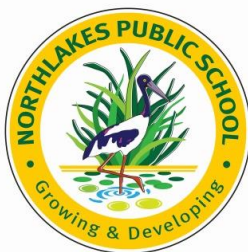


# Northlakes Public School

## Annual Report

2017



4588

## Introduction

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

Mr Larry Micevski

Principal

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# School background

## School vision statement

Our vision is to provide meaningful and relevant experiences in terms of teaching and learning in a safe, nurturing, motivating environment for every student at Northlakes Public School so that they can grow and develop into good citizens of our school community and the community in general.

We continually strive to:

- Develop literate, numerate students who can think creatively and critically and who will grow into successful, productive citizens and community leaders with highly developed skills in collaboration and strong values.
- Empower parents / care providers to support their children's learning by providing appropriate support.

Our vision aligns well with the 2 goals of the Melbourne declaration, these being;

1. Australian schooling promotes equity and excellence, and
2. All young Australians become:
  - Successful learners
  - Confident and creative individuals
  - Active and informed citizens

## School context

Northlakes Public School is located on the NSW Central Coast. We commenced 2017 with an enrolment of 385. Whilst enrolment has been in a gradual decline, it appears numbers are settling somewhere around this point.

An ICSEA in 2017 of 919 and FOEI of 146 and are indicative that the socio-economic status of our community is tending to the end of lower advantage. Our RAM is enhanced under ATSI, integration and Socio Economic Status components.

The school is an Early Action for Success (EAfS) partner, with an Instructional Leader and intervention teachers appointed through Federal Funds. This will serve to enhance the school's capacity to improve student learning outcomes in literacy and numeracy and focus on quality teaching where student data analysis provides teachers with the direction for future teaching.

There are 16 mainstream classes and two IO/IS classes, supporting students with moderate to severe intellectual, emotional and/or physical disabilities and one multi-categorical class supporting students with a range of diagnosed disorders.

Teachers have been involved in Professional Learning including evidenced based programs(Focus on Reading, L3K, L3S1 and TEN), involving peer coaching and mentoring for Quality Teaching. As a result of the very successful trial of 2016, Achievement Via Individual Determination (AVID) has been implemented into all S2 and S3 classrooms with a view to further expansion in the future to ES1 and S1 classrooms when deemed suitable by the school and the community.

The school community is also supported by Jabiru Cottage under the Central Coast Schools as Community Centres (CCSaCC) program and is located on the school grounds. The school also has strong links with the Northlakes High School, including a GATS program, visits to their Agricultural Farm, Aboriginal cultural groups, maths network and transition to high school program.

PBL had a successful relaunch in term 1 and will continue to be coordinated by a Student Wellbeing Teacher (SWT) for five days per week and a school PBL committee. Attendance is also monitored by the SWT.

Aboriginal enrolments in 2017 are at 50, which equates to about 13% of the student population. The school has an Aboriginal SLSO 0.4FTE, strong links with the local AECG and Darkinjung Lands Council.

# 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 (SEF). The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. The Northlakes Public School (NPS) staff have discussed the SEF and its implications on improving student outcomes as well as informing, monitoring and validating the school's journey towards excellence.

In the domain of Learning the focus has continued to be on student engagement, identifying student learning needs, curriculum, goal setting and wellbeing. NPS is in the third year of implementing Early Action for Success (EAfS) and first year of expanded implementation of Achievement Via Individual Determination (AVID) in all S2 and S3 classrooms following a very successful trial in 2016. As such, the NPS teaching staff have engaged in quality, sustained professional learning catering to their individual PL needs and aimed at increasing teacher capacity thus ensuring quality learning for all students at NPS. The school is committed to continuing with both EAfS and AVID into the future while funding levels allow this as the school attributes much of the successes of 2016 which have continued to grow in 2017 to the implementation of EAfS and AVID. The TTFM snapshot 2 in 2017 from Years 4,5&6 students surveyed was very positive with equal to or better than NSW Govt norms in the areas of Institutional Engagement, Intellectual Engagement, Equality of Engagement Outcomes and Drivers of Student Engagement. This student survey supports the improvements the school has seen over the past 3 years.

Wellbeing continued to be a focus with a re-launch of the Positive Behaviour for Learning (PBL) program which met with great success. In 2016 the school was also a participant in the Got It program which was an initiative into student Mental Health around the Fun Friends program in partnership between DoE and Health NSW.

