

Pagewood Public School Annual Report



2017



3905

Introduction

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

Victor Tan

Principal

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Pagewood Public School

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Botany, 2019

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Message from the Principal

In 2017, Pagewood Public School farewelled a long-serving, well-loved principal, Marella Hogan. During her 11 years of service, the school thrived in its education, its community and its environment. We celebrate and reflect on the school's progress and achievement in that time. It is also worth noting how much has changed in our society in 11 years. For example, the first iPhone was still a year away when Marella Hogan began her principalship.

It is also worth reflecting on the school's role in preparing of our children for their future. The school continues to produce consistently high outcomes in literacy, numeracy, history, geography and science. Outside the classroom children have the opportunity to participate in band, choir, dance, sport, chess, debating and public speaking. There is a strong sense of caring for each other. We value surrounding our children with important wellbeing skills of communication, tolerance, patience, collaboration and teamwork. This was embodied by one of our students who competed in the 800 metres race at the zone athletics carnival. A fellow competitor fell. Our student, stopped went back and helped the other competitor to his feet. Both continued on and finished the race.

I thank the outstanding team of teachers at Pagewood Public School. They are dedicated to their profession and care for each other. Our staff are a mixture of youth and experience where collaboration of practice has benefits for all.

We also have a dedicated parent, grandparent and extended school community. The school community is supported by a tireless P&C who contribute both strategically and financially to the school.

School background

School vision statement

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents, grandparents, carers and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards whilst supporting and encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of heavy chemical industries, commercial complexes, golf courses, and low density housing.

School infrastructure has benefitted from a number of building and maintenance programs in the last few years. The school has large grounds for its current enrolment levels, with extensive grass playing fields and shaded areas with seats, trees and gardens.

The current enrolment has 51% of students living in the area zoned for Pagewood PS. Enrolments increased from 182 in 2012 to 291 in 2016.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

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.

Learning

There is demonstrated commitment within the school community that all students make learning progress in partnership with parents, grandparents, carers and students. The next iteration of the School Plan aims to enhance the whole school approach to student wellbeing and engagement in the learning environment.

Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. As a result of professional learning on Visible Learning in 2017, most students can articulate their learning and understand what they need to learn next. In 2018, the school has planned to increase the quality of assessment data teachers have access to. This will enable teachers to identify gaps in learning for particular student groups and individual students.

The school analyses internal and external assessment data to monitor and report on student and school performance. The school provides parents and carers with information on the learning progress of their children, through reports and parent/teacher interviews and other opportunities to discuss this progress.

The school's value–add trend for learning is positive. Most students are achieving in the top two bands for reading, writing and numeracy in NAPLAN and are achieving expected growth.

Teaching

Teachers regularly use student progress and achievement data to inform lesson planning. Explicit teaching is the main practice used in the school, reflecting the current evidence base. They check that students understand the feedback received and the expectations for how to improve.

A school–wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed to ensure optimum learning.

The school's organisation ensures that direct support is available to beginning teachers and new staff members from experienced teachers. Teachers engage in professional learning targeted to school priorities, the needs of their students, the achievement of their professional goals, and their maintenance of accreditation. Whole school and grade meetings are used to review the curriculum, and revise teaching practices and learning programs.

Leading

The leadership team ensures that the teacher performance and development policy is implemented in a culture of high expectations for every staff member. Technology is accessible to staff and students.

Parents and community members have the opportunity to engage in a range of school–related activities which help build the school as a cohesive educational community. Staff, students, parents, cares and the broader school community are welcomed and engaged, where possible, in the development of the vision, values and priorities of the school. Use of school facilities by the local community delivers benefits to students.

Administrative practices and systems effectively support school operations and teaching and a positive customer service ethic is evident.

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

Quality Learning

Purpose

Learning that is informed, stimulating, purposeful and reflective of the current Australian curriculum. There will be clarity about what students are to learn within a culture of high expectations for all.

