting this target is met by the end of the next three year plan.

There is rigorous collation and interrogation of evidence-based data to improve student learning across all year levels. All staff are using data (PLAN) to track assessment grade allocation and to monitor individual student achievement. Achievement compared to national, State and like-schools places Northmead Public School above average in all target areas.

The academic achievement of Year 3 and 5 students demonstrates very positive results.

School data shows that student progress and achievement is greater than students at statistically similar schools on external measures, and this is consistent with strong student progress and achievement on internal measures.

At least 97% of students achieve at or above national minimum standards on NAPLAN reading, writing and numeracy.

A distributed leadership practice is evident in all aspects of the school administration. A number of operative committees have been established to lead the review process to monitor student achievement in both academic and non-academic areas and to map progress against the school's development plans. Milestone goals are set for all curriculum areas and it is evident that these are reviewed continuously.

A reflective approach is manifest towards future planning with clear structures in place to ensure involvement of all staff in this process and an effective means of collating this information to target whole-school improvement. The Principal receives very strong administrative support through effective collaboration with teams of teachers, demonstrating a whole-school approach to student learning and achievement.

Literacy is a whole-school focus with student achievement being reviewed through NAPLAN assessments. Explicit data indicates individual student gain in literacy being at or above target across all year groups. A noted weakness in writing in 2015–17 led to the development of a consistent approach to embed writing strategies across all curriculum areas. Explicit teaching, tutoring programs, support sessions and individual coaching assist students in achieving targets.

## **Teaching – Sustaining and Growing**

The school is managing curriculum change successfully. It is implementing the Australian Curriculum, Assessment and Reporting Authority and NESA requirements according to the timeline and guidelines. It has increased the use of technology by staff and students and is implementing online learning and assessment to support the curriculum.

During the visit by the Minister of Education, the school was commended on the extensive range of quality specialist programs offered. These programs provide innovative, state-of-the-art curricula and resources with close links to the community, led by highly dedicated teams. In particular, the school offers selected programs for gifted and talented students in mathematics and science. These are all rated highly by school staff, students and parents.

During 2017, Ms Egger and Mrs Latchford worked extensively with Australian Curriculum, Assessment and Reporting Authority (ACARA) and NSW Education Standards Authority(NESA) on the development of Learning Progression software. The new National Literacy and Numeracy Learning Progressions are intended to assist teachers to locate a student's current literacy and numeracy knowledge, understanding and skills in order to better determine and identify the learning that should follow.

Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.

The learning goals for students are informed by analysis of internal and external student progress and achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Reporting on school performance is based on valid and reliable data and analysis.

The school is well organised and highly structured with everyone being accountable for supporting the plan and improving student outcomes. The school staff, students, parents and community are all working towards the same vision of maintaining a safe, happy and caring learning environment. The students are engaged in a range of innovative curricula and extra-curricula activities and demonstrate mutual respect for the multicultural school context. The school is highly commended on achieving this. A 1:1 computer program has been implemented for students in Kindergarten, Year 1, all Year 2 and 3 students. The school is commended on the development of its Year 6–7 transition program.

The school has been working very closely with the local high school over a number of years to implement an innovative transition program for Year 7 students in 2018. This ground work, based on very strong partnerships with Northmead High School, a proactive and reflective approach to preparing suitable curricula, and the commitment of staff in Years 6—7 to engage in the change process.

Students at educational risk in Years K—6 are supported in the Learning and Support program with individual programs developed to meet their specific needs.

A school student support officer provides additional wellbeing care to students. All support staff are clearly included in whole-school planning and these programs appear highly effective in supporting the school's development plan. A range of performance information including National Assessment Program—Literacy and Numeracy (NAPLAN) is routinely used by the staff to reflect on performance.

in 2017, the Visible Learning Team has focused on establishing a school wide culture of student centred learning and evidence seeking.

### **Leadership – Sustaining and Growing**

Northmead Public School has embraced a culture of continual school improvement.

There is a well-defined practice of rigorous self-analysis of all areas of the school based on the school review cycle. This cycle is based on the 'School Excellence Framework Model' and is centred on the school's Strategic Plan that is clearly linked to the whole-school priority areas. There is an ongoing self-review approach by all staff with the provision of a formal, milestone review process with Assistant Principals that leads to a regular review of the School Plan.

The school's positive culture and inclusive environment values and supports all students. The P&C's involvement in the regular administration of parent, staff and student satisfaction surveys was seen as another way of raising the profile of the school.

Communication between the school and parents is at a very high level through the effective use of social media, emails, regular newsletters, the school's website and Department of Education online services portal. The parents are encouraged to be active participants in their children's education and many do so through their involvement in the many Parents and Citizens' Association sub-committees.

## **Self-assessment and school achievement (for schools participating in External Validation)**

### **Self-assessment using the School Excellence Framework**

In 2017, Northmead Public School was not involved in the external validation process.

## Strategic Direction 1

Provide an educational experience that challenges students to achieve their fullest potential

### Purpose

At Northmead Public School we want every student to reach their potential, and to master the foundation literacy and numeracy skills, as well as the personal and social capabilities, required for lifelong learning. Our purpose is to support our students to grow to love learning, become lifelong learners, be confident, generous and responsible global citizens, and be capable of facing the future with resilience and optimism.

### Overall summary of progress

Northmead PS staff has placed great emphasis on data analysis as a part of the school's teaching and learning culture with all staff actively engaged in supportive self-review. Analysis of NAPLAN and other normative-based data, diagnostic assessments, examination of grade distributions and comparisons with like schools is extensive.

The school performance overview, based on 2017 NAPLAN results, reflects an upward trend in overall achievement. The Year 3 and 5 cohorts have performed above statistically similar schools and NSW public schools in all literacy and numeracy areas tested.

The teaching of writing receives a major focus in response to inconsistencies in performance made between Years 3 and 5 in NAPLAN in the past. This has involved the explicit teaching of concepts, processes and skills including sentence structure, vocabulary development and paragraphing. The provision of a learning support teacher, in Mrs Kanaan, has enabled classroom teachers to more effectively target students requiring extension. The leader of the literacy committee assumes a mentoring and coaching role to build the capacity of staff to implement agreed teaching emphases effectively.

A comprehensive school-based assessment schedule supports the use of system-level data and common assessment tasks to make judgements about student achievement and to identify areas requiring an improvement focus. The schedule is inclusive of all phases-of-learning with in the school and derives data from a variety of school-based and normed external instruments. This process has facilitated the identification of students' learning needs, the planning of a range of appropriate, best practice pedagogies and the formative assessment of students' progress to enable ongoing adjustments to be made to the teaching and learning program.

There is a significant emphasis in the school on the early years, characterised by a strong Kindergarten to Year 2 program. A feature of weekly collaboration meetings is the emphasis on ensuring that teaching practice is relevant and connected and that teachers develop and share a common pedagogical language.

### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| <p>Sustained, positive growth as measured by the percentage of students in the top two bands in NAPLAN by 0.5% annually.</p> <p>Degree of evidence based decision making in teaching, as measured by inclusion of data analysis in programming and planning documentation.</p> <p>Data analysis over three years demonstrates sustained, value adding to each cohort of students.</p> <p>Increase the percentage of Year 3 students mainstream boys achieving greater than or equal to expected growth in NAPLAN</p> | <p>\$47,762.00</p>            | <p>The number of students performing below National Minimal Standards (NMS) has remained very low while we achieved strong student added value growth from Years 3–7.</p> <p><b>Reading Results:</b></p> <ul style="list-style-type: none"><li>• Year 3 – 3% of students achieved below NMS compared to 6% of state.</li><li>• Year 5 – 1% of students achieved below NMS compared to 6% of state.</li><li>• Year 7 – 1% of students achieved below NMS compared to 7% of state.</li></ul> <p><b>Spelling Results:</b></p> <ul style="list-style-type: none"><li>• Year 3 – 1% of students achieved below NMS compared to 5% of state.</li><li>• Year 5 – 2 % of students achieved below NMS compared to 7% of state.</li><li>• Year 7 – 3 % of students achieved below NMS compared to 6% of state.</li></ul> <p><b>Writing Results:</b></p> |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| <p>numeracy.</p> <p>100% of students identified at risk of failure are placed on Individual Learning Plans that support their specific learning needs and lead to improved outcomes.</p> |                               | <ul style="list-style-type: none"> <li>• Year 3 – 2% of students achieved below NMS compared to 3% of state.</li> <li>• Year 5 – 1 % of students achieved below NMS compared to 8% of state.</li> <li>• Year 7 – 1 % of students achieved below NMS compared to 10% of state.</li> </ul> <p><b>Numeracy Results:</b></p> <ul style="list-style-type: none"> <li>• Year 3 – 1% of students achieved below NMS compared to 5% of state.</li> <li>• Year 5 – 4% of students achieved below NMS compared to 5 % of state.</li> <li>• Year 7 – 1% of students achieved below NMS compared to 4% of state.</li> </ul> <p>In 2017 the school has demonstrated an increase in the proportion of students in the top two NAPLAN bands by 10.9% in Year 3 reading.</p> <p>In addition, Year 3 writing improved by 14% in the top two NAPLAN bands through the provision of additional staffing allocation targeting writing and learning support.</p> <p>The average gain in NAPLAN scores in numeracy from Years 3 to 5 exceeded the average gain made by all schools by 4.9%.</p> <p>Over 80% of students demonstrated greater than or equal to expected growth. The average gain in NAPLAN numeracy scores from Years 3–5 state-wide was 96.8, while Northmead PS grew at 101.7. 80.7% of students demonstrated greater than or equal to expected growth with 34.1% of students in the top 75th and above percentile.</p> |

## Next Steps

In 2018 we will continue to:

1. Implement a whole school teacher development system that promotes, supports and showcases innovative practice. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
2. Revolutionise technology infrastructure and embed innovative pedagogy to achieve enriched learning outcomes to optimise learning.
3. Act as facilitators of learning that is a transformative student experience – learning that is personalised and future focused. Moreover, the school will continue to use research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
4. Show evidence of adjustment to address individual student needs, ensuring that all students are challenged and all accommodations lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.