In the Teaching domain, the school has continued to focus on staff feedback regarding PL needs as well as meeting requirements from EAfS and AVID. These have included but not limited to; Consistent Teacher Judgement, Collaborative practice, planning, assessment, goal setting and monitoring. The school has been successful in providing upwards of 85% of PL in house and there enabling flexible delivery of PL at the point of individual staff need. The sustained focus of PL over the past planning cycle is credited with the school's achieving great success in the Value Added across all years; K-3 at Growing and Sustaining, Years 3-5 Excelling and Years 5-7 at Growing and Sustaining. Aside from this, the growth rates for Year 5 students in 2017 were in the range of 59.4% and 76.6% in all aspects of NAPLAN. This is the first year where this has occurred as far back as can be traced.

In the domain of Leading the on balance judgement was growing and sustaining in all aspects apart from Management Practices and Processes where there has been a slight decline from Growing and Sustaining in 2016 to Delivering in 2017. This will obviously be an area of focus for the school in 2018. The school continues to support beginning teachers by mentoring them through the accreditation process and developing their evidence portfolio. Middle and later careers teachers are provided with opportunities to lead school initiatives and projects in which they have a particular passion. Aspirant leaders are also supported with opportunities to lead in higher duties positions.

Student leadership continues to be supported by the Year 6 fundraising efforts and for 2018 the school has secured a donation from our State Member of Parliament who has been a long term supporter of student leadership initiatives so that all Year 5 students are funded for the Grip Leadership training.

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

### STRATEGIC DIRECTION 1 Quality Student Learning

#### Purpose

**All students will excel and learn to their full potential.**

To develop literate, numerate, confident, creative, cooperative and intrinsically motivated students to be critical/discerning, successful life-long learners.

#### Overall summary of progress

Overall progress in SD1 has been achieved in all classrooms and as a result of the sustained focus on raising the capacity of teachers through the engagement of sustained, targeted PL delivered at the individual teacher's point of need. The school has also continued over this planning cycle to focus on the Teaching/Learning cycle, monitoring student progress and using student performance measures and progress data to inform future teaching.

NPS students have achieved great progress in 2017 both in school and external assessment measures and the momentum has steadily built up over the past three years and much of this is accredited not only to the implementation of EAfS and AVID both of which rely on evidence based strategies and programs, but also to the tenacity and commitment of teaching staff to take on new professional learning to improve student outcomes and the development of a culture of continuous improvement.

The implementation of EAfS and AVID have been key in changing the whole school community's attitude towards learning and success with conversations now being centred around achievement of goals, successful learners and growth mindset. The culture now is one that believes 'any NPS student who wants to gain a tertiary education will be equipped to do so and succeed.'

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Settled classrooms with engaged students in quality learning experiences, achieving optimum learning outcomes.	Socio-economic \$105 000 to fund 1.0 FTE Student Wellbeing Teacher.  Aboriginal Background \$5 000 and Socio-economic \$10 000 combined to fund release for teachers to prepare and run KS for approx. 36 weeks of the school year and provide SLSO support for all K classrooms for the first week of the year.	<ul style="list-style-type: none"><li>• Kindy Start (KS) program is credited with the settled start to kindergarten classrooms from day 1.</li><li>• SWT has been a successful initiative in removing disruptive behaviours swiftly so that teachers can focus on teaching.</li><li>• Classrooms very settled student engagement has been on a steep improvement incline in the 2015–2017 planning cycle.</li><li>• High expectations that everyone will learn sets up a very positive learning environment.</li></ul>
Improved literacy and numeracy data K–6 as evidenced by PLAN, NAPLAN, Data walls, work samples and teacher anecdotal evidence.	IL 1.2 FTE (\$187 000)  Socio-economic \$140 000 (interventionists K–2)	Week 38 PLAN (2017) data indicates the percentage of students deemed to be on track in reading and comprehension respectively was; <b>Kindergarten</b> – 60% and 62%, <b>Year 1</b> – 82% and 76%, <b>Year 2</b> – 79% and 74%, <b>Year 3</b> – 82% and 74%, <b>Year 4</b> – 50% and 39%, <b>Year 5</b> – 82% and 76% <b>and Year 6</b> – 53% and 45%.
Meeting the Premier's Priority of increasing the proportion of students in the top two NAPLAN bands for reading and numeracy by 8% by 2019.	Intervention for 3–6 1.3FTE Socio-economic \$46 000	Progress towards meeting the Premier's Priority for reading and numeracy (2015 and 2017): <ul style="list-style-type: none"><li>• <b>Year 3</b> – reading +10% numeracy –2%</li><li>• <b>Year 5</b> – reading +15% numeracy +3%</li><li>• <b>Year 7</b> – reading –4% numeracy –4%</li></ul>