Overall summary of progress

Through engaging in a range of professional learning opportunities, teachers have extended their knowledge of using school and local area resources across key learning areas. Specifically, professional learning provided support to improve effective teaching of Writing. Teachers developed a clearer understanding of the explicit teaching required to give feedback to students about how to improve their writing. Teachers have improved assessments, rubrics and judgement to ensure consistent and accurate measures of student achievement. Teachers will continue team teaching and groupings next year to support all students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
From 2015–2017, we aim to increase by 5%, the percentage of students achieving state average growth in NAPLAN reading and numeracy tests from Year 3 to Year 5, compared to 2012–2014.		NAPLAN results demonstrated growth of learners in Year 3 to Year 5 over all 3 years of the School Plan 2015–2017. In Reading, those attaining expected growth was recorded as 74% (2015), 71% (2016), 50% (2017). In Numeracy, those attaining expected growth was recorded at 73% (2015), 47% (2016), 77% (2017). A small Year 5 cohort in 2017 made the data difficult to analyse when compared to previous years.
Increase to a 3 year average of 85%, the percentage of students achieving the minimum standard clusters set for each grade on the literacy and numeracy continuums, with 25% achieving the aspirational targets which have been set.		100% of students achieved National Minimum Standards in 2016 and 2017. Students achieving in one or more of the top 2 NAPLAN bands was 76% (2015), 71% (2016), 78% (2017).
Multiple sources will evidence implementation of Australian curriculum which meets given timelines.		Across all curriculum areas, teachers have used cross-curricular applications and real world connections. An increase in individual plans and strategies has enabled the needs of a range of learners to be met.

Next Steps

In the next iteration of the School Plan 2018–2020, there will be a focus on skills in writing and number. These two areas have been identified by the data and teaching team. Current educational research highlights the importance of feedback and formative assessment to students as a vehicle to strengthen our overall academic results. Wellbeing will also be a focus in the next school plan.

Strategic Direction 2

Quality Teaching

Purpose

Effective performance and development processes and culture are critical to improving the quality of teaching, which in turn is a pivotal factor in influencing student engagement and achievement.

Overall summary of progress

The Performance and Development Plans have been used to support the ongoing improvement of student outcomes through development of skilled and effective teachers. Pedagogical practices used by all teachers have been enhanced by Performance and Development Plans which document professional goals aligned with school plan priorities and guide teacher development. All teachers have received feedback about strengths and areas for improvement. This has informed the professional learning required to move to the next level of practice and enhance career prospects. Through application of professional learning which was aimed at improving teachers ICT skills, students have had increased opportunities to use ICT to be collaborative in their learning.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Pedagogical practices used by all teachers have been enhanced by Performance and Development Plans which document professional goals aligned with school plan priorities and guide teacher development.		Staff are familiar with the PDP process. The use of a consistent process and a common language has enhanced the PDP process and led to collaborative professional learning goals.
Staff and parent focus groups, meeting records, classroom observations and student work samples demonstrate that teachers continually update and use comprehensive knowledge of content and teaching strategies to develop and implement engaging teaching and learning programs.		Through ongoing professional learning, teachers at all career stages have had a positive impact on student learning, student engagement and student wellbeing.
In 2017, at least 90% of teachers will rate their delivery of curriculum as being significantly enhanced from 2014, by the use of an extended range of digital devices and applications to deliver curriculum.		Aspiring leaders have developed confidence in leading improvement in curriculum delivery in a climate of enhanced collegiality. Teachers are demonstrating use of technology to enhance their classroom practice and delivery of curriculum.

Next Steps

Current educational research points to the importance of learning intentions, success criteria, feedback to students and formative assessment as important to the classroom dynamics. These are important aspects of Visible Learning, especially formative assessment and STEM. In the next iteration of the School Plan 2018–2020 there will be an emphasis on professional learning of teachers in these areas so they can impact positively on student learning. Another area of focus will be the importance of creating teachers as leaders in their classroom, the classroom next door, across their school and in their profession.

Strategic Direction 3

Quality Relationships

Purpose

In a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students and parents so that learning outcomes are enhanced and disengagement is minimised.

