

# Padstow North Public School

## Annual Report



2017



4088

## Introduction

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

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

Natalie Armstrong

Principal

## School contact details

Padstow North Public School

Halcyon Ave

Padstow, 2211

[www.padstownth-p.schools.nsw.edu.au](http://www.padstownth-p.schools.nsw.edu.au)

[padstownth-p.School@det.nsw.edu.au](mailto:padstownth-p.School@det.nsw.edu.au)

9773 8075

## Message from the Principal

I am proud of our *Learners, Leaders and School Community*. Our relentless focus toward school improvement outlined in the 2015–2017 School Plan, which commenced in 2015 and continued through 2016 and into 2017, has resulted in our school achieving many milestones on our journey to realising *Our Vision – to provide a school of excellence, where students are nurtured and valued, and experience a quality education within a safe and inclusive community*. Our school's success is underpinned by quality teaching and learning programs that our students, staff and parents value and appreciate. The key features of our achievements at Padstow North Public School in 2017 are outlined in this report.

## Message from the school community

Padstow North Public School is very fortunate to have a strong P&C community comprising of dedicated and active volunteers including parents, grandparents, extended family and friends as well as the staff. These people give up their valuable time to work tirelessly to raise funds for extra facilities for our students to use.

2017 was an exceptional year for the P&C, as collectively we raised over \$30,000 through funds from the canteen as well as the school's 60th birthday celebration, and 14 other fundraising events throughout the year. Using the funds we raised, we donated over \$20,000 to the school in 2017. We contributed \$12,000 to the synthetic grass outside the school hall, purchased 2 water refill stations costing \$4,762, purchased \$2,000 worth of new home reading books, as well as sponsoring 2 children who represented the school at regional sporting events with \$100 each. Finally we contributed \$25 per student to the Year 6 farewell.

Throughout 2017 the P&C have been at the forefront of the fundraising efforts at our school and during this time we have organised and facilitated school banking every Tuesday, Scholastic Book Club 8 times a year, the Easter raffle, Mother's and Father's Day raffles and stall, Father's Day breakfast, Family Portraits, sold Entertainment Books, facilitated Loose Change Friday every term, Carol's night raffle, personalised Christmas gifts and sausage sizzles at the athletics carnival, district cross country and Carols night.

We were fortunate enough to be allocated a Bunnings BBQ day at Bankstown Airport Bunnings in 2017. With 18 volunteers on the day, we served just over 1,000 sausages to hungry Bunnings customers and earned ourselves a profit of \$1,700 for the day's work – well done to everyone involved on the day.

Without a doubt, the highlight of the P&C calendar in 2017 was the school's 60th Birthday Jubilee Celebrations on Saturday 21st October. There were rides, an animal petting farm, market stalls, sausage sizzle, hot food galore and of course the centre piece that was the performances from the students at Padstow North Public School. The P&C would like to acknowledge the wonderful support we received from our 47 parent and teacher volunteers who worked tirelessly on the day to make it the success that it was. I'd like to once again acknowledge the efforts of the 6 amazing ladies who were the 60th Birthday Committee – Amy Hall, Jennifer Bracken, Kathryn Martin, Keely Siegler, Lynda Zalaf and Nahaa Oreibi who worked with me to organise every element of the day – outstanding effort ladies.

2018 looks like another exciting year for the P&C with many activities already in the pipeline – two school discos, more Bunnings BBQs and a few surprises.

The P&C meetings were held on every Tuesday of the month, interchanging between morning meetings at 9:15am and evening meetings at 6:30pm. The meetings were attended by the Principal and/or Assistant Principals, which allowed the P&C community to have direct contact with the school executive and have input to parent and community related issues within the school. All parents and citizens are welcome to attend.

Jaime Wong

P&C President

## School background

### School vision statement

#### Our Vision

Padstow North PS is a learning community aspiring for excellence where individuals are

Connected

Actively engaged

Respected

Empowered

Our purpose is to provide a school of excellence, where students are nurtured and valued, and experience a quality education within a safe and inclusive community. Through innovative, dynamic and authentic teaching and learning programs, our staff are committed to preparing students as confident, creative and successful learners.

### School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 354 in 2017. The school grounds, including expansive playgrounds, cover a large area. Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. We also have strong creative and performing arts, sporting and technology programs. Current technologies have allowed our staff to provide extended learning opportunities for students. Our students use educational technologies to engage, apply knowledge to new situations, analyse information, collaborate and problem solve. Our P&C, families and community are actively involved in all aspects of school life. The school has an increasing number of children from language backgrounds other than English. 66% are from a Language Background Other Than English (LBOTE) and 57% speak a Language Other Than English (LOTE). The school has two classes for students with a primary diagnosis of Autism.

# 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated that Padstow North Public School has a consistent approach for gathering assessment data to inform student progress and provide clear information about student achievement through our reporting process. Assessment has become more meaningful, and teaching programs reflect assessment of learning, along with the use of assessment data to inform learning experiences and differentiation for all students. This focus has driven a shift in the way teachers program for teaching and learning activities. Programs are more explicit in content and include adjustments for students with additional needs. Programs are driven by outcomes, and assessment is clear and relevant. A range of student performance measures are used more effectively to measure growth and to analyse the impact of informed teaching and learning programs; which has created more informed processes for reporting student progress to parents. We also now have a transition policy so that students are well supported to successfully transition into Kindergarten, Year 3 and Year 7. In summary, teachers use information about individual students' capabilities and needs to plan for students' learning. By sharing information about learning development, teachers engage parents as active participants in their children's education. Teachers support students to make successful transitions to future learning.

Our self–assessment and the external validation 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

LEARNERS: Engaged, creative and collaborative global citizens.

### Purpose

Develop creativity, communication, collaboration, critical thinking, problem solving, technological proficiency and global awareness in our learners. We have a positive approach and students understand they have the capacity to learn and every teacher is effective and every student is successful.

With high expectations of our students and ourselves we set standards of excellence and achieve those standards. This expectation challenges, inspires and motivates us to give our best in teaching and learning.

### Overall summary of progress

The *Feedback for Success* project was implemented in classrooms with a focus on Writing in 2016. We have therefore only compared the two years in which impact may be seen. The initial year of the project was based on developing teacher understanding of feedback and building strategies to be implemented. In 2017, building on the first cycle of the project, the Learners Strategic Direction (SD) team focused on effective feedback in Spelling. During a staff meeting in Term 3 2017 teachers analysed our most recent NAPLAN data for spelling, then identified strategies for improving our whole school Spelling growth. The Learners team provided examples of current approaches and best practice used to provide immediate and timely feedback within classrooms. Teachers, in their stage teams led by Assistant Principals, worked collaboratively to evaluate current feedback practices in Spelling, and plan and align systems to implement in their classrooms. Newly developed practices included the use of student monitoring systems, collaborative marking and conferencing. The Learners team delegated time in stage and staff meetings for teachers to provide reflective feedback about student progress as a result of targeted and timely feedback. This provided the opportunity for teachers to share what was occurring from Kindergarten to Year 6, and to discuss the impact of the project at a class and whole school level.