## Strategic Direction 2

The basis for improving student learning outcomes is high quality teaching and leadership.

### Purpose

We value academic achievement and will maintain our commitment to providing opportunities for all students to maximize the potential through excellence in teaching and learning. Northmead has an expectation of achievement for all. We will build on our tradition of success by continually reviewing and strengthening the quality of teaching and learning. At Northmead we know that a quality education depends on great teaching and nurturing all staff. Building teacher leadership capacity is an essential component of sustaining successful school reform and the embedding of professionalisation of teachers in order to maximise student learning.

### Overall summary of progress

A professional learning program continued to enhance teachers' understanding and ability to teach the 21st Century learning skills through continued focus on Project Based Learning. 2017 also saw the continued professional development on John Hattie's Visible Learning data through a positive collaboration with Hilltop Road Public School. The aim is to provide students with explicit feedback with a focus on their learning intentions and the use of peer feedback.

We continued to build staff capacity to demonstrate their professionalism and leadership by collaborating, sharing individual expertise and best practice initiatives through:

– Instituting a diverse program of collaborative learning and lesson visits that support whole-school priorities for teaching, assessment and learning that allow teachers to focus on priorities and needs using Quality Teaching, Successful Students mentoring and growth coaching models. This involved:

- Engagement in lesson observation, lesson study and structured feedback that links their teaching to the goals of their Professional Development Plan.
- Generating opportunities for distributed leadership and responsibility for initiatives, such as curriculum leaders that support career development.
- Align staff performance and development to the Australian Institute for Teaching and School Leadership (AITSL).
- Providing staff with opportunities for professional development, reflection and self-assessments to maintain Proficient, Highly Accomplished or Lead teaching standards.

2017 saw the introduction of new professional development processes for school administration, support staff and casual teachers. These staff received support and guidance from their supervisor in setting meaningful and appropriate professional goals via the new departmental professional development process. There is evidence through the Professional Development Framework of improved administrative, adaptive, enabling leadership as a result of this collaborative process.

Curriculum mapping informed our emerging approach to "Growth Mindset" assessment. Given the scarcity of curriculum time in an ever-expanding and crowded curriculum space, it is essential that the amount of time devoted to assessment is coupled strategically with the concept of assessment for learning.

100% of beginning teachers meet Department of Education and NSW Education Standards Authority (NESA) accreditation requirements. Supervisors have completed a milestone survey that shows evidence of the effective monitoring of beginning teacher practice and effective monitoring of Australian professional standards into supervision practices with all staff.

In 2017 Northmead Public School continued to:

- Implement induction and initial accreditation programs, documents and procedures updated to embed Great Teaching Inspired Learning requirements.
- Expand executive training in using new performance and development procedures and the induction of beginning teachers.
- Better coordinated personalised learning throughout the school while modelling instructional leadership and evidence based practices.

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| <p>Evidence from student feedback and student work samples will indicate that each student consistently experiences an engaging, relevant curriculum and quality teaching.</p> <p>All teachers will have engaged in lesson observation and structured feedback that links their teaching to the goals of their Professional Development Plan.</p> <p>A staff development plan with clear aims has been formulated. Feedback from team leaders of Australian Curriculum subjects will report teachers have embedded a contemporary pedagogical platform which builds teacher capacity to improve student learning and are confident in using the Australian Curriculum and are able to make moderated judgements of student achievement in a fair and valid manner.</p> |                               | <p>The school continued to design and implement units based on new syllabus documents that promote blended learning and a focus on inquiry skills.</p> <p>Northmead Public School continues to provide professional learning opportunities to support the consolidation of the whole school curriculum implementation.</p> <p>Staff K–3 engaged in lesson observation as part of the school's initiative surrounding Visible Learning: The observations were based on:</p> <ul style="list-style-type: none"> <li>• professional Development Plan goal–referenced</li> <li>• ongoing – provides opportunities for teachers to alter their practice to better achieve their goals</li> <li>• linked to the Australian Professional Standards for Teachers.</li> <li>• observations were peer to peer, supervisor to teacher, or teacher to supervisor.</li> </ul> <p>2017 Northmead Public school continued the implementation schedule for NSW K–10 English, Mathematics, Science and History syllabuses incorporating Australian curriculum.</p> <p>The Geography syllabus is the fifth new NSW syllabus developed to accommodate the agreed content in the Australian curriculum, and the second in the HSIE key learning area.</p> |

## Next Steps

In 2018 we will:

1. Engage in action research that develops deep knowledge and understanding of new curriculum, embeds a visible learning to learn framework and innovative pedagogy to achieve enriched learning outcomes across all Key Learning Areas. In 2018 we will introduce the new Science and Technology and PD.H.PE syllabuses.
2. Personalise learning, deep thinking, authentic tasks, self-reflection and self-assessment. Use data effectively to individualise the learning for students.
3. Adopt evidence based strategies, including academic data and learning progressions to analyse past performance and plan for improved performance. Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

### Strategic Direction 3

Students, their achievements and their wellbeing drive all decisions and actions.

#### Purpose

Student welfare is essential to learning. Central to our purpose is data driven change and decision making. We aim to reinforce our school and departmental values in developing confident, competent, compassionate and curious learners. In an increasingly globalised planet requiring students with the lifelong capacity to learn and adapt, every student must further develop their wellbeing, while strengthening their leadership capacity and be a responsible global citizen. Further we seek to build mutually respectful relationships through maintaining and strengthening a culture of tolerance, inclusion and understanding in a welcoming community.

#### Overall summary of progress

2017 saw the consolidation of the Positive Behaviour for Learning program (PBL). This is a school-wide system to enhance student success. It equips students to develop strong social and academic achievement in a framework that supports both students and staff. At Northmead our PBL program involves a focus on explicitly teaching appropriate behaviours that are reinforced through consistent positive practices, language and rewards.

LMBR stands for Learning Management and Business Reform. The entire Department of Education is in the process of implementing modern, integrated technology systems in human resources, payroll, finance and student administration to provide better service and value to staff, students, parents and the community. It will impact on every facet of school life. Among other things, LMBR provided:

- Accurate reporting of financial operations.
- Better definition and reporting on services.
- A unique and secure student registration number and single source of up-to-date information about our students.
- Increased and improved information about student academic achievement and plans.
- Better tracking of important health, well-being and emergency contact information

A comprehensive student wellbeing package – (SALM) Student administration, learning and management will be utilized in 2018. The main focus of LMBR reform for staff was the roll marking feature. We are grateful for the outstanding leadership of our Compliance Officer and former Director, Mr. Peter Rowsell for his technical support.

In 2017, Northmead Public School:

- Use of PLAN data for decision making is justified by this data in that the predictions are as expected, they align with other testing, and the 2016 pattern has been replicated in 2017. PLAN gives teachers broad scale information as well as individual diagnostic data.
- Updated reports to communicate clearly, accurately and respectfully to students and parents/carers about overall student achievement showing progress over time.
- Consolidated student goal setting practices. Students articulated their own learning and reported on their learning processes and outcomes, and developed strategies for improvement. Staff devised and implemented a range of staff and student feedback models to increase guidance and improve student outcomes, incorporating self and peer evaluation of performance.
- Teachers continued to develop assessment rubrics based on the 21st Century innovative teaching and learning material linked to the Assessment and Reporting Authority (ACARA) General Capabilities Framework.

#### Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)    | Funds Expended<br>(Resources) | Progress achieved this year   |
|--|-------------------------------|---|
| 100% of administration, teachers and executive staff are |                               | In 2017 Northmead Public School worked extensively with Adrian Rizzo, Psychologist at the |

## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)  | Funds Expended<br>(Resources) | Progress achieved this year  |
|--|-------------------------------|--|
| <p>transitioned to implement the next phase of LMBR.</p> <p>Demonstrated consistency of teacher judgement of student performance in Key Learning Areas, stages and year levels.</p> <p>100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.</p> <p>100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.</p> |                               | <p>Pastoral Counselling Institute on building resilience. This training provided an evidence-based approach to developing social and emotional learning skills and enhancing resilience. It recommends taking a multi-dimensional, school-wide approach to supporting resilience and engagement, which has a positive impact on social and academic outcomes.</p> <p>In Term 3 the school also worked with Dr Peter Powell. He is a registered psychologist- and currently the Executive Director of the Pastoral Counselling Institute. In his counselling practice he works with many families who present with difficulties because of these disorders and as a result, has developed the Raising Difficult Children program to assist both parents and professionals. He has pioneered work in behaviour management for adults with AD/HD, particularly for couples where AD/HD type behaviour has an impact on their relationship.</p> <p>In 2015, the New South Wales Government announced that it would provide a total of \$167.2 million over four years for a comprehensive package of support to promote positive student wellbeing. Mrs. Aquillino, Student Support Officer is embedded in our Learning and Support team to support the delivery of quality resiliency, anxiety, play leaders and anti-bullying services for all students, with extra effort directed to ensuring wellbeing services are accessible to, and inclusive of, the most vulnerable and disadvantaged.</p> <p>Seasons for Growth is a program for children who have experienced significant change or loss. It is a group that consists of four to eight children who meet once a week for 45 minutes over a ten week period. Students spend time with children who have had similar experiences, with a focus on developing resilience and promoting social and emotional wellbeing.</p> <p>Seasons for Growth is based on the belief that change, loss and grief are a normal and valuable part of life. We examine the impact of changes such as death, separation, divorce, and natural disaster upon our lives, and explore how we can learn to live with and grow from these experiences.</p> <p>Northmead Public School worked with Mrs. Lyndall Foster, Leader National Literacy and Numeracy- Learning Progressions at the Australian Curriculum, Assessment and Reporting Authority on the new learning progressions strategy. The national learning progressions will enable teachers to locate a student's current literacy and numeracy knowledge, understanding and skills in order to determine the learning that should follow. Northmead Public School provided feedback to the NSW Education Standards Authority (NESA) about the national Literacy and Numeracy Progressions. In addition, Northmead Public School collaborated with Mr. Peter Lee, Inspector, Primary Education,</p> |