Overall summary of progress

90% of parents/carers attended parent–teacher interviews to discuss student reports. There is a strong sense that families and school share responsibility for student learning and well-being. The rate of parents engaging with one or more school community activity each year increased by 4% each year from 25% in 2014 to an average of 33% from 2015–2017. The school solicits and addresses feedback on aspects of school performance. Following training, teachers have mastered the EBS4 electronic attendance management system. Coupled with review of the Attendance Policy, all staff members have heightened awareness of the need to create a caring teaching and learning environment. A positive environment positively impacted on student attendance at school, helping our students to achieve their potential and increase their career and life choices.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The rate of parents engaging with one or more school community activities each year will increase by 4% each year from 25% in 2014 to an average of 33% from 2015–2017.		This target was achieved.
90% of parents/caregivers attend parent–teacher interviews each year to discuss student reports.		This target was achieved.
Results of the student "Tell Them From Me" surveys show that for 100% of elements surveyed, students at Pagewood Public School rate their well-being as exceeding state average results.		There is strong evidence in the 'Tell Them From Me survey' 2017, that families and school share responsibility for student learning and wellbeing. Our families have confidence in the school environment.

Next Steps

Pagewood Public School has a dedicated parent, grandparent, carer and wider school community. Current educational research points to ensuring the school community is engaged in the learning and wellbeing of students. The next iteration of the School Plan 2018–2020 will aim to continue and strengthen parent understanding of the educational process so that key educational and wellbeing messages can be consistently shared between home and school. From 2018, the school will move to the SENTRAL platform to record all aspects of attendance, wellbeing, activities and student reporting.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$1,291	The funding supported our Aboriginal student to access the curriculum through a Personalised Learning Pathway. The development of relationships with families is an essential element of our implementation of the Aboriginal Education Policy.
English language proficiency	\$52,816	Teachers used data from the annual survey of students with an English as an Additional Language or Dialect (EAL/D) to identify students with a language background other than English (LBOTE) in their classrooms requiring specialised support. The EAL/D teacher targeted the language acquisition needs for LBOTE students during twice-weekly small group lessons.
Low level adjustment for disability	\$50,787	All students have up to date Personalised Learning Plans (PLPs). Student Learning Support Officers (SLSO) assisted and supported students in the classroom to access the curriculum, and monitor and model appropriate behaviours. SLSO staff have been trained in the implementation of Be Excited About Reading (B.E.A.R) and Multi-Lit reading programs which target students displaying reading difficulties.
Quality Teaching, Successful Students (QTSS)	\$21, 838	The school has collaborative practices which have enabled teachers to jointly plan and observe learners in the classroom. All stages have developed units of work and collaborative assessment tasks. Teachers have reported that this assisted them to improve their understanding of student learning and effective classroom practice. All teachers received support with the accreditation process and the new Performance Development Framework within their stage teams.
Socio-economic background	\$9,857	SLSOs were employed to support targeted students in the classroom and playground. These students have been identified as having specific behavioural and social issues and engage in social skills development with the SLSOs. Families in need have received financial support to assist in paying for a range of educational expenses.
Support for beginning teachers	\$10,788	One teacher received two hours per week mentoring and extra release for one year. Additional support was provided by the executive team in the form of team teaching and mentoring once a week during Terms 1 and 2. Two early career teachers attended professional learning and developed individual behaviour plans.
Targeted student support for refugees and new arrivals	Nil	

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	116	124	138	119
Girls	117	127	146	134

Student attendance profile

School				
Year	2014	2015	2016	2017
K	97.8	97.5	96.9	96.9
1	97.1	96.8	95.7	96.3
2	97.7	95.2	95.4	96.2
3	97.5	94.5	95.5	96.3
4	95.7	95.8	93.8	94.6
5	97.4	95.9	95.4	94.6
6	96.4	96	96	94.1
All Years	97.1	96.1	95.6	95.8
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

<Use this text box to:

- describe how non-attendance is handled by your school
- report on the outcomes of programs designed to improve student attendance

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Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	9.18
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	2.52
Other Positions	0

*Full Time Equivalent

Teacher qualifications

All teaching staff meet the professional requirements for teaching in NSW public schools.

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	39

Professional learning and teacher accreditation

In 2017, considerable time and resources for professional learning was focussed on writing, Visible Learning and the use of technology in the classroom. All areas of compliance for WHS were completed in Anaphylaxis, CPR and Working With Children Checks. The SENTRAL system was purchased and introduced to staff for the recording of attendance, behaviour and reporting to parents.

