

Niagara Park Public School

Annual Report



2017



4427

Introduction

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

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

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School background

School vision statement

Niagara Park Public School is a dynamic, innovative, engaging learning community committed to providing quality learning experiences and supporting students in their educational journey of 'Learning for Life'.

School context

Niagara Park Public School is located on the Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. The school has a highly supportive community and P&C, with a current enrolment of 547 students. Student enrolment includes 3% Aboriginal and Torres Strait Islander and 8% EALD.

Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 21 classes, including a Stage 3 enrichment class and two multicategorical classes. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Education Network and provides targeted support to Aboriginal students. L3, Focus On Reading and Spelling Mastery are priority programs.

The dedicated staff consists of a mixture of early career and experienced teachers who provide students with a variety of innovative programs to enhance learning and engagement. The school receives additional funding through the Resource Allocation Model (RAM) to support special programs within the school.

Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. There are currently 90 iPods, 160 iPads, 60 laptops and a Bring Your Own Device program operating within the school, providing students with ample opportunity to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance, are offered throughout the year. Environmental Education and sporting opportunities are encouraged.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

In the domain of Teaching, the school identifies expertise within its staff and actively share learning from targeted professional development with others. Teachers are engaged in planning their own professional development to improve their performance. There is a particular focus on improved teaching methods in literacy and numeracy, with professional learning activities focused on building teachers' understandings of L3, The Big Write, Focused Phonics, Spelling Mastery and Focus on Reading. All classrooms are well managed, with well-planned teaching taking place, so that students can engage in learning productively. Teachers analyse and use student assessment data to understand the learning needs of their students. Teachers regularly review and revise teaching and learning programs and they routinely review previous content and preview the learning planned for students in their class. The school's professional learning builds teacher skills in the analysis, interpretation and use of student performance data. Data analysis informs the school's learning goals and monitors progress towards them and the school leadership team regularly uses data to inform decisions. Teachers work together to improve teaching and learning and they provide and receive constructive feedback from peers, school leaders and students to improve their teaching practice, Quality Teaching Successful Students has allowed lesson study and opportunity for mentoring.

In the domain of Learning, Quality Teaching and professional practice are evident in every learning environment, providing students with opportunities that are relevant to their stages of learning and development to connect, succeed and thrive. There is a demonstrated commitment within the school community to strengthen and deliver on school learning priorities and positive, respectful relationships are evident among students and staff and as a KidsMatter school, wellbeing and ensuring positive conditions for student learning is a priority. The school consistently implements a whole-school approach to wellbeing that has clearly defined behavioural expectations and creates a positive school

The school has in place Bounce Back, a wellbeing program to improve resilience and confidence. Curriculum delivery integrates technology and the school is supported by an ipad and robotics program.

In the domain of Leading, the school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations. The school acknowledges and celebrates a wide diversity of student, staff and community achievements. Staff, students, parents and the broader school community are welcomed and engaged in the development of the vision, values and purpose for the school. The school is committed to the development of leadership skills in staff and students and links exist with the Valley Community of Schools. School staffing ensures that full curriculum implementation and delivery requirements are met. Systematic annual staff performance and development reviews are conducted with all staff completing Professional Development Plans and participating in lesson observations. The School and other facilities are used creatively to meet a broad range of student learning interests and needs and administrative practices effectively support school operations and the teaching and learning activity of the school.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Collaborative, engaged school community

Purpose

To build stronger partnerships as an educational community by leading and inspiring a culture of collaboration, engaged communication, empowered leadership and organisational practice.

Overall summary of progress

Commencement of second 3–year cycle of KidsMatter.

Continued to forge productive relationships with external community and business agencies as part of the KidsMatter initiative to improve opportunities and access resources for students and their families.

Acknowledged Mental Health Month by inviting parents into the library to showcase our resources to support mental health and to discuss issues around mental health with staff and support agency representatives.

Class dojo increasingly utilised as a means of communication between home and school.

Parent information sessions on developing curriculum based skills and strategies to support students' learning continue to be planned and delivered in Reading, numeracy, writing and Bring Your Own Device.

Opportunity for School Learning Support Officers to network across Local Management Group (LMG), resulting in the sharing of resources and providing improved support to students.

