

Padstow Park Public School

Annual Report



2017



2826

Introduction

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

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

Sharon Simpson

Principal

School contact details

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Message from the Principal

Padstow Park Public School is a nurturing, supportive learning community that values the pursuit of excellence, high expectations and ongoing, consistent efforts towards the development of the whole child and lifelong learning. The teaching staff aim to provide high quality teaching and learning programs. The school enjoys productive and positive relationships with its community. There are many organisations that utilise the school facilities on weekends and on weekday evenings.

Several extra curricular programs are taught, with students having access to music, tuition in violin and drumming, choir, vocal ensembles and a variety of sports.

There are strong wellbeing programs within the school including Positive Behaviour for Learning and a school chaplaincy program.

The achievements recognised within this report result from the combined efforts of the school staff, the students and parents who collectively endeavour to create and maintain a successful school aiming to work towards continual improvements in learning, teaching and leading.

Message from the school community

The Parents & Citizen Association at Padstow Park Public School are dedicated to assisting the school in achieving the highest learning outcomes for all students attending our school. We value the unique learning opportunities our children enjoy with an advanced music program and the facility of a learning kitchen for all students. Padstow Park has always been at the forefront of embracing new learning techniques and innovation, and it has the full support of the P&C. Our role is to be the conduit between the school and parenting community and with valued support from many hands, we engage with the school community and beyond into the surrounding area.

Mrs Sarah Wotherspoon

P & C President

School background

School vision statement

"Knowledge Wisdom Insight"

Padstow Park Public school aims to provide the best possible holistic learning environment to develop confident, creative and critical thinkers going forward into the next chapter of the student's education.

At Padstow Park Public School the staff, students and the community work together to deliver a rich and diverse learning environment that nurtures the whole child. Our aim is to provide diverse educational experiences and opportunities that will engage and challenge all students to learn, discover and critically examine their world in order to become creative, informed and resilient individuals.

School context

Padstow Park Public School, established in 1928, is a P3 level school with 335 students. Our students come from diverse cultural and socio-economic backgrounds with 59% coming from a language background other than English. The largest cultural group are Arabic speakers followed by Chinese and Vietnamese. Many of our families have a long history with the school and often three to four generations have attended the school. Integral to our school is our partnership with our P&C, local community and local business.

Padstow Park Public School strives to create an inviting and engaging environment for all students and continues to invest in 21st century technology including an iPad purchasing program and wireless throughout the school. Many classrooms are accessing teaching and learning programs on devices to improve student learning outcomes and compliment units of work in K-6.

Some current school initiatives which have strong linkages to current research with best practice pedagogy to improved student learning outcomes and well being are:

- Implementation of Positive Behaviour for Learning to increase behavioural and well being outcomes for students.
- Increased release time for executive staff to better support stage teams.
- Significantly enhanced technology purchases in partnerships with the P&C.
- Whole school and stage team planning to examine data, develop collective efficacy amongst staff and develop consistency of teacher practice and assessment.
- Whole school comprehension strategies to improve student learning outcomes in reading.

In addition, to significant programs being introduced, we actively implement new reforms and mandatory processes.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Learning, our school focused on teachers differentiating the curriculum delivery to meet individual student learning needs. Learning intentions and success criteria were developed in literacy and numeracy programs to accommodate student learning progression. Lesson purpose and expectations are clearly explained to students to ensure student learning progress and achievement is identified and acknowledged. Literacy and numeracy programs use assessment for, as and of learning to drive the planning of teaching and learning programs at Padstow Park. Our school actively plan for student transitions in learning with the introduction of a High School readiness program implemented by our school chaplain for all year 5 and 6 students. Our Kindergarten Transition program ensured parents were informed of strategies to support their child's successful transition to school. The introduction of the Positive Behaviour for Learning initiative ensured all school staff explicitly communicated consistent expectations of behaviour across the whole school setting. This planned approach to student wellbeing resulted in improved student engagement in lesson observations and less playground behaviour incidences.