Simultaneously, the Leading *EAL/D* project *Learning to Talk and Talking to Learn* was embedded into the Feedback for Success project to compliment the focus on Spelling for students developing their English language proficiency. This focus of this project was to develop teachers' capacity to accommodate all learners, so that EAL/D students have the same opportunities as non-EAL/D students in meeting learning outcomes, while developing their English language proficiency. In Week 7 of Term 3, teachers evaluated the school's performance against the EAL/D School Evaluation Framework, and identified areas for improvement. Stage teams, led by Assistant Principals, then worked collaboratively to identify directions to enhance Spelling programs by incorporating EAL/D strategies to assist the development of English language proficiency. Staff were provided with opportunity to show case their programs to colleagues, highlighting the strategies and approaches that were successful in their classroom and teaching practice.

In addition to the Feedback for Success project the Learners SD team continued to develop and implement the Connected Curriculum project, referred to as 'The 4 Cs'. The project, introduced in 2016, remained a focus throughout 2017. The Learners SD team attended a professional development course that presented current research on the future focused skills of creativity, collaboration, critical thinking and communication. During Learners SD team meetings, this information was shared, and collaboratively developed into restructuring the future milestones for the Connected Curriculum project. Staff were made aware of the 4 C's and their impact on teaching and learning practice during staff meetings in Term 3. Upon evaluating the progress of the project, changes in the new syllabus and the shift in pedagogical practice, this project will remain a focus for the 2018–2020 School Plan. The current educational landscape, including Departmental priorities, and school improvement milestones will impact on the direction of this project.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students achieving through the schools teaching and learning programs. This may be measured by: <ul style="list-style-type: none"><li>% increase of students in band 5 and 6 for Year 3 and band 7 and 8 for Year 5 in NAPLAN</li><li>Higher achieving students</li></ul>	Learners Strategic Direction budget expended for 2017 to develop and deliver professional development to staff across all processes and to evaluate and report on milestones – \$5000.00	<ul style="list-style-type: none"><li>In 2016 4.4% of Year 5 students were in the top two bands for NAPLAN writing. In 2017 9.6% of Year 5 students were in the top two bands for NAPLAN writing, which shows growth in these two bands</li><li>In 2016 47.3% of Year 3 students were in the top two bands in NAPLAN writing. In 2017 64.6% of Year 3 students were in the top two bands. This was below state in 2016 (55%) and above state in</li></ul>



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>achieve % growth in annual PAT testing</p> <ul style="list-style-type: none"> <li>• % of parent feedback showing the success of the schools education programs K–6</li> <li>• % increase of students achieving at a certain level (cluster) in literacy and numeracy continuums</li> <li>• % increase of students participating in extracurricular activities (all others are literacy and numeracy based)</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio–economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>		<p>2017 (53.2%)</p> <ul style="list-style-type: none"> <li>• When comparing the number of students in each cluster over time (2015–2017) there are a higher percentage of Year 1 students in cluster 5 in 2017, than in 2015</li> <li>• Teachers now have a greater understanding of the literacy and numeracy continuums and the meaning of each cluster and descriptors. This means that a more consistent and informed decision about the level of student achievement has been applied</li> </ul>
<p>The school will improve its evaluation in relation to the School Excellence Framework. Although all elements are related to the projects the following elements will be directly impacted through the implementation of the project:</p> <p>Learning Culture – moving to sustaining and growing through well–developed programs and processes that identify, monitor and address student learning needs Curriculum and Learning – to achieve delivering where school plans elaborate on student’s knowledge and understanding. Teachers will be successfully differentiating the curriculum to meet the needs of individual students. Assessment and Reporting – achieve delivering. Transparent criteria for students’ growth and assessment are evident and consistent methods of moderation and assessment are in place.</p> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio–economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<p>Learners Strategic Direction budget expended for 2017 to develop and deliver professional development to staff across all processes and to evaluate and report on milestones – \$5000.00</p>	<ul style="list-style-type: none"> <li>• Learning Culture – moved to sustaining and growing through well developed programs and processes that identify and address student learning needs</li> <li>• Curriculum and Learning – moved to delivering</li> <li>• Assessment and reporting – moved to delivering</li> <li>• There is demonstrated commitment within the school community to strengthen and deliver on school learning priorities</li> <li>• Well developed current policies, programs and processes identify and monitor student learning needs</li> <li>• Professional learning was directly aligned with priorities in the 2015–2017 School Plan, including an increased proportion of students achieving through the school’s teaching and learning programs</li> <li>• 62% of students surveyed responded that they almost always ‘understand the expected outcomes of their learning, their goals and future learning strategies’.</li> </ul>

## Next Steps

The Feedback for Success project is to be continued as a whole school initiative to maintain progress and results. Current feedback strategies and processes need to be refined and improved to allow for sustainability. To ensure this is achieved, feedback needs to be reflected in teaching and learning programs using consistent language and implementation. The Feedback for Success project will also continue to be embedded across all key learning areas as we identify the pedagogy to support its implementation from Kindergarten to Year 6.

The Connected Curriculum (4C's) project will be reviewed for ongoing implementation to continue to build the capacity of staff to develop programs rich in creative and critical thinking opportunities, with communication and collaboration key components.



## Strategic Direction 2

LEADERS: Innovative professionals creating excellence.

### Purpose

Our teachers lead quality education through authentic, innovative and dynamic teaching and learning programs delivered with confidence. Staff excellence is promoted through differentiated, focussed and informed professional learning.

Transparency, reflection and feedback are key elements in supporting the capacity of staff, ensuring best educational practice. We maintain a strong culture of high expectations through sharing and collaboration.

### Overall summary of progress

The Innovative Professionals Creating Excellence project was modified and implemented in 2017 under the new title Teaching for Tomorrow. The purpose was to further develop expertise in staff to utilise a wide variety of innovative technology resulting in increased future focussed learning opportunities for students. The Teaching domain of the School Excellence Framework (SEF) was used regularly to measure growth and lead to project adjustments.

In summary, staff reviewed the SEF data in late 2016. This information was used to determine areas for project direction in 2017. The Leaders team presented current SEF achievements and in small groups staff identified descriptors that we were not yet delivering in. Staff brainstormed ways these could be enhanced at Padstow North Public School and shared with colleagues. Links were identified between SEF descriptors and teachers using a variety of innovative technology in programs to enhance student outcomes, and highlighted in the Teaching for Tomorrow project.

As a team, we developed 'How to Logon Guidelines' to help staff troubleshoot minor issues. A post survey was conducted to determine teacher confidence in using digital technologies. Overall results were pleasing with confidence growing in the use of laptops and iPads to support teaching and learning programs.

A whole school presentation was developed introducing the evidence behind Flexible Learning Spaces. Further professional learning was delivered in stage meetings and staff were given a briefing to complete, and a budget, to purchase new items for their classrooms that meet the evidence provided. During Term 4 staff participated in a school 'walk through' showcasing the transformation of classrooms.

Bring Your Own Technology (BYOT) was an initiative that was implemented in 2015 through the introduction of our school's Mobile Phone and Electronic Devices policy. The Leaders team evaluated the effectiveness of the initiative and provided professional learning around how to use devices effectively in lesson implementation. This required staff to develop a short presentation around lesson ideas for incorporating BYOT. This initiative was successful, however upon evaluation the Leaders team felt more regular professional development activities would be needed for confidence and expertise to develop amongst teachers.