Valley Schools Twilight Professional Learning evening held on the Term 3 Staff Development Day provided opportunities for professional dialogue, networking and professional learning on key initiatives and relevant issues. In excess of 360 teaching staff from the LMG attended.

Niagara Park Public School coordinated the Valley Schools Gifted and Talented day for Stage 2 and Stage 3 students.

Niagara Park Public School and Narara Valley High School Principals attended the Innovation Summit to further partnerships with industry.

Aboriginal students and their families were provided with an opportunity to network and share cultural experiences at the planned Term 3 Valley Schools Aboriginal Cultural Day at Narara Valley High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Parent Surveys and forum. 85% of parents agreed that the school's values and strategic directions are widely known. 93% parents feel welcome and valued by the school.	\$12000 Engaging Communities Grant	Niagara Park Public School had a school mean of 6.7 compared with the NSW Government Norm of 6.6 of parents feeling informed. Niagara Park Public School had a school mean of 7.9 compared to the NSW Government Norm of 7.4 of parents feeling welcomed and valued. Parent attendance at information evenings increased to a three year average of 53% from 45% in 2014.

Next Steps

Information sessions for parents on 'bullying' within school context and distribution of the Niagara Park Public School Anti-Bullying Policy in the school's Newsletter and on the website.

Improve school rule signage around the school to include explicit behaviour expectations.

Develop targeted programs to teach school rules and reinforce expected behaviours explicitly, with a focus on Kindergarten and Year 1.

Parent and staff focus groups actively involved in generating the 2018–2020 School Plan.

Schedule Professional Learning within the LMG to support staff wellbeing, work life balance and to share programs and 'what works'.

Strategic Direction 2

Challenging, engaging, inclusive teaching practices

Purpose

Quality teaching and learning programs are evidence based and data driven to promote and develop engaged and self-directed learners.

Overall summary of progress

Staff teams undertake 'Building Blocks in Numeracy' on-line Professional Learning to guide lesson development and improve practice and understanding of quality teaching in Mathematics.

Professional Learning on The Big Write. Four teachers attended Big Write training and shared the learning with staff and supported the program implementation. 'Cold Writes' were completed by all students and marking rubrics were developed.

Focused Phonics was implemented to support K-1 teachers in developing and improving student understanding in phonics/spelling. A Focused Phonics scope and sequence was developed for Kindergarten and Year 1 and staff participated in training to deliver the program.

Professional Learning focusing on developing skills to teach and integrate coding and robotics into classroom programs K-6 was provided for staff.

Quality Teaching Successful Students sessions were timetabled throughout the week to support teachers with the implementation of targeted programs and to observe and provide feedback. Quality Teaching lesson observations, demonstrations and classroom walk-throughs linked to Performance and Development Plan goals and school priorities were ongoing.

Staff teams measured school improvement against the School's Excellence Framework. Progress in 2017 was tracked and opportunities for improvement in targeted areas identified.

Staff were engaged in Professional Learning on the 'What Works Best' Reflection Guide and professional dialogue on making a difference to student learning across the school took place.

School executive mentored and supported beginning and early career teachers based on identified need.

Consistent programming for the teaching of Mathematics and the use of a common programming template incorporating expectations for differentiated teaching and learning activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
PLAN data 75% of students achieving cluster 4 in Kindergarten, cluster 6 in Year 1 and cluster 8 in Year 2 in comprehension	\$28108 Professional Learning \$.84 Reading Recovery	Kindergarten achieved 85% Year 1 achieved 76% Year 2 achieved 61%
Increase in % of students performing in the top 2 skill bands in NAPLAN. Reading Year 3 from 41% to 45% Year 5 from 32% to 35% 8% increase in the top 2 bands in	\$28108 Professional Learning \$11498 Aboriginal Background \$15473 Literacy and Numeracy \$148706 Low level adjustment for disability	Reading Year 3 – 40% Year 5 – 39% Writing Year 3 – 46% Year 5 – 5%

