

Padstow Heights Public School

Annual Report



2017



3958

Introduction

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

Lindy Bryant

Principal

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Message from the Principal

There have been many successes in 2017. Looking at our achievements as a whole school, one area that has particularly impressed is how far the students have come in reflecting on their work. It is a difficult skill to be able to stand back and look at yourself critically and work out what you could do better. All students have recorded their reflections as part of the reporting process. Here are two examples of the sort of comments the students made.

A year 5 student wrote: I find it difficult to be flexible once I have an idea in my head. I can sometimes change my idea to fix a problem, but it is hard. I had to work with different people during science week. At first I was nervous but we ended up collaborating really well.

A year 6 student wrote: In group work I have improved my skills by considering the views of others and by being open to ideas. If things aren't working out as planned, I am flexible and can change if necessary. Compared to at the beginning of the year, I am now more of a risk taker, especially in English tasks. When things are difficult, I am more able to find unique and better ideas to complete the task.

Their insight and growing understanding of themselves as learners is empowering. We will continue to work on this skill and, over time, we are aiming for all students to become self-aware learners.

As a school we also review our teaching and learning practices. Teachers have review sessions with their supervisors three times a year and I review school progress with my director of schools. The director was so impressed by our student performance growth data that she recommended our nomination for the Secretary of Education's School Achievement Award which we won. It was a confirmation of our teachers' hard work and dedication.

Our community has again worked together with staff to improve our school in many ways. Our parents are active fundraisers – the current project is to add an outdoor classroom area. Significant impact also comes from our parents working in the school to support students with reading, technology, sport and the creative arts.

We really are a school community that is focused on making our school inviting and rich with opportunities for all children to succeed.

Message from the school community

The P&C meets on the first Wednesday of each month during the school term at 7pm. Meetings are an opportunity to raise both positive and negative issues relating to the school with Mrs Bryant & Mrs Dwyer and we hear first hand what is going on, in and around our school. I believe our voices are heard and together we strive to keep improving our great school. Thank you to everyone who has attended meetings in 2017.

The P&C runs the Uniform Shop, helps with the running of the band, organises working bees, the Interrelate program and helps lost items of clothing find their way back to their owners, we also assist with organising the Year 6 Farewells. We volunteer to be on panels when new members of staff are needed and attend School Finance Committee meetings. We sponsor awards for Presentation Day and also donate Easter Eggs when the Easter Bunny comes to school. Fundraising is also a big part of what we do and in 2017 we held, cake stalls, Mother's Day and Father's Day events, a disco, a hot cross bun drive, Ready Set Shave and Colour the teacher's hair day, Family Portrait Day, an Outdoor Movie night and we also organised the sale of the K-2 Concert DVDs. With all of these activities we raised in excess of \$19 000! These fundraisers would not have been successful without the ongoing support from the families and friends of Padstow Heights, so thank you!

In 2017 our fundraising focus was on an outdoor eating area for Kindergarten and an outdoor classroom which was completed over the Christmas break and I am proud to say the feedback from both students and teachers has been very positive. I would like to take this opportunity to thank the very hard working P&C committee: Mel & Janine the Vice Presidents, Suzy the Secretary, Ray the Treasurer, Donna the Uniform Shop Coordinator, Bettina the Fundraiser and Brooke the Band coordinator. A special mention must also go to Jacqui and Thelma for being part of the fundraising team and to Marieke, Dora, Marie and Olivia for helping out in the uniform shop. I believe we have all worked fantastically together and I appreciate all the support you have all shown me as President.

Teamwork, makes the dream work. Thank you all the parents, grandparents and friends who have volunteered in some way over the past 12 months, without your help we wouldn't achieve such great fundraising results. I would also like to take this opportunity to thank Daystar Real Estate, Club Rivers, Padstow RSL and Revesby Workers who again generously donated money to the P&C last year. Thank you must also go to Ms Bryant, Ms Fair, Mrs Dwyer and Ms Macpherson, all the teaching staff (including support staff) for their continuous support, the office staff for always going above and beyond and Chris Coleman for always being willing to help the P&C out.

.Leanne Iverach

P&C President

Message from the students

In 2011 when we started at Padstow Heights as cute little 5 year olds, we never thought we'd be given the honour to lead the school this year.

After around 1400 school days we are two of 49 year 6 students who will bid the school farewell at the end of this week. 33 of us including my fellow school leaders started as Kindergarten students in one of the hottest weeks on record. We've grown a lot over the years, not just in stature, but in knowledge and skills. It's been a great journey!

Looking at our year group, the word diversity springs to mind, we have sports people, musicians, skilled computer users, artists and academics, many of us are multi-talented. Most of us have competed in 4 swimming Carnivals, 7 Cross Countries and 7 Athletics Carnivals, The Band is well represented in our year and won gold at Bandfest every year too. Our Dancers have also performed at Bankstown Dance festival each year.

As the school leadership team we've participated in the Grip Leadership day at Homebush and represented the school at the ANZAC Day Ceremony and Remembrance Day services at Padstow Memorial.

Over the years we've had the opportunity to learn outside the school grounds, with Camps to Stanwell tops and Kincumber and to Canberra this year. We've had excursions to the Farm in Kindergarten, to the Zoo and Sculptures by the Sea to name a few. Many of us travelled outside the school regularly for Friday PSSA sport and a few grand finals were won along the way, Some of us also represented further afield for Band, Choir and also in PSSA Sport with 4 of us representing the school at State level a number of times over the years.

The way we learn has changed in our time at Padstow Heights, in younger years we had a weekly visit to the Computer Room, now we use our own devices such as laptops and iPads. The Library has been re-named 'The Hub' where we carry out STEM activities, such as our group work for Sculptures on the Grass.

We've also had special days such as the Olympathons and soccer worldcup days and performed at open days and Christmas concerts and, all those years ago, the Kindergarten Nativity. Many great teachers (too many to mention individually) have taught us and we've had a mix of straight and composite classes and classrooms all over the school. This year we mastered the Stage 3 composite class with year 5. On behalf of year 6 we'd like to thank all the teachers, Ms Bryant and the P & C for everything you've done for us over the last 7 years.