## Progress towards achieving improvement measures

| Improvement measures<br>(to be achieved over 3 years)   | Funds Expended<br>(Resources) | Progress achieved this year  |
|---|-------------------------------|--|
| <p>100% of administration, teachers and executive staff are transitioned to implement the next phase of LMBR.</p> <p>Demonstrated consistency of teacher judgement of student performance in Key Learning Areas, stages and year levels.</p> <p>100% of teachers utilising NAPLAN Item analysis and learning support materials to benefit and improve teaching programs.</p> <p>100% of teacher teams are collecting, analysing and interpreting data from our school assessments to inform their teaching practices.</p> |                               | <p>on providing feedback to students, parents and other teachers about student progress in a standards referenced framework. This helped teachers make professional judgements about student learning at key points in the learning cycle.</p> |

## Next Steps

In 2018 we will continue to:

1. Explore a future focus by ensuring all our places and spaces are used for creativity and collaboration. We will continue to work with the Futures Learning Unit to devise teaching and learning processes which are flexible and caters for different learning styles, abilities and aspirations.
2. Wellbeing: Promote student wellbeing, independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning. Continue to build on the strategies to support student and staff well-being and improve resilience. Staff Development activities will be included in set agendas to give staff the opportunity to engage with these.
3. Valuing and growing our diversity. Prepare students for the globalised world of work through building strategic alliances, stronger connections and innovative partnerships.





| Key Initiatives                            | Resources (annual)               | Impact achieved this year   |
|--|----------------------------------|---|
| <b>Aboriginal background loading</b>       | \$6 005.00                       | <p>The equity loading for Aboriginal students is a funding allocation to support NSW public schools to meet the learning needs of Aboriginal students. Increasing the proportion of Aboriginal students in the top two NAPLAN bands by 30% was a system goal. However, the cohort size at Northmead Public School was very small.</p> <p>In 2017 we worked towards creating a whole school awareness and cultural heritage and identity by designing a mural with an Aboriginal local artist. We further developed plans to upgrade the modest existing bush tucker garden into a sustainable Bush Tucker Outdoor Learning facility. This project will continue into 2018.</p> <p>Stages implemented 8 Ways Pedagogy.</p>   |
| <b>English language proficiency</b>        | \$108 231.00. Including staffing | <p>The loading for EAL/D is calculated using each school's reported level of English language proficiency need, identified by the English as an Additional Language or Dialect (EAL/D) Learning Progression instrument.</p> <p>The loading for English language proficiency is a resource allocation for students learning English as an additional language (EAL) or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants.</p> <p>This year we designed and implemented explicit and targeted writing experiences for each cohort of EAL/D students to increase the percentage of students achieving at proficient level in NAPLAN writing.</p> <p>An additional 0.2 EAL teacher, provided a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs and improve literacy outcomes for all students at all levels of ability, including EAL/D learners.</p> <p>The outcomes included student growth for NAPLAN Year 5 LBOTE (Language Background Other Than English) in reading reaching 98.8 compared to state 81.3, spelling was 105.5 compared to state-wide average of 89.0. In grammar, the school achieved 82.8 compared to state 72.2. In numeracy LBOTE students achieved 117.0 compared to the state average growth of 105.3.</p> |
| <b>Low level adjustment for disability</b> | \$46 571.00                      | <p>The equity loading for Low Level Adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. This equity loading was introduced in 2015 and is consistent with existing practice under the Every School, Every Student initiative.</p>   |

|   |             |   |
|---|-------------|---|
| <b>Low level adjustment for disability</b>          | \$46 571.00 | <p>At Northmead PS, the allocation was used to create collaborative practices in the school to allow teachers to:</p> <ul style="list-style-type: none"> <li>• jointly plan and observe each other's lessons</li> <li>• jointly develop units of work and assessment tasks</li> <li>• work together to assess and analyse student data</li> <li>• establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming and assessment.</li> </ul>   |
| <b>Quality Teaching, Successful Students (QTSS)</b> | \$50 178.00 | <p>The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.</p> <p>At Northmead PS, the allocation was used to create collaborative practices in the school to allow teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks, work together to assess and analyse student data, establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management, provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.</p> <p>Mrs. Thomas was employed to co-ordinate our teacher mentoring program. This is a process by which teachers work with one another to share expertise and provide feedback, support and assistance. Mrs. Thomas supported our work on Learning Intentions, Visible Learning, student goal setting and feedback K-3. Her role was to:</p> <ul style="list-style-type: none"> <li>• provide job-embedded professional feedback and support</li> <li>• promote active learning by offering teachers opportunities to become involved in meaningful discussion and planning, observe other teachers, be observed, and receive feedback</li> <li>• offer teachers opportunities to link the ideas learned in professional learning sessions to their teaching context.</li> </ul> <p>The Learning Intentions Team has focused on establishing a school wide culture of student centred learning and evidence seeking with the support of Hilltop road Public School. Students set personalised short term and long term learning goals and regularly track their achievement data in the areas of writing and reading comprehension.</p> <p>Students are developing a growing understanding of their shared role in assessing their learning and achievement.</p> |
| <b>Socio-economic background</b>                    | \$37 280.00 | <p>The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest</p>  |

|                                       |             |  |
|---------------------------------------|-------------|--|
| <b>Socio-economic background</b>      | \$37 280.00 | <p>non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment registration Number system.</p> <p>The equity loading for socio-economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds.</p> <p>Funding was used to extend the uptake of technology, embracing the use of iPads, explore opportunities for our students to access global programs and develop confident, creative and productive skills in the use of a variety of technologies.</p> <p>We continued with the upgrade of classrooms and other facilities over time to enhance opportunities for flexible and collaborative learning in inspiring spaces supported by innovative technology.</p> <p>We have continued teacher identified Gifted &amp; Talented support for students in Years 3–6 focusing on engineering skills. This provided a rigorous and differentiated curriculum and explicit teaching to cater for individual learning needs and improve outcomes for all students at all levels of ability. Students are provided a stimulating learning environment for all students by increasing opportunities for higher levels of student cognitive engagement, challenge, independence, self-directed inquiry and deep thinking through problem based learning.</p> <p>The school employed Dr Kristy Goodwin. Dr. Goodwin is a highly sought-after expert on the impact of technology on young children's health, learning and development. Kristy's a speaker, author, workshop facilitator, researcher and consultant who delivers evidence-based information about the impact of digital technologies on young children's learning, health, wellbeing and development.</p> |
| <b>Support for beginning teachers</b> | \$25 620.00 | <p>The Great Teaching, Inspired Learning reforms have a key focus on beginning teachers receiving high quality induction to support their entry to the profession and to enhance their teaching skills. The Department has introduced a new model of enabling support that provides increased release time for all permanent beginning teachers as well as release time for experienced teachers to mentor beginning teachers. This resource, Strong start, Great teachers sits along side the new model of support. Together these two components are designed to ensure schools have access to a framework of support to guide the development of their school-based induction programs. The Beginning Teacher Support Funding is equivalent to:</p> <ul style="list-style-type: none"> <li>• two hours per week release time for the permanent beginning teacher in their first year.</li> </ul>  |

|   |             |  |
|---|-------------|--|
| <b>Support for beginning teachers</b>                         | \$25 620.00 | <ul style="list-style-type: none"> <li>• one hour per week release time for an experienced teacher to provide mentoring support in their first year.</li> <li>• one hour per week release time in the permanent beginning teacher's second year.</li> </ul> <p>At Northmead PS, the funding was used to support the teacher in a variety of ways including:</p> <ul style="list-style-type: none"> <li>• observing other teachers' lessons</li> <li>• engaging in professional discussion and personal reflection</li> <li>• assessing and evaluating student work</li> <li>• preparing lessons and resources</li> <li>• undertaking individualised programs of professional learning compiling evidence to achieve and maintain mandatory accreditation.</li> </ul>   |
| <b>Targeted student support for refugees and new arrivals</b> | \$2 350.00  | <p>Schools receive resources to provide English as an additional language support for refugee students through the English as an Additional Language or Dialect (EAL/D) New Arrivals Program or the equity loading for English language proficiency.</p> <p>The loading for English language proficiency is a resource allocation for students learning English as an additional language or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants.</p> <p>Northmead Public School employed a School learning support officer to assist with refugee students and students who have recently arrived from overseas. Refugee Assistance program assists EAL students in the acquisition of language and the understanding and skills of each curriculum area studied by the students. Refugee Transition Program developed and implemented which provides a voice for the unseen and unheard stories of our refugee students and develops a sense of self identity.</p> <p>Northmead Public School worked closely with the NSW Service for the Treatment and Rehabilitation of Torture and Trauma Survivors. STARTTS is a specialist, non-profit organisation that for more than 25 years has provided culturally appropriate and cutting edge psychological treatment and support to help people heal the scars of torture and refugee trauma and rebuild their lives in Australia.</p> |
| <b>Community Consultation Funding</b>                         | \$15 005.00 | <p>Funding was utilised to further develop more effective two-way communication between families and Northmead Public School using a range of strategies to seek and share information about students' achievements and learning needs, school policies, practices and community initiatives.</p> <p>The school employed Melinda Zanetich, Director &amp; Master Trainer from 4MAT System Australia to support the development of</p>  |

|                                       |             |  |
|---------------------------------------|-------------|--|
| <b>Community Consultation Funding</b> | \$15 005.00 | <p>the 2018–20 school strategic plan by:</p> <ul style="list-style-type: none"><li>• working with the school community leadership team to participate in strategic planning as part of the school's improvement cycle co-ordinating the school visioning process.</li><li>• using data to identify what the school is doing well and what needs to be done to further improve student outcomes fulfilling their governance role by ensuring that the school's planning and practices reflect departmental guidelines and community expectations.</li></ul> |
|---------------------------------------|-------------|--|



