

Newington Public School Annual Report



2017



4627

Introduction

The Annual Report for 2017 is provided to the community of Newington 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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Message from the Principal

The 2017 Annual Report provides a summary account of the many outstanding achievements celebrated by Newington Public School during the year.

Strong community support and involvement and highly professional and dedicated staff ensure the school is able to offer excellent academic, social, sporting and arts programs, including many extra-curricular activities. Our students are encouraged to strive for their personal best in all that they undertake. The school motto 'learning for life' is exemplified through both student and staff learning and a culture of striving for continued improvement.

During 2017 the school participated in a Department of Education External Validation of school excellence process. This involved the school under-taking a self-assessment against the domains and elements of the School Excellence Framework and examined the school's identified improvements and annotated supporting evidence. The school received an excellent rating from the External Validation panel and the future directions identified as part of the process have been used to provide direction to the development of the new School Plan for 2018–2020.

I am very proud to lead such a wonderful school and wish to acknowledge and thank all those who contribute to our school throughout the year.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

Ian Adamson

School background

School vision statement

Learning for life in a future focused environment.

We prepare our students to be lifelong learners who are engaged in their local and global communities through a rich, developmental pedagogy.

- *Student learning and success is achieved through quality teaching. A diverse range of experiences is embedded in all key learning areas.*
- *Our students engage with the school and wider community in a safe, positive and respectful manner.*
- *There is a mutual respect between the school and the community and we work in partnership for the benefit of students.*
- *Teachers and support staff are caring, professional and motivated. They work collaboratively to create and sustain a positive and supportive environment for all learners.*

Our school encourages active participation and cooperation in current curriculum practices. Students are respectful and demonstrate care for others and their environment. Staff, students and the community work in partnership to ensure student success and nurture our shared values.

A full version of the Newington PS Vision 2015+ statement is available on our website.

School context

Newington Public School, established in 2002 as a legacy of the Sydney 2000 Olympic and Paralympic Games, provides quality education to the suburbs of Newington, Wentworth Point and Sydney Olympic Park.

The school has seen continued growth in enrolments over the last 15 years. This is a result of the continued establishment of new residential housing within the three suburbs. In 2017 enrolment numbers have reached 959 students, with 77% of students identified from a language background other than English. There are over 40 different languages or cultural groups identified. Korean and Chinese are the two largest cultural groups.

The NSW School Family Occupation and Employment Index [FOEI] for 2017 was a value of 14, compared with the NSW average of 100. Our schools FOEI value is among the lowest 20% of FOEI values across NSW government schools. This means parental education levels, occupation and income levels are quite high by comparison. As a result the school receives minimal additional equity funding.

Our parents have high expectations and aspirations for their children. Community and parental support for the school is strong. The Parent and Citizens Association [P&C] lead support for the school's learning and extra-curricula programs through fundraising, volunteering and community events.

Student learning and success is achieved through quality teaching, provided by approximately 70 professional and motivated staff members. The school community takes great pride in the provision of a caring, well-maintained and resourced learning environment. This includes an up-to-date information centre and a growing number of iPads, laptops and other information technologies. Appealing outdoor facilities provide alternative learning spaces including a synthetic sports court, amphitheatre and various shaded areas.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

This year, our school undertook self-assessment using the School Excellence Framework and participated in an external validation. The framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated in the School Excellence Framework domain of **learning** at Newington Public School that the school's vision, strategic directions and action plans have ensured that there is strong school community

commitment to the goal that all students can be successful learners and citizens.

The results of the External Validation Process indicated:

In the domain of Learning;

1. Learning and Culture – Excelling
2. Wellbeing – Excelling
3. Curriculum and Learning – Sustaining and Growing
4. Assessment and Reporting – Excelling
5. Student Performance Measures – Excelling

Our **learning culture** is reflective of our highly aspirant community and the values, knowledge and exemplary pedagogical skills of our teachers and leaders. ***There is a school-wide, collective responsibility for student learning and success, with high levels of student, staff and community engagement.*** The school's professional learning program, including the Performance and Development Framework, reflects teacher professionalism and engagement, ensuring their own evidence based learning is keeping pace with changes in pedagogy. Curriculum differentiation, through programs such as L3, TENS and Maths Olympiad, is used to meet the needs of individual students. The introduction of the Positive Behaviour for Learning (PBL) framework facilitates respectful relationships and productive learning environments.

