

# St Marys North Public School Annual Report



2017



4205

## Introduction

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

Lisa Parrello

Relieving Principal

### School contact details

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## School background

### School vision statement

A community with expectations of achievement and success.

Our school vision statement was developed after lengthy consultation with all community stakeholders, several years ago. It is widely published and visually evident throughout the school.

### School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 26% of our school identifies as Aboriginal. All students participate in a cultural program taught by an Aboriginal community member.

With over 20% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have adopted the PBL approach, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North Public School is a safe and respectful place of learning.

# 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.

### Learning

The results of this process indicated that in the School Excellence Framework domain of Learning:

**Learning Culture** – We have successfully created a learning culture within the school that is well-developed from current programs and processes that clearly identify, address, and monitor student learning needs. There is a demonstrated commitment to deliver on learning priorities. We believe we are sustaining and growing in this area.

**Wellbeing** – Our significant efforts in the area of wellbeing has seen our school consistently implement a whole-school approach to wellbeing that is having considerable impact on our entire school community. We pride ourselves on our high expectations for positive student behaviour and the personalised approach to meeting students' cognitive, emotional, social, physical and spiritual wellbeing that is embedded in daily practice. We believe we are sustaining and growing in this area.

**Curriculum and Learning** – A strong commitment to providing equitable opportunities for all students is enhanced by highly supportive partnerships with external learning alliances. Curriculum provision is enhanced by strong planning processes that identify student needs. Our students are provided with many extra-curricular activities that provide opportunities and experiences that would not normally be accessible. We believe we are sustaining and growing in this area.

**Assessment and Reporting** – The way in which student performance data is communicated with our community has significantly changed. Student-led conferences form an important part of new processes where both student and teacher analyse and report on learning achievement and progression to next levels. Internal student performance data is analysed regularly and a collective ownership for improved outcomes is held by all staff. We believe we are sustaining and growing in this area.

**Student Performance Measures** – There has been a significant change in how we carry out our core business over the past four years. While we receive value-added growth within certain student groups, and are achieving promising results in internal performance measures, we are not delivering consistently in this area. We believe we are working towards delivering in this area.

### Teaching

The results of this process indicated that in the School Excellence Framework domain of Teaching:

**Effective Classroom Practice** – Strong practices, particularly in embedding evidence based pedagogies, are leading to improved teacher effectiveness. Teachers are more regularly using student performance data to drive teaching and learning programs. Teachers are supported by instructional leadership. We believe we are delivering in this area.

**Data Skills and Use** – Driven by instructional leadership, teachers have a well-developed understanding of how to incorporate data analysis into their planning. At risk students are identified early, leading to improved learning outcomes. Data informs school direction. We believe we are sustaining and growing in this area.

**Collaborative Practice** – Driven by the strategic directions for Successful, Engaged Learners and Inspired Teaching, curriculum provision is based on current research in best practice and is supported by highly collaborative teams. Feedback, in the form of mentoring and coaching, forms an integral driver for improved student learning outcomes. Expertise is shared across all year groups. We believe we are sustaining and growing in this area.

**Learning and Development** – Professional learning is targeted to school priorities and individual professional needs. Targeted development in literacy and numeracy is led by the Early Action for Success and Continued Action for Success initiatives. A strong ethos and commitment to continual growth is evident amongst staff. We believe we are delivering in this area.

**Professional Standards** – Teachers are committed to their own professional growth. A number of staff are currently

seeking accreditation at higher levels of attainment. There is a strong culture of supportive practice and teachers contributing to school programs beyond their classroom. We believe we are delivering in this area.

## **Leading**

The results of this process indicated that in the School Excellence Framework domain of Leading:

**Leadership** – The school’s leadership strategy ensures that directions and priorities are strongly centred around continual improvement. Equitable opportunities are strengthened through productive partnerships with external agencies. Staff have purposeful leadership roles based on professional expertise. We believe we are sustaining and growing in this area.

**School Planning, Implementation and Reporting** – Staff are committed to the school’s strategic directions and clearly articulate our commitment to providing equitable access and high expectations for all students. The school celebrates the wide diversity of student, staff and community achievements. We believe we are delivering in this area.

**School Resources** – Strategic financial management ensures resources are aligned to the school plan. Learning spaces provide stimulating environments that meet the needs of a diverse group of student learners. Expertise, shared through modelling of best practice, builds on staff capacity to deliver improved learning outcomes. We believe we are delivering in this area.

**Management Practices and Processes** – School priorities and practices are clearly communicated to the school community. The school leadership team ensures that responsive structures are in place to meet the changing educational landscape. We believe we are delivering in this area.

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

### Successful, Engaged Learners

#### Purpose

To develop confident, creative and critical problem solving learners who demonstrate resilience and independence to pursue their potential as lifelong learners, leaders and informed global citizens.

#### Overall summary of progress

Implementation of the Early Action for Success and Continued Action for Success initiatives involved regular collection and analysis of student learning data. A significant focus remained on consistent judgements and practices when using this data to design literacy and numeracy learning programs that were aimed at meeting the needs of all students. The provision of Instructional Leaders and intervention teachers supported this process. Regular collaboration times were introduced for stage teams to meet with their Instructional Leader and plan quality explicit learning experiences that were differentiated for all students.