Staff at Padstow North PS participated in the Centre for Education Statistics and Evaluation (CESE) data pilot – Using Data with Confidence. The Principal and an executive member attended professional learning around Scout, and data skills and use, resulting in increased understanding of the project. Staff participated in three workshops led by CESE – designed to increase teacher understanding of how to use data to drive teaching and learning and improve student outcomes. Data Skills and Use will remain a focus in the next planning cycle so that teachers and school leaders continue to use data to drive teaching and learning and whole school improvement.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of staff participating in differentiated, focussed and informed learning. This may be measured by: <ul style="list-style-type: none"><li>% of teachers achieving goals designed through professional learning plans</li><li>% increase of teachers confident in utilising learning technologies to maximise future focussed learning opportunities</li></ul>	Strategic Direction budget expended for 2017 to develop and deliver professional development to staff and to evaluate and report on milestones for each process within the Leaders Strategic Direction – \$5000.00	<ul style="list-style-type: none"><li>Regular staff meetings linked to the Australian Professional Standards for Teachers and school priorities.</li><li>66.8% of staff achieved two goals and 22.2% achieved three goals identified in their Performance and Development Plans (PDPs)</li><li>Survey results show evidence that teachers are more confident using technology: *11.5% of staff surveyed indicated they <i>strongly believed</i> they felt comfortable using technology in Term 4 2016</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>for students</p> <ul style="list-style-type: none"> <li>• % increase in innovative technology and differentiation evident in teaching and learning programs K–6</li> <li>• Increased % of staff feedback affirming the schools strategic directions and processes in the delivery of quality experiences</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio–economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>		<p>*31.3% of staff surveyed indicated they <i>strongly believed</i> they felt comfortable using technology in Term 4 2017</p> <p>*11.5% of staff surveyed indicated they <i>strongly believed</i> they felt confident using laptops in teaching and learning programs in Term 4 2016</p> <p>*37.5% of staff surveyed indicated they <i>strongly believed</i> they felt confident using laptops in teaching and learning programs in Term 4 2017</p> <p>*42.5% of staff surveyed felt they were <i>confident</i> using iPads in teaching and learning programs in Term 4 2016</p> <p>*56.3% of staff surveyed felt they were <i>confident</i> using iPads in teaching and learning programs in Term 4 2016</p> <ul style="list-style-type: none"> <li>• 100% of staff using Dojo to share learning experience with the community</li> <li>• Increase of technology accessible to teachers</li> <li>• 30 laptops, 80 iPads, computer lab, Probots &amp; Beebots available for use across the school</li> <li>• Executive noted increased reference to and use of digital technologies in teaching and learning programs identified through our annual Program Feedback Form</li> <li>• Working collaboratively on sharing platforms including Google Drive and Microsoft 365</li> <li>• Transformation of teaching and learning programs</li> <li>• Implementation of Code Club</li> <li>• ICT Team development and committed time for teacher support and trouble shooting</li> </ul>
<p>Best educational practice driven by confident well informed teachers: This may be measured by:</p> <ul style="list-style-type: none"> <li>• % increase of staff feedback affirming opportunities to deliver targeted professional learning</li> <li>• % increase of staff who actively engage in collaborative practice to enhance practice and learn from each other through modelling, team teaching, sharing of assessment and participation in professional dialogue and other learning forums</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio–economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<p>Strategic Direction budget expended for 2017 to develop and deliver professional development to staff and to evaluate and report on milestones for each process within the Leaders Strategic Direction – \$5000.00</p>	<ul style="list-style-type: none"> <li>• 100% of staff surveyed said they had delivered professional learning to their colleagues at some stage, therefore supporting their leadership development</li> <li>• All staff, executive and stage meetings are documented and shared K–6</li> <li>• Collaboration using Google Drive</li> <li>• Development of whole school assessment schedule and stage common assessment tasks</li> <li>• Increase of consistency with programs including Sound Waves, updated Mathematics Scope and Sequence, and literacy lessons</li> <li>• Peer lesson observations and stage observations with formalised feedback for teachers</li> <li>• Mentoring and support allocation for Beginning Teachers</li> <li>• Teachers working collaboratively to create teaching and learning programs</li> <li>• ICT team attending TeachMeets and other forums to drive innovation</li> </ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>The school will improve its evaluation in relation to the School Excellence Framework. Although all elements are measured the following elements will be directly impacted through the implementation of the project:</p> <p>Teaching Domain</p> <p>Effective Classroom Practice – Delivering – teachers identify, understand and implement effective teaching strategies using evidence based research</p> <p>Data Skills and Use – Delivering – student assessment data is regularly used to identify student achievements and progress and informing future directions</p> <p>Professional Standards – Delivering – all staff demonstrate personal responsibility for maintaining and developing their professional standards Leading Domain</p> <p>Leadership – Sustaining and Growing – the school leadership team supports a culture of high expectations and community engagement, resulting in sustained and measurable whole school improvement. School Planning, Implementation and Reporting – Delivering – the school plan is at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its main activity.</p> <p>School Resources – Delivering – resources are strategically used to achieve improved student outcomes.</p> <p>Note: Improvement measures will be used to measure the impact of Processes on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	<p>Strategic Direction budget expended for 2017 to develop and deliver professional development to staff and to evaluate and report on milestones for each process within the Leaders Strategic Direction – \$5000.00</p>	<p>Achieving delivering in 100% of elements in the teaching domain</p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice 2016 Working Towards Delivering 2017 = Delivering</li> <li>• Data skill and Use 2016 Working Towards Delivering 2017 = Delivering</li> <li>• Collaborative Practice 2016 = Delivering, 2017 = Sustaining and Growing</li> <li>• Learning and Development 2016 = Delivering, 2017 = Sustaining and Growing</li> <li>• Professional Standards 2016 = Delivering, 2017 = Sustaining and Growing</li> </ul> <p>Our self assessment of these elements within the teaching domain were validated during the External Validation process in 2017</p>

## Next Steps

The Teaching for Tomorrow project will remain a focus for the 2018–2020 School Plan as we align our Strategic Directions with the School Excellence Framework Version 2 (SEF2). At the end of 2017 staff analysed our school's performance against the SEF2, using evidence to identify where we are in terms of the excellence statements. In 2018 our school leaders will analyse information and present staff with a current model of where we are excelling and areas which will become a focus for new school plan. Striving for excellence, guided by the SEF2, will remain a long term goal – the descriptors that we are not performing as well in will remain our focus.

The Leaders team provides the following recommendations for future planning:

- Teachers continue to develop responsibility to achieve goals in Performance and Development Plans and look for opportunities that develop their skills in this area.
- Teachers continue to drive whole school professional learning in their expertise area or within their strategic direction teams
- ICT development continues to remain a focus
- ICT team to research and establish individual student portfolios through Dojo or Seesaw
- ICT team to develop support material for staff, for example, 'troubleshooting' posters
- Staff to build upon their existing knowledge of iPads and create programs collaboratively embedding their use.
- ICT team to organise visit to Apple Store in Term 1 2018 for Term 2 History or Science program
- Embedding technology into classroom practise needs to be 'taken over' by a Strategic Direction team, and ICT team to support this while maintaining their focus on resourcing and maintenance
- Continue to collaborate and share knowledge and teaching strategies on how to incorporate technology into teaching and learning programs that enhance the use of Bring Your Own Technology (BYOT) devices.

## Strategic Direction 3

SCHOOL COMMUNITY: Inclusive and actively committed to learning.

### Purpose

Leading and inspiring a culture of collaboration, communication, leadership and organisational practices. We plan, implement and deliver engaging, safe and inclusive programs in school community partnerships.

Teachers are committed to prepare students to belong and be part of the community using lifelong skills and strategies to be involved, contribute and support each other.