Through consistent and effective **wellbeing** programs the school has in place ***a comprehensive and inclusive framework to support the cognitive, emotional, social, physical and spiritual wellbeing of students.*** The Learning and Support Team, Positive Behaviour for Learning (PBL) framework, transition and extra-curricular programs are integral to the school's excellent work in this area. Teachers and leaders support student and staff ***wellbeing through effective use of school, system and community resources.***

Curriculum and learning programs and teaching practices effectively develop the knowledge, understanding and skills of all students, using evidence-based teaching practices and innovative delivery mechanisms where appropriate. Formative and summative assessment strategies, shared through professional learning and collaborative practice, are now features of classroom programs across the school, focussing on improving task processes and student self-regulation. ***Our extra-curricular learning opportunities are significant, support student development, and are strongly aligned with the school's vision, values and priorities.*** These opportunities for students are provided through a culture of teacher good-will, skill and interest. The range of activities include student choice options e.g. sport, dance, choir, debate and teacher or parent nominated activities for targeted students e.g. public speaking, Art Club and Kids Club (social skills).

The priority area of **assessment and reporting** has been a major component of the 2015–2017 School Plan. Teacher professional learning has driven the changes, improvements and K–6 coordination of the school's assessment practices. ***The school has aligned staff processes and school systems for collecting, analysing and reporting local and external data on student and school performance.*** High quality formative and summative assessment strategies are embedded in teaching and learning programs across K–6. There is a commitment to target further professional learning to enable on-going improvements and to ensure the whole school assessment strategy is accessible to the community.

The results of this process indicated in the School Excellence Framework domain of **teaching** at Newington Public School that the school's vision, strategic directions and action plans have purposefully built a culture of and implemented programs, to achieve high quality teaching and leadership.

The results of the External Validation Process indicated:

In the domain of Teaching;

1. Effective Classroom Practice – Excelling
2. Data Skills and Use – Sustaining and Growing
3. Collaborative Practice – Sustaining and Growing
4. Learning and Development – Excelling
5. Professional Standards – Sustaining and Growing

Effective classroom practice at Newington Public School is delivered and enhanced through a culture that promotes

professional learning, collaboration and reflective practice. **The school leadership team demonstrates instructional leadership, promoting and modelling effective, evidence-based practice.** L3, *Seven Steps to Writing* and formative assessment strategies are examples of evidence based programs where school leaders are effectively working with their teams. Classroom observations have been embedded during the past 2 years and now form a central component of the PDP process as leaders and teachers work collaboratively to improve practice.

Practices have been developed to ensure teachers' **data skills and use** of qualitative and quantitative **assessment instruments are used regularly to help monitor student learning progress and to identify skill gaps for improvement.** The use of data is an effective means to differentiate curriculum to inform programming and practice which caters for individual differences and learning needs. The K-6 Assessment Strategy, based on the premise of assessment for, of and as learning, is facilitating teacher knowledge, practice and engagement with data and how it is used to achieve a variety of school and individual goals.

Teacher **collaborative practice** is highly valued and regularly practiced at Newington Public School. **Teachers work together to improve teaching and learning in their year groups, stages, or for particular student groups.** The development and implementation of school based curriculum scope and sequences and units of work and the facilitation of Consistency of Teacher Judgment in assessment, through Stage meetings, continue to be priorities for the school. **The school identifies expertise within its staff and draws on this to further develop its professional community.** School leaders, aspiring leaders and classteachers (experienced and early career) have willingly shared their expertise through collaboration and shared learning. 'Pop up PL' sessions in ICT, reading strategies and library research and instructional round processes are examples of how teachers have shared expertise and demonstrated their commitment to our professional learning community.

The school's professional **learning and development** program is strongly aligned to the school plan. **The school evaluates professional learning activities to identify and systematically promote the most effective strategies.** The **support structure in place for beginning and early career teachers** is significant, as we have many teachers in this category. Teacher feedback is positive about the targeted support they receive. Project teams, through their Action Plans, identify and facilitate professional learning that is differentiated, for groups and/or individuals, addresses whole school needs and is innovative in how it is implemented, e.g. Genius Hour for staff. Professional learning is linked to the Professional Standards for Teachers.

Through the introduction of the Performance and Development Framework all staff now have more responsibility for maintaining and developing their **professional standards. Teachers work beyond their classrooms to contribute to broader school programs.** This is evident through the comprehensive extra-curricular programs on offer at the school and teacher engagement with K-6 Priority Action Teams.