We aren't sad it's over, we're glad that it happened!

Liam Taylor and Mia Yardley School Captains 2017

School background

School vision statement

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. We aim to develop resilient students who confidently strive for challenging goals in every endeavour.

School context

Padstow Heights Public School is a P2 level school with 388 students and 16 classes. Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes and the school population is expected to grow. 49% of students come from homes with language backgrounds other than English.

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.

The Learning and Support Team is efficiently identifying students in need, tailoring relevant support programs and allocating staffing resources. School-wide assessment procedures have been adopted to allow more frequent analysis and subsequent targeting of areas of need with more emphasis on formative assessment practices. The role of assistant principals as instructional leaders continues to strengthen professional learning so teachers can develop their skills and try out new strategies. The self assessment has identified the main area for continued attention is to work to broaden opportunities for our parent community to be more meaningfully involved in planning.

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

Excellence in Learning

Purpose

Our students meet national benchmarks but they need to reach for higher outcomes in their learning. Students achieving at the upper end of the scales are not showing the same level of growth as our less capable students. We need to increase the number of successful learners who assess their learning and who can build upon their knowledge, skills and attitudes with the support of the quality teaching framework.

Overall summary of progress

Matching evidence to improvement goals requires planning and systems. When the goals were set, the form of the evidence wasn't clear and the systems weren't in place. Over the last 3 years these systems have improved and data collection is more effective. Using data from NAPLAN, Progressive Achievement tests (PAT), school-based writing assessments and tracking all students along the literacy and numeracy continuums has shown overall average to above average school results. Average to above average growth has been achieved in most areas. Most significant growth has occurred in writing which was a major focus area. Year 5 NAPLAN writing results were disappointing in 2017 with teachers reporting that their term 1 writing focus was on Narrative style text. The NAPLAN test was a persuasive writing task so our students were not well-prepared. School writing assessments that are done 3 times a year with the same marking criteria showed that Year 5 made more than satisfactory progress in writing. It is important to use more than one assessment task to gauge progress. The most useful growth tracking for PAT data was the Visible Learning formula. This uses a range of 0.15 to 0.4 as being expected growth for 1 year's teaching.

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">Analysis of NAPLAN data shows improved growth from Year 3 to Year 5 and Year 5 to Year 7 in all aspects with 75% of Year 5 students and 70% of Year 7 students achieving greater than or equal to the expected growth. (3yr goal 80% Yr 5, 75% Yr 7)	\$30 000 Student Learning Support Officer time. RAM equity funds	Growth results for Year 7 show strong improvement on previous years. More than 60% of students made greater than or equal to expected growth in all areas with Numeracy above 70%. All results were above state averages (Reading was equal to state average). Year 5 were above state averages in Grammar and Numeracy and equal in Reading.
The analysis of NAPLAN shows an increase of 5% of students achieving in the top 2 bands in all aspects Yrs 3, 5 & 7 (3yr goal an increase of 10%)	RAM equity funds \$ 90 000 Support staff	In 3 years the Year 3 results have shown strong improvement each year in top 2 bands– 18% increase in reading, 25% writing, 9% spelling, 21% Grammar, 10% numeracy. Year 5 and Yr 7 have made a 5% increase on average (< 5% in writing & spelling Yr 5; Grammar Yr 7)
Analysis of PAT data for Yrs 2–6 shows min of 5% improved growth (3yr goal –10%)	RAM equity funds \$ 90 000 Support staff	Using the Visible Learning formula for PAT– Years 2 to 5 achieved average growth above expected in the 3 tests– Reading, Maths and Grammar. Yr 2 made more than 3 times expected growth, Yr 4 3 times the growth in reading and double the growth in Maths; Yr 5 double the growth in maths. Year 6 scored below expected growth in all 3 tests.
Over 3 years a 50% increase in the number of students able to set achievable goals	\$0	All students 2 to 6 are setting achievable goals with a variation in the amount of scaffolding that is provided by teachers. Years 5 and 6 are more independently setting goals but there is no explicit data on this. Years K–1 are also goal-setting in relation to individual lessons on key skill areas.

Next Steps

Apply the assessment plan developed over the last 3 years for more targeted data collection focused on student growth. Continue the focus on writing. Continue to investigate and address the slide in engagement in stage 3. Next 3 year focus to include a student wellbeing approach around building a growth mindset and an understanding of the qualities of a successful learner. More successfully identifying our gifted students and preparing Personalised Learning Plans for them.



Strategic Direction 2

Excellence in Teaching & Leading

Purpose

Research concludes that after the influence of the home environment, the class teacher is the most powerful influence on student learning. Teachers need to set explicit goals for professional development in order to ensure effective delivery all aspects of the Quality Teaching Framework and to improve the likelihood of improved student performance. Teachers need to work collegially and be supported to adapt teaching and learning styles to competently deliver the new syllabuses and to cater for future learning expectations