## Next Steps

- The school was advised late in 2016 that the EAfS program will continue at least until the end of 2019. It is envisaged that given the current level of individualised PL and positive impact on teacher quality and capacity that the school will commit to retaining the IL well beyond 2019.
- Continue the school's partnership with Victoria University (VU) through our commitment to AVID implementation and seeking AVID accreditation over the next 12 months.
- The school's partnership with VU is set to expand as the school has accepted an invitation to participate in the AVID Myer Maths Trial from June 2018 to December 2020. This is a great opportunity given that the numeracy percentages have declined in the top two bands for Years 3 and 7.

## Strategic Direction 2

### STRATEGIC DIRECTION 2 Quality Teaching

#### Purpose

**Highly skilled teachers who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students.**

#### Overall summary of progress

The school has had a strong focus on teacher quality since its first inclusion in the national partnerships initiative back 2011 with minimal levels of success achieved until the last three years when all of the early work appeared to gain momentum and progress exponentially. The role played by the NERA funding agreement some five years ago cannot be overstated. The fact that in this period NPS has been assured of a level of funding and staffing allocation for a period of 3–5 years has enabled the school to target our PL to meet the needs of the NPS community and students. It has also resulted in targeted individualised PL for teachers building on their strengths and supporting where necessary. This has translated to our students having their individual learning needs met most completely and effectively to date to a point where the percentage of Year 5 students achieving at or expected growth has been in the range between above 59% and above 76% in all aspects of NAPLAN in 2017. This is something that has not been achieved by any Year 5 cohort in the last 6 years at least and possibly much longer.

AVID implementation into all S2 and S3 classrooms has not only been a success but has also been a natural fit with EAfS as both implement similar, if not the same, research based best educational practice and, as a result expectations and language are consistently aspirational in every classroom from Kindergarten to Year 6.

The school is determined to continue to build on this momentum over the next three year planning cycle by committing to implementation of current successful initiatives and cultivating the evolving culture of continual improvement.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% teachers accredited at Proficient standard by the end of 2017, with a percentage of staff working towards attaining accreditation at highly accomplished or lead.	Professional Learning funding \$27 000  IL (see SD1 IM 2)  Socio-economic \$160 000	<ul style="list-style-type: none"><li>• All staff are now accredited at Proficient and 3 teachers have expressed an interest and to gain accreditation at highly accomplished.</li><li>• Continued PL in L3(K/S1), TEN, FoR, CTJ and AVID.</li><li>• All teachers K–6 entering student data on PLAN at five week intervals.</li><li>• Teacher programming booklets demonstrate evidence of differentiation in all classrooms.</li></ul>
Teachers will know their students, how they learn and be able to plan for and implement effective teaching and learning programs.	Socio-economic \$26 000	<ul style="list-style-type: none"><li>• Students with additional learning needs are supported by tiered intervention.</li><li>• EAfS successfully implemented in all K–2 classrooms.</li><li>• AVID fully implemented in all 3–6 classrooms with extremely strong growth achieved by Year 5 students in all aspects of NAPLAN.</li></ul>

#### Next Steps

The school is committed to maintaining and building on the momentum that has been developed and grown over the 2015–2017 planning cycle into the 2018–2020 cycle. This will be achieved through the continued implementation of, but not limited to the following: EAfS, AVID, Myer Maths Trial, PBL, Kindy Start and Play Based Learning in Kindergarten.

As an EAfS school the school is committed to have a strong PL focus in 2018 on the Literacy and Numeracy Learning Progression with at least partial student monitoring and reporting using the progressions. This represents quite a substantial amount of new learning for staff and will very likely dominate the PL agenda for a large part of the year whilst also continuing to consolidate current learning and refining best practice.