### Overall summary of progress

In 2017 the *Working Together* project focused on the development of a draft Transition Policy for Padstow North Public School. To do this, the School Community team researched transition policies from the Department and reviewed existing school policies. A draft Transition Policy was created and sent to the principal and executive team for discussion and editing. The policy specified transition guidelines for Kindergarten, Year 3 and high school. A timeline of dates for transitions was created and added to the school calendar and draft policy. This was to ensure open communication between schools, preschools, high schools and the school community. Also included were events such as preschool visits, orientation dates for new kindergarten enrolments and Bankstown South Infants School enrolments into Year 3, and high school transitions. Progressive Achievement Testing (PAT) dates and procedures for their administration for the students at Bankstown South Infants school who would be attending Padstow North Public School in 2018, were also included to attain academic data for all 2018 Year 3 enrolments. To evaluate the achievements of the *Working Together* project a survey was created and sent to teaching staff to complete. The survey asked the teaching staff about how they felt about various school events and how the School Community team could continue to improve whole school and community events and celebrations.

In working towards improvement measures in the *Communicating and Engaging in our Local Community* project, the School Community team endeavoured to strengthen partnerships in preparation for the future of learning. The team strategically researched school logos and websites during planning days. Professional learning and evidence based research was then presented to staff during a series of staff meetings. These meetings were designed to increase staff awareness on the purpose, benefits and processes involved in rebranding a school. The school song was revisited, and the consideration of a uniform update was reprioritised for 2018 – 2020 School Plan.

The School Community team actively promoted school achievements, events and celebrations using a variety of online platforms. During 2017, all school newsletters were uploaded to the school webpage, and dates for events were updated regularly to the online calendar. School events were promoted and celebrated using online photo galleries. All class teachers continued to communicate to parents regularly using class dojo and class blogs, and continued to use schoolinterviews.com to make online bookings for annual parent/ teacher interviews. This has resulted in a steady increase in site visits to the school webpage and increased community involvement in school events. Attendance by parents, carers and wider school community at whole school events and parent sessions was monitored and showcased to staff and community.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
The school community is involved in a wide range of diverse and inclusive experiences. This may be measured by: <ul style="list-style-type: none"><li>% increase of parent involvement in whole school events</li><li>Increased number of students participating in opportunities outside of Key Learning Areas.</li></ul> Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity	Strategic Direction budget expended for 2017 to develop and deliver PD to staff and to evaluate and report on milestones – \$5000.00	Results from the Tell Them From Me Survey indicate: <ul style="list-style-type: none"><li>88% of parents talked with a teacher about their child's learning one or more times</li><li>94% of parents attended meetings (e.g. parent-teacher meetings) or social functions at the school one or more times</li><li>41% of parents were involved in school committees (for instance, the P&amp;C)</li><li>53% of students reported a high rate of participation in art, drama, or music groups; extra curricula school activities; or a school committee.</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.		Results from the Tell Them From Me Survey indicate: <ul style="list-style-type: none"> <li>• 88% of parents talked with a teacher about their child's learning one or more times</li> <li>• 94% of parents attended meetings (e.g. parent-teacher meetings) or social functions at the school one or more times</li> <li>• 41% of parents were involved in school committees (for instance, the P&amp;C)</li> <li>• 53% of students reported a high rate of participation in art, drama, or music groups; extra curricula school activities; or a school committee.</li> </ul>
<p>Increased proportion of students, staff and parents meaningfully connecting through interactive learning technologies to promote active home and school learning partnerships. This may be measured by:</p> <ul style="list-style-type: none"> <li>• % increase of staff, students and parents collaborating to:</li> <li>• Improve learning outcomes</li> <li>• Promote home/school learning partnerships</li> <li>• Support personalised and flexible modes of learning delivery</li> <li>• % increase of staff, students and parents collaborating through online platforms to improve home/school partnerships with the subscription of technologies such as Mathletics, iPad applications, Facebook, Skoolbag App.</li> </ul> <p>Note: Improvement measures will be used to measure the impact of <i>Processes</i> on those student groups funded through equity loadings under the Resource Allocation Model: Socio-economic background, Aboriginal background, English language proficiency and Low level adjustment for disability.</p>	Strategic Direction budget expended for 2017 to develop and deliver PD to staff and to evaluate and report on milestones – \$5000.00	<p>Results from the Tell Them From Me Survey indicate a high level of Parent Involvement. Teachers reported they:</p> <ul style="list-style-type: none"> <li>• Work with parents to help solve problems interfering with their child's progress</li> <li>• Share students learning goals with their parents</li> <li>• Use strategies to engage parents in their child's learning</li> </ul> <p>Results from the Tell Them From Me Survey indicate Parents Support Learning at Home. Parents reported they:</p> <ul style="list-style-type: none"> <li>• Encourage their child to do well at school</li> <li>• Praise their child for sign well at school</li> </ul> <p>Results from the Tell Them From Me Survey indicate Computer/tablet use for school work. Students reported that:</p> <ul style="list-style-type: none"> <li>• 88% use a computer or tablet for school work at home once a week or more</li> <li>• 94% use a computer or tablet for school work at school once a week or more</li> </ul>

## Next Steps

The success of the School Community team in actively promoting school achievements, events and celebrations created a school culture of inclusion and increased parent involvement in their child's education and school activities. The success of the strategic direction will see the School Community team combined with our Special Events team in 2018 and beyond. While no longer a strategic direction in our school plan, a strong school community focus and activities are embedded across the culture of the school.

The principal and leadership team will finalise the Transition Policy for Padstow North Public School, for full implementation in 2018.

We will continue to communicate the purpose, benefits and processes involved in rebranding the school to our wider school community as a priority for the 2018 – 2020 school planning cycle. This will be overseen by the principal and school leadership team.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Combine flexible equity funding – Socio-economic background, Aboriginal Background (\$3162.00), and Low level adjustment for disability – to better support the needs of students through our schools LaST program	<p>Improved educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population.</p> <p>Evidence of impact includes:</p> <ul style="list-style-type: none"> <li>• Personalised learning pathways developed for 100% of students with Aboriginal background by students, parents/carers, agencies and staff</li> <li>• Improvement toward Aboriginal student awareness of local community events, school events and willingness to work with community members and parents from the school through participation at NAIDOC week events including Aboriginal performance for all students K–6</li> <li>• 100% of Aboriginal students involved in writing our school's Acknowledgement of Country, and all Aboriginal students say it at assembly each week</li> </ul>
<b>English language proficiency</b>	\$81,088.00	<p>In 2017 approximately 190 students with English as an Additional Language/Dialect received support. Improvement in English language proficiency enabled our EAL/D learners to develop their knowledge, understanding and skills in literacy and numeracy.</p> <p>Success for these learners is attributed to:</p> <ul style="list-style-type: none"> <li>• Explicit teaching and differentiation in the classroom</li> <li>• RAM allocation of 0.6 of a fulltime teacher was provided to support our EAL/D students (3 days).</li> <li>• Introduction of a whole school approach to teaching our EAL/D learners</li> <li>• Employment of a School Learning and Support Officer (SLSO) to assist with the implementation of EAL/D programs</li> <li>• 59.4% of Year 5 LBOTE students achieved greater than or equal to expected growth for NAPLAN reading and 71.9% for numeracy.</li> </ul>
<b>Low level adjustment for disability</b>	Combine flexible equity funding – Socio-economic background, Aboriginal Background, and Low level adjustment for disability (\$101,018.00) – to better support the needs of students through our schools LaST program	<ul style="list-style-type: none"> <li>• Ongoing use of funding to increase Learning and Support Teacher entitlement by 0.1 to 0.8 (4 days) and employ a School Learning and Support Officer two days per week, to support delivery of programs designed to support the needs of students who have additional needs with or without a formal diagnosis of disability.</li> <li>• Minilit evaluated with positive results therefore will continue in 2018</li> <li>• Weekly Learning Support Team meetings continue to be held to identify and support students with additional learning and support needs. Learning Support Team participants include principal, Learning and Support Teacher and School Counsellor. Classroom teachers, their supervisors, and EAL/D specialist teacher attendance is dependant on the personalised circumstances of the student</li> </ul>