## Student information

### Student enrolment profile

| Students | Enrolments |      |      |      |
|----------|------------|------|------|------|
|          | 2014       | 2015 | 2016 | 2017 |
| Boys     | 318        | 337  | 327  | 352  |
| Girls    | 328        | 315  | 319  | 332  |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2014 | 2015 | 2016 | 2017 |
| K         | 98   | 94.2 | 96.3 | 94.9 |
| 1         | 93.2 | 93.5 | 94.9 | 95.6 |
| 2         | 96.6 | 94.7 | 94   | 95.1 |
| 3         | 94.2 | 95   | 94.1 | 94.5 |
| 4         | 95.5 | 93.2 | 95.2 | 92.4 |
| 5         | 94.4 | 94.7 | 94.2 | 95.3 |
| 6         | 94.8 | 93.6 | 94   | 93.8 |
| All Years | 95.4 | 94.2 | 94.7 | 94.5 |
| 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

The school has high levels of attendance. In order to maintain and restore regular school attendance we have established sound attendance monitoring practices and regular follow-up of unexplained absences.

A range of school based strategies are implemented to resolve attendance difficulties that have the welfare of the student as their focus. These include: student and parent interviews via phone calls, letters or interviews, referral to the school Learning and Support Team and referral to the school counsellor or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a

formal Attendance Improvement Plan may be put in place.

### Class sizes

| Class | Total |
|-------|-------|
| KE    | 20    |
| KR    | 20    |
| K1B   | 19    |
| KO    | 20    |
| KL    | 19    |
| KH    | 20    |
| 1F    | 23    |
| 1S    | 24    |
| 1P    | 22    |
| 1K    | 23    |
| 2A    | 20    |
| 2L    | 23    |
| 2K    | 21    |
| 2B    | 23    |
| 3M    | 29    |
| 3A    | 30    |
| 43G   | 31    |
| 3T    | 27    |
| 4H    | 26    |
| 4A    | 26    |
| 4M    | 28    |
| 5W    | 33    |
| 5O    | 34    |
| 5M    | 31    |
| 6M    | 30    |
| 6T    | 28    |
| 6P    | 28    |

## Workforce information



## Workforce composition

| Position                              | FTE*  |
|---------------------------------------|-------|
| Principal                             | 1     |
| Deputy Principal(s)                   | 1     |
| Assistant Principal(s)                | 4     |
| Head Teacher(s)                       | 0     |
| Classroom Teacher(s)                  | 25.81 |
| Teacher of Reading Recovery           | 0.74  |
| Learning & Support Teacher(s)         | 0.8   |
| Teacher Librarian                     | 1.2   |
| Teacher of ESL                        | 0.8   |
| School Counsellor                     | 0     |
| School Administration & Support Staff | 4.26  |
| Other Positions                       | 0     |

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Northmead Public School has one Indigenous staff member.

Reporting of information for all staff must be consistent with privacy and personal information policies.

Northmead Public School has been fortunate for many years, to have outstanding staff in every position throughout the school; in the classroom, in promoted posts, in support or administration functions, in student well-being and counselling, and especially in Assistant Principals. We must also pay tribute to co-Deputy Principal, Mr Spargo for his efforts in 2017.

Our staff delight in the opportunity to work in such a professional, academic and friendly community. We recognise that it is vital for staff to cultivate positive relationships with the children and young people in our care; as well as with their families, so that our students can thrive.

## Workforce retention

As our school year comes to a close we sadly farewell a number of staff and students who will be leaving us. I would particularly like to acknowledge and thank the staff for their significant contributions to education at Northmead.

Firstly, Mrs Miezis, who is retiring after 40+ years of dedicated service and Ms Annis-Brown, who is also retiring after 40 years of service to public education. Our best wishes to Mrs Deighton, Librarian, who has announced her retirement after 38 years of service effective February, 2018.

In Kindergarten, we farewell Miss Egger, who was successful in the departmental International Teacher Exchange Program and will be spending a year teaching in Scotland.

Both Miss Sparks, (Year 1) and Miss Archer, (Year 4) will be working in the United Kingdom and Mrs Andrews who will be moving to the ACT. Ms Power will be travelling to South America in 2018.

Mrs Muzikant will continue her leave during 2018.

Mrs Kristine Simpson, School Administrative Manager has announced her retirement from 18 March, 2018. Kris has devoted a major part of her life to the school and as a result formed many strong friendships with staff, students and parent community. She gave many years of dedicated service. Mrs Simpson has been a most passionate, committed and knowledgeable Office Manager. The careful planning she has undertaken in her tasks, including working through many financial changes over the years, has assisted greatly with the running of the school and led to many outstanding outcomes. Mrs Kennett will continue to relieve in this position in early 2018. Mrs Karen Parry will be joining the office team for two days per week.

All have provided outstanding service to the school. We express our gratitude and appreciation to all staff who are leaving Northmead at the end of this year for all that they have contributed to the education of generations of students at Northmead. They will all be greatly missed.

## 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             | 48         |

## Professional learning and teacher accreditation

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students.

Staff development is a strategic element of the school as it supports and enhances the effectiveness of our core student learning programs: academic, student wellbeing and co-curricular. All staff engaged in Professional Learning through the Performance and Development Process using the Australian Professional Standards of Teaching and the Strategic Directions of the School Plan to formulate goals.

At Northmead School, every teacher is regarded as a

leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing. The focus of staff learning is on increasing the professional capability and practices of teachers to meet the needs of students at Northmead Public School in providing learning opportunities which maximise their capacity to be confident, accomplished and achieving to their potential.

Staff has participated in an extensive array of professional learning experiences, both within the school and beyond. This year has seen a rise in the provision of internal training utilising the expertise of our own staff.

The establishment of Professional Learning Teams with pedagogical and task-specific orientations has been an exciting development this year. Small teams of like-minded teachers have met twice each term to work collaboratively on projects of their own design with learning environment and classroom outcomes their primary focus.

In the first half of this year, the introduction of a revised and streamlined performance management and professional reflection program has taken place amongst the non-teaching, teaching staff and casuals. This new construct provides staff with an ongoing series of goal setting, review and reflection meetings and is closely aligned to external registration requirements. The documentation that staff members will produce annually enables them to accumulate in a low impact way, a professional journal of their developing work at the school. This particular process will allow us, as a school, to constantly improve and be proactive in our preparation and delivery of professional learning experiences for our staff.

Northmead Public School has a responsibility to support the individual learning needs of all new staff. In particular, new teachers undertook individual, structured, long-term, school-based programs of induction. Separate guidelines for schools to support the induction of new scheme teachers were also implemented to assist those teachers to meet and maintain professional accreditation standards.

Mandatory sessions on child protection were also held to provide an update for staff.

Staff also attended conferences and courses provided by external providers and also participated in professional networks. The teaching staff also completed the following mandatory compliance training programs.

- Protecting and Supporting Children and Young People,
- First Aid training,
- CPR training,
- Emergency Planning and Response Program,
- Occupational Health and Safety Training.

All Early Stage 1 teachers trained and received follow up support in the administration of Best Start

assessment and analysis of results, as well as planning and programming. Two reading recovery teachers received continuing professional learning to support their role.

Our Term 2 professional learning focus was Learning Intentions. When teachers are certain about their learning intentions and success criteria—what they want students to know and be able to do in a unit of study and the specific descriptors of how students will achieve the learning intentions—they can intentionally design assessments, plan instruction, and select appropriate curriculum materials directly aligned to those learning intentions and success criteria.

During Term 3 the staff focus was on the new Learning Progressions. Learning progressions are the smaller, sequenced “building blocks” of instruction necessary for students to achieve the larger learning intention of a unit of study. Lesson-specific success criteria provide the detailed descriptors for achieving the learning progression(s) in focus during daily instruction.

During the year the school was involved in four teacher professional learning workshops with Dr. Kristy Goodwin. They were:

- *Teaching the iGen*– This workshop explored how students' learning preferences and needs have changed because of their digital immersion. Teachers had the opportunity to carefully reflect and modify their pedagogical approaches, learning spaces and the delivery of the curriculum to meet today's learners' needs.
- *Trading or Transforming?* This workshop allowed teachers to consider practical changes that they can make to transform and enhance student learning. Teachers explored various apps and learning experiences in this session to facilitate critical reflection through QR code work stations.
- *The Essential Four*. This workshop examined the four essential components required for substantial pedagogical change when effectively integrating digital technologies in classrooms:
  1. curriculum;
  - (ii) pedagogy;
  - (iii) technology; and
  - (iv) learning spaces.
- *Healthy Digital Habits and Attention Please*. This workshop delivered as two separate components:
  - (i) Healthy Digital Habits provided critical, research-based information and strategies about how to best harness digital technologies in safe and healthy ways in the classroom so children's vision, hearing, musculoskeletal development and overall health aren't compromised; and
  - (ii) Attention Please armed teachers with essential classroom strategies to ensure that students' attention spans aren't compromised because of technology.