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>Reading in Yrs 3 & 5 by 2019</p> <p>Writing</p> <p>Year 3 from 51% to 55%</p> <p>Year 5 from 16% to 19%</p> <p>8% increase in the top 2 bands in Years 3 & 5 by 2019</p> <p>Numeracy</p> <p>Year 3 from 43% to 46%</p> <p>Year 5 from 25% to 30%</p> <p>8% increase in the top 2 bands in years 3 & 5 by 2019</p> <p>For Aboriginal students:</p> <p>30% increase in top 2 bands of Reading and Numeracy by 2019</p>		<p>Numeracy</p> <p>Year 3 – 39%</p> <p>Year 5 – 21%</p>
<p>Performance and Development Framework (including lesson observations and professional goal setting)</p>	<p>.9 QTSS</p> <p>\$26756 Beginning Teacher</p>	<p>100% staff tracked goals using the Performance and Development Framework</p> <p>100% of staff completed lesson observations with a colleague and reported lesson feedback informed teaching.</p>

Next Steps

Monitor the implementation of Big Write in classrooms and analyse collected data to inform programming and provide training in Big Write for new staff.

Develop a new K–2 Focused Phonics scope and sequence, along with an assessment schedule and provide opportunities for staff to engage in regular data analysis and discussion.

Evaluate the teaching of sight words and share ideas for implementation of sight word drill and home based learning to improve recognition and retention.

Review the Spelling Mastery assessment test for entry into Orange level. Monitor student progress throughout the year and ensure fluid and flexible groupings allow for student movement between groups.

Provide additional teacher support in the classroom during L3 sessions and to support the implementation of Focused Phonics and The Big Write.

Professional Learning on the Focus On Reading super six strategies and their application in Year 1 classrooms for students achieving Reading Recovery Level 16 or above and a focus on building inferential comprehension skills.

Staff utilise Niagara Park Public School self-reflection tool to guide discussion at grade meetings and to log professional learning and for purposes of accreditation maintenance.

Strategic Direction 3

Innovative, purposeful approach to learning

Purpose

So innovative and directional teaching practices in differentiated and technology assisted learning cater for the needs of all students and maximise student learning potential.

Overall summary of progress

Aboriginal students have Personalised Learning Pathways and Out Of Home Care students have Individual Education Plans.

Professional Learning provided to staff on implementing innovative teaching practices combining inquiry based learning and technology assisted learning.

Technology is integrated across all KLAS in every classroom and enriches student learning.

Robotics Program and Coding Club expanded. Enrichment opportunities are provided for targeted students to engage in challenges requiring higher order thinking skills, problem solving and experimentation.

Niagara Park Public School partnered with Apple in the Toward Transformation initiative.

Staff Professional learning on One-Note programming – staff were introduced to electronic programming practices based on a common template to support both consistency and currency of content in programming K-6 and also to ensure supervisors have access to teaching learning programs on an ongoing basis. This has allowed more regular monitoring, support and feedback on programming practices.

Staff were provided with knowledge on how the See-Saw app can be successfully utilised in classrooms for students to demonstrate their learning and to provide feedback to parents.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Student surveys – 85% of students enjoying school and recommending it to students entering the area % of students attending reward days to be above 96% Negative classroom and playground referrals less than 400 per year	\$78065 Socio Economic Background \$15473 Flexible funding for wellbeing services	Students have positive relationships at school 87% school mean compared to 85% NSW Government Norm Students feel accepted and valued 69% school mean compared to 82% NSW Government Norm % of students attending reward days: Term 1 – 95.1%, Term 2 – 94.9%, Term 3 96.7%, Term 4 – 95.7% Negative classroom and playground Referrals 2014 – 471, 2015 – 398, 2016 – 340, 2017 – 510
Parent surveys – 94% of parents feel that students are challenged in their learning	\$78065 Socio Economic Background \$15473 Flexible funding for wellbeing services	Parents responded the school caters to their children's learning needs 7.4 compared to 6.7 NSW Government Norm School supports their children's learning 7.4 compared to 7.3 NSW Government Norm

Next Steps

ATSI student progress to be tracked and monitored and students not reaching benchmark to be targeted for inclusion in specialist intervention programs in literacy and numeracy.

Expand the BYOD program into all Stage 2 classes in 2018 and develop guidelines and parameters and update the BYOD policy.

Provide additional support or training to 2018 Year 2 teachers so they can prepare their students for the BYOD program in Year 3 2019.

Additional iPads and laptops to be purchased as required to support classroom programs and group work.