<b>Low level adjustment for disability</b>	Combine flexible equity funding – Socio-economic background, Aboriginal Background, and Low level adjustment for disability (\$101,018.00) – to better support the needs of students through our schools LaST program	referred.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$64,758.00	<p>In 2017 QTSS funding was allocated to release three Assistant Principal's one day a week each, allowing them to:</p> <ul style="list-style-type: none"> <li>• mentor and coach other teachers</li> <li>• observe teachers in their classrooms and demonstrate and model effective teaching strategies</li> <li>• monitor student performance data across the school and ensure teachers are focused on areas of need</li> <li>• lead an area of school improvement</li> </ul> <p>The time was valuable in ensuring the team was well informed and well prepared for quality teaching and learning. Some particular benefits of QTSS release time included:</p> <p>Term 1</p> <ul style="list-style-type: none"> <li>• Meeting with parents regarding their child's education, including class placement. As a result parents were informed as to class placement and the educational progress of their child.</li> <li>• Development of common assessment schedules. As a result assessments are consistent and allow for moderation and consistent teacher judgement across stages and classes.</li> <li>• Performance and Development Plan negotiations with staff. As a result 100% of staff developed a PDP that aligns with the school vision and their professional learning needs.</li> <li>• Regular discussion around program development. As a result staff use this opportunity to discuss any concerns or individualised support they may need.</li> <li>• Development of <i>Feedback for Success</i> resources allowing teachers to provide students with explicit feedback and explicit steps for future growth.</li> </ul> <p>Term 2</p> <ul style="list-style-type: none"> <li>• Development of School Plan – organisation for development of Strategic Direction projects leading to further school improvement</li> <li>• Liaising with Sir Joseph Banks High School for community of school partnerships, resulting in additional opportunities for our students</li> <li>• Program feedback and meeting with individual staff to provide personal and authentic feedback. Written documentation is also provided with recommendations as needed.</li> <li>• Completed Nationally Consistent Collection Of Data (NCCD) with Learning and Support</li> </ul>

<b>Quality Teaching, Successful Students (QTSS)</b>	\$64,758.00	<p>Teacher to ensure all students abilities are recorded resulting in accurate school data</p> <p>Term 3</p> <ul style="list-style-type: none"> <li>• Formal lesson observation with formal written feedback. Recommendations included provisions for an additional lesson observation if required after support is offered.</li> <li>• External Validation successfully completed</li> <li>• Preparation for NAPLAN online pilot – including training and testing of school equipment</li> <li>• Participation in CESE Using Data with Confidence pilot project</li> </ul> <p>Term 4</p> <ul style="list-style-type: none"> <li>• Final PDP meetings with team including written feedback and recommendations for the following year</li> <li>• Attended school and district events to support students and promote our school</li> <li>• Executive conference for 2015–2017 school evaluation and future planning</li> <li>• Assessment of students from Bankstown South Infants School enrolled at Padstow North Public School in 2018; to compare results and have baseline data for measuring growth.</li> </ul>
<b>Socio–economic background</b>	Combine flexible equity funding – Socio–economic background (\$27,681.00), Aboriginal Background, and Low level adjustment for disability – to better support the needs of students through our schools LaST program	Ongoing use of funds to increase Learning and Support Teacher entitlement by 0.1 to 0.8, and employ a School Learning and Support Officer two days per week, to support delivery of programs designed to support the needs of students who have additional needs with or without a formal diagnosis of disability; and to explore innovative practices that support continuous improvement in student achievement.
<b>Support for beginning teachers</b>	Support for beginning teachers (\$17,102.00) enabled: <ul style="list-style-type: none"> <li>• Beginning teachers to receive a high quality induction program to support their entry into the teaching profession</li> <li>• Beginning teachers to receive high quality support to enhance their teaching skills during their first year of teaching</li> </ul>	In 2017, three teachers received the Beginning Teacher Support funds. Two received first year funds and support as per policy guidelines. They received an additional 2 hours release from face to face (RFF) teaching, and a mentor of their choice. Mentor teachers were released from class two full days in Term 1 and an additional day per term during Terms 2 to 4 to work with their mentee. Beginning teachers received guidance in programming, assessment, reporting and accreditation. The third teacher received one additional hour of RFF per week. This additional RFF allowed time for administration, lesson planning and observations, and meet with stage supervisors and mentors. The teacher developed and gained experience across the Australian Professional Standards for Teachers – in professional knowledge, professional practice and professional engagement.

## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	200	202	185	187
Girls	149	159	155	166

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.6	96.3	93.2	95.3
1	95.5	95.9	94.5	93.9
2	94.7	94	94.6	96
3	96.2	93.4	94.7	94.3
4	96.4	94.1	94.1	95.7
5	96	95.8	95	94.2
6	96.1	95	95.1	92.4
All Years	96	95	94.5	94.6
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

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	13.54
Teacher of Reading Recovery	0.42
Learning & Support Teacher(s)	0.7
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	3.87
Other Positions	0

\*Full Time Equivalent

No current staff member identifies as Aboriginal or Torres Strait Islander.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	61.5
Postgraduate degree	38.5

### Professional learning and teacher accreditation

Padstow North Public School promotes a collaborative and supportive workplace committed to a positive culture of learning by individuals and teams. We acknowledge all teachers have a right to be supported in their professional learning that facilitates professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education policies, aims and strategic directions, and our school plan. Individual Performance and Development Plans (PDPs) and our whole school professional learning plan guided the work of the principal, executive and teachers in 2017.

All staff completed training and certification outlined in the Departments' School Staff Training Guide which included Child Protection Update 2017, Recognition and Management of Anaphylaxis Training, and Cardio-Pulmonary Resuscitation.

Teaching staff and executive participated in school based professional learning each week and during the five School Development Days. Professional development activities included: Feedback in Spelling and the Sound Waves spelling program, the School Excellence Framework, flexible learning spaces, and the super six comprehension strategies. All teaching staff also participated in a data pilot program run by the Centre for Education Statistics and Evaluation, 'Using data with confidence'.

The principal, executive and teaching staff also attended Bankstown Early Career Teacher Network meetings facilitated by an Assistant Principal and the principal from Padstow North Public School, for the Bankstown Network. These registered workshops provided early career and pre-2004 service teachers with relevant professional development to support teacher accreditation.

In 2017 there were five teaching staff in the process of gaining accreditation – three at Proficient, one at Highly Accomplished and one at Lead Teacher. Of these one gained accreditation at the Proficient Teacher level and one gained accreditation at the Lead Teacher level. Two teachers were maintaining their accreditation at the Proficient Teacher stage of the Australian Professional Standards. Of these one successfully completed the maintenance period.