Visible learning practices continued to be engaged with across the school. Students set learning goals in the areas of literacy and numeracy, as well as personal goals. A focus on using feedback as a tool will continue in 2018.

School Learning Support Officers supported targeted students in the classrooms, directed by Instructional Leaders and the Learning and Support Team. A highly successful initiative was introduced at break times to support students outside of the classroom. SLSOs, along with teaching staff, run various activities to engage students with social, emotional and behaviour needs. The result has seen a marked decrease in behaviour issues during break times. Positive Behaviour for Learning practices were also strengthened across the year with the school community embracing the approach.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
90% of students from Kindergarten, Year 1 and Year 2 achieve school EAfS benchmarks	Early Action for Success 1.4 ILs \$217,543 K–2 Intervention teachers \$203,148	<ul style="list-style-type: none"> <li>• significant percentage of Kindergarten students met EAfS benchmarks in reading (58%), forward number sequences (55%) and early arithmetic strategies (54%)</li> <li>• 20% of Kindergarten students are working beyond EAfS benchmarks in forward number sequences</li> <li>• The majority of Year 1 students met EAfS benchmarks in forward number sequences (95%), backward number sequences (75%) and early arithmetic strategies (75%)</li> <li>• 40% of Year 1 students are working beyond EAfS benchmarks in reading</li> <li>• 20% of Year 2 students are working beyond EAfS benchmarks in reading</li> <li>• Significant number of Year 2 students achieved EAfS benchmarks in forward number sequences (68%) and place value (50%)</li> </ul>
An increased percentage of all students perform in the top two bands of NAPLAN, based on 2014 data levels	Continued Action for Success IL 0.6 DP to make 1.0 IL \$90,000 Years 3–6 Intervention teachers \$203,148	<ul style="list-style-type: none"> <li>• An increase in the numbers of Year 5 students achieving in the top 2 bands in reading since 2014</li> <li>• 17% of students achieved proficiency in reading – highest % over past 5 years</li> </ul>
100% of students from Year 3 to Year 5 exhibit positive growth in the value added component of NAPLAN	Continued Action for Success IL 0.6 DP to make 1.0 IL \$90,000 Years 3–6 Intervention teachers \$203,148	<ul style="list-style-type: none"> <li>• 52% of Year 5 students made greater than expected growth in writing</li> <li>• 62% of Year 5 students made greater than expected growth in spelling</li> <li>• 56% of Year 5 students made greater than expected growth in numeracy</li> </ul>

## 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"> <li>• 52% of Year 5 students made greater than expected growth in writing</li> <li>• 62% of Year 5 students made greater than expected growth in spelling</li> <li>• 56% of Year 5 students made greater than expected growth in numeracy</li> </ul>
An increased percentage of Aboriginal students perform in the top two bands of NAPLAN for reading and numeracy, based on 2014 data levels	Continued Action for Success IL 0.6 DP to make 1.0 IL \$90,000  Years 3–6 Intervention teachers \$203,148	<ul style="list-style-type: none"> <li>• Year 3 Aboriginal students – 13% achieved in the top two bands in writing, 19% in grammar and punctuation and highest % of students achieving top two bands in numeracy since 2014</li> <li>• Year 5 Aboriginal students – 14% achieved in the top two bands in numeracy, 28% in spelling and 14% in grammar and punctuation</li> </ul>
75% of students from Year 3–6 achieve expected clusters in PLAN data for reading and comprehension.	Continued Action for Success IL 0.6 DP to make 1.0 IL \$90,000  Years 3–6 Intervention teachers \$203,148	<ul style="list-style-type: none"> <li>• 58% of Year 3 students, 60% of Year 4 students, 82% of Year 5 students, 77% of Year 6 students achieved state benchmarks in reading</li> <li>• 46% of Year 3 students, 50% of Year 4 students, 75% of Year 5 students, 60% of Year 6 students achieved state benchmarks in comprehension</li> </ul>

## Next Steps

- The school will continue to fund the Years 3–6 Instructional Leader to work with staff and students. The IL will deliver high quality PL and work shoulder to shoulder with teachers to improve teaching practices
- The school is currently a Phase 2 Early Action for Success school which will see the continuation of the initiative through to the end of 2019 – this may be continued for a longer period of time
- All staff will engage in Learning progressions to track, monitor and plan for student learning
- A continuation of L3 and Focus on Reading (FoR) professional learning. Two additional staff will be trained as lead FoR trainers to ensure sustainability
- Professional learning to build a growth mindset culture for teachers and students to engage in learning conversations
- Professional learning to engage students as active learners through inquiry based pedagogies eg STEM
- Integrate design and technology with digital literacies through the use of coding and robotics
- Embed the practice of using feedback as a tool to support visible learning practices
- Review and refine school attendance policies and practices to improve student attendance rates
- Develop strong transition processes or 6–7 working with local high school and AEOs in both schools
- Develop and strengthen early learning programs and starting school groups to build strong transitions to school

## Strategic Direction 2

### Inspired Teaching

#### Purpose

To develop a dynamic school-wide professional team of teachers and leaders who have personal and collective efficacy and responsibility for the educational outcomes and wellbeing of all students. Staff will undertake targeted, explicit and innovative professional learning to improve our collective capacity to meet our students individualised learning, social and emotional needs. We seek to ensure inspired, quality teaching and learning is delivered to every student, every day.