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	155,505
Revenue	2,320,931
Appropriation	2,133,173
Sale of Goods and Services	3,995
Grants and Contributions	180,943
Gain and Loss	0
Other Revenue	0
Investment Income	2,820
Expenses	-2,276,945
Recurrent Expenses	-2,276,945
Employee Related	-2,040,402
Operating Expenses	-236,544
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	43,986
Balance Carried Forward	199,491

The Annual School Financial Statement was tabled at the P&C AGM on Tuesday 5 March 2018.

The school is showing a surplus which has been aided by a generous donation from the P&C of \$40 000 at the end of 2017. This was given to the school to increase pods of iPads, Laptops, and the hall's AV and speaker system. Many of these items have now been purchased since this AFS was generated. Further planned upgrades to the school hall of a projector, screen (estimated \$10000), kitchenette (est. \$10000), air conditioning (est \$15000) and associated electrical works (est \$2000) will significantly reduce this surplus.

Further, the school has experienced a significant growth in enrolments of 18% in the last 5 years and 11% since last year. In the near future, new toilet blocks, bubblers and storage will be required. It may be necessary for the school to partially contribute to the funding of this infrastructure. It is therefore important to hold funds for this purpose.

The school currently partially funds programs

in languages, technology and band in addition to the department's funding formula and parent contributions. It is important that the school holds funds for these purposes.

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	1,904,879
Base Per Capita	43,403
Base Location	0
Other Base	1,861,477
Equity Total	129,168
Equity Aboriginal	1,291
Equity Socio economic	9,857
Equity Language	52,816
Equity Disability	65,203
Targeted Total	63,060
Other Total	23,007
Grand Total	2,120,114

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.

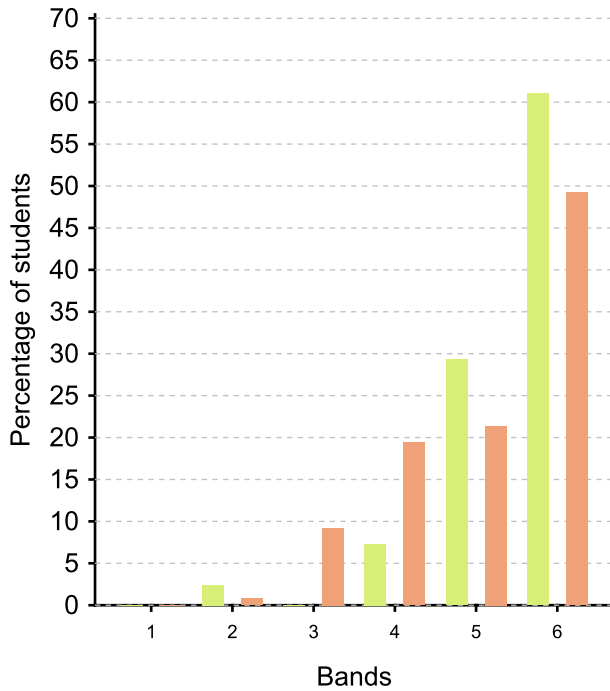
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

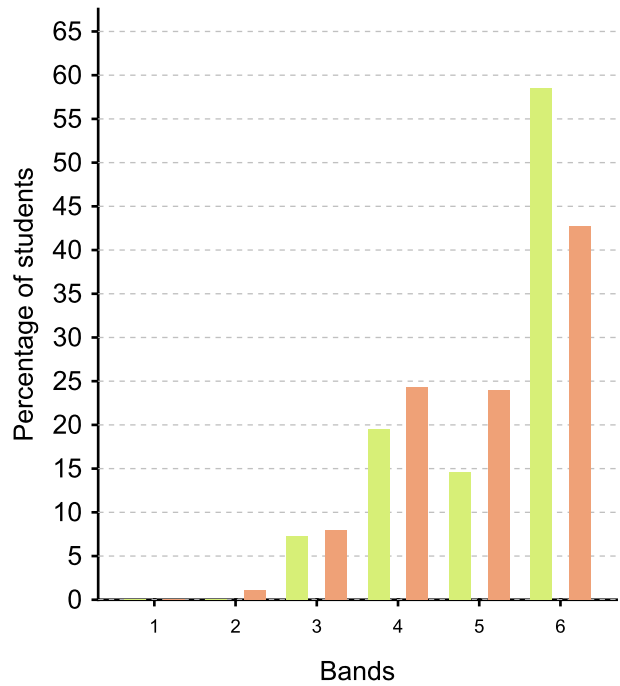
NAPLAN

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.