In the domain of Teaching, the staff at Padstow Park value a culture of continual self improvement and development. Our teachers used the Australian Professional Standards to develop their Professional Development Plan (PDP) goals and conducted periodic reflections on their goal progress. Staff observed one another in their classrooms to give feedback on their progress of their PDP goals as further reflection on their PDP progress. Two beginning teachers were mentored internally and externally in their accreditation development and attained their Proficient level of accreditation at the end of 2017. Whole school professional learning was regularly conducted to build teacher understanding of effective teaching practices, with a particular focus on Hattie's research into visible learning in literacy and numeracy. Teachers gained an improving understanding of the collection of internal and external data to monitor student progress and achievement. Progressive Achievement Testing was introduced across years 1–6 and PLAN data continued to be collected throughout the year and are used to track student learning progression in literacy and numeracy.

In the domain of Leading, our school highly values the involvement of parents and community members in a range of school–related activities. We view student learning as a partnership between school and home, building our school as a cohesive educational community. We conducted meet the teacher afternoons, 3 way interviews and half yearly interviews with students and parents to discuss student learning goals, progress and achievement. Our staff held parent and community workshops on student achievement reports, teaching students spelling strategies, home reading strategies, the Sentral parent portal for school communication and kindergarten and highschool transition to share our skills and understanding with our community. Parents were involved in a range of school activities including reading support programs, school excursions, school events, fundraising activities, community outreach such as our annual carols night and P&C meetings. The leadership team and school staff engaged in self–assessment of our school against the School Excellence Framework to lead to the collaborative development of evidence–based school plans for our 2018–2020 school plan. Technology accessibility remains a priority at Padstow Park with 2017 including the purchasing of more iPads, interactive TVs and laptops for student learning purposes.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

High Expectations & Quality Student Learning

Purpose

- To empower each student with essential skills and attributes in order to achieve their full potential as a learner, a leader and a productive citizen.
- To ensure every student is engaged in meaningful and future focused learning experiences.
- To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

Overall summary of progress

Within this strategic direction there was a focus on developing a culture of high expectations K–6, with a focus on the development of expected gains in student achievement in literacy and numeracy. Professional learning in Visible Learning was initiated and staff were continuing their exploration of this evidence based process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• 85% of students achieving grade/stage appropriate expectation in literacy and numeracy• 100% of staff feel comfortable in providing a differentiated teaching/learning program• Analysis of Naplan data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top 2 bands	<ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$5000.00)• LOW SES \$15000	<p>Increased staff understanding of use of learning intentions and success criteria Increased student engagement. through observations</p> <p>70% of students demonstrate stage expectations in literacy</p> <p>65%of students demonstrate stage expectations in numeracy.</p> <p>100% of staff have greater understanding of strategies for differentiating teaching and learning programs</p>

Next Steps

Continued focus on classroom practice reflecting Visible Learning

Teaching and learning programs contain explicit and differentiated learning intentions and success criteria.

Professional learning on Visible Learning will continue including opportunities to develop understandings and classroom approaches through collegial visits within a community of schools. Greater depth of sharing and increased opportunities to participate in collegial discussions and observations across stages needs to occur as well.

Strategic Direction 2

A Strong culture of professional practice and leadership

Purpose

- To engage teachers in the process of developing professional knowledge in order to improve teaching practice in partnership with colleagues.
- To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.
- To allow teachers the opportunity to lead colleagues through areas of expertise in order to increase the capacity of whole staff.