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

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	254,032
<b>Revenue</b>	3,236,061
Appropriation	3,042,313
Sale of Goods and Services	11,661
Grants and Contributions	177,810
Gain and Loss	0
Other Revenue	0
Investment Income	4,277
<b>Expenses</b>	-3,014,411
Recurrent Expenses	-3,014,411
Employee Related	-2,695,267
Operating Expenses	-319,144
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	221,650
<b>Balance Carried Forward</b>	475,681

In 2017 Padstow North Public School realised the full benefits of the Departments' Resource Allocation Model (RAM) for funding and the additional income generated through the community use of school facilities; however spending was relatively consistent to the previous year. In 2018 spending will be increased to reflect our RAM allocation, income generated from community use of school facilities and directions in our 2018–2020 School Plan. Funds have also been allocated to various school improvements over the next three year period, including: updated interactive whiteboards in every learning space including classrooms, refurbishment of the 'tech space', internal and external painting, new carpet in every classroom, ground maintenance and ultimately, a covered walkway from the north to the south end of the school (approximately 400 metres).

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,352,473
Base Per Capita	52,881
Base Location	0
Other Base	2,299,592
<b>Equity Total</b>	212,949
Equity Aboriginal	3,162
Equity Socio economic	27,681
Equity Language	81,088
Equity Disability	101,018
<b>Targeted Total</b>	169,743
<b>Other Total</b>	72,629
<b>Grand Total</b>	2,807,794

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

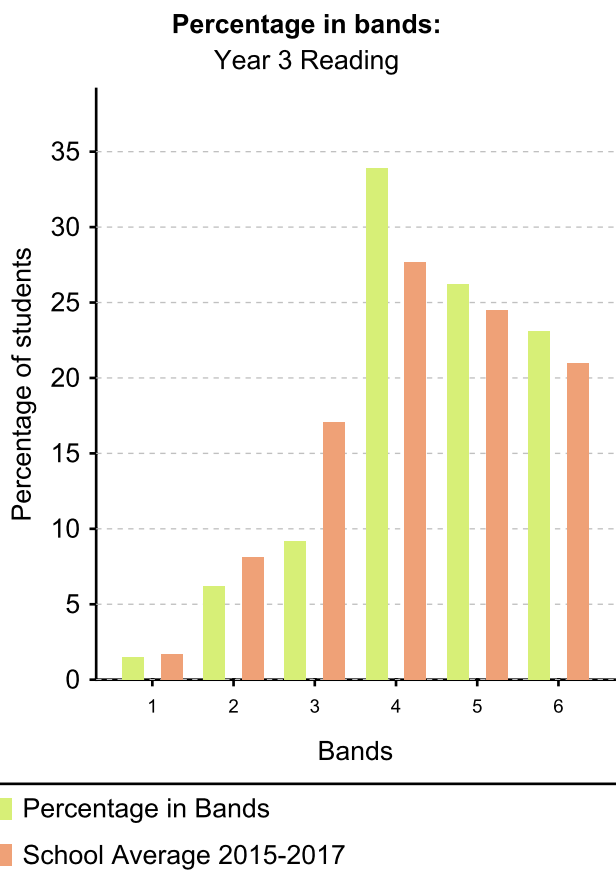
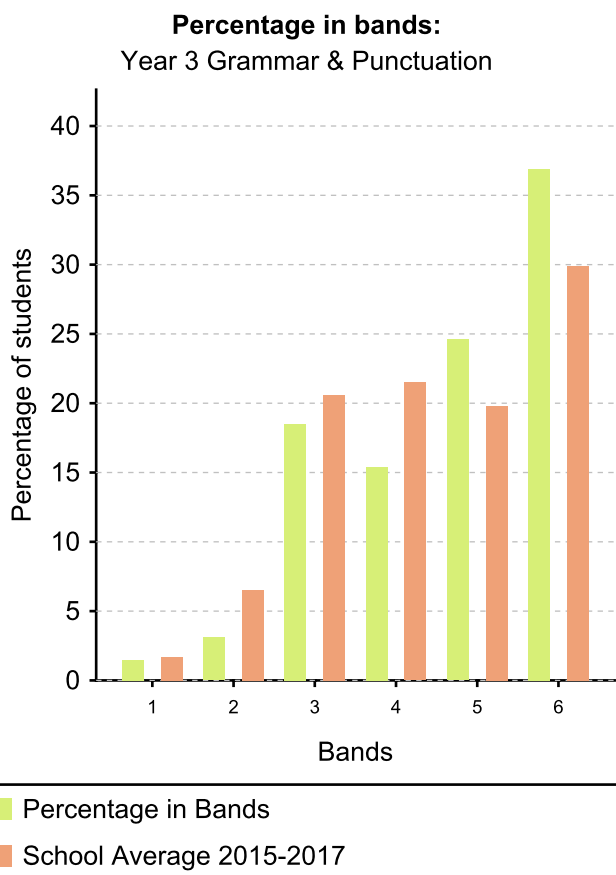
### NAPLAN

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.

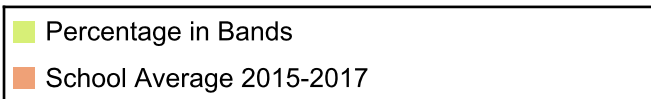
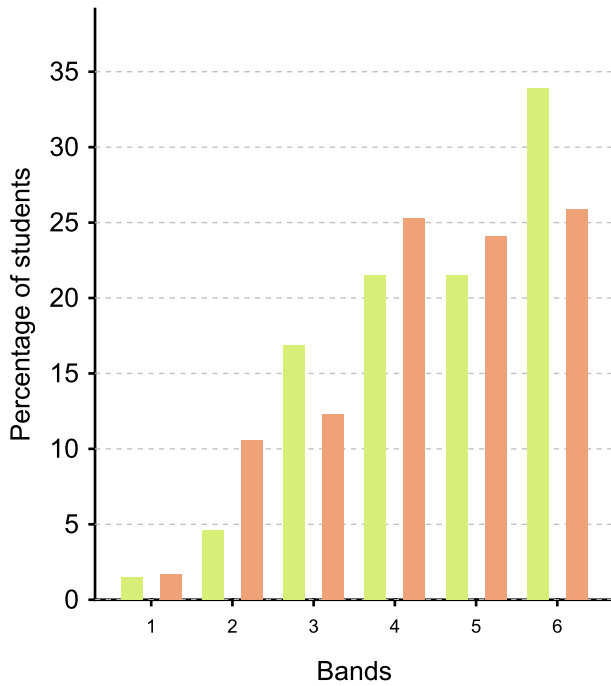
In 2017 our Year 3 students outperformed all NSW Department of Education Year 3 students in each aspect of NAPLAN literacy – reading, writing, spelling, and grammar and punctuation.