Whole school focus on developing creative and critical thinking skills through challenging tasks and using appropriate vocabulary.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$11498	Personalised Learning Pathways were developed in consultation with parents to target individual student needs based on student data. All Aboriginal students were actively involved in setting their learning goals and reflecting on their progress throughout the year. Aboriginal student progress was tracked and monitored, students not reaching benchmark were targeted for inclusion in specialist intervention programs in literacy – Multilit, Focused Phonics and Rip It Up were delivered by School Learning Support Officers and the Learning and Support Teacher. Professional learning in the 8 Ways of Learning pedagogy and its integration in key learning areas was provided.
English language proficiency	\$24668	English as a Second Language or Dialect(EAL/D) Progression scales were completed and targeted students identified. An EAL/D program was implemented by a specialist teacher to support EALD students in their learning.
Low level adjustment for disability	\$148706	Additional SLSOs were employed to support students in classrooms and to implement Multi-lit, Rip It Up, Focused Phonics and Toe By Toe. Support plans were developed and specialist intervention programs were implemented by School Learning Support Officers and the Learning and Support Teacher.
Quality Teaching, Successful Students (QTSS)	\$40426	Classroom observations and demonstration lessons were conducted. Provision for feedback and reflection was provided. Targeted programs were strengthened in the classroom with support.
Socio-economic background	\$78065	A Learning and Support Teacher was employed one day a week above establishment to differentiate learning, coordinate social skills programs and support students in improving literacy and numeracy. Funds enabled professional learning in The Big Write and Focused Phonics and resources were purchased.
Support for beginning teachers	\$26756	Professional learning for Beginning Teachers in KidsMatter, Technology, Focus On Reading, Focused Phonics and assessment and reporting. Beginning teachers participated in professional learning on the Performance and Development Framework. They also participated in quality teaching lesson observations and received feedback to improve their practice. Supervisors supported the development of teaching programs, modelled classroom practice and implemented structured induction programs.

Student information

Student enrolment profile

	Enrolments			
Students	2014	2015	2016	2017
Boys	243	243	252	268
Girls	262	269	274	279

Student enrolment is increasing with a total of 547 students in 2017. There were 8% English Language proficient and 3% Aboriginal background.

Student attendance profile

School				
Year	2014	2015	2016	2017
K	95.4	96.6	95.8	96.1
1	94.5	95.4	94.9	94.1
2	94.1	94	94.1	94.7
3	95.7	94.9	94.6	94.5
4	94.5	95.7	94	94.1
5	92.4	95.4	94.2	93.3
6	93	94	94.7	93.4
All Years	94.3	95.2	94.6	94.3
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

Niagara Park Public School attendance is greater than that of the state. Attendance is managed weekly and the Home School Liaison Officer is engaged to support students experiencing attendance issues.

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	21.35
Teacher of Reading Recovery	0.84
Learning & Support Teacher(s)	0.9
Teacher Librarian	1
Teacher of ESL	0
School Counsellor	0
School Administration & Support Staff	5.96
Other Positions	0

*Full Time Equivalent

There is one member of staff at Niagara Park Public School who acknowledges Aboriginality.

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	16

Professional learning and teacher accreditation

The expenditure of Teacher Professional Learning funds was aligned to our school's targets and strategic priorities. Specific training areas included Literacy, Numeracy, Information Technology, Beginning Teachers and Syllabus Implementation. During 2017, the school spent approximately \$54864 for the professional development of staff. Additional funds provided professional learning opportunities for four beginning teachers. Whilst some professional learning occurs in school time, a significant amount occurs afterschool and on school development days. Professional learning included: Focus On Reading, CPR, Performance and Development, Career Development, Learning and Support, Child Protection, Quality Teaching, KidsMatter, The Big Write and Focused Phonics. The Valley Schools Network also provided professional learning in accreditation at Lead and Highly Accomplished for school executive

and aspiring executive. Four teachers completed their Accreditation for Proficient Teacher and one teacher completed their Maintenance of Accreditation. The Beginning Teacher allowance was used for mentoring, lesson study, participation in Professional Learning and support with assessment and report writing.