#### Overall summary of progress

Implementation of the Early Action for Success and Continued Action for Success initiatives involved regular opportunities for teachers to undertake regular professional learning in relation to school priority areas. Of particular focus was PL in delivering consistent literacy and numeracy practices that differentiate learning content to meet the needs of individual learners.

All teachers engaged in learning walks and data conversations aimed at improving their evidence-based teaching and visible learning strategies. Learning intentions and success criteria aided the development of student learning goals.

Professional development plans were reviewed mid year and at the end of the year, in line with the Performance and Development Framework. Staff were provided with opportunities to model best practice for colleagues. This process will be a strong focus in 2018 to build a culture of professionals who are critically reflective.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian professional teaching standards and guides their professional learning, practice and capacity to improve student learning	QTSS FTE 0.317 Professional learning \$23,000	<ul style="list-style-type: none"><li>• 100% of teaching staff have professional development plans which reflect school priority areas and are supported by evidence and reflection</li><li>• 100% of teacher's PDPs showed reference to the Australian Professional Standards for Teachers</li><li>• Professional learning records show evidence of training for teachers which reflect school areas – literacy, numeracy and student wellbeing</li></ul>
Data informed, differentiated and personalised learning experiences are highly visible in all staff teaching and learning programs	0.6 DP to make 1.0 IL \$90,000 Additional stage planning days \$24,000 Early Action for Success 1.4 ILs	<ul style="list-style-type: none"><li>• Students requiring supplementary or substantial adjustments to learning have documented appropriate personalised learning strategies in place</li><li>• School processes for storing and accessing student learning profiles for those with additional needs are evident</li><li>• A review of programming formats was implemented K–6 for targeted literacy and numeracy groups</li><li>• IEPs are collaboratively written and monitored by class teachers, LaST and ILs</li></ul>

#### Next Steps

- A strong focus in the 2018–2020 school plan will ensure teachers, individually and collaboratively, use professional standards to identify and monitor specific areas for development in their teaching and learning practices
- All teaching staff will take ownership and accountability for their impact on student learning
- Professional Learning teams to be developed to allow staff to collaborate on goal development and attainment
- Leadership opportunities to be provided to all staff who aspire to leadership roles
- Differentiated professional learning model to be developed to cater for staff PL that aligns to individual PDPs



- Teaching and learning programs will encompass school priorities, system and syllabus requirements and innovative practice
- Protocols to be developed for school wide assessment data that is analysed, interpreted and collaboratively used to inform planning, identify interventions and inform professional practice
- Formative assessment and explicit, specific and timely feedback to be embedded in school pedagogy
- Administrative staff and SLSOs to develop professional development plans



## Strategic Direction 3

### Productive Partnerships

#### Purpose

To create, enhance and maintain productive school and community partnerships which are dynamic, equitable and sustainable. By developing strong, school-wide partnerships the work of the school will be enhanced through effective resource management, promotion of school-wide wellbeing and creation of an inclusive, harmonious, and cohesive school ethos and culture.

#### Overall summary of progress

Productive partnerships continued to build and strengthen in 2017 across all parts of the school community. Mission Australia continued to support Paint the Town REaD, an initiative to facilitate our philosophy that reading is central to effective learning. Our ATSI students designed a vest for Rooby Roo who visits school across the Penrith network. Imagination Library, a Dolly Parton initiative, has allowed many of our pre-school children to access a regular supply of quality literature.

United Way liaised between corporations in the business sector to provide our young school leaders with the opportunity to engage with senior management personnel. 20 bikes were donated to initiate a bike safety program at school.

Our partnership with the Australian Chamber Orchestra has allowed for the development of a strings group. 8 students in stage 2 had individual music tuition each week. Additional classes engaged in video conferences with ACO musicians and all students engaged in classical music appreciation with visiting ACO quartet groups.

Parents, carers and community members continue to support the school through involvement in classroom activities, planned events, assemblies and student-led conferences. There are a growing number of interested community members who are seeking ways to engage and participate in school life.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased number of parents participating in all school activities representing, and inclusive of, all school community cultural groups	Hospitality \$2,500	<ul style="list-style-type: none"><li>• Parent attendance at 'Meet the Teacher Breakfast' rose to 94 parents attending compared to 10 in 2016 attending 'Meet the Teacher Afternoon Tea'</li><li>• Whole school activities such as Fun Day, Grandparents Day and Harmony Day were well attended by parents, siblings and extended family members</li><li>• An increase of 15% of parents attending 'Mix and Mingle'</li><li>• KidsMatter parent representatives attended P&amp;C meetings regularly and provided reports on initiatives being offered within the school</li><li>• A slight increase in the number of parents actively participating in helping to organise school events such as NAIDOC Day</li></ul>
Increased parent and community engagement in student learning identified through surveys, data and attendance at educational meetings	Take Home kits \$250	<ul style="list-style-type: none"><li>• 42% of families participated in Student-Led Conferences, an increase of 13% from 2016. 94% of parents agreed they had a better understanding of how their child learns after the conference</li><li>• An increase in community engagement with the school Facebook page with over 800 people engaged on a regular basis. Individual posts have reached up to 1580 views each</li><li>• 'Parent Learning Walks' were introduced this year as a way of engaging our parents in understanding how learning occurs across different grades. 100% of parents that attended believed the opportunity</li></ul>