## 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 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 652,576                 |
| <b>Revenue</b>                        | 5,318,571               |
| Appropriation                         | 4,952,124               |
| Sale of Goods and Services            | 31,400                  |
| Grants and Contributions              | 325,547                 |
| Gain and Loss                         | 0                       |
| Other Revenue                         | 0                       |
| Investment Income                     | 9,500                   |
| <b>Expenses</b>                       | -5,457,172              |
| Recurrent Expenses                    | -5,294,722              |
| Employee Related                      | -4,700,071              |
| Operating Expenses                    | -594,651                |
| Capital Expenses                      | -162,450                |
| Employee Related                      | 0                       |
| Operating Expenses                    | -162,450                |
| <b>SURPLUS / DEFICIT FOR THE YEAR</b> | -138,601                |
| <b>Balance Carried Forward</b>        | 513,975                 |

A full copy of the school's 2017 financial statement is tabled at the annual general meetings of the School Council and/or the parent body.

Further details concerning the statement can be obtained by contacting the school.

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs of utilities and for ground, building and equipment maintenance. The school plan ensures sufficient funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

The voluntary school contribution for families was \$62.00 for the first child, \$31.00 for the second child and no additional contribution for subsequent children.

### Financial summary equity funding

The equity funding data is the main component of the

'Appropriation' section of the financial summary above.

|                       | 2017 <b>Actual</b> (\$) |
|-----------------------|-------------------------|
| <b>Base Total</b>     | 4,300,099               |
| Base Per Capita       | 98,726                  |
| Base Location         | 0                       |
| Other Base            | 4,201,373               |
| <b>Equity Total</b>   | 279,346                 |
| Equity Aboriginal     | 6,005                   |
| Equity Socio economic | 37,280                  |
| Equity Language       | 108,232                 |
| Equity Disability     | 127,830                 |
| <b>Targeted Total</b> | 73,171                  |
| <b>Other Total</b>    | 163,324                 |
| <b>Grand Total</b>    | 4,815,939               |

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.

The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The following is a summary of a very pleasing overall set of results achieved by our students in the 2017 National Assessment Program. These are an important indicator of student academic achievement at key stages in a student's school career. Years 3, 5 & 7 students at Northmead Public School performed above their state cohorts in a range of areas. Such data provides a wealth of information which allows the

School to continually improve the quality of its academic programs by celebrating and maintaining areas of strength and identifying areas requiring additional resources and/or new approaches.

A thorough process of analysis is also undertaken each year with a view to more appropriately cater for individual student needs, as well as informing the learning and teaching and strategic planning processes. These are an expression of the school's ongoing commitment to continuous improvement.

The school has always utilised the tests for their intended purpose: to provide a 'snapshot' of student performance in Literacy and Numeracy measures on a given day of the year, and through analysis, to provide the school with information to consider alongside other forms of assessment, to help us improve our programs and respond to individual needs.

Northmead Public School has performance similar to or above the statistically similar students across the State and as such it is achieving well in general.

This analysis gives a more detailed picture in which:

- Gifted and Talented (GT) students generally perform markedly higher than others.
- Gender and language background have some effects on results but those effects are much less than the effect of Gifted and Talented performance.
- The PLAN data analysed here predicts later NAPLAN performance generally well. A higher level in PLAN at Kindergarten means a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy.

The use of PLAN data for decision making is justified by this data. PLAN gives teachers broad scale information as well as individual diagnostic data and may be useful for GT identification.

At Northmead Public School:

1. Students' higher order thinking skills are highest for GT students and high for students of high development level in PLAN.

2. PLAN scores in Kindergarten generally predict 'Most Difficult Questions' (MDQ) score well, but many students improve their MDQ performance between the Year 3 and Year 5 NAPLAN.

3. NAPLAN results were analysed through the use of SMART data and in particular the statistical data obtained through the means and standard deviation reports.

4. Initial observations were collated with the purpose of promoting further detailed investigation into the students' results by both executive and teaching staff.

5. Data was analysed with the purposes of developing:

- diagnostic strategies for current students.
- long term teaching and learning modifications

required to improve students' trend performance in identified strands.

The improvement of student learning outcomes in literacy remains a strong focus for the school and the identification, support and monitoring of the literacy needs of students is the responsibility of all staff.

**Year 3:**

### **Top 2 Band percentage Literacy (Year 3) analysis shows:**

- Slight spread in percentages. Highest proficiency in Grammar & Punctuation (71.3%), lowest Spelling (57.4%)
- All trend lines show positive growth.

### **Effect Size Literacy (Year 3):**

- Boys outperformed girls in all 4 strands.

In Year 3, 101 students sat for NAPLAN Tests in aspects of literacy.

In reading, Year 3 students demonstrated the correct response that was 10 or more above the state population percentage in the following areas:

- Analyses tone of first paragraph in advert
- Locates fact in an information report

Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage: Nil

In grammar and punctuation, Year 3 students demonstrated the correct response that was 10 or more above the state population percentage in the following areas:

- Identifies correct conjunction
- Identifies list punctuation
- Identifies correct use of article

Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage:

- Identifies incorrect use of preposition

### **Literacy– NAPLAN Year 5**

**Year 5:**

- Students performed higher than All NSW Students.
- Long term trend – Reading has slightly lower average trend effect size (0.19)
- Matched students perform marginally better than all students in 3 of 4 strands.
- LBOTE students consistently underperform when compared to ESB students in all strands.
- Boys significantly outperform girls in all strands. Reading (+.43), Writing (+.21), Spelling (+.37) and Grammar (+.19).

In Year 5, 94 students sat for NAPLAN Tests in aspects of literacy. In reading, questions or criteria where the school percentage choosing the correct response was 10 or more above the state population percentage in the following areas:

- Interprets meaning of vocabulary in a poem
- Interprets meaning of a phrase in a poem
- Identifies reason for character's actions
- Interprets stated information in narrative
- Identifies genre of an information report
- Locates fact in an information report
- Interprets a phrase in an information report
- Identifies the purpose of evidence
- Identifies the purpose of a paragraph

Areas to be developed are:

- Analyses information in an informative text

### Top 2 Band % Literacy (Year 5):

Writing percentage is above state Department of Education schools which have a percentage of 16.2% and Similar School Group schools with 20.9%.

These results, particularly in English, affirm the validity of the school's ongoing commitment to high expectations in relation to teaching and learning.

Emphasis on lifting the performance of middle band students remains a focus for the school.

Strengthening student literacy and numeracy skills, reviewing and revising assessment practices and continued reinforcement of student engagement and application are also identified priorities for 2018.

In reading, Year 5 students demonstrated strength in:

- Compare capacity using informal unit.

Areas to be developed are:

- Identify object with largest volume

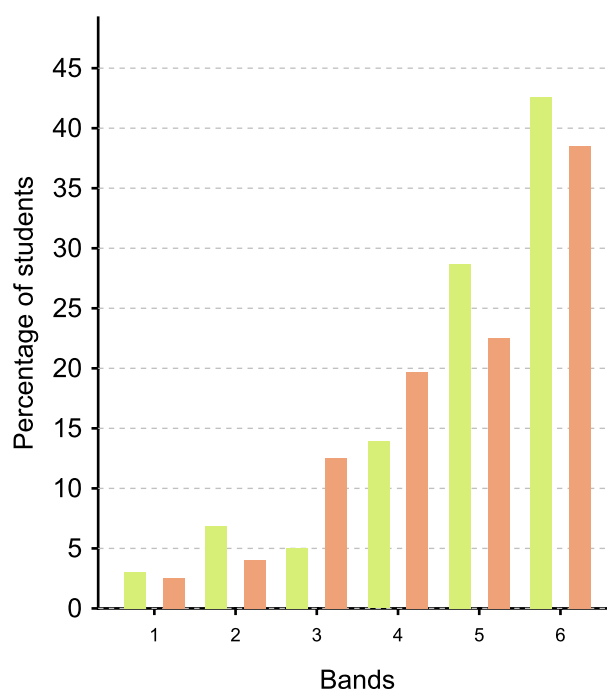
Students performed higher than All Students.

- Long term trend – Reading has slightly lower average trend effect size (0.19)
- Matched students perform marginally better than all students in 3 of 4 strands.
- LBOTE students consistently underperform when compared to English Speaking Background (ESB) students in all strands.
- Boys significantly out perform girls in all strands. Reading (+.43), Writing (+.21), Spelling (+.37) and G&P (+.19).

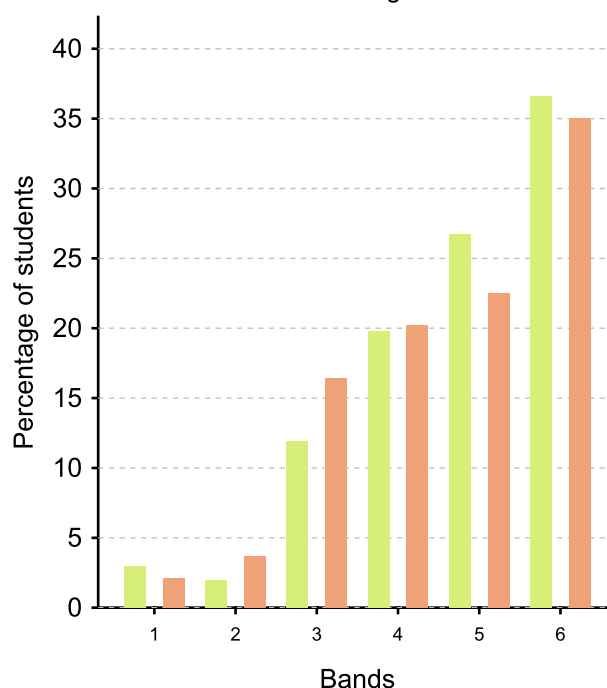
### Areas of strong school performance include:

- Interprets meaning of vocabulary in a poem
- Interprets meaning of a phrase in a poem
- Identifies reason for character's actions
- Interprets stated information in narrative
- Identifies genre of an information report
- Locates fact in an information report
- Interprets a phrase in an information report
- Identifies the purpose of evidence
- Identifies the purpose of a paragraph
- analyses information in an informative text.