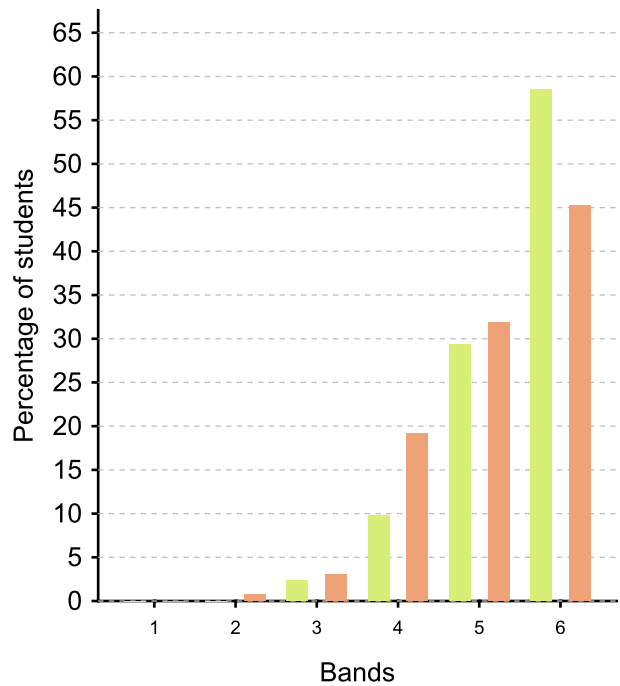
Percentage in bands:
Year 3 Grammar & Punctuation