## Strategic Direction 3

### STRATEGIC DIRECTION 3 Engaging & Effective Community Partnerships

#### Purpose

**Identify, initiate and build on opportunities that engage the learning community in the progress of students' learning and in the educational priorities of the school.**

#### Overall summary of progress

PBL was launched early in Term 1 and there were large numbers of parents/carers in attendance. This was well attended by families and doubled up as a family support services day to which the Got It team and Jabiru Cottage Partners were invited to attend and connect with families. The Got It team were very pleased with the contact made with families and reports from other service providers through Jabiru Cottage were also positive.

All events continued to enjoy strong support with high numbers of attendees and this has been the case historically these included but not limited to; Sports carnivals, Kindergarten Fathers' day BBQ, Kindergarten Mums pampering day, Grand parents' day. The Parents as Teacher Classroom Helpers (PaTCH) workshop was a success once again with two graduates. This will continue to offered each year and will run even if there is only one participant.

NAIDOC activities were tweaked in response to feedback from students, staff and parents/carers who preferred the full day of activities as it was considered more effective and memorable. So this year the 8Way activities were carried out in classrooms over 8 days leading up to the full day activities. This has been a much better balance between and the 8 Ways learning and more successful.

Participation rate in 3 Way interviews continues to be at 90% and in response to parent/carer feedback it is in Term 1 only. Despite this communication is always driven by student needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Participation levels at various parent/carer events will be informed by attendance data for each event.	Aboriginal Background \$10 000  Socio-economic \$15 000	<ul style="list-style-type: none"><li>• Combined PBL Launch and Fun Friends day was a great success and the focus for this year was the playground, arriving and departing school</li><li>• All events e.g. Grand parents, Fathers' and Mums' pamper days continue to grow in attendance each year</li><li>• Latest 'tweak' to NAIDOC celebrations proved successful</li><li>• Another successful Acknowledgement of Country workshop for Year 6 students</li></ul>

#### Next Steps

- The popular events which provide opportunity for students, staff and parents/carers to showcase student efforts, achievements and celebrate community will continue with a view to adding some consultation or planning agenda items to take advantage of the numbers in attendance.
- 2018 is set to be very exciting with a number of new partners coming on board to support school initiatives these include but are not limited to; Red Cross Australia and Food Bank supporting our Breakfast Club and other nutrition based projects, Bunnings (Lake Haven) have committed to support our Bush Tucker garden which is intended for construction and planting during this year, The Samaritans and Benevolent have also been in the school with great programs such as Art Space and Drumbeat and look se to continue in 2018.
- The school is also one of the participants in a pilot initiative, a partnership between Health and DoE, called Family Referral Services (FRS) in Schools program and sees a FRS worker in our school for one day per fortnight.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Aboriginal Background funding \$47 446	<p>These funds are utilised to support students from Aboriginal backgrounds including but not limited to, the following initiatives:</p> <ul style="list-style-type: none"> <li>• An Aboriginal SLSO 0.4FTE who fulfils numerous roles from supporting students, staff and families in a variety of settings to advising and ensuring cultural propriety in all school events/activities.</li> <li>• Some release for teachers for 3Way interviews to develop PLPs.</li> <li>• Quality resources to support intensive Aboriginal studies leading up to NAIDOC.</li> <li>• Aboriginal performance (boys didge and girls dance) tutelage provided HS students with appropriate skill set and background.</li> <li>• Bush Tucker garden still in planning with funding allocated for planned works.</li> </ul>
<b>English language proficiency</b>	\$617	The school had no students requiring intensive EALD or ESL support in 2017 and as such a specific program was not implemented.
<b>Low level adjustment for disability</b>	Staffing 1.8FTE and \$40 308 flexible funding	<ul style="list-style-type: none"> <li>• 100% of students made progress in their Individual Learning Plans through support provided at their particular level of need.</li> <li>• Some release for teachers for 3 Way interviews</li> <li>• Partly supported tiered intervention support K–6 (in total 3.2FTE – see also Socio–economic)</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$29 964	This enabled APs to be released on a rotational basis for a full day to enhance the quality of support and supervision provided to teachers. With the amount of new learning being undertaken, it has been very beneficial allowing for teachers to be well supported and therefore students to be more successful.
<b>Socio–economic background</b>	\$460 710 (utilised to fund a range of initiatives under all three SDs).	<p>This funding was key to numerous initiatives implemented by the school throughout 2017 under the three SDs. Initiatives funded under the socio funding included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Release above the TPL allocation to allow for targeted flexible PL to teachers in small group, pair or individual basis</li> <li>• Tiered intervention supporting students identified under EAfS</li> <li>• AVID implementation both resources and PL at both Winter and Summer institute</li> </ul>
<b>Support for beginning teachers</b>	\$26 000	<ul style="list-style-type: none"> <li>• Mentoring and supporting beginning teachers at their level of need</li> <li>• Mentoring in collation of accreditation evidence portfolio and support in gaining accreditation</li> <li>• Additional release to support evidence gathering</li> </ul>
<b>Early Action for Success (EAfS)</b>	State funded IL 1.2FTE RAM funded K–2 tiered intervention 1.4 FTE	Now in the fourth year of implementation EAfS has supported teachers with sustained, quality, research based PL tailored to individual needs.