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

Financial summary

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

	2017 Actual (\$)
Opening Balance	464,478
Revenue	4,964,002
Appropriation	4,678,323
Sale of Goods and Services	5,366
Grants and Contributions	230,764
Gain and Loss	0
Other Revenue	42,975
Investment Income	6,574
Expenses	-4,693,139
Recurrent Expenses	-4,693,139
Employee Related	-4,189,096
Operating Expenses	-504,043
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	270,863
Balance Carried Forward	735,342

- Annual budgeting is prepared in line with the school plan and in accordance with the Finance in Schools Handbook
- There was an increase of \$42975 in insurance recovery as the school had a break in in Term 3 2017 and a significant number of ipads and laptop computers were stolen. Expenditure and income variance from 2016 to 2017 is due to LMBE starting in May of 2016.
- Funds available will be used to replace interactive whiteboards with LED interactive screens, replace aging fleet of ipads, to provide additional in class support and professional learning in targeted programs.

This summary covers funds for operating costs

Financial summary equity funding

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

	2017 Actual (\$)
Base Total	3,540,169
Base Per Capita	81,175
Base Location	0
Other Base	3,458,994
Equity Total	262,937
Equity Aboriginal	11,498
Equity Socio economic	78,065
Equity Language	24,668
Equity Disability	148,706
Targeted Total	622,109
Other Total	132,478
Grand Total	4,557,693

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

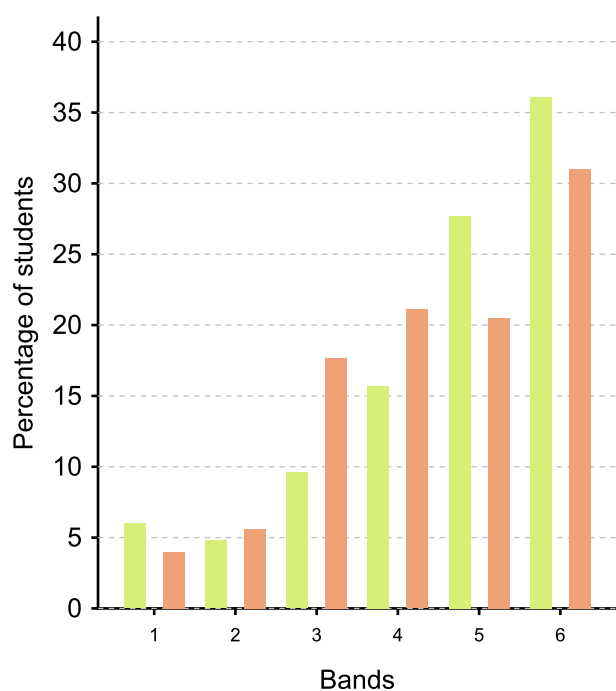
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

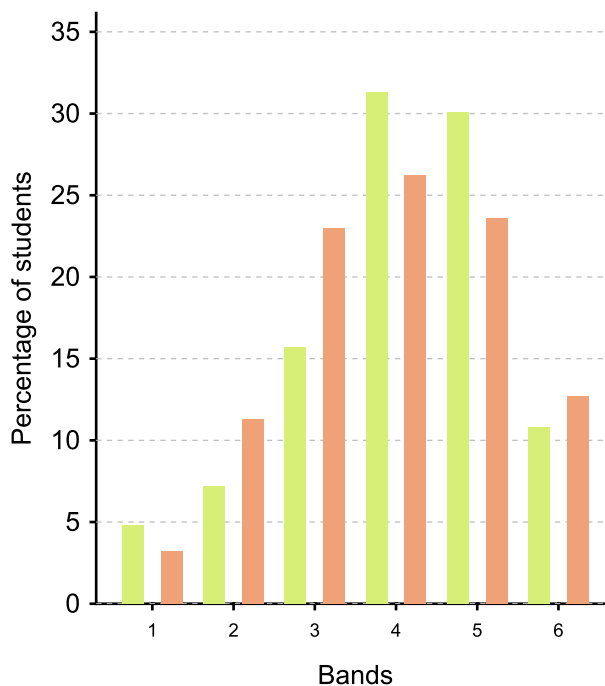
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