Overall summary of progress

A strong culture of professional practice and leadership is developing. This year has seen a growth in teachers understandings and awareness of the use of visible learning and formative assessment strategies.. Improved processes of utilising NSW Professional Standards for Teachers to drive Performance and Development Plans for staff has ensured goals are more adequately linked to required professional learning. K–2 staff implement Daily 5 and Comprehension and Fluency Exercises.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of Teachers demonstrate that they meet the Australian Standards for Teachers 100% Student performance in target areas shows improvement from base line data 85% Show improved comprehension results in external, internal assessment k–6 Increased student engagement from base line data in behaviours identified on Tell Them From Me.	Socio Economic Background \$55000	Tell them from me survey not conducted. There has been limited performance target analysis conducted. Teachers participated in goal setting linked to Australian Professional Standards for Teaching. 100% Increased confidence of staff in implementation of formative assessment .

Next Steps

More thorough and regular processes of data collection and analysis are necessary to track student growth in literacy and numeracy.

Teachers need to use a variety of strategies to seek feedback on student learning.

Learning and Support team processes ensure close and careful monitoring of student learning and wellbeing.

Strategic Direction 3

Collaborative and purposeful relationships with and beyond the school

Purpose

- To build strong links between the school and the community in order to enhance student engagement, resilience and performance.
- To engage the community in order to broaden the expertise available for sharing with staff and students.
- To strengthen reciprocal relationships, share resources and build teacher capacity through community of schools.

Overall summary of progress

Executive staff visited other schools implementing Visible Learning and Formative assessment strategies. There was some development in the processes that teachers are using to plan collaboratively. Community based events were well attended and the school continues to develop partnerships with local organisations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Working towards sustaining and growing on all seven dimensions of the School Assessment Tool Reflection matrix• Evidence of collaborative environment• Workshops are responsive to school community feedback and events.	<ul style="list-style-type: none">• English language proficiency (\$1500.00)• Low level adjustment for disability (\$1000.00) Teacher release was utilised to address workshop organisation and analysis of School Excellence Framework	<p>Some workshops were undertaken but not consistently.</p> <p>Teachers were planning in collaborative manner in stage groupings.</p> <p>PBL implementation continues to be a success with more areas of the school now having PBL rules implemented. Students are following and remembering these rules well and staff are using a more consistent student message when speaking to students on the playground.</p>

Next Steps

Community connections are strong and indicative of expansive community of schools professional learning opportunities to support other strategic directions within the next 3 year planning cycle.

Professional learning is differentiated and distributive in regards to teachers ongoing and developing expertise. Greater collaboration between stages across the school to purposefully enrich the status of the school as a learning community.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4813	This funding was utilised to develop Personalised Learning Pathways for students and assist teachers to plan successful learning goals with family input and evaluation.
English language proficiency	\$70 433	Teachers have an increased knowledge of needs of EALD learners. These funds were primarily utilised to provide additional support to students in stages 2 and 3 using 2 S.L.S.O's. Some funds were also used to purchase technology.
Low level adjustment for disability	\$139 943 <ul style="list-style-type: none"> • Low level adjustment for disability (\$16 000.00) • (\$0.00) 	Students were provided with targeted support during literacy and numeracy groups K–6. An additional staff member was employed 2 days a week.
Quality Teaching, Successful Students (QTSS)	\$10 200 <ul style="list-style-type: none"> • (\$10 000.00) 	Funds were used to release executive staff 1 day a week across two terms to work with teachers within their stage to implement formative assessment strategies and visible learning. 100% of staff were more adequately using feedback to improve their use of learning intentions and success criteria across the school.
Socio-economic background	\$55 544	Café and daily 5 taught in all K–2 classrooms. Super 6 strategies taught in 3–6 classrooms. This funding paid for additional support for classrooms teachers to engage in professional learning and work with stage leaders to develop collaborative planning of literacy and numeracy programs.
Support for beginning teachers	\$5 500	Regular and ongoing mentoring of new scheme teachers to plan quality learning programs based on formative assessment and visible learning strategies.
Positive Behaviour for Learning	\$4 500	PBL Committee was formed and developed implementation plans for addressing behaviours within various designated areas within the school. I movies were developed to demonstrate strategies. PBL re-launch planned for term 1 (2018)



Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	191	187	181	166
Girls	157	177	161	169

Student attendance profile

School				
Year	2014	2015	2016	2017
K	94.5	94.8	94.4	96.1
1	96.4	93.5	93.4	94.5
2	95.3	94.4	94.2	94.7
3	95.3	95.8	95	93.7
4	97.1	95.3	94.4	95.2
5	95.5	93.3	94.3	92
6	95.4	93.6	93.9	94.1
All Years	95.7	94.4	94.2	94.4
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

Student attendance is monitored by teachers and the Principal. Consistent attendance is discussed with students and regular patterns of non attendance are directly addressed by the Principal. The school engages the support of the Home School Liaison Officer to work with families to improve regular patterns of non attendance.

The schools attendance policy requires reviewing in 2018, to align it with Positive Behaviour for Learning structures and the Wellbeing Framework.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.72
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	1
School Administration & Support Staff	3.87
Other Positions	0

*Full Time Equivalent

There are no members of staff from an Aboriginal or Torres Strait Islander background.

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	0

Professional learning and teacher accreditation

Professional Learning is linked to the implementation of the Strategic Directions contained within the school plan. Staff Professional Learning at Padstow Park occurs weekly for 1hr before school every Wednesday.

In term 1 of 2017, Professional Learning occurred around a new spelling program we were implementing across the whole school called Soundwaves. Staff were trained in the new style of teaching spelling around a sound-based phoneme/graphemes relationship and the program features and lesson structures were unpacked to ensure we understood the learning progression from K-6. We trained all staff members in using the new communication/record keeping system

across our school called Sentral so training on how to use all aspects of this program were unpacked throughout the term. Staff would participate interactively using iPads while the training was happening to ensure they had hands-on learning. Both of these focuses saw immediate implementation within classroom for all staff.

Throughout terms 2–4 Professional Learning occurred progressively around two main areas – Hattie’s research into visible learning and our whole school initiative of Positive Behaviour for Learning (PBL). Professional Learning around visible learning unpacked evidence-based research from John Hattie to understand the areas he has researched as having positive impacts for student learning. We provided professional learning in the areas of designing lessons with a clear learning intention and success criteria. We looked at the aspects of making learning visible in the classrooms by using visual elements such as bump it up walls and stages trialled the implementation of different visible learning aspects in their classroom. Feedback opportunities were provided for staff focusing on how they themselves and their students were going in trialling different visible learning strategies and was effective at ensuring shared discussions where we could all learn from one another.

PBL professional learning throughout terms 2–4 involved staff brainstorming the expectations of behaviour in all areas of our school one area at a time. Rewards and consequence practices became consistent with all staff to ensure students have a consistent understanding of the learning and behavioural expectations in our school areas. Once the expectations for an area of the school were designed staff then worked together to make resources and student learning tasks for that area of the school to teach these expectations to our students. Once this area of the school had been focused on for a few weeks, staff TPL would take place on evaluating how the expectations in that area had gone, refining these expectations if necessary and then moving on to complete the same process on the next nominated area in the school.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	32,191
Revenue	3,884,313
Appropriation	3,636,731
Sale of Goods and Services	6,820
Grants and Contributions	239,845
Gain and Loss	0
Other Revenue	0
Investment Income	918
Expenses	-3,644,209
Recurrent Expenses	-3,644,209
Employee Related	-3,277,456
Operating Expenses	-366,753
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	240,104
Balance Carried Forward	272,294

- The school has a Finance Committee consisting of the Principal, Assistant Principals(2), School Administrative Manager and one teaching staff member. They meet twice a term to determine priorities for general expenditure that is required to support targets and directions within the school and monitor the ongoing financial administration of the school. The Principal also reports their findings to the P & C at monthly meetings.