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased parent and community engagement in student learning identified through surveys, data and attendance at educational meetings		was valuable and informative. Additional sessions were offered as more parents wished to participate than we had places for

## Next Steps

- Strengthen our productive partnerships with external agencies, such as Community Junction, Mission Australia, United Way, to facilitate and support parent engagement as active participants in our students' learning
- Continue to provide opportunities for parents to engage in learning walks, incorporating other curriculum areas
- Aim to increase parent numbers attending student-led conferences
- Increase active community participation in school's P&C
- Develop parent action groups to support community needs and ensure authentic parent voice is evident in school directions
- Extend partnership with the Australian Chamber Orchestra to deliver music program to an entire Year 1 class learning the violin and cello
- Review school systems and practices to create greater opportunities for collaboration and communication between home and school



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Education Officer \$65,509  Flexible Funding \$76,958	<ul style="list-style-type: none"> <li>• A FTE Aboriginal Education Officer (AEO) was employed to support ATSI students (26%)</li> <li>• AEO provided cultural lessons to all classes each term</li> <li>• AEO worked closely with community to raise attendance rates for ATSI students</li> <li>• 100% of Aboriginal students have Personalised Learning Pathways</li> <li>• Aboriginal Education Worker employed to support targeted Aboriginal students in literacy and numeracy</li> <li>• Intervention teacher employed to support targeted Year 3–6 Aboriginal students, as identified by Premier's Priority Instructional Leader</li> <li>• ATSI students in Years 4–6 participated in joint program with Western Sydney University to engage in opportunities to develop future pathways beyond school years</li> <li>• Year 3 Aboriginal students – 13% achieved in the top two bands in NAPLAN in writing, 19% in grammar and punctuation and highest % of students achieving top two bands in numeracy since 2014</li> <li>• Year 5 Aboriginal students – 14% achieved in the top two bands in NAPLAN in numeracy, 28% in spelling and 14% in grammar and punctuation</li> <li>• Teaching resources to support the teaching of Aboriginal perspectives across the school</li> </ul>
<b>English language proficiency</b>	Flexible Funding \$47,042	<ul style="list-style-type: none"> <li>• EAL/D teacher employed to implement language support programs for targeted students</li> <li>• Students were supported in individual, small group and whole class programs K–6</li> <li>• Class teachers were supported by EAL/D teacher to develop and implement programs to increase English proficiency for targeted students</li> </ul>
<b>Low level adjustment for disability</b>	1.7 LaST allocation \$172,676  Flexible Funding \$78,224	<ul style="list-style-type: none"> <li>• LaST increased to FTE 2.4 to support students with academic, behaviour, social and emotional needs</li> <li>• Individual learning programs were developed to support students K–6</li> <li>• LaST worked with classroom teachers to facilitate, develop and implement IEPs, BSPs, RAs and Health Care Plans</li> <li>• LaST liaised with agencies providing support for Out of Home Care students</li> <li>• Additional SLSO time to support teachers with the implementation of IEPs resulting in an increase for targeted students ability to access the curriculum</li> <li>• LaST trained Parents as Learners (PALS) to assist with reading support in classrooms</li> <li>• NCCD processes strengthened across school. Data displayed the commitment to providing inclusive learning environments for students</li> <li>• LaST sought and liaised with external agencies to provide support for students and their families with additional learning needs</li> </ul>

<p><b>Low level adjustment for disability</b></p>	<p>1.7 LaST allocation \$172,676</p> <p>Flexible Funding \$78,224</p>	<ul style="list-style-type: none"> <li>• Resources purchased to assist additional learning needs of students</li> <li>• Professional learning in supporting ASD students for teachers and families</li> <li>• Students receiving integration funding directly supported by SLSOs</li> </ul>
<p><b>Quality Teaching, Successful Students (QTSS)</b></p>	<p>0.317 staffing allocation \$32,199</p>	<ul style="list-style-type: none"> <li>• Executive staff provided time to mentor and coach teachers covering a range of support with programming, assessment and behaviour management</li> <li>• All staff accessed collaborative planning time in stage teams</li> </ul>
<p><b>Socio-economic background</b></p>	<p>0.6 staffing allocation \$60,944</p> <p>Flexible Funding \$680,685</p>	<ul style="list-style-type: none"> <li>• Class sizes reduced across school by employing additional teachers to create 2 additional classes</li> <li>• 0.6 Instructional Leader/DP employed to support Years 3–6 students and staff in delivering explicit teaching instruction, data analysis, program support and professional learning</li> <li>• Class teachers and students were supported by SLSOs in delivering IEPs resulting in an increase for targeted students ability to access the curriculum</li> <li>• Intervention staff employed to assist with tier 2 and 3 intervention strategies. Intervention staff targeted students identified by Early Action for Success Instructional Leaders and school funded Years 3–6 Instructional Leader. Students</li> <li>• Tracking and analysis of student data, by ILs and class teachers, used to drive planning ensured consistent practices across grade and stage groups</li> <li>• Additional collaboration time for grades every 3 weeks ensured syllabus delivery and consistent teacher judgement in assessment practices remained a focus</li> <li>• 0.6 Community Liaison Officer supported the development of positive relationships between parents and the school and assisted in various activities, including our Breakfast Club</li> <li>• Speech therapist employed one day each week to work with students identified by the Learning and Support team</li> <li>• Family Referral Service worker employed one day each week to support families. The service, an initiative of Relationships Australia, provided links to government and independent support services, uniform support and food vouchers. Families were referred by the LST and Principal. Families felt supported by having the service at school rather than having to locate assistance for themselves</li> <li>• A significant reduction in suspensions due to resources used to implement Positive Behaviour for Learning</li> <li>• School office efficiency enhanced through employment of additional School Administrative Officer days</li> </ul>
<p><b>Support for beginning teachers</b></p>	<p>\$20,175</p>	<ul style="list-style-type: none"> <li>• Beginning teachers provided with additional release time to work with their mentor</li> <li>• Mentors supported early career teachers</li> </ul>