Percentage in bands:
Year 3 Grammar & Punctuation



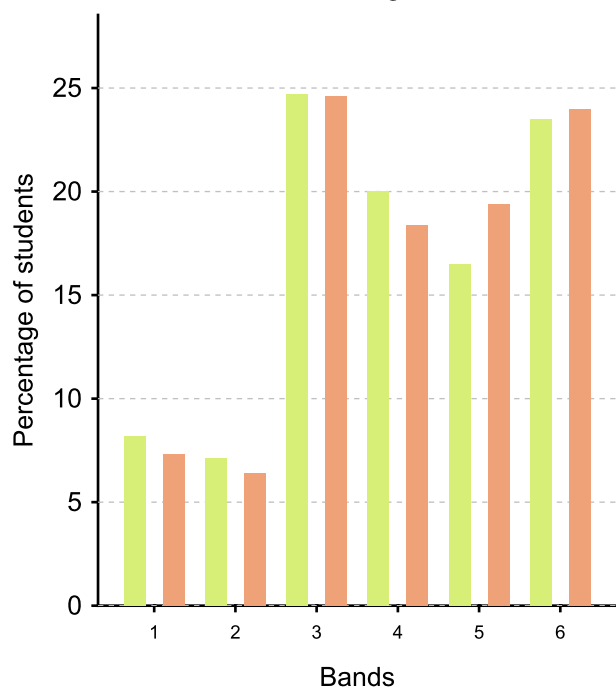
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Spelling



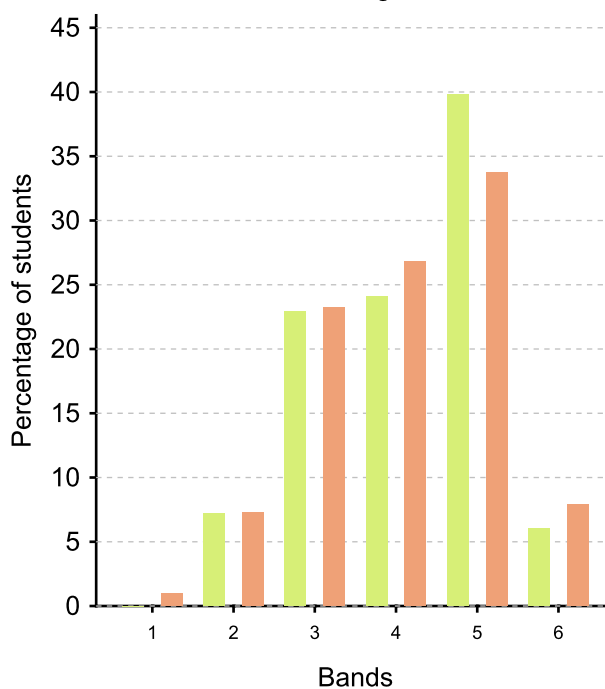
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Reading



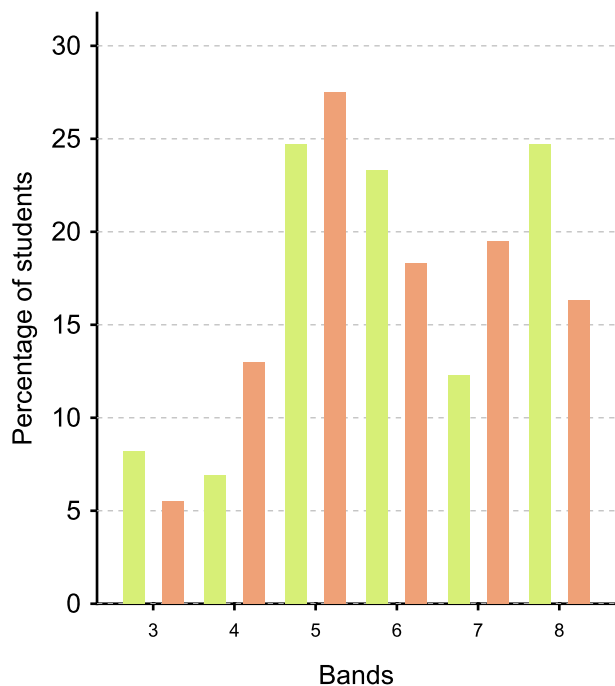
Percentage in Bands
School Average 2015-2017