Overall summary of progress

The instructional leader role has developed to include all 3 assistant principals as leaders of teaching and learning for their stage. This has been facilitated in 2017 by the QTSS program which funds 3 days per week. We chose to use that funding as 1 day of release for each AP. This has allowed APs to work in classrooms with their team members and take classes to free up the teacher to observe others. All teachers developed an individual plan for their professional development. The Tell Them From Me teacher surveys show that teachers are receiving support as needed. The culture of shared professional learning, collegial planning, discussion and collaboration is growing. The improvements in overall student performance, especially in writing, are evidence of the impact of the programs put in place. Again the improvement measures chosen to track change haven't been in the best format. We use the visible learning formula to mostly track growth in all grades twice a year using the PAT test. Individual student performance is also tracked along the learning continuum which clearly shows whether students are moving forward and whether they are reaching the expected markers.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
•All teachers are meeting The Australian Professional Standards for Teachers	Support for beginning teachers (\$40 000) Quality Teaching, Successful Students (QTSS) (3 days staffing entitlement)	All teachers took part in Professional Learning. All had a Professional Learning Plan and all staff met regularly with their supervisor to discuss goals and review progress. All staff are meeting Australian Professional Standards. Beginning teachers were mentored and received support. Teachers use the the teaching standards in professional discussions with colleagues and the shared knowledge improves collaboration.
•growth of 5% ; 5% improvement in all aspects of literacy & numeracy as measured by NAPLAN & PAT	RAM equity flexible funding \$95 000 LaST resource time 4 days a week Beginning teacher support program \$40 000	Results from NAPLAN and PAT are not best measured by % growth. We used Effect Size algorithm to calculate growth. The expectation for 1 year's teaching for 1 year's growth is 0.15–0.4. Using the Visible Learning formula for PAT– Years 2 to 5 achieved average growth above expected in the 3 tests– Reading, Maths and Grammar. Yr 2 made more than 3 times expected growth, Yr 4 3 times the growth in reading and double the growth in Maths; Yr 5 double the growth in maths. Year 6 scored below expected growth in
• TTFM Staff survey –increases in ratings for highest levels in Leadership & Collaboration Domains	Support for beginning teachers (\$40 000– 3 teachers and mentors) Quality Teaching Successful Students (QTSS) 3 days staffing entitlement to release APs	The survey shows that teachers feel supported and steps to improve leadership and collaboration are having an impact. Leadership 7. 2 in 2015; 7.4 in 2016; 7.5 in 2017 Collaboration 7.5 in 2015; 7.8 in 2016; 8.2 in 2017

Next Steps

In 2018 all 3 assistant principals will continue to be released for 1 day each week to support teachers. The executive team will also work with a group of teachers to build leadership capacity. The release time will allow for teachers to observe each other, visit other schools and classes to improve their skills and use of teaching strategies. The time also allows for professional discussion and collaboration which research acknowledges as 'best practice'. Collaboration will be facilitated by planning days once a semester and by opportunities for professional discussion and sharing during stage meeting time after school each week.



Strategic Direction 3

Excellence in Student & Community Engagement

Purpose

Students who are engaged in their learning have more successful outcomes. To increase engagement, students need to build resilience and social skills and experience a variety of teaching and learning styles with a greater emphasis on student-led learning and the use of technology. A strong link between the school and the community has been proven to have a positive impact on student performance. Engaging the community broadens the expertise available for sharing with staff and students.

Overall summary of progress

The embedding of technology in classroom programs continued with the extension of the Bring Your Own Device program to years 4 and 5. The Friendly Schools Plus program was continued across all classes. The school rules– be safe, be a learner and be respectful– and anti-bullying procedures were taught and revisited in all classes. Parent participation continued to be encouraged with an increase in the number of parents helping at the school. We held several parent workshops and information evenings about future-focused learning and differentiating the maths curriculum. We provided opportunities for parents to be involved in the planning process and a group of parents joined staff at a future-focused conference over 2 days at the Opera House.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Growth of 5% in all aspects of literacy and numeracy (10% 3yr goal) as measured by NAPLAN and PAT	As reported in previous strategic direction areas	As reported in previous strategic direction areas
Positive changes to Tell Them From Me Student and Parent Surveys about engagement and satisfaction	\$8 000 (grant) teacher release for planning and attending parent information sessions, redesigning of the student semester reports, conference fees, hospitality	<p>Student surveys: An improvement in the number of students feeling challenged in English and Maths – 35% (April 2016) to 45% (Oct 2017) Results show a positive improvement in all aspects for Years 5 & 6 students, but a slight drop for Year 4 students in interest and motivation indicated in social-emotional outcomes. Drop of 6 % across yrs 4–6 of students reporting bullying– overall bullying rates are 11% lower than state norms. Students are feeling supported and safe at school and engagement is improving.</p> <p>Parent surveys: Most areas showed a slight decrease on ratings from 2016 but significantly fewer parents completed the survey. One area dropped by 0.6 – Parents are informed. More work needs to be done to provide information about student learning.</p>
Increase of 5% of parents volunteering their time to participate in learning activities	\$0	Database maintained. 6% increase in the number of parents volunteering. Reading for Life Program and Multilit tutors brought an extra 9 parents to school on a regular basis. Frequency of volunteering also increased.
PAVe Surveys show improved social competencies Years 5 & 6	\$0	PAVe research was finalised at the end of 2016
Attendance shows a 1% improvement	\$0	<p>Attendance dropped from 95.3% (2016) to 94.2% (2017)</p> <p>There has been an increase in the number of families taking holidays during the school term.</p>

Next Steps

In the new school plan, there will be an emphasis on student wellbeing. We are working on building a growth mindset and the language of learning so that students better understand how to be an effective learner. We will introduce the Learning Powers of Resilience, Curiosity, Collaboration, Bravery and Reflection. We will work on better informing parents about student progress and the key areas of learning support. Increased focus on explaining the changed classroom culture and future–focussed changes to teaching and learning to parents.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$3315	Number of students (5) too small to report on without disclosing individual identity
English language proficiency	\$28320 (1 1/2 days per week for EAL/D support. Plus a teacher 1 day per week to provide new arrival support.	94% of EaL/D students have shown progress. 6% have been identified with other learning difficulties that have impacted on growth. 2 New Arrivals with no English– 1 from Term 2 and 1 from term 4 required daily support plus 2 from the end of 2016. The support allowed these students to move from Beginning level to Developing level during the year.
Low level adjustment for disability	\$34 128 RAM flexible funding used to employ SLSOs (teachers aides) for small group and in–class support LaST (Learning & Support Teacher) allocation 4 days a week Intensive Reading program for identified Year 4 students 4 hours a week	All students with ILPs were reviewed late in Term 4 (104). 8 students have been removed from the need for a plan in 2018. Remaining students will continue to require learning support. Varied levels of progress were achieved. Individual goals cannot be compared. 5 out of 6 Intensive Reading students from 2016 made above expected growth in NAPLAN in Yr 5. The other student achieved slightly below.
Quality Teaching, Successful Students (QTSS)	3 days staffing entitlement for executive release	Much higher degree of staff collaboration occurred. APs were able to have more frequent discussions about teacher development and student progress with teachers in their teams. Assessment schedules and teaching programs were devised collaboratively reducing the amount of variation between classes of the same grade. Improved consistency of teacher judgement for writing tasks.
Socio–economic background	\$23, 233 RAM flexible funding used for SLSO (teachers aide) in class support. \$7000 financial support	13 families (23 students) were provided with financial support through reduced fees or fee exemptions for compulsory events or resources and for uniforms. Students were discreetly targeted by SLSOs for in –class support to make sure students were not falling behind and had necessary materials. All students given the opportunity for equal access to the curriculum.
Support for beginning teachers	\$40 000 Beginning Teacher support Mentoring time – minimum of 1 hour a week Extra release of 2 hours a week Attendance at Professional Learning Course for beginning teachers	Three teachers received funding as beginning teachers, which provided 2 hours extra release and 1 hour for a mentor each week. All are now close to completing their accreditation. The extra time allowed them to reflect on their practice, set goals for improving practice, gather evidence and work with their mentor. They report they have gained confidence and built efficacy.

Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	216	214	214	211
Girls	196	191	183	177

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	96.5	96.1	94.9
1	95.2	96.1	96.6	94.7
2	96.1	94.1	95	95
3	96.1	95.7	95.9	95.3
4	95.7	95.4	96.1	94.6
5	95.5	94.6	95	94.9
6	95.7	96.2	95.5	93.7
All Years	95.8	95.5	95.7	94.8
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

Non-attendance of students is followed up by each class teacher on the day the student returns after an absence. A letter is requested from the parent/caregiver explaining the absence. If a note is not provided, a letter is sent by the teacher asking them to explain the absence. Parents are also able to report an absence using the school app or by completing a proforma at the reception counter.

The Home School Liaison Officer checks class rolls each term for regular or unexplained absences and contacts parents if there is concern with a student's attendance rate.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	14.67
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	2.92
Other Positions	0

*Full Time Equivalent

In 2017 there was no Indigenous composition of the school workforce.

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

In 2017, the Teacher Professional Learning (TPL) program provided diverse opportunities to meet the needs of members of staff. The program included: TPL sessions at staff meetings, Staff Development Days, stage meetings and curriculum planning and implementation days, attending conferences, attending Principal, Executive, School Administration Managers and curriculum network meetings and attending content specific courses provided by the Dept of Ed or outside providers.

Staff development is an integral part of our school focus in developing quality professional practice. All teachers participated in Professional Learning activities across the Key Learning Areas. Each staff member averaged 75 hours of training and development activities during the year either face to face or online delivery.

All staff received weekly training and development through a structured staff meeting program which alternated between whole staff and stage groupings. Three full day training sessions were provided at the commencement of each term. Instead of the 2 days at the end of the year, staff attended four, three and half hour development sessions after school each term. The focus of these sessions included : Department of Education mandatory training of all staff to meet government school guidelines, Growth Mindset training, developing our Learning Powers project, improving the teaching of vocabulary, devising a new student semester report format, evaluation of school-based short and long term strategic goals and situational analysis of our school using the School Excellence Framework, reviewing school plan and collaboration on the plan for 2018–2020.

Three temporary teachers worked towards completing accreditation with the assistance of mentors and supervisors. One permanent teacher maintained accreditation at proficient.

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	225,470
Revenue	3,206,910
Appropriation	2,899,667
Sale of Goods and Services	14,909
Grants and Contributions	289,320
Gain and Loss	0
Other Revenue	0
Investment Income	3,014
Expenses	-3,282,384
Recurrent Expenses	-3,282,384
Employee Related	-2,876,161
Operating Expenses	-406,223
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	-75,474
Balance Carried Forward	149,996

The School's financial management processes and governance structures include fortnightly meetings between the Principal and The School Administration Manager to align the budget and check balances. The Finance Committee, which includes representatives from staff and P & C, meets once a semester to discuss major purchases and budgeting. Planned use of the funds rolled over from 2017 include:

- purchase of technology devices and replacement of electronic whiteboards as needed
- refurbishment of the library
- continuing improvement of the school grounds
- purchase of furniture for flexible learning spaces

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	2,588,608
Base Per Capita	60,672
Base Location	0
Other Base	2,527,935
Equity Total	177,255
Equity Aboriginal	3,315
Equity Socio economic	30,233
Equity Language	28,320
Equity Disability	115,387
Targeted Total	72,981
Other Total	35,280
Grand Total	2,874,124

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

School-based assessment

The ACER Progressive Achievement Tests (PAT) were used twice during 2017 as summative assessment for growth. The students, years 2 to 6, were tested in

November 2016, June 2017 and November 2017. Year 1 students did the November test only. This provided data for each child about progress in reading, grammar & punctuation and mathematics. The mid-year test allowed for teachers to adjust programs for the rest of the year. The results were mapped using the visible learning formula which calculates the effect size of the growth from test to test. The average expected growth for 1 year's teaching and learning should fall between 0.1 and 0.4. We have looked at possible reasons for below expected growth in year 6– by November they are losing interest in primary school, focused on high school transition, not taking the test seriously.

Year 1 were only tested in November 2017 so no comparative data is yet available.

Grade averages for Reading

Yr 2– 1.15 (more than double expected growth); Yr 3– 0.55 (above); Yr 4 1.14 (more than double); 0.55 (above); 0.10 (below)

Grade averages for Maths

Yr 2– 1.46 (more than 3 times expected growth); Yr 3– 0.53 (above); 0.87 (more than double); 0.83 (double); 0.11 (below)

School assessment for writing

Students repeated a writing task 3 times through the year. They were marked with the same criteria each time. These results reflect the growth made from February to December. There can be an emphasis on different strategy areas being developed from year to year– eg. Year 1 focuses on sentence structure and Year 6 focuses on Vocabulary use.