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	2,284,760
Base Per Capita	53,844
Base Location	0
Other Base	2,230,917
Equity Total	270,734
Equity Aboriginal	4,813
Equity Socio economic	55,544
Equity Language	70,433
Equity Disability	139,943
Targeted Total	171,543
Other Total	813,919
Grand Total	3,540,956

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.

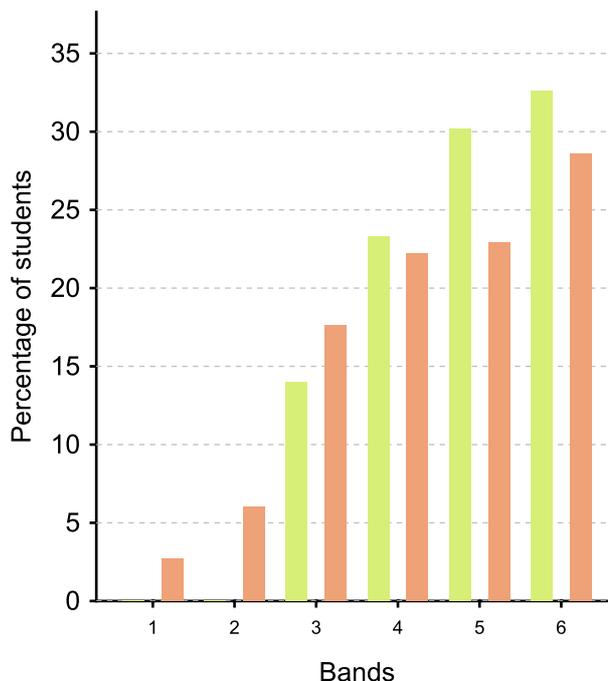
In 2017, our percentage of year 3 students achieving a band 6 (highest band) were above the state percentages in all NAPLAN tested areas.

- 33% of students in Year 3 received a band 6 in Reading and a further 30% received a band 5 in Reading
- 19% of students in Year 3 received a band 6 in Writing and a further 40% received a band 5 in Writing
- 37% of students in Year 3 received a band 6 in Spelling and a further 26% received a band 5 in Spelling
- 37% of students in Year 3 received a band 6 in Grammar and Punctuations and a further 30% received a band 5
- 26% of students in Year 3 received a band 6 in Numeracy and a further 19% received a band 5
- 13% of students in Year 5 received a band 8 in Numeracy compared to 13% of students in the state
- 15% of students in Year 5 received a band 8 in

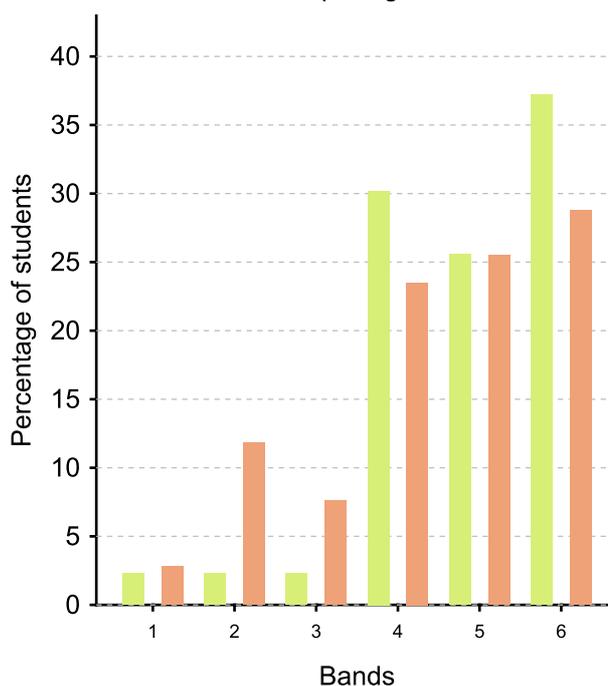
Spelling compared to 16% of students in NSW DoE schools