Percentage in bands:
Year 3 Writing

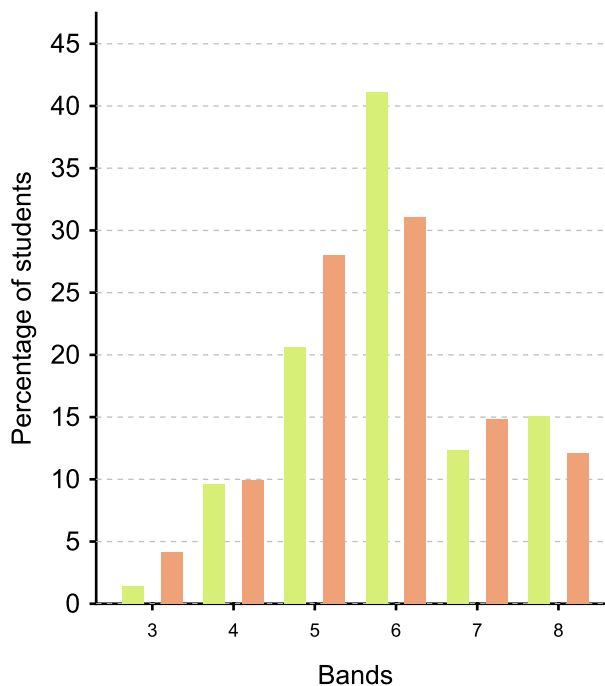


Percentage in Bands
School Average 2015-2017

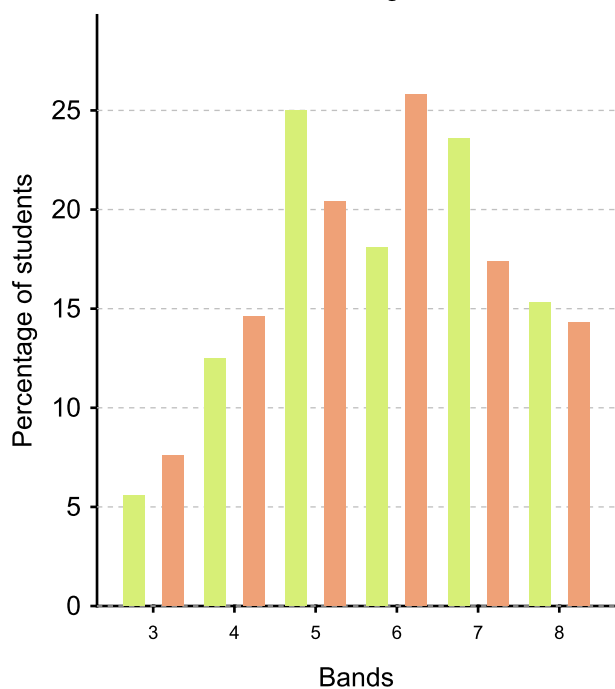
Percentage in bands:
Year 5 Grammar & Punctuation



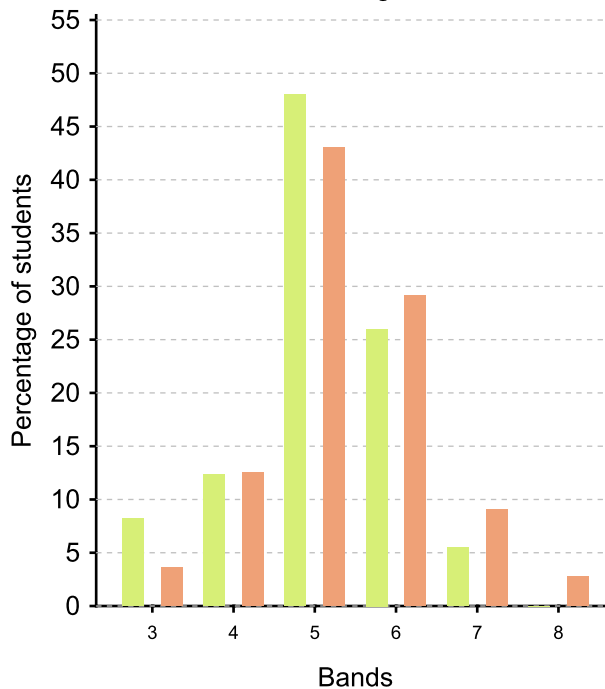
Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Writing



In accordance with the Premier's priorities: Improving education results, schools are required to report their student performance in Reading and Numeracy in the top two NAPLAN bands.