Percentage improvement from Feb to Dec

Sentence Structure

Year 1 65%; Year 2 24%; Year 3 38%; Year 4 35%; Year 5 18%; Year 6 12%

Punctuation

Year 1 21%; Year 2 33%; Year 3 18%; Year 4 34%; Year 5 11%; Year 6 18%

Spelling

Year 1 19%; Year 2 52%; Year 3 49%; Year 4 28%; Year 5 32%; Yr 6 28%

Paragraphing

Year 1 11%; Year 2 35%; Year 3 25%; Year 4 32%; Year 5 20%; Year 6 21%

Vocabulary

Year 1 82% using some precise words by the end of the year!; Year 2 36%; Year 3 46%; Year 4 39%; Year 5 32%; Year 6 33%

Assessing Kindergarten and Year 1

Kindergarten and Year 1 students are assessed using the literacy and numeracy continuums. They are closely monitored through semester 1. Kindergarten students who have not achieved the expected markers by the end of Term 2 are targeted for small group intervention in any of the following groups– phonics, sight words, social skills, early counting skills and fine and gross motor. They receive daily support through Semester 2. The support continues through Semester 1 of Year 1 where necessary.

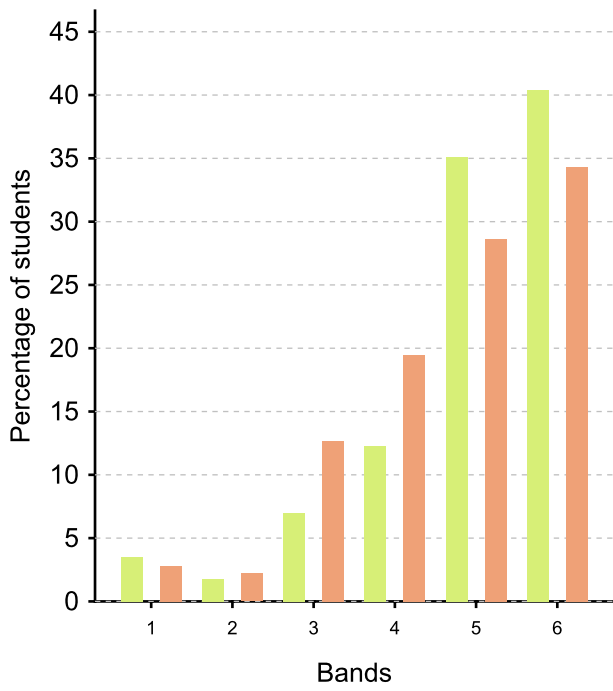
Year 1 students are tested individually twice a year by the Learning and Support Teacher (LaST) for Reading fluency and to detect any continuing decoding issues. Reading levels are monitored to ensure progress. Students who do not meet expected markers are referred to the Learning Support Team where intervention is decided. The interventions include daily drill of sounds, blends (Multilit), sight word drill, small group support with a teacher's aide (SLSO) or more intensive support by the LaST.

NAPLAN

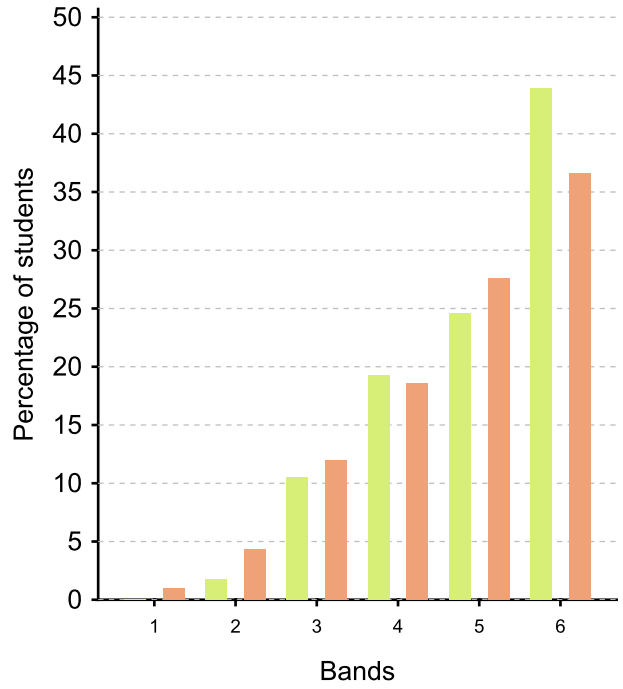
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Year 3 students are performing very well in basic literacy skills. They have performed above the averages for State DoE (Department of Education) in all areas, showing improvement in writing in particular. They scored above the averages for Statistically Similar Groups (SSG – National – all systems) in all curriculum areas. Most pleasing is the increase in the number of students in the top 2 bands, especially for writing. The Year 5 cohort dropped below state averages except for Spelling. Investigations of the data showed that there were 12 students who were significantly impacted by test anxiety and didn't perform to the same levels observed in regular classroom activities (many of this group are on autism spectrum and others suffer with general anxiety). School-based assessments for Year 5 during the year showed pleasing growth in all areas. PAT (Progressive Achievement tests) results showed positive data for year 5. NAPLAN results for this cohort of students is not reflective of general progress for the grade.

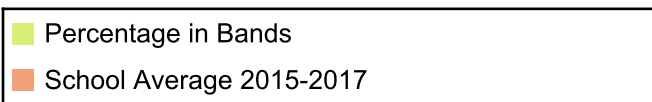
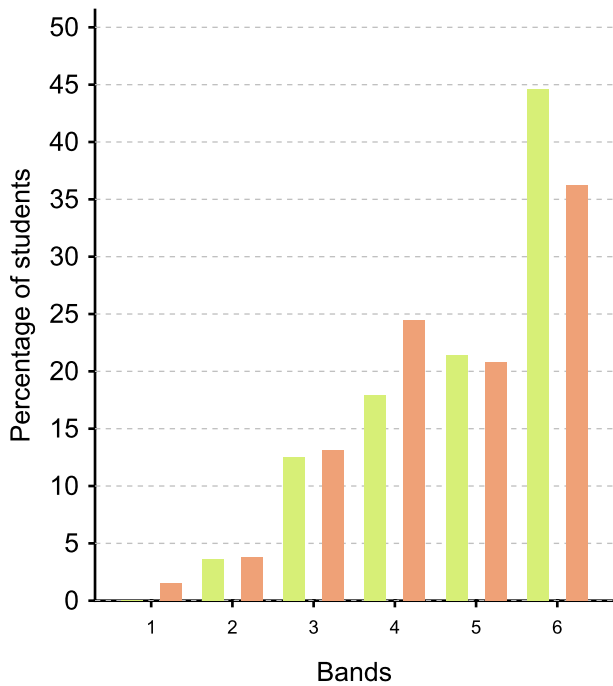
Percentage in bands:
Year 3 Grammar & Punctuation