- 13% of students in Year 5 received a band 7 in Grammar and Punctuation compared to 13% of students in NSW DoE schools
- 10% of students in Year 5 received a band 7 in Writing compared to 11% of students in NSW DoE schools

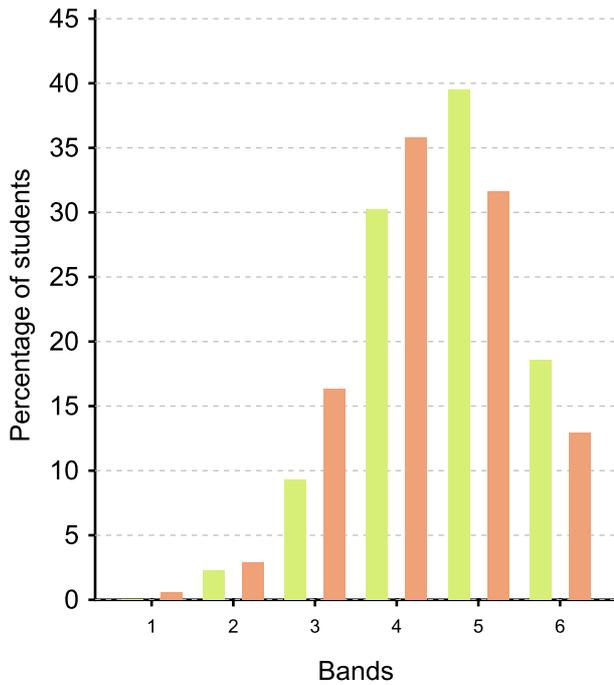
Percentage in bands:
Year 3 Reading



Percentage in bands:
Year 3 Spelling

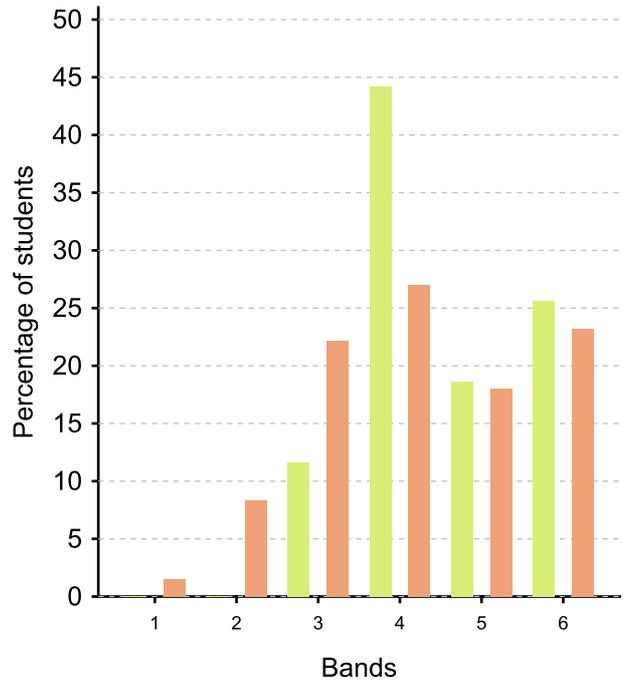


Percentage in bands:
Year 3 Writing

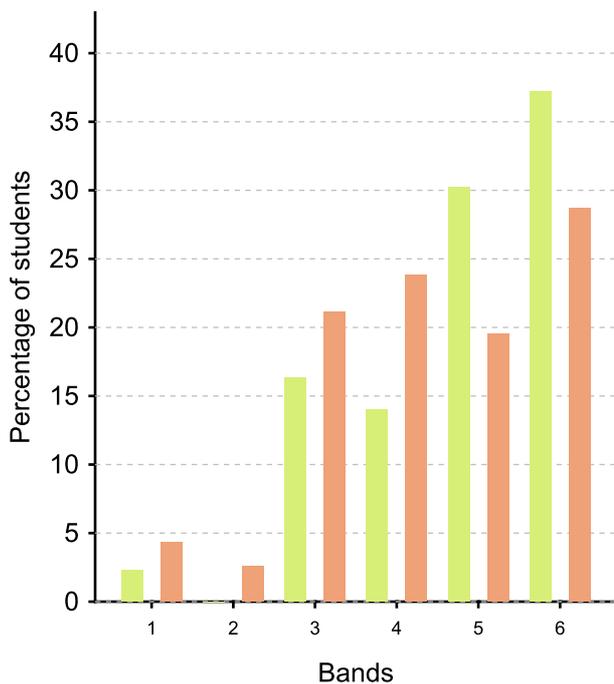


- of the state
- 13% of Year 5 students received a band 6 in Numeracy compared to 13% of the state
- 13% of Year 5 students received a band 6 in Number, Patterns and Algebra compared to 13% of the state
- 21% of Year 5 students received a band 5 in Data, Measurement, Space and Geometry compared to 19% of the state

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 3 Grammar & Punctuation



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

The school will focus efforts in the subsequent school plan to raise the results of students in the top two bands in literacy and numeracy over the next three years. A consistent cycle of growth in the middle bands will also be prioritised.

In 2017, in Numeracy

- 26% of Year 3 students received a band 6 in Numeracy compared to 23% of the state
- 33% of Year 3 students received a band 6 in Data, Measurement, Space and Geometry compared to 24% of the state
- 23% of Year 3 students received a band 6 in Number, Patterns and Algebra compared to 21%



Parent/caregiver, student, teacher satisfaction

A selection of Stage 3 students at our school were asked what they enjoyed most about 2017 at our school. They enjoyed the Leadership opportunities at our school because the children get a say in who represents them in the SRC. The students enjoyed being the teachers in peer support because they learned to appreciate our teachers more because it was difficult teaching others. They voiced an opinion that the sports programs at our school were very enjoyable because they like having competitive sports where you meet others students in other schools. Our students report that there is a wide variety of sports at Padstow Park that are offered from class sport where you get a break from thinking and get fit. The students enjoyed the after school activities offered by teachers such as the recorder and violin groups and the drama ensemble. In the classroom.