The results of this process indicated in the School Excellence Framework domain of **leading** at Newington Public School that the school's vision, strategic directions and action plans have demonstrated a clear commitment from the leadership team to foster a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success. This has been achieved through strong connections within our learning community.

The results of the External Validation Process indicated:

In the domain of Leading;

1. Leadership – Excelling
2. School Planning – Excelling
3. School Resources – Sustaining and Growing
4. Management Practices and Processes – Sustaining and Growing

Leadership development is central to school capacity building. At Newington Public School **staff have purposeful leadership roles based on professional expertise.** The Performance and Development Plan process identifies teachers whose goals or aspirations include leadership. These teachers are supported through the identification of appropriate roles and responsibilities. The endorsement of the school's strategic directions is evident through the commitment of the P&C Association to fund school initiatives and programs. **The school community is committed to the school's strategic directions and practices to achieve educational priorities.** Parent volunteers are trained to implement the Reading Tutor Program with identified students.

The school's **planning, implementation and reporting** process addresses the core issue of continuous improvement. Central to this endeavour is the framework provided by the school vision statement and strategic directions. **The school successfully fosters collaboration with key stakeholders in the development of the school vision, strategic directions and annual plans.** Important connections with the P&C, Student Representative Council and community organisations assist in this process.

School resources, including workforce, physical and financial resources, are strategically managed to achieve the goal of improved student outcomes. **Succession planning, leadership development and workforce planning are designed to drive whole-school improvement.** A culture of teachers aspiring to leadership is evident and early career teachers, including temporary staff, are provided with professional learning to access career opportunities and development.

School staff are actively engaged in **management practices and processes** that review the school's progress against DoE compliance matters, ongoing school improvement targets and the milestones of our action plans. **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.** Consultation, through *Tell Them From Me* surveys, provides **opportunities for students and the community to provide constructive feedback on school practices and procedures.**

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 student learners and citizens

Purpose

To ensure quality student learning and achievement occurs in an environment and culture where:

- literary and numeracy skills are explicitly taught along a continuum of learning
- students are taught and encouraged to be collaborative, creative, critical thinkers who contribute to their own learning journey
- individual needs and potential are recognised and developed
- student well-being encompasses support across cognitive, emotional, social, physical and personal safety aspects
- students are nurtured to become tolerant, empathetic and resilient life long learners

Overall summary of progress

ASSESSMENT

All teachers are utilising Literacy and Numeracy [PLAN] Continuums and data is updated and approved by supervisors on a term-by-term basis. Most teachers are using PLAN data to group their students for literacy and numeracy learning. During 2017 the Assessment Project Team established a comprehensive summative assessment plan and a School Assessment Policy and Guideline was created. The vision was that all teachers created templates, schedules and guidelines to drive meaningful, organised assessment to ensure the collection, use and transfer of assessment data. The whole school assessment plan details the streamlined scheduling of summative assessments from K to 6.

DIFFERENTIATION

This year whole school standardised testing [PAT] continued in Maths, Spelling and Comprehension and expanded into Vocabulary. Teachers were provided with opportunities to analyse data in order to use this to differentiate teaching and learning programs for students. Targeted external and a host of internal professional learning around differentiation strategies took place in 2017 building the capacity of staff to embed effective differentiation strategies in response to assessment data into teaching and learning programs and practice. 2016 SMART data was analysed to support staff in priority planning. Maths Olympiad to cater for Stage 3 students talented in mathematics, was expanded into Stage 2 using Maths Games. A school Gifted and Talented Education [GaTE] team was formed.

LEARNING SUPPORT TEAM

Teachers are consistently using and following the "Student of Concern" flowchart for targeted identification. This year 53 referrals were made to the Learning Support Team and planning processes were put into place for 100% of these referrals including the implementation of Personalised Learning and Support Plans [PLaSPs], school counsellor intervention and assessment, referral to external agencies and ongoing monitoring by the Learning and Support Teacher. The MultiLit Reading Tutor Program [RTP] continued and several new volunteers were trained to support students in Stage 2 experiencing difficulty in reading. This year we again employed a speech therapist to support the receptive and expressive language skills of students in Kinder through the Kindy Kapers Programs as well as targeted students from all other grades. The speech therapist worked in classrooms to support the upskilling of teachers. The school's transition project supported students at vital transition points in their education (preschool to school, from grade to grade and from