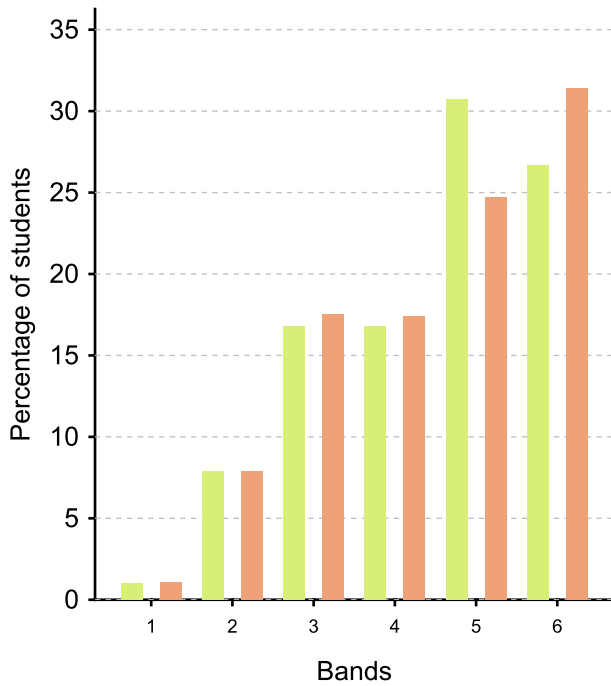
**Percentage in bands:**  
Year 3 Grammar & Punctuation



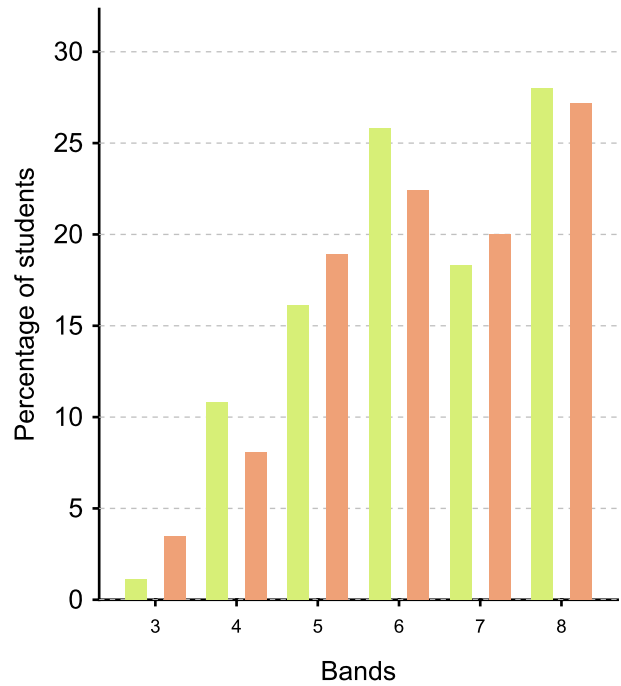
**Percentage in bands:**  
Year 3 Reading



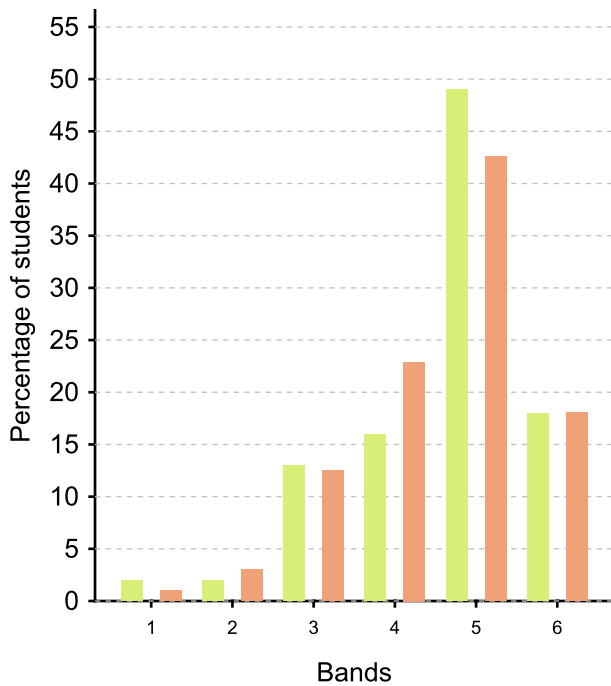
**Percentage in bands:**  
Year 3 Spelling



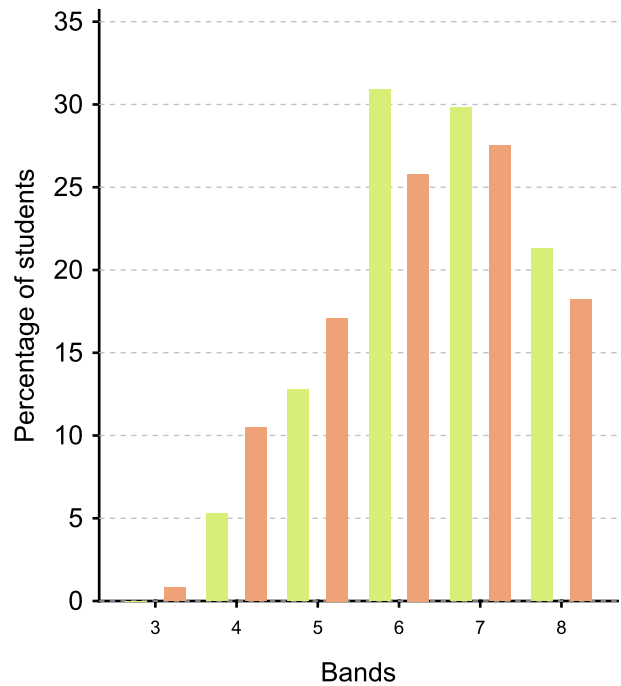
**Percentage in bands:**  
Year 5 Grammar & Punctuation



**Percentage in bands:**  
Year 3 Writing

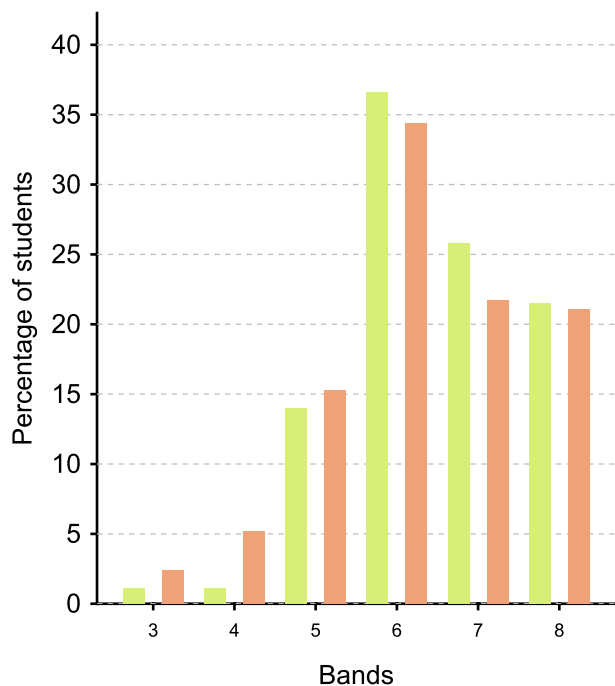


**Percentage in bands:**  
Year 5 Reading

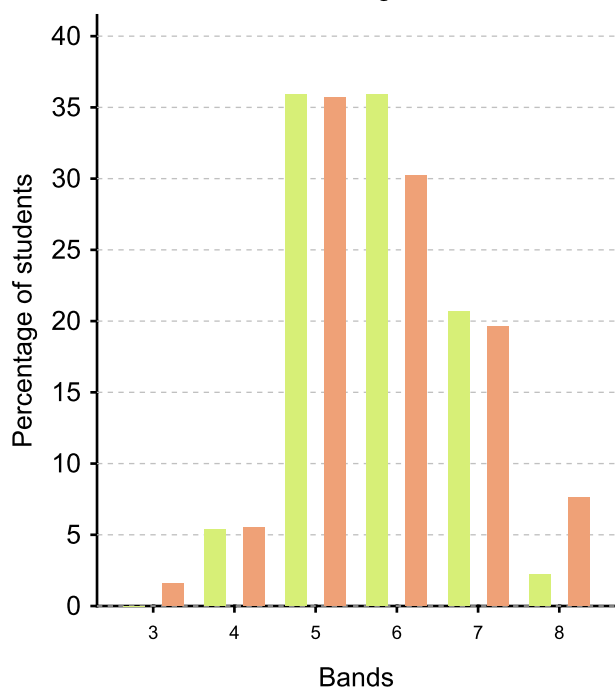




**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Writing



## In numeracy, Year 3 students demonstrated a real strength in:

- Data: Match tally to data in a table.
- Questions or criteria where the school percentage choosing the correct response was 10 or more below the state population percentage: **Nil**

Year 3 girls have shown an 8.2% improvement in the top two band performance 2016– 2017 in the test aspect of Numeracy.

## Numeracy (Year 3)

Some key points are:

- Long term trend: No significant variance.
- Language Background Other Than English students consistently underperform when compared to ESB students in all strands.
- Boys out perform girls in two of three strands.
- Trend line shows strong growth over 8 year period.