Students enjoyed their new rewards system where you are rewarded with fake money for meeting the learning and behaviour expectations and they are paid daily as a reward for completing their responsibilities as a student such as bringing their equipment. Money is spent at the end of the week to buy a reward like computer time or swap seats or to auction for an item. The students said this reward system also teaches you how to use money for saving and budgeting. The students enjoyed using the school facilities like the wide variety of music equipment in music lessons and the library where there is computer time and books to borrow. The students really enjoyed our camp experiences offered in Stage 2 and 3 because it's good bonding time with your teachers and friends and the experiences are very different and unique.



Policy requirements

Aboriginal education

Aboriginal Education is embedded within teaching and learning programs and explicitly taught in units within History and Geography. Resources are showcased in the library to develop ongoing awareness of Aboriginal Culture and how it links to learning in all areas of the curriculum. The school celebrates and respectfully acknowledges Aboriginal culture at all gatherings and assemblies and whenever possible acknowledges the achievements of our Aboriginal students in all areas.

Personalised Learning Pathways are developed for all Aboriginal students in consultation with parents and carers and support agencies including KARI for students in out of home care placements.



Multicultural and anti-racism education

Padstow Park Public School has maintained a focus on Multicultural Education across all areas of the curriculum, by providing programs which develop the knowledge, skills and attitudes required for a culturally diverse society. Our EALD teacher works collaboratively with all classroom teachers to ensure class programs address the needs of these students. We are proud to foster respect and understanding for all cultures within our school. A highlight of this is our annual Harmony Day Assembly and organised activities. Students participated in showcasing their cultural dress, customs and greetings. Any incidents of racism that may occur at the school are dealt with the assistance of our Anti Racism Contact Officer.