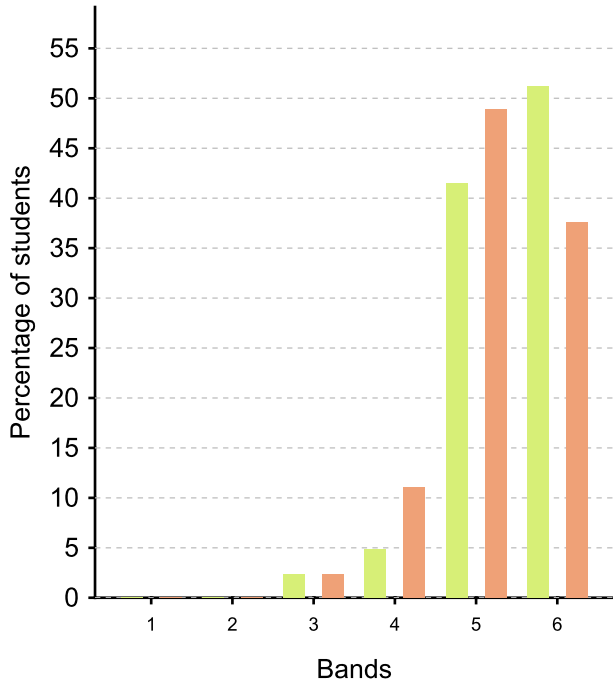
Percentage in bands:
Year 3 Reading



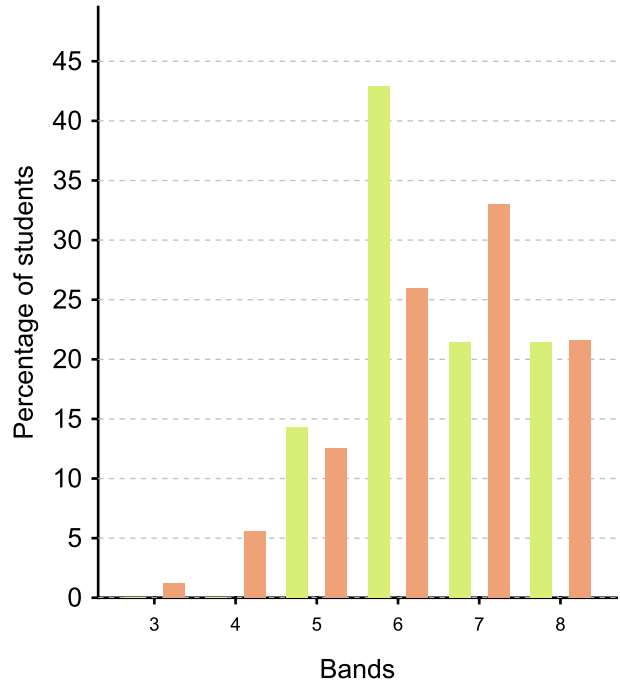
Percentage in bands:
Year 3 Spelling



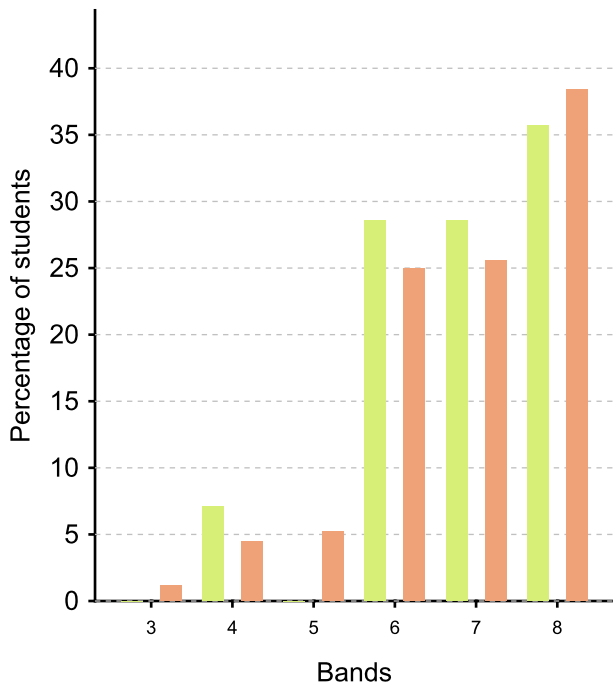
Percentage in bands:
Year 3 Writing



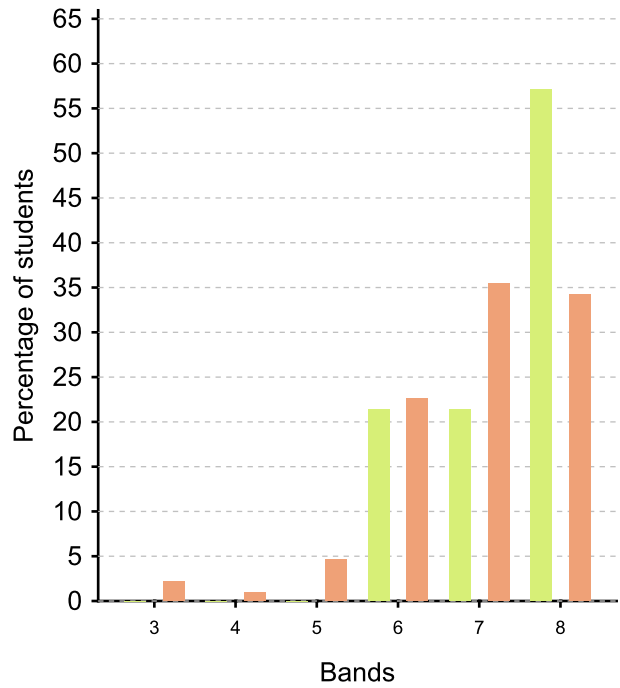
Percentage in bands:
Year 5 Reading



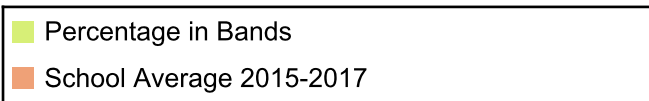
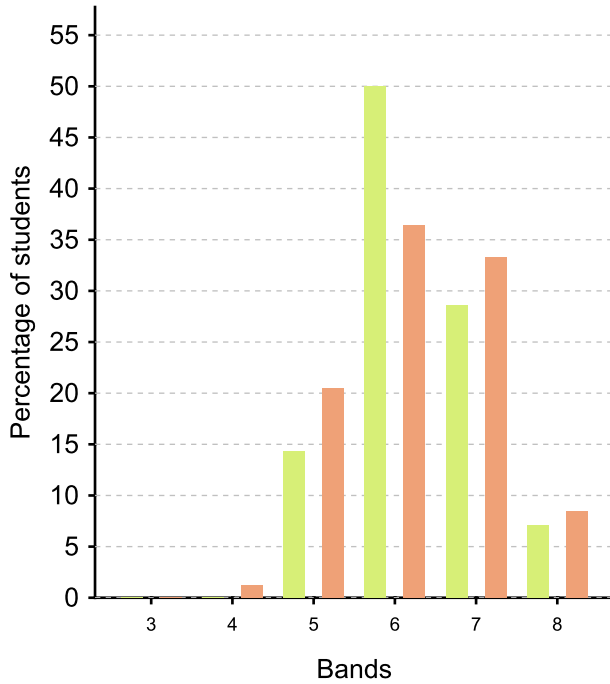
Percentage in bands:
Year 5 Grammar & Punctuation