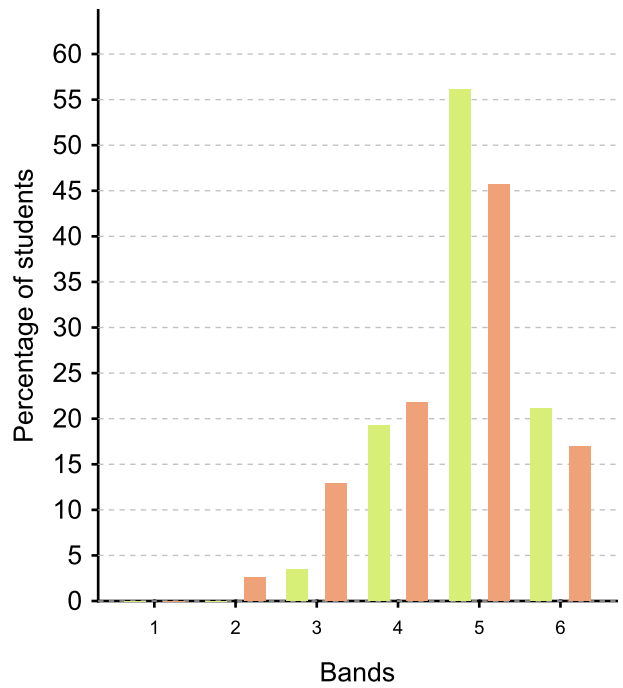
Percentage in bands:
Year 3 Spelling



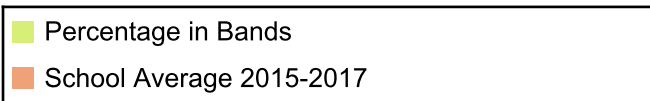
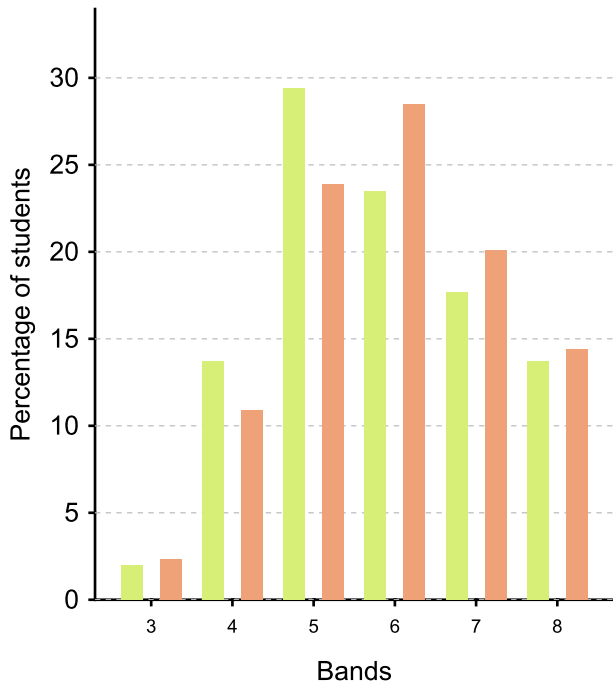
Percentage in bands:
Year 3 Reading



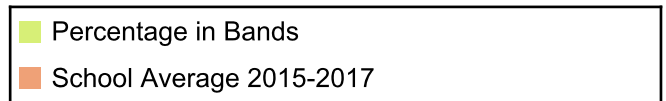
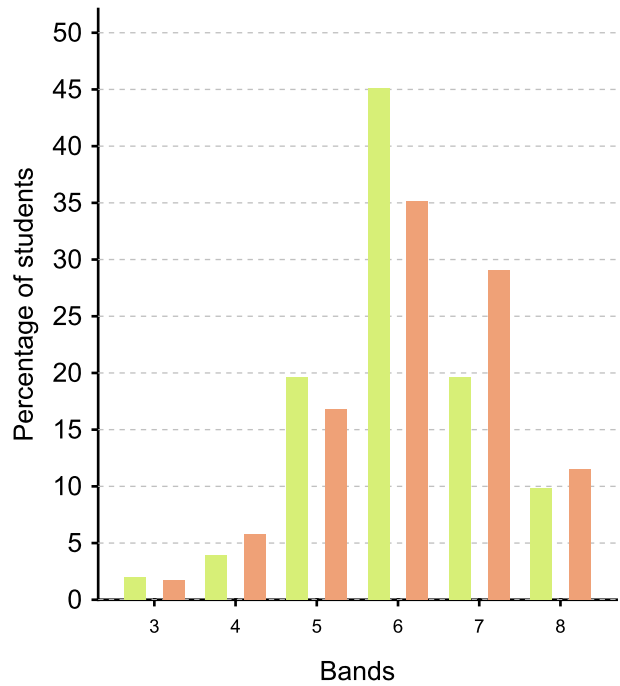
Percentage in bands:
Year 3 Writing