Trend data for literacy also indicates the following increases in the top two bands for the following aspects of NAPLAN literacy:

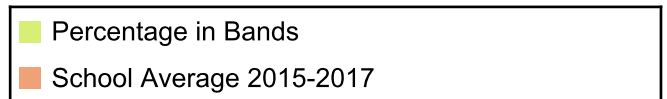
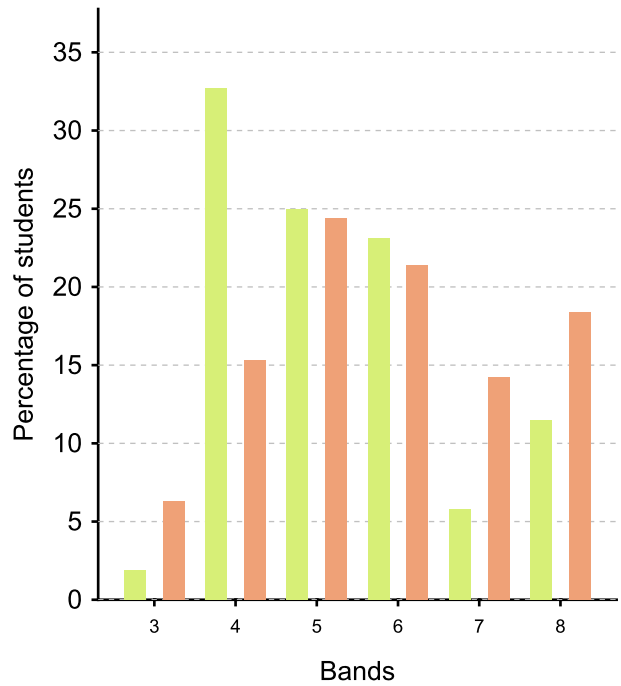
- Year 3 reading increased from 46.4% in 2016 to 49.3% in 2017
- Year 3 writing increased from 47.3% in 2016 to 64.6% in 2017
- Year 3 grammar and punctuation increased from 42.9% in 2016 to 61.5% in 2017
- Year 5 spelling increased from 26.7% in 2016 to 49.2% in 2017



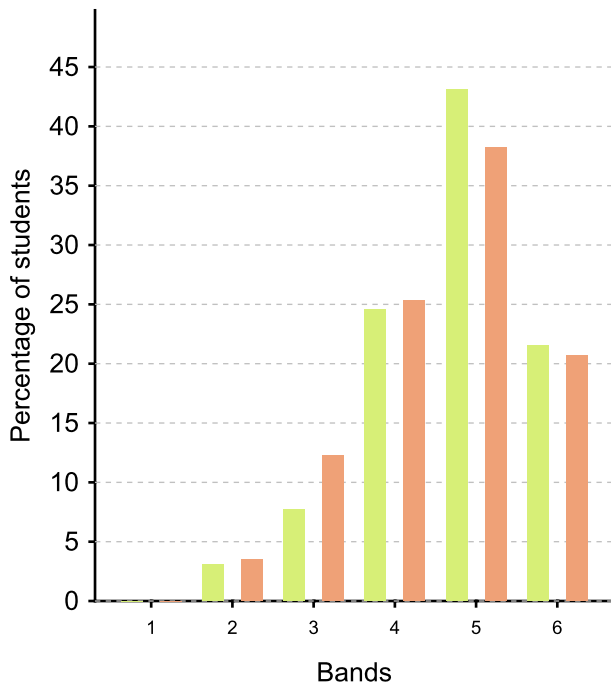
**Percentage in bands:**  
Year 3 Spelling



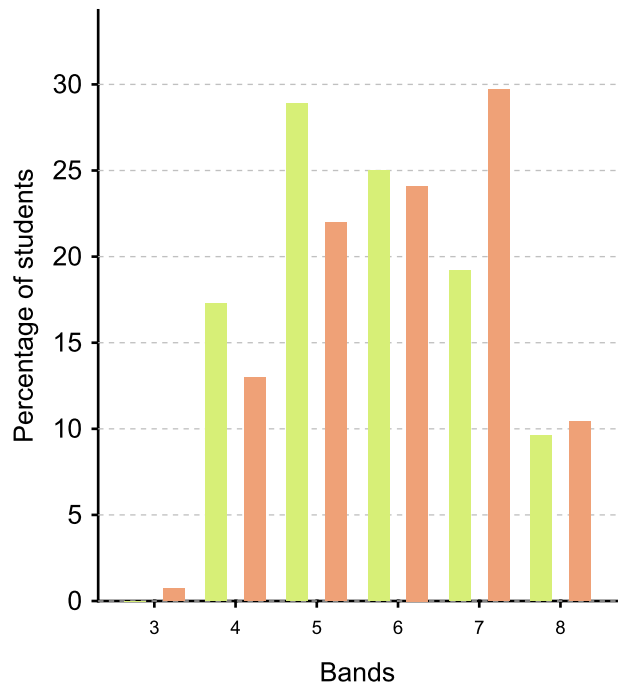
**Percentage in bands:**  
Year 5 Grammar & Punctuation



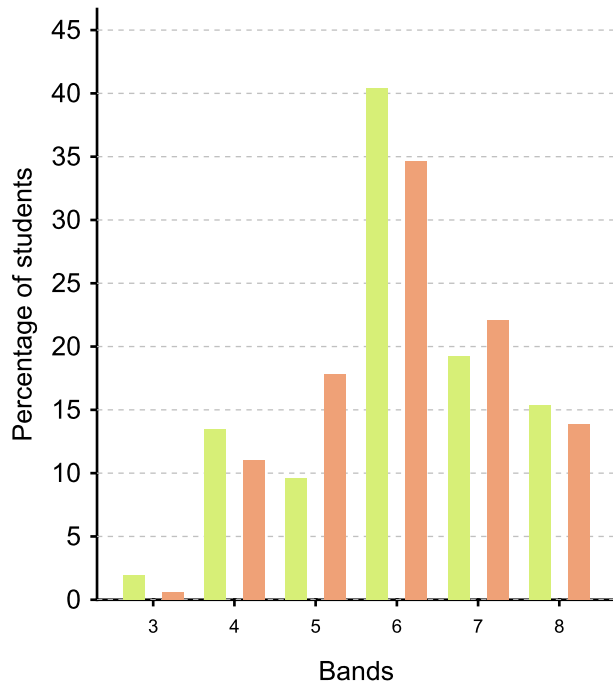
**Percentage in bands:**  
Year 3 Writing



**Percentage in bands:**  
Year 5 Reading

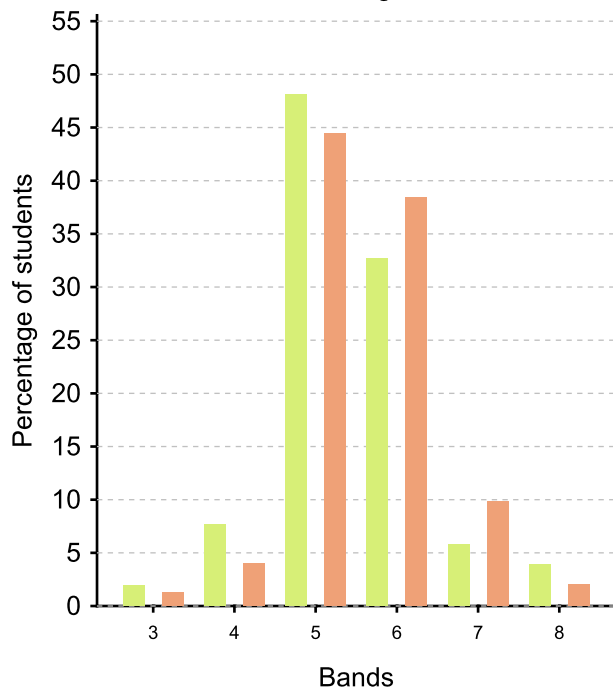


**Percentage in bands:**  
Year 5 Spelling



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2015-2017

In 2017 our Year 3 students outperformed all NSW Department of Education and all State Year 3 students in NAPLAN numeracy.