**Support for beginning teachers**

\$20,175

with professional learning, development of curriculum knowledge and the accreditation process

- 100% of early career teachers evaluated the mentor time as highly supportive during their beginning years



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	220	216	219	198
Girls	227	216	204	194

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	93	93.6	90.3	91.2
1	92.3	90.3	91.6	89.7
2	93	90.5	89.9	91.3
3	93.8	90.2	91.6	90.2
4	93	90	88.7	90.7
5	93.8	91	91.1	90.9
6	93.3	88	90.5	90.1
All Years	93.2	90.6	90.5	90.6
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

### Management of non-attendance

Student attendance is monitored by class teachers and administration staff. Unexplained absences are regularly followed up with families by the school's Community Liaison Officer and teachers. Identified students who are recognised as having consistent non-attendance are targeted by our Aboriginal Education Officer. Concerns for student attendance are directed to Executive staff and the Learning and Support Team for possible escalation to the Home School Liaison Officer. Each fortnight, attendance meetings are held with the Assistant Principal responsible for coordinating school attendance and the Home School Liaison Officer to closely monitor at risk students and follow up meetings are arranged with families to put strategies in place to improve attendance

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	14.29
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.7
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	4.12
Other Positions	0

\*Full Time Equivalent

Our school employs one full-time Aboriginal Education Officer and one School Learning Support Officer who are of Aboriginal background.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	36

### Professional learning and teacher accreditation

During 2017, a range of professional learning was completed at St Marys North PS. All staff completed mandatory compliance training including; Code of Conduct, Child Protection, Cardio Pulmonary Resuscitation (CPR) and Anaphylaxis training. Professional learning was delivered at stage meetings, whole staff meetings and staff development days with internal and external presenters and online training. Participation in PL that linked to individual teacher Professional Development Plans occurred throughout the year.

A significant proportion of teacher professional learning

focused on improving teaching practice in literacy and numeracy. Stage teams were allocated collaborative planning time for 2 hours every 3 weeks. Teams worked closely with Instructional Leaders to revise teaching and learning in the areas of literacy and numeracy, analyse student assessment data, ensure consistent teacher judgement and identify areas of strengths and scope for improvement. Teaching staff continued to develop their deep knowledge in visible learning pedagogies and strong practices in student wellbeing supported by the KidsMatter framework.

Additionally, whole school professional learning opportunities and programs included:

- L3 for K–2 staff
- Focus on Reading for 3–6, RFF and intervention staff
- Positive Behaviour for Learning
- Formative Assessment
- Learning Walks/Peer Observations
- Understanding Autism with Sue Larke
- Music and Brain Development with Dr Anita Collins
- School Excellence Framework
- School Planning

One staff member completed Reading Recovery training.

School Administration staff attended professional learning related to the systems and processes of LMBR.

In 2017, five teachers were working towards achieving accreditation at Proficient, with one successful in gaining this career level. Two members of the executive team collected evidence for Lead accreditation, with one participating in the Lead Development Initiative. 100% of staff provided evidence to support their Professional Development Plans.

## 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>	1,075,350
<b>Revenue</b>	4,543,788
Appropriation	4,379,695
Sale of Goods and Services	58,148
Grants and Contributions	96,088
Gain and Loss	0
Other Revenue	0
Investment Income	9,856
<b>Expenses</b>	-4,747,032
Recurrent Expenses	-4,747,032
Employee Related	-4,336,213
Operating Expenses	-410,819
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-203,244
<b>Balance Carried Forward</b>	872,106

### 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>	2,683,453
Base Per Capita	64,646
Base Location	0
Other Base	2,618,808
<b>Equity Total</b>	1,182,038
Equity Aboriginal	142,466
Equity Socio economic	741,630
Equity Language	47,042
Equity Disability	250,900
<b>Targeted Total</b>	47,110
<b>Other Total</b>	417,853
<b>Grand Total</b>	4,330,455

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.