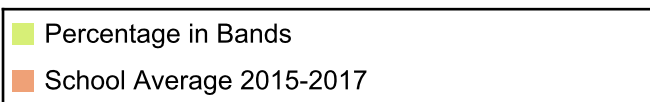
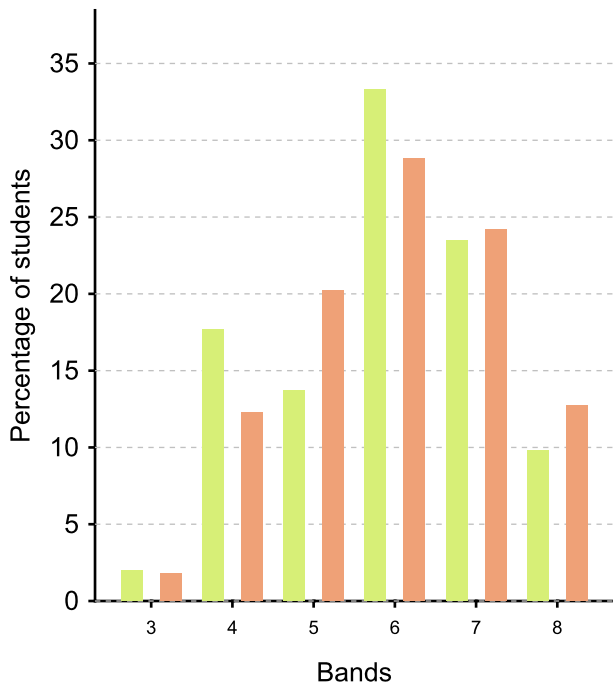
Percentage in bands:
Year 5 Grammar & Punctuation



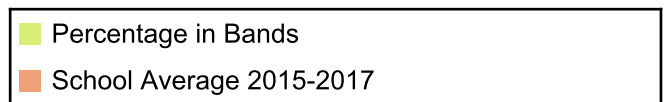
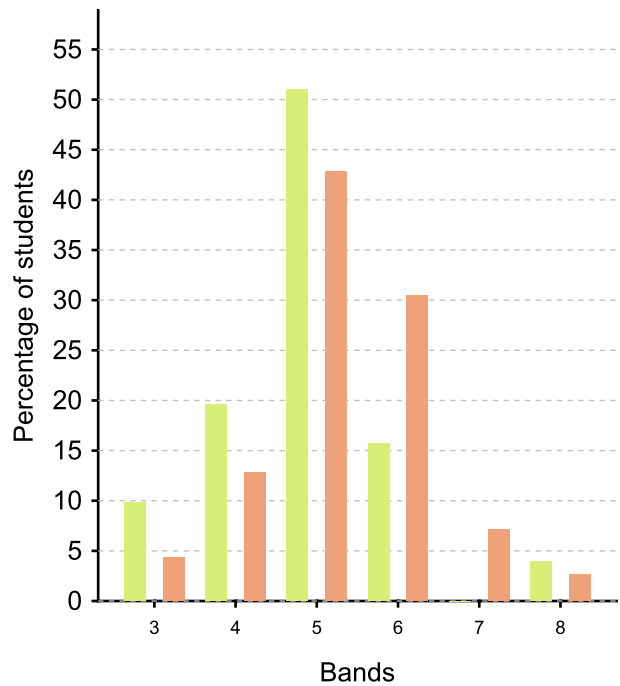
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading

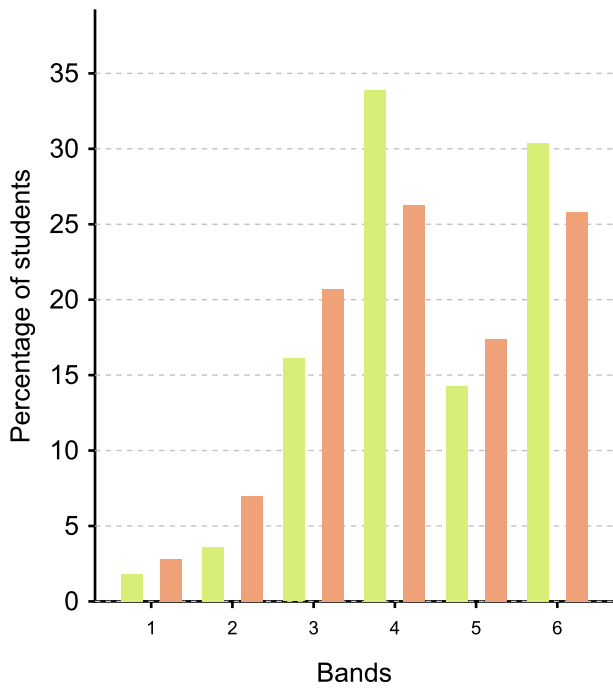


Percentage in bands:
Year 5 Writing

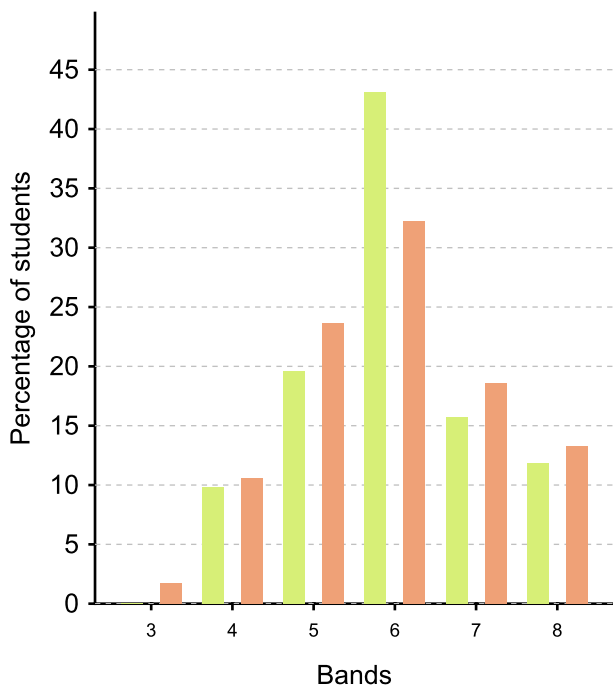


Our Year 3 students are working at average levels significantly above State DoE and SSG. One focus continues to be on moving children in our middle bands into the higher levels of attainment. Year 5 Maths results were impacted as above for literacy but to a lesser degree.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



There were no Aboriginal students sitting for NAPLAN in Year 3 or 5 in 2017.

Premier's Priorities: Improving Education results– has set the goal to improve the number of students in the top 2 bands of NAPLAN by 8% by 2019. Between 2015 and 2017, Year 3 achieved an average of 18% growth

in the top 2 bands across all areas. Year 5 has not yet reached an average of 8%.