<b>Early Action for Success (EaFS)</b>	(Socio-economic)	The school's commitment to continue to fund tiered intervention from RAM has built on the successes of last year and expectations are that this trend will continue.
<b>Advancement Via Individual Determination (AVID)</b>	\$36 000 (from Socio-economic)	<p>Extending implementation to all S2 and S3 classrooms has exceeded all expectations. The long awaited implementation has been very well received and is reflected in student engagement, the achievement of student goals and confidence and commitment of teachers in AVID.</p> <p>Expectations at NPS now are that every student here can get to University if they so desire and there is a belief in them that they will. Student progress is reaching new highs as illustrated by the 2017 NAPLAN results in the Year 5 student growth data.</p>
<b>School Chaplaincy Program</b>	Federal funding \$20 000	<p>The School Chaplaincy program was particularly successful in 2017 due mainly to having the ideal person in the role. Achievements for 2017 have included but were not limited to:</p> <ul style="list-style-type: none"> <li>• Student connections – 75 students have met with the school chaplain on multiple occasions</li> <li>• Shine program implemented for Year 6 girls</li> <li>• Bringing community organisations into NPS e.g. 20 Christmas Hampers donated late term 4</li> <li>• Extra support for students in the playground and this contact has been very well received by both students and parents/carers</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	188	197	213	208
Girls	188	166	167	177

As predicted over the past three years the enrolment numbers are settling in the range of 360 to 390. In 2017 the school began the year with 394 and by semester 2 the number was slightly down to 388. There has been no major shift in either the breakdown in gender or over all numbers. These are the numbers that the school can expect into the foreseeable future unless there is a change in the intake zone.

## Student attendance profile

School				
Year	2014	2015	2016	2017
K	91.2	93.1	94.5	92.8
1	92.9	92	90.8	92.5
2	90.8	92.8	93.3	88.2
3	91.6	90.5	92.9	88.9
4	92.6	91.3	91.1	91.8
5	93	93.6	91.4	90.7
6	93.1	93.2	91.7	91
All Years	92.1	92.3	92.2	90.8
State DoE				
Year	2014	2015	2016	2017
K	95.2	94.4	94.4	94.4
1	94.7	93.8	93.9	93.8
2	94.9	94	94.1	94
3	95	94.1	94.2	94.1
4	94.9	94	93.9	93.9
5	94.8	94	93.9	93.8
6	94.2	93.5	93.4	93.3
All Years	94.8	94	94	93.9

## Management of non-attendance

This is the first year in the last 4 years that attendance has been below 92% and is certainly a cause for concern. This has been the highest drop in attendance rates in recent times. Part of the issue may have been as the school was becoming used to operating a new

attendance system and monitoring proved to be somewhat cumbersome. This is now been addressed and we are confident that with the monitoring being more reliable and user friendly responses will be more timely.

There have been a number of regular poor attenders and a small number of issues which had arisen in 2017 leading to a high numbers of absences being recorded. However, the focus for the SWT, ASLSO and the HSLO will be to monitor more effectively and proactively in 2018. The school continues to highlight the importance of regular attendance, punctuality, organisation and readiness to becoming a successful learner. This message is in our newsletter periodically but is also included on all communication media i.e. Face book page, school website and electronic board.

On the second consecutive day of absence the school contacts home to find out why a student has been absent for 2 days and is there anything the school can do to support a return. There will be closer communication and collaboration between the SWT and HSLO to see if this has an impact on attendance. The problem will also be posed to the school's PBL committee to seek any ideas and strategies to be implemented.