## Effect Size Numeracy (Year 5): 2017–Matched Students:

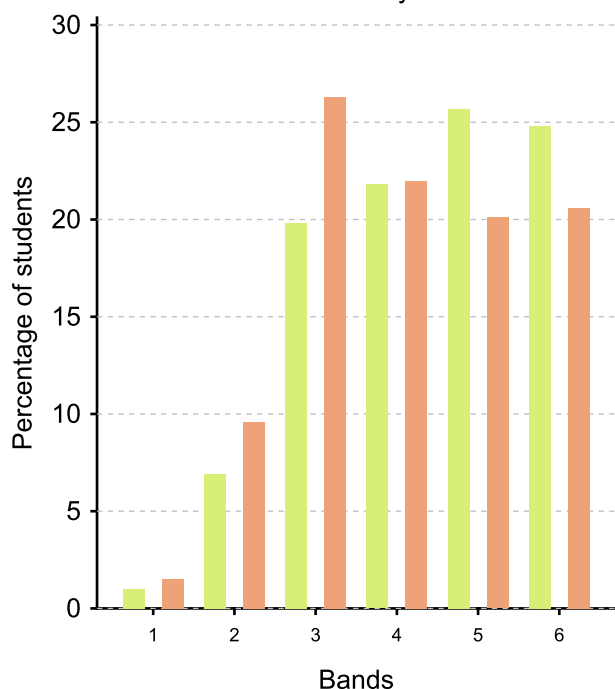
- DMSG has lowest effect size ( 0.20).
- No significant difference between strands. Numeracy (0.22) and Number, Patterns and Algebra (NPA) (0.24). No significant difference in performance between 2017 All and Matched Students.
- Over time Matched Students outperform All Students in all strands by an average of .03 effect size.
- ESB students significantly out performed LBOTE students in all strands Numeracy (+0.38), DMSG (+0.40) and NPA (+0.31).
- There is a long term average difference of approx.(0.14) between both groups over last 8
- Boys out performed girls in all 3 strands in 2017. This is consistent with long term averages.Trend line indicates strong growth across all strands.
- In 2017, Matched Students: DMSG has lowest effect size ( 0.20).
- No significant difference between strands. Numeracy (0.22) and NPA (0.24). No significant difference in performance between 2017 All and Matched Students.
- Over time Matched Students outperform All Students in all strands by an average of .03 effect size.
- ESB students significantly outperformed LBOTE students in all strands Numeracy (+0.38), DMSG (+0.40) and NPA (+0.31). There is a long term average difference of approx.(0.14) between both groups over last 8 years.

## Top 2 Band percentage Numeracy (Year 3):

Long term trend – No significant variance although DMSG (Data, Measurement, Space and Geometry) has marginally lowest long term percentage.

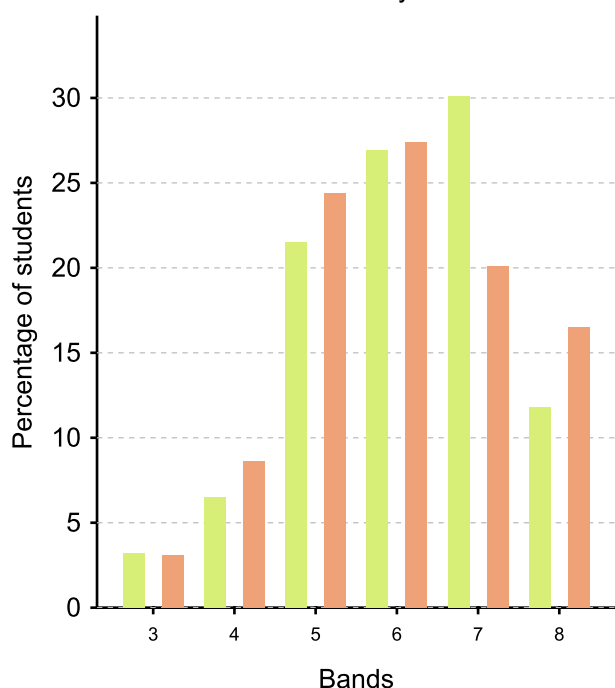
Numeracy trend line shows positive growth since 2010.

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

### Progress in Literacy

In reading the school added-value growth performance was 88.8% compared to 78.2% of students throughout the state. 66.3% of students demonstrated growth greater than or equal to expected growth, with 33.7% of

students in the top 75th percentile.

70.4% of girls demonstrated growth greater than or equal to expected growth with 31.5% of girls in the top 75th percentile.

For students from Language Backgrounds Other Than English (LBOTE) the school average was 98.8% compared to the state average of 81.3%. 38.5% of LBOTE students demonstrated growth greater than or equal to expected growth.

In spelling the school added-value growth rate was 99.1% compared to 89.6% of students throughout the state with 31.8% of students in the top 75th percentile.

71.6% of students achieved growth greater or equal to expected growth.

In grammar and punctuation the school added value growth rate was 74.1% compared to 66.6% of students throughout the state with 35.2% of students in the top 75th percentile.

70.5% of students demonstrated growth greater than or equal to expected growth. Girls' growth was 72.4% compared to the state-wide average of 67%. Some 35.8% of girls were found in the top 75th percentile band.

### Matched Students (Yr 5 2017 v Yr 3 2015) Literacy Result Comparison

- In 2017 students, all strands demonstrated an increase in effect size over their 2015 Yr3 results. (Reading = +0.15, Writing = +0.04, Spelling = +.11 and Grammar & Punctuation= +0.12).

### Progress in numeracy

- In numeracy, the school added-value growth rate was 101.7%, compared to 96.8% of students throughout the state.
- 80.7% of students demonstrated growth greater than or equal to expected growth, with 34.1% of students in the top 75th percentile.
- Boys achieved 101.0% in growth compared to the state-wide average of 96.8%.
- For students from Language Than English (LBOTE) the school average was 117.0% compared to the state average of 105.3%. 89.7% of LBOTE students demonstrated growth greater than or equal to expected growth with 43.6% in the top 75th percentile.

### Other Assessment Data

The PLAN data is recorded by teachers in the course of normal assessment practice. Students are rated according to the teacher's judgement of the development level of the student, relative to the syllabus clusters of planned learning.

This analysis is based on changes in the development levels of students over time. The validity and reliability of this approach depends heavily on the amount of moderation and checking which goes into the PLAN

assessment process.

### Top 2 Bands % Literacy Year 5–7:

- 2017, Writing has a significantly lower percentage than other three literacy strands (29.4%). Other strands proficiency %: Reading = 44%, Spelling = 58.7% and Grammar & Punctuation = 43.5%.
- Writing trend line shows a slight decline in growth over time. All other strands show positive growth especially Grammar & Punctuation.

### Proficiency%: Matched Students (Yr 7 2017 v Yr 5 2015) Literacy Result Comparison:

- Spelling percentage average has increased by 8.7% between Year 5 and Year 7 and between Years 3 and 7 the increase is .8%.

### Proficiency %: Matched Students (Year 7 2017 v Year 5 2015) Numeracy Result Comparison:

- Numeracy percentage average has increased by 5.7% between Year 5 and Year 7 however, between Years 3 and 7 it has dropped by – 4.9%.
- Data, Measurement, Space and Geometry % average has increased by 7.8% between Year 5 and Year 7 however between Years 3 and 7 it has dropped by –2.7%.
- Northmead Public percentage average has increased by 8.1% between Year 5 and Year 7 and between Years 3 and 7 the increase is 7.4%.

## Parent/caregiver, student, teacher satisfaction

Parents: The school continues to enjoy frequent and open communication with parents and the vast majority of feedback is positive, with parents appreciative of the school environment and the inspiration the teachers provide to the students. The school encourages parents to involve themselves in the life of the school through both formal and informal mechanisms. There is frequent communication between the school and parents by informal interview and telephone communication, with an increasing level of email being used.

A very strong collegial ethos is apparent at all levels of the school. The parents perceive the school to be 'parent friendly'. Students appear enthusiastic about their school, they comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. They acknowledge the range of opportunities available to them and speak proudly of their school.

Teachers work to maintain the students' trust and respond to their needs, resulting in a co-operative and productive learning environment, where feedback is welcomed. Low levels of anti-social behaviour and high levels of engagement in school activities are indicative of student satisfaction. A positive and supportive atmosphere where issues can be raised and addressed, access to a wide range of professional development opportunities, and good relations with

students, contribute to a high level of teacher satisfaction.

On the core issue of quality education both our students and parents expressed their support, particularly with regard to NAPLAN results. It was very gratifying to hear the positive and appreciative feedback from students and parents about the quality of the teaching programs and pedagogy that they received over the time of their education at Northmead Public School.

All staff felt that they provided learning opportunities within a stimulating environment and were able to share ideas and experiences with fellow staff to improve teaching practice. Parents and students felt that the wide range of extracurricular programs such as sport, music, dance, band and debating that were offered provided additional opportunities for student leadership.

The People Matter 2017 NSW Public Sector employee survey data showed:

- My job gives me a feeling of personal accomplishment 100%
- I understand what is expected of me to do well in my role 90%
- My organisation focuses on improving the work we do 90%
- Personal background is not a barrier to success in my organisation 90%
- I am proud to tell others I work for my organisation 80%
- My organisation respects individual differences (e.g. cultures, working styles, backgrounds, ideas) 80%
- My manager communicates effectively with me 80%
- People in my workgroup treat each other with respect 80%
- I feel motivated to contribute more than what is normally required at work 70%

Parents indicated that the educational opportunities for students were enhanced due to the strong relationship between staff, parents and community members who readily support the school in many ways. All recipients felt that the buddy program, peer mediation and leadership development of all Year 6 students were outstanding opportunities for all students to explore and develop appropriate leadership skills.

Our Learning and Support Team receives many communications from students about their needs and well-being and the vast majority of issues raised are resolved at the first level of communication.

Parents indicated that the educational opportunities for students were enhanced due to the strong relationship between staff, parents and community members who readily support the school in many ways.

## Policy requirements

### Aboriginal education

In 2017, the school continued to implement the

Aboriginal Education policy which promotes the educational achievements of all indigenous students and aims to enhance the knowledge and understanding of all students about Aboriginal Australia.