Year 3 achieved at Excelling level for value-added growth from Kindergarten to Year 3 with significantly higher results than state average.

Parent/caregiver, student, teacher satisfaction

In 2018 students, parents and teachers took part in the Tell Them From Me surveys. 12% of parents completed the independently run survey– a much lower number of replies than normal.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. The survey includes eight separate measures, which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The full report was presented to the Parents and Citizen's Association and is available for viewing. The following is a summary of the results:

Parents feel welcome: 6.8

Highest: I can easily speak with the school principal 7.6

Lowest: Parent activities are scheduled at a time when I can attend 5.7

Parents are informed: 5.8

Highest: If there were concerns with my child's behaviour at school, the teachers would inform me immediately 6.9

Lowest: I am informed about my child's social development 4.7

Parents at PHPS support learning at home: 7.1

Highest: Praise your child for doing well at school 8.0

Lowest: Discuss how important my child's schoolwork is 6.3

School supports learning: 6.7

Highest: My child is encouraged to do his or her best work 7.4

Lowest: Teachers take account of my child's needs, abilities, interests 6.2

School supports positive behaviour: 7.6

Highest: My child is clear about the rules for behaviour

at school 8.5

Lowest: Teachers devote their time to extra-curricular activities 6.8

The results were disappointing overall. Only 37 parents completed the survey so it isn't a statistically significant number of replies. Nevertheless the data has been analysed and discussions had about the impact on our systems.

Student Survey

The students also took part in the Tell Them From Me Survey (TTFM). The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. These are compared with NSW DoE norms, which are based on the results for all students who participated in the TTFM DoE survey in 2017 at the year levels found in this school. Students in Years 4, 5 and 6 took part. This report was very positive with almost every area rating at, above or well above state norms. The following is a summary:

Students play sports with an instructor at school, other than in a gym class.

- 93% of students had a high rate of participation in sports; the NSW DoE norm for these years is 83%.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

- 80% of students in this school had a high rate of participation in extracurricular activities; the NSW DoE norm for these years is 55%.

Students feel accepted and valued by their peers and by others at their school.

- 77% of students in this school had a high sense of belonging; the NSW DoE norm for these years is 81%.

Students have friends at school they can trust and who encourage them to make positive choices.

- 89% of students had positive relationships; the NSW DoE norm for these years is 85%.

Students who do not get into trouble at school for disruptive or inappropriate behaviour.

- 93% of students had positive behaviour; the NSW DoE norm for these years is 83%.

Students are interested and motivated in their learning.

- 78% of students were interested and motivated; the NSW DoE norm for these years is 78%

Students try hard to succeed in their learning.

- 95% of students try hard to succeed in their learning; the NSW DoE norm is 88%.

The school staff emphasises academic skills and

hold high expectations for all students to succeed.

- students rated Teachers' Expectations for Academic Success 8.8 out of 10; the NSW DoE norm is 8.7.

One area for improvement is around skills—challenge. Students feel challenged in their English and Maths classes and feel confident of their skills in these subjects.

- 32% of students were confident of their skills but did not find classes challenging. The NSW DoE norm for these years is 26%.

Staff Survey

Staff completed the fourth year of their Tell Them From Me survey showing continuing improvement in all areas. A summary of the results are shown below: The scores for the Likert format questions (i.e. strongly agree to strongly disagree) have been converted in the same manner as the Parent Survey. Leadership and Collaboration were the 2 key areas we were working to strengthen through our School Plan 2015– 2017.

Eight Drivers of Student Learning

1. Leadership 7.5 This area showed an increase from (7.2) in 2015.
2. Collaboration 8.2 (7.5 in 2015)
3. Learning Culture 8.6
4. Data Informs Practice 8.4
5. Teaching Strategies 8.8
6. Technology 7.3
7. Inclusive School 8.7
8. Parent Involvement 7.6

Four Dimensions of Classroom and School Practices

Again all areas showed improvement from 2015.

1. Challenging and Visible Goals 8.2
2. Planned Learning Opportunities 8.1
3. Quality Feedback 8.1
4. Overcoming Obstacles to Learning 8.2

The results show that staff at Padstow Heights are engaged in their profession and are striving for continuous improvement in teaching and leadership practices.



Policy requirements

Aboriginal education

An Aboriginal perspective is included in teaching and learning programs across K– 6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues. We employed an elder, Bruce Shillingsworth, to work with all students about Aboriginal history and culture on a rotating timetable one morning a week.

Four students (identified as Aboriginal) received information about local events and initiatives that are available. Participation is actively encouraged.

Bruce also spent time with the 4 students helping the Year 6 students with their transition to high school and the younger aboriginal students in their classrooms and the playground.

Acknowledgement of Country occurs at all assemblies and major functions, including P&C meetings.

All identified students have individual learning pathways (ILP) written and implemented by the classroom teacher in consultation with the parents.

In 2017 we continued our school assembly Aboriginal Education sessions. Regularly, an aspect of Aboriginality was presented, along with a multi-modal presentation.

The principal attended a workshop on a new version of the 8 Ways of Learning and other aspects that help to maximise student performance.

Teachers or the principal took part in the local AECG meetings once a term (Aboriginal Education Consultative Group).



Multicultural and anti-racism education

The school implements a culturally inclusive curriculum. Teaching and learning programs are developed to ensure understanding of cultural diversity from Kindergarten to Year 6.

The school ensures that multicultural education is implemented into all school practices ensuring a racism-free learning environment.

The school's Anti-Racism policy forms an integral part of the Student Welfare policy and is committed to eliminating all forms of discrimination. The Anti-Racism Contact Officer (ARCO) ensures the policy is implemented.

Teaching units addressing multiculturalism are taught as part of all Key Learning Areas, Anti-Bullying and Child Protection programs and incorporate cultural, linguistics and religious activities.

The school has 49% of students from a non-English speaking background.

The school's English as Another Language or Dialect (EAL/D) teacher provides individual, small group and whole class support to EAL/D students across K–6 on a needs basis. Four students required the New Arrivals Program (NAP).