At Niagara Park Public School: Target-Increase in

NAPLAN **proficiency** bands in:

Reading Year 3 from 41% to 45% – 2015: 48%, 2016: 42%, 2017 40% (3 year average – 42.6%) Year 5 from 32% to 35% – 2015 : 26%, 2016: 30%, 2017: 39% (3 year average – 31.5%)

Average Student Growth in Reading Year 3 to Year 5:

2015: State 77.7 / NPPS 54.7

2016: State 80.1 / NPPS 88

2017: State 78.2 / NPPS 86.2

Numeracy Year 3 from 43% to 46% – 2015: 37%, 2016: 23, 2017: 39% (3 year average – 33%) Year 5 from 25% to 30% – 2015: 20%, 2016: 16%, 2017: 21% (3 year average – 19%)

Average Student Growth in Numeracy Year 3 to Year 5:

2015: State 94.1 / NPPS 54.4

2016: State 91.7 / NPPS 78.1

2017: State 96.8 / NPPS 92.6

Another reporting requirement for the state prioritises improving Aboriginal Education outcomes. Schools with significant numbers of Aboriginal students are required to report on the percentage of Aboriginal students in the top two NAPLAN bands. Niagara Park Public School has less than ten Aboriginal students in Years 3 and 5, therefore data is not required.

Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school.

Parents, students and teachers were surveyed and their responses are presented below.

Parents:

Parents feel welcome 7.9 compared with 7.4 NSW Government Norm

Parents are informed 6.7 compared with 6.6 NSW Government Norm

Parents support learning at home 7.2 compared with 6.3 NSW Government Norm

The school supports learning 7.4 compared with 7.3 NSW Government Norm

The school supports positive behaviour 8.2 compared with 7.7 NSW Government Norm

Safety at school 7.5 compared with 7.4 NSW Government Norm

Inclusive school 7.4 compared with 6.7 NSW Government Norm

Year 4 and Year 6 Student responses:

Students feel accepted and valued by their peers 69% compared with 82% NSW Government Norm

Students have friends at school who they can trust 82% compared with 85% NSW Government Norm

Students believe schooling is useful 96% compared with 96% NSW Government Norm

Students with positive behaviour at school 91% compared with 83% NSW Government Norm

Students who try hard to succeed with their learning 84% compared with 88% NSW Government Norm

Staff responses:

Staff believe school leaders are supportive 7.8 compared to 7.1 NSW Government Norm

There is a collaborative school culture at Niagara Park Public School 8.5 compared to 7.8 NSW Government Norm

The school learning culture rated at 8.3 compared to 8.0 NSW Government Norm

Assessment and data informs practice 8.0 compared to 7.8 NSW Government Norm

Teaching strategies are challenging, engaging and provision for feedback 8.3 compared to 7.9 NSW Government Norm

Technology is used effectively to engage students in learning 7.0 compared to 6.7 NSW Government Norm

Staff believe the school is inclusive and learning adjustments are made 8.6 compared to 8.2 NSW Government Norm

Parents are engaged in their child's learning 7.5 compared to 6.8 NSW Government Norm

93% staff indicated school leaders lead improvement and change

92% staff felt that school leaders clearly communicate the strategic vision and values of the school

Policy requirements

Aboriginal education

Aboriginal perspectives have been embedded in our K–6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues. 8 Ways of Learning pedagogy and its integration into Key Learning Areas is integrated into units of work. Personalised Learning Pathways were developed in consultation with parents and students to

target individual student needs based on data. Aboriginal Education RAM funding supported the implementation of Multilit and Rip It Up and SLSOs were employed to provide small group and individual instruction.

During NAIDOC Week all students K–6 enthusiastically participated in Indigenous dance and storytelling. Our Aboriginal students were also provided with opportunities to participate in the Valley Schools Cultural Day at Narara Valley High School. Our Year 1 and Year 3 Students participated in excursions to Girrakool and Bulgandry. They had the opportunity to participate in a range of activities, visit Aboriginal engravings and go on a bushwalk through Brisbane Water National Park observing native foods and studying traditional Aboriginal lifestyles. Aboriginal students attended a cultural excursion to The Art House at Wyong to see Aboriginal dance as a Valley Schools initiative.

Multicultural and anti-racism education

The school maintained a focus on Multicultural Education by providing perspectives in learning that developed the knowledge, skills and attitudes for a culturally diverse society. During Harmony Day the students participated in a variety of culturally diverse activities and learnt about multicultural Australia. Students represented Niagara Park Public School at the Multicultural Public Speaking competition with two students selected to represent the school at the regional final. English Language Proficiency funding was used to assess students using the EAL/D Proficiency Scales and to implement programs with students requiring support.