At Northmead Public School the school programs educate all students about Aboriginal history and culture and contemporary Aboriginal Australia.

Aboriginal perspectives are included in all Key Learning Areas programming across the school. All Australian resources purchased for Human Society and Its Environment are checked for appropriate Aboriginal Perspectives. These will be continually assessed and inserted into integrated curriculum units. All school assemblies and official meetings commence with the Acknowledgement of Country. Our school flies both the Aboriginal flag and the Australian flag.

During 2017 equity funding for Aboriginal background was utilised for the development of Individualised Learning Plans (ILP's) for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment and extension provisions for these students.

By developing and expanding our contact with members of both the local Aboriginal community, and representatives from other areas, we have continued to give our students firsthand experience and knowledge of both traditional and contemporary Aboriginal history and culture.

An Aboriginal performance group, facilitated a wide range of interactive activities for the whole school. It was a fun and engaging day that served as an important element in bringing an indigenous perspective to our curriculum for the entire school.

Our school has a small number of Aboriginal students, however we recognise our responsibility in the development of cultural understanding and appreciation. In units of work in English, Human Society and its Environment and Science and Technology there has been particular emphasis given to the Aboriginal perspective.

By developing and expanding our contact with members of both the local Aboriginal community, and representatives from other areas, we have continued to give our students first hand experience and knowledge of both traditional and contemporary Aboriginal history and culture.

Our 2017 program included the study of aspects of Aboriginal history as part of the study of Australian history:

- Study of the foundations of Aboriginal society in comparison with the democratic system introduced into Australia;
- The incorporation of Aboriginal acknowledgements in official school occasions and ceremonies; and
- The preparation of personal learning plans for

Aboriginal students has assisted them to achieve/exceed grade benchmarks in all Key Learning Areas.

## Multicultural and anti-racism education

Equity is one of the core values we share and promote at Northmead Public School.

Northmead Public School continues to be committed to enhancing learning for its culturally diverse population. The cultural programs and practices at our school are responsive and inclusive. Our school's enrolment of over 686 students in 2017 consisted of 37% LBOTE (Language Background Other Than English) with students from over 47 different language backgrounds. In this diverse and culturally enriched environment the two EAL teachers facilitate effective learning modules for students which includes team teaching and collaborative planning, with some withdrawal groups when needed.

New Arrival students receive both intensive small group work and in class support.

Respect, tolerance and empathy are all key elements of social skills programs taught explicitly to all grades and awareness of and interest in other cultures is stimulated through the school's Human Society key learning area. The school actively embraces its multicultural community through initiatives such as Harmony Day, recognition of diverse cultures in celebrations such as Mothers' and Fathers' Day.

Like all Department of Education schools, Northmead Public School has a trained Anti Racism Contact Officer who can apply appropriate strategies that enhance relationships between people unfamiliar with a range of nationalities.

## Other school programs

The Co-Curricular Program continues to go from strength to strength with improvements being made across all areas. In 2017 further review of the offerings and opportunities available to our students occurred with a view to further embedding this important aspect of our school in the daily lives of our students and identifying improvement strategies for next year, as reflected in our 2020 strategic priorities and improvements. Student engagement continues to increase as they avail themselves of the many opportunities provided at Northmead. This involvement greatly enhances the learning and development of each student and provides balance.

Our school continues to initiate and support programs designed to promote access to the curriculum for all students. These programs and initiatives focus on increasing student engagement and providing challenging learning and cultural activities across a broad spectrum of educational opportunities. A number of programs have been refined and developed to

ensure that the individual needs of students can catered for in the school context. Some key initiatives included:

- The dance group was the headline act at Synergy, Dance Festival.
- The choir performed as part of the NSW combined choir ensembles at Pulse.
- The school was once again Sydney Ballroom dancing champions. This is the 4th year of award winning performances.
- Participation at inter school sport competitions and district knockout competitions continues a strong sporting tradition at the school.

**School Bands:** Our school bands, under the directorship of the parent music committee, has gone from strength to strength during the past year. The number of students involved has increased significantly. We now have a concert band, performing, Jazz and training band which perform at various school functions.

**Best Start:** Students in Kindergarten completed the Best Start assessment prior to their commencement at school. Over a three day period, each student completed a number of tasks to assess their skills in numeracy and literacy. Results of the assessments were sent to parents and data provided staff with invaluable information to develop teaching and learning programs that supported students in their first year at school. Teachers plotted students along the literacy continuum and monitored their progress. Prior to this process, teachers engaged in professional learning in the administration of the assessment tasks.

**Reading Recovery:** This program offers individual support to four Year 1 students in each program cycle who need early intervention for reading.

#### **State Final Tournament of Minds Winners:**

Tournament of Minds is a problem solving programme where students are required to solve demanding and open-ended challenges. This year we entered one team in the discipline of Social Science. The team spent six weeks working together on their long term challenge which involved developing a creative and original way to communicate their solution to others, working within predefined parameters such as limited materials, complex challenge criteria and the dead line of Tournament Day.

The students rose to the occasion and were crowned state champions of the Tournament of the Minds competition. The team competed in national finals in Adelaide.

**Parent Tutor Programs:** Individualised reading practice is given by parents and peer buddies to reinforce reading skills. The tutors used the MultiLit program.

MultiLit produces a range of programs to assist children to learn to read – from initial reading instruction to remedial program for struggling readers.

**Interrelate Year 6:** Students participated in a course to prepare them for their teen years. This specialised

program 'Moving into the Teen Years', is run by Interrelate Family Centres. It explores a range of adolescent issues in greater depth and explains the puberty changes, offering a comprehensive sexuality program designed specifically for this important time in life. A P&C promoted, parent session outlining the program was well supported during the year.

**Swimming scheme:** The School Swimming and Water Safety Program is a learn to swim safety program. This develops water confidence and provides students with basic skills in water safety and survival for students in Years 2 to 6. Opportunities are also provided for students to enhance their swimming and safety skills through stroke correction. The Program operates daily with lessons of 45 minutes over 10 consecutive school days. The intensive nature of the lessons provides the most beneficial student outcomes.

**Camps:** Students from Years 4, 5 and 6 once again experienced the delights of the outdoors as part of a camp program. An integral component of our Personal Development Program, our excellent Outdoor Education program has been devised to provide enjoyable and challenging experiences for the students at different stages of their development, assisting them to learn more about themselves, to learn to live and work with others and to gain skills that will help them cope with challenges and new experiences.

**Learning Support Team:** All students at the school are provided with opportunities and individual learning support to reach their potential (within the limits of available resources) through the Learning Support Team (LST) Program. The team supports students identified with learning disabilities or difficulties, and those who are Gifted and Talented (GAT). Specific programs are designed for those students with specific needs. Such programs include:

- Reading Recovery
- Student learning assistance
- Counsellor services
- Individual Education Programs (IEPs)

The LST met regularly to discuss and prioritise referrals from teachers and parents, and schedule students into the program. An ongoing referral process from teachers and parents ensures that students' needs are addressed over the year, and students rotate in and out of the program.

#### **Speech Pathologist**

In 2017 we continued with our speech pathology program into the school. Mrs Riley worked with students who have problems with communication. The ability to communicate effectively is crucial for intellectual, educational, social and emotional development. Communication is involved in every aspect of school functioning, for example: following classroom instructions, understanding teacher explanations, interpreting questions, socialising at recess or explaining a social problem.

#### **Wellbeing Allocation**



Northmead PS employed Miss Aquilino, for two days per week for support of our well-being initiatives of resilience building, anxiety, supporting students with grief and trauma, PBL and anti-bullying/cyber bullying initiatives.

Miss Aquilino comes with a degree in Psychology and a lot of experience supporting families to enhance well-being outcomes. This funding was used to support the capacity of classroom teachers to meet the well-being needs of their student's e.g. professional learning in whole school evidence-based approaches such as Positive Behaviour for Learning, MindMatters and KidsMatter.

**Gifted and Talented:** In 2017, the Gifted Program continued to foster intellectual depth and creative expression, self-regulation, curiosity and confidence. In short, the global characteristics needed for gifted students to actualise their potential in and beyond school.

Mr Miezis is the Gifted and Talented Co-ordinator. Mr Miezes has an extensive extension and enrichment program experience. Our Gifted and Talented Program involved explicit higher order thinking skills, extension Mathematics / Science Problem Solving groups.

### **Mandarin Language Program (after school)**

Students from Kindergarten to Year 6 participate in weekly Mandarin lessons through an integrated approach taking into account the key learning areas. The program incorporates conversation and written skills and also includes cultural elements. The Mandarin language program is focused on developing practical listening and speaking skills in Mandarin. The program is developed to enhance a love for learning Mandarin, an enthusiasm to learn languages, a sense of pride in learning a new language (and culture) and also a natural ear and pronunciation of Mandarin. In doing so, we believe that we lay the foundations for developing long term fluency in Mandarin and also a genuine passion and love for learning Mandarin Chinese for the future.

The Mandarin program of activities also offers:

- An immersion based program that teaches strong listening and speaking skills in Mandarin.
- Language building activities such as role play, Chinese songs, rhymes and games! The teaching of Chinese characters, reading, writing and PinYin.

Northmead Public School was honoured by the Department of Education to host a visit from Kindai and Tokyo International University teaching students and guide in September. Japan's Ministry of Education has launched an initiative to internationalise a select group of universities.

**Australian College of Educators Awards:** Australian College of Educators Award honoured two teachers from Northmead Public School for making an outstanding contribution to education. The teachers each received a Certificate of Recognition for outstanding early career teaching and school

leadership at an awards dinner hosted by ACE.

Congratulations to:

- Ms Grennard (Leadership)
- Ms Ward (Early Career Teacher)