#### Year 3

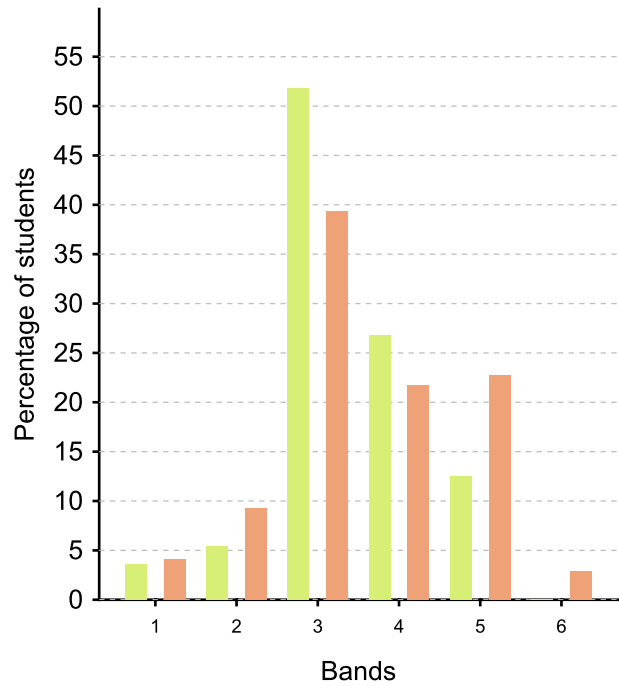
- 13% of students achieved proficiency in reading and writing
- 18% of students achieved proficiency in spelling and grammar and punctuation

#### Year 5

- 17% of students achieved proficiency in reading – highest % over past 5 years
- 52% of students made greater than expected growth in writing
- 62% of students made greater than expected growth in spelling

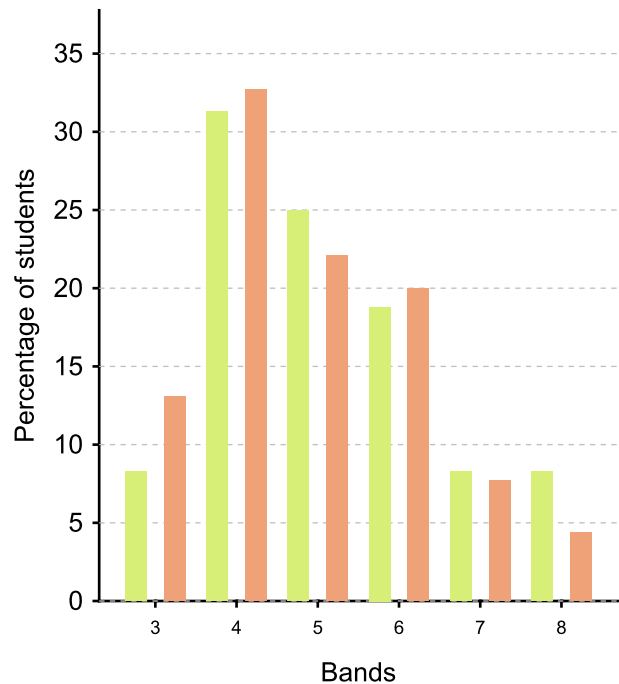
#### Percentage in bands:

##### Year 3 Writing



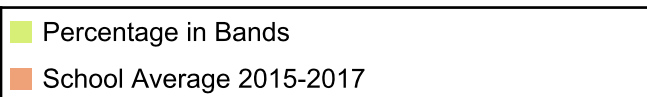
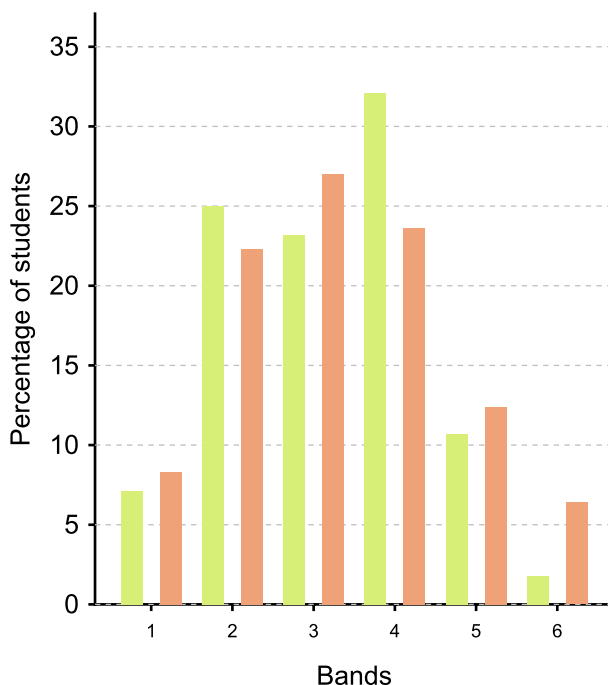
#### Percentage in bands:

##### Year 5 Reading

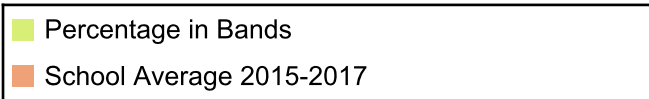
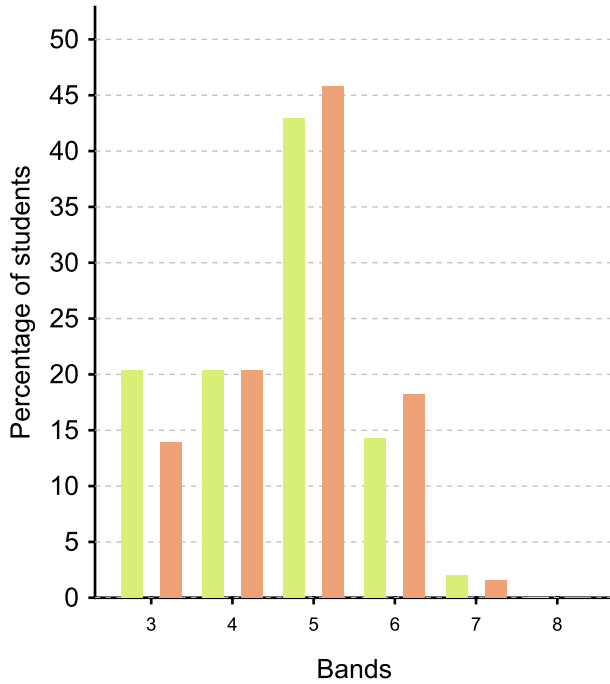


#### Percentage in bands:

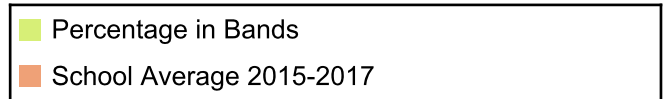
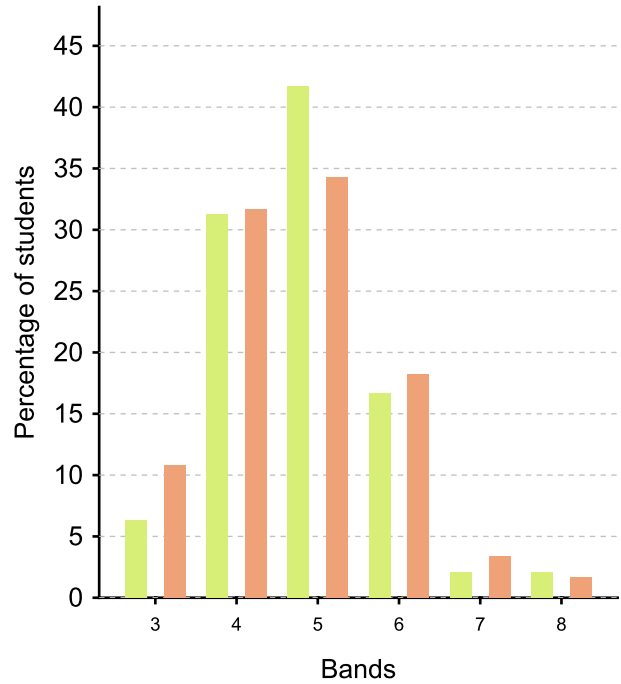
##### Year 3 Reading



**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Numeracy



**Year 3**

- 7% of students achieved proficiency in numeracy

**Year 5**

- 62% of students made greater than expected growth in numeracy

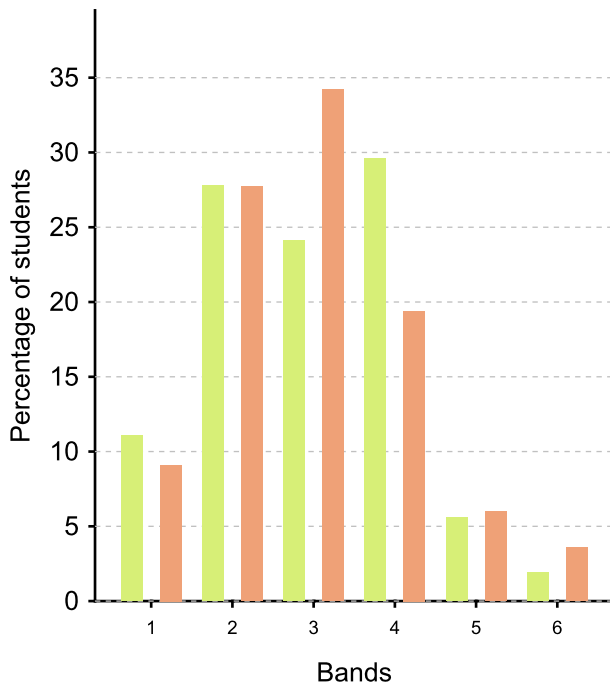
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

In accordance with the Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes for students in the top two NAPLAN bands:

Year 3 Aboriginal students – 13% achieved in the top two bands in writing, 19% in grammar and punctuation and highest % of students achieving top two bands in numeracy since 2014.

Year 5 Aboriginal students – 14% achieved in the top two bands in numeracy, 28% in spelling and 14% in grammar and punctuation.