A review of current attendance awards and what the impact is. Perhaps a relaunch is in order. The new monitoring system should certainly have an impact on response times as the school has engaged a system with automated text messaging to parents/carers notifying them of absences after a designated time each day.

## Class sizes

Class	Total
K BLUE	17
K PURPLE	19
K GREEN	18
1 GREEN	22
12 GOLD	20
1 PURPLE	22
2 GREEN	24
2 BLUE	23
3 GREEN	26
3 BLUE	22
4 PURPLE	27
4 BLUE	27
5 BLUE	26
5 GREEN	29
6 PURPLE	24
6 BLUE	25

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	17.52
Teacher of Reading Recovery	0.63
Learning & Support Teacher(s)	1.8
Teacher Librarian	0.8
Teacher of ESL	0
School Counsellor	1
School Administration & Support Staff	6.52
Other Positions	0

\*Full Time Equivalent

Additional staff were employed to provide additional support for students, classroom teachers, EAfS (K–2), Reading Recovery, Learning and Support (3–6) and tiered intervention for students identified with additional learning needs. The school has found it difficult to retain tutors for our Aboriginal groups (both boys and girls) and have been catering to these groups by collaborating with Northlakes HS to provide some of their students with the appropriate skill set and cultural backgrounds, to run these groups. This has proven to be a successful initiative.

### 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	5

### Professional learning and teacher accreditation

There are currently 6 teachers accredited at proficient with 3 teachers currently working towards achieving accreditation. A recently accredited staff member has offered to support and mentor our beginning teachers who are working towards accreditation and the school

has utilised a portion of the beginning teacher funds to provide some additional release for these teachers as well as some time for their supervisors to provide support.

All staff undertook PL in L3 (K/S1), TEN, Writing, FoR, AVID and the Wallarah Learning Community SDD presentation on Teaching Maths by Anita Chin. All staff by the end of 2017 had taken part in either Winter Institute, Summer Institute or AVID on site training days. Every teaching staff member has some level of training in AVID depending on their role in the school. All K–2 staff attended the Winter Institute training. The full TPL allocation of \$27 356 was expended and enhanced by almost \$100 000 of additional funds from RAM.

Late in the year EAfS schools were invited to send a team along for what would be a major change in monitoring and plotting student progress. NPS sent a team of 5 to two presentations on the Literacy and Numeracy Learning Progressions.

## 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 (\$)
<b>Opening Balance</b>	475,850
<b>Revenue</b>	4,910,808
Appropriation	4,821,773
Sale of Goods and Services	23,582
Grants and Contributions	62,092
Gain and Loss	0
Other Revenue	0
Investment Income	3,361
<b>Expenses</b>	-4,858,473
Recurrent Expenses	-4,858,473
Employee Related	-4,467,921
Operating Expenses	-390,552
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	52,334
<b>Balance Carried Forward</b>	528,184

The carried forward balance from 2016 was quite large but understandably so as the school had only transitioned to LMBR partway through the year. This carried forward amount has only increased by a little over \$50 000, meaning that the 2017 budget was close to the mark. the Majority of playground installations are now dated and at a stage where considerable refurbishment, repair or replacement is needed.

Late in 2017 the school has begun the process of seeking quotations for the refurbishments. The process has been time consuming and we are hoping

### 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>	<b>2,555,538</b>
Base Per Capita	61,097
Base Location	0
Other Base	2,494,441
<b>Equity Total</b>	<b>752,081</b>
Equity Aboriginal	47,446
Equity Socio economic	460,710
Equity Language	616
Equity Disability	243,308
<b>Targeted Total</b>	<b>723,465</b>
<b>Other Total</b>	<b>547,648</b>
<b>Grand Total</b>	<b>4,578,732</b>

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.