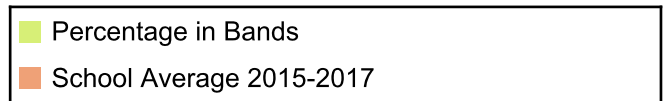
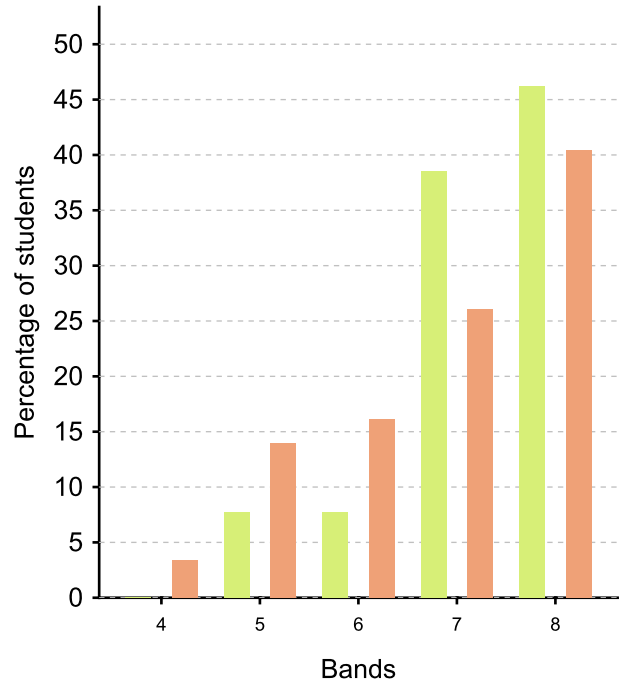
Percentage in bands:
Year 5 Spelling



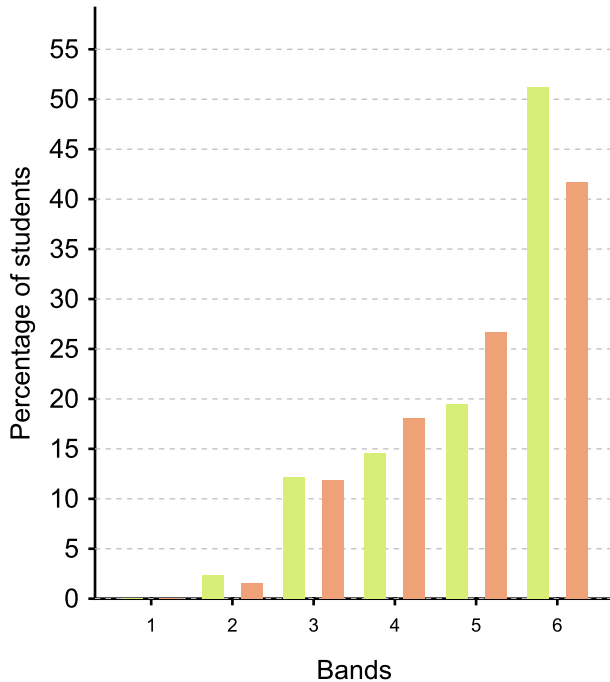
Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



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

Policy requirements

Aboriginal education

Teachers and students have widened their understanding that identities and cultures have been, and are, a source of strength and resilience for Aboriginal Peoples and Torres Strait Islander Peoples against the historic and contemporary impacts of colonisation. Staff have undertaken professional learning and have increased their knowledge of Aboriginal students and how they learn. Individual learning plans are written and modified annually for all students who identify as Aboriginal.