**Percentage in bands:**  
Year 3 Numeracy



**Parent/caregiver, student, teacher satisfaction**

**Parents**

In 2017, parents and carers were invited to complete the Tell Them From Me parent survey. Responses were calculated as a score from 0 (low) to 10 (high). Average scores were above state norm in all areas. Results indicated parents:

- can easily speak with my child's teacher (9.3)
- feel teachers listen to my concerns (9)
- believe written information from the school is in clear plain language (8.6)
- feel the school's administrative staff are helpful (8.9)

- feel well informed on child's progress (7.2)
- believe teachers inform them about their child's behaviour (8.4)

Parents were invited to provide feedback on our 2nd year of student-led conferences. Evaluation data indicated:

- 94% agreed they had a better understanding of how their child learns after the conference
- 98% agreed they enjoyed participating in the conference
- an increase in parent participation from 2016

Parent attendance at 'Meet the Teacher Breakfast' rose to 94 parents attending compared to 10 in 2016 attending 'Meet the Teacher Afternoon Tea'.

Community engagement with the school's Facebook page has increased to over 800 page followers.

## Students

Students in Years 4–6 were invited to complete the Tell Them From Me student survey. Results indicated:

- 86% of students feel accepted and valued by their peers and by others at school
- 84% of students have friends at school they can trust and who encourage them to make positive choices
- 95% of students believe schooling will have a strong bearing on their future
- 82% of students feel they do not get in trouble for inappropriate behaviour
- 96% of students try hard to succeed in their learning
- Students rated classroom instruction as relevant to their everyday lives as 8.3 out of 10
- Students rated they understand the school has high expectations for all students to succeed as 8.7 out of 10
- Students rated they believe they have someone who shows encouragement and they can turn to for advice at school as 7.9 out of 10

## Teachers

Teachers were invited to provide feedback by completing surveys across the year. Feedback indicated:

- teachers believe their involvement in school based professional learning has led to positive changes in their teaching
- the school's vision is a shared vision that drives strategic directions
- high expectations are held for improved student learning outcomes
- a supportive environment is paramount to teacher wellbeing
- collaboration amongst teams is valued and results in more consistent teacher judgements
- systems are in place that support a reduction in serious student behaviours

## Policy requirements

### Aboriginal education

St Marys North Public School acknowledges that the

school is built upon the traditional lands of the Darug People. We acknowledge and pay our respects to the Elders, both past and present, and are committed to improving the learning outcomes for all Aboriginal and Torres Strait Islander students who reside on Darug land.

The school has effectively implemented programs that reflect the *Aboriginal Education and Training Policy* by:

- providing all students with opportunities to develop deeper understandings of Aboriginal histories and cultures through cross-curriculum content and perspectives
- encouraging Aboriginal students to pursue personal excellence and a strong commitment to life-long learning
- continuing a strong 'Culture Class' initiative that is taught by our Aboriginal Education Officer. Aboriginal perspectives were integrated purposefully and formed the basis of the program that was delivered on a fortnightly basis, strengthening the outcomes and knowledge of Aboriginal culture and history for all students.
- strengthening transition to high school processes through involvement with the Clontarf Academy at the local high school. Transition processes invest in the long term success of our students.
- the continuation and refinement of Personalised Learning Pathways (PLPs) for all Aboriginal students. PLPs were developed in consultation with students, parents and teachers.
- providing Aboriginal students and non-aboriginal students, with opportunities to participate in extra-curricular activities such as NAIDOC Week and the Deadly Arts program

In 2017, the school was provided with a 0.4 Instructional Leader as part of the Premier's Priority Literacy and Numeracy Strategy for Aboriginal students to increase the percentage of students achieving in the top two bands in NAPLAN. Students across Years 4–6 were targeted who achieved middle bands in NAPLAN. Targeted Year 4 students showed growth with 66% moving one cluster in comprehension and 100% moving one cluster in writing over one semester. The initiative will continue in 2018.

At St Marys North Public School, where one in four students identify as Aboriginal, staff have established and maintained effective and respectful culturally inclusive relationships with Aboriginal parents and community members.

### Multicultural and anti-racism education

St Marys North Public School values the diversity of cultures within our community and encourages tolerance and acceptance of all cultures. The school has ensured our practices and programs reflect the *Multicultural Education Policy* and *Anti-racism Policy* by focusing on:

- providing teaching and learning programs that develop intercultural understanding
- completing the annual language survey to provide accurate information to the Department of

Education for resourcing purposes

- providing programs that support students learning English as an additional language or dialect to develop their English language and literacy skills

Teachers address intercultural understanding as part of the learning across the curriculum content outlined in syllabus documents and incorporated in learning experiences. Our school held its annual Harmony Day celebrations, where students showed support for cultural harmony by wearing orange and participating in a range of activities aimed at developing understanding of diversity and tolerance. Our school has a trained Anti-racism Officer (ARCO) who is used to provide professional development to staff and educate students where necessary.

The EAL/D teacher undertook regular student assessments and worked closely with families to compile accurate data about all students learning English as another language or dialect. Our school utilised the experienced EAL/D teacher to implement programs, both in class and withdrawal, with targeted students across K-6. Programs focused on school priority areas of literacy and numeracy, as well as student wellbeing needs.