The percentage of Year 3 students in the top two bands in NAPALN in 2017 was as follows:

- Reading 29%
- Writing 20%
- Spelling 14%
- Grammar and Punctuation 22%
- Numeracy 11%

The percentage of Year 5 students in the top two bands demonstrated a notable shift over the planning cycle from 2015 – 2017

- |                           |         |          |
|---------------------------|---------|----------|
| • Reading from            | 2015 0% | 2017 15% |
| • Writing                 | 0%      | 6%       |
| • Spelling                | 5%      | 18%      |
| • Grammar and Punctuation | 10%     | 14%      |
| • Numeracy                | 3%      | 13%      |

There is still a considerable way to go but the other notable improvement by the end of the three year planning cycle was student the growth in 2017 where the percentage of Year 5 students achieving expected or greater than expected growth rates was:

- |                           |       |
|---------------------------|-------|
| • Reading                 | 59.2% |
| • Writing                 | 67.3% |
| • Spelling                | 64.6% |
| • Grammar and punctuation | 60.4% |
| • Numeracy                | 76.6% |

### Parent/caregiver, student, teacher satisfaction

Once again the school has had higher number of respondents in paper surveys. The school has conducted a number of brief surveys at events and over 90% of parents/carers have stated that they would recommend Northlakes Public School. The school will continue to work closely with the San Remo Neighbourhood Centre in running more community events such as the Christmas event which see high numbers in attendance and a great promotion for the community.

Staff have taken on a great deal of new learning and have always expressed satisfaction with the quality of professional learning and the fact that it is flexible and responsive to individual, year group, stage or whole school needs. The implementation of AVID, EAfS and

the associated PL with these has received 100% of teacher support.

In 2017 teachers were also provided with the opportunity to discuss the impact that the last three year plan has had on student learning, engagement and on their work load in private meetings with the Principal. Those responses are summarised as follows:

- The quality of teaching supported by the quality of professional learning school based and relevant to our context.
- The high quality of teachers and their dedication to providing opportunities for their students to succeed.
- A strong sense of teamwork and collaboration across the staff and the common belief that schools are for kids.
- EAfS and AVID have been very positive additions to our school and are making a difference to the quality of teaching and learning at NPS.
- A lot of positive changes.
- Tiered intervention has been great for student progress.
- In the classrooms doing much more than before.

Students participated in the Tell Them From Me survey. The TTFM survey indicated that Northlakes PS is above the NSW Government Schools norms in the following drivers of student outcomes:

- Effective learning time – concepts are taught well, class time is used efficiently and homework and evaluations support class objectives.
- Relevance – students find classroom instruction relevant to their everyday lives.
- Rigour – students feel classroom instruction is well organised, with a clear purpose and with immediate feedback that helps them learn.
- Advocacy at school – students feel they have someone who consistently provides encouragement and can be turned to for advice at school.
- Positive student–teacher relations – students feel teachers are responsive to their needs and encourage independence with a democratic approach.
- Positive learning climate –students understand there are clear rules and expectations for classroom behaviour.
- Expectations for success – the school staff emphasises academic skills and hold high expectations for all students to succeed.

The only aspect where Northlakes PS is below the NSW Government Schools norms is Students who are victims of bullying our survey results indicate the percentage of students who are subjected to physical, social verbal or cyber bullying is 2% lower than the NSW Government Schools norm.

## Policy requirements

### Aboriginal education

Aboriginal education continues to be a priority at Northlakes PS and Aboriginal perspectives are

embedded across all areas of the curriculum.

3Way Personal Learning Pathways meetings are set for term 1 and participation rates are continuing to grow at over 85%. This consultation process sets the year off to a positive start. Parent/carer feedback recommended that the term 3 meetings were not needed so they only occur in term 1. AVID diaries go home every night and these provide regular feedback and record of what is being done in the classrooms and is a big part of being organised.

The Acknowledgement of Country workshop is now conducted each year with our senior students and students leaders then use their personal acknowledgement developed by them during the workshop.

Highlights continue to be NAIDOC day celebrations which has undergone another change based on feedback following the 2016 day. The focus on 8Ways pedagogy continued with the learning being back in the classrooms and culminating with the full day activities and barbecue.

Again, our Aboriginal student attended the Bilby Bash at Budgewoi PS. A new initiative due to the struggle to find and then retain tutors for our boys and girls Aboriginal groups, the Northlakes HS was approached and a group of Year 9 students were released and happy to pass on their knowledge to our students. This is something we are keen to continue as it ensured the groups would be trained on a regular basis.

### Multicultural and anti-racism education

Multicultural perspective is embedded into units of work throughout the school. Activities to celebrate the diversity of cultures within our school were undertaken to be included in the Harmony Day celebrations. Songs from other countries and Australia were taught to classes and performed at the assembly for Harmony day and each class chose a greeting from another country and this is how they greeted visitors to their room for the term.