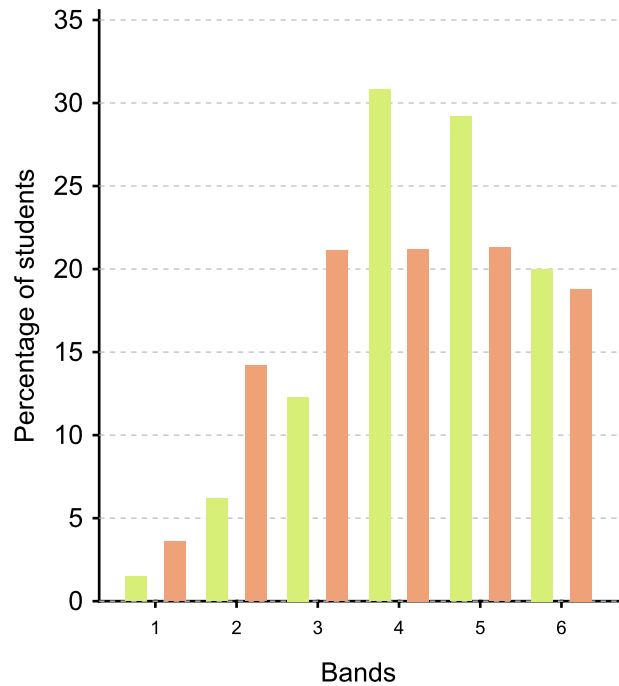
Trend data for numeracy also indicates the following increase in the top two bands for NAPLAN numeracy:

- Year 3 numeracy increased from 33.9% in 2016 to 49.2% in 2017

% of students achieving greater than or equal to expected growth in NAPLAN numeracy, above all NSW Department of Education and all State:

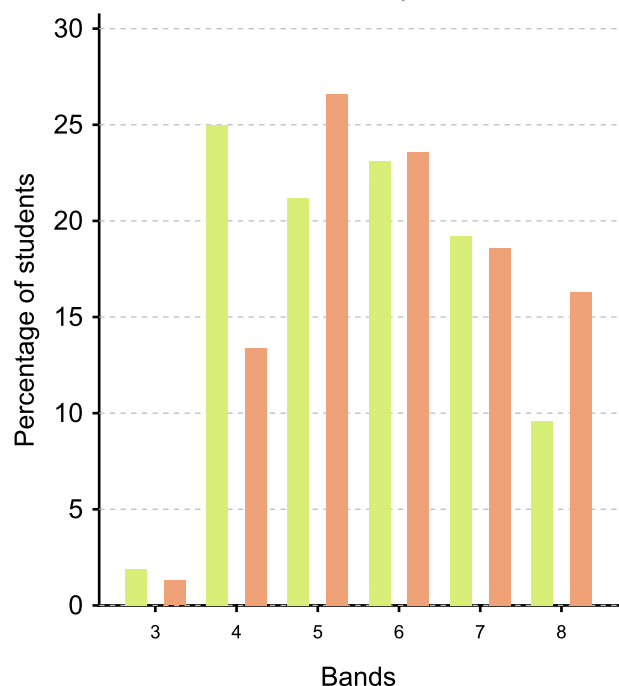
- Year 3 to Year 5 76.0% with an average scaled growth score of 107.2
- Year 5 to Year 7 85.7% with an average scaled growth score of 70.2

**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017



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 percentage of students who performed in the top two bands in NAPLAN Reading and Numeracy:

- Year 3 Reading 49.3%
- Year 3 Numeracy 49.2%
- Year 5 Reading 28.8%
- Year 5 Numeracy 28.8%

## Parent/caregiver, student, teacher satisfaction

Tell Them From Me is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

The Department of Education, through the Centre for Education Statistics and Evaluation (CESE), has engaged The Learning Bar to offer its student feedback survey, its Focus on Learning teacher survey and its Partners in Learning parent survey to NSW government schools.

The Tell Them From Me surveys provide school principals and school leaders with insight into student engagement and wellbeing, and the impact of teaching practices at their school, from the perspective of students, teachers and parents.

Data collected from the survey responses are compiled into reports for school leaders. The reports provide information that can help schools in their annual planning and reporting activities, by helping to identify emerging issues and plan for improvement.

Teachers report they:

- Discuss the learning goals for lesson
- Monitor the progress of individual students
- Set high expectations for student learning

Parent feedback indicates:

- Teachers have high expectations for students to succeed
- Teachers expect students to work hard
- Their child is encouraged to do his or her best work

Students report they:

- Have friends at school they can trust and who encourage them to make positive choices
- Try hard to succeed in their learning
- Feel accepted and valued by their peers and others at their school

## Policy requirements

### Aboriginal education

The NSW Department of Education is committed to

improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population. Padstow North PS values, respects and appreciates Aboriginal Culture and through the implementation of the NSW Syllabus for the Australian Curriculum, aim to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia.

Padstow North PS values and acknowledges the identities of Aboriginal students and provides supportive and culturally inclusive learning environments. In 2017, 1% of our student population were Aboriginal or Torres Strait Islander. These students and their parents and caregivers were involved in the development of Personalised Learning Pathways in order to identify the student's strengths and interests and set individual learning goals to promote improved learning outcomes and wellbeing.

To ensure improved educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population flexible equity funding was combined – Socio-economic background, Aboriginal Background, and Low level adjustment for disability – to better support the needs of Aboriginal students through our schools Learning and Support program.

All Aboriginal students participated in writing our school Acknowledgement of Country, and all Aboriginal students say it at assembly each week. We promoted improvement toward Aboriginal student awareness of local community events, school events and willingness to work with community members and parents from the school through participation at NAIDOC week events including Aboriginal performance for all students K–6.

Padstow North PS will continue to provide appropriate and relevant training and resources to staff to assist with the implementation of quality teaching and learning activities that promote excellence in all students.

### Multicultural and anti-racism education

Padstow North PS is a culturally, linguistically and religiously diverse school committed to providing opportunities that enable all students to achieve equitable education and social outcomes, and participate successfully in our culturally diverse society. Our student composition includes 66% from a language background other than English (LBOTE) and 57% who speak a language other than English (LOTE).

In 2017 we continued our journey to review and improve programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. As a result the progress of EAL/D learners is a shared responsibility for all staff.

Approximately 190 students with English as an Additional Language/Dialect received support. Improvement in English language proficiency enabled our EAL/D learners to develop their knowledge, understanding and skills in literacy and numeracy. In 2017 59.4% of Year 5 LBOTE students achieved greater than or equal to expected growth for NAPLAN reading and 71.9% for numeracy.

Success for these learners is attributed to:

- Explicit teaching and differentiation in the classroom
- RAM allocation of 0.6 of a full-time teacher was provided to support our EAL/D learners (3 days).
- Introduction of a whole school approach to teaching our EAL/D learners
- Employment of a School Learning and Support Officer (SLSO) to assist with the implementation of EAL/D programs

In 2017 we continued to promote positive community relationships through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds by providing opportunities for their active engagement in the life of the school. A highlight of the year was our Harmony Day celebration to support the United Nations International Day for the Elimination of Racial Discrimination.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that consequences are applied against racist and discriminatory behaviours in line with our school's Welfare and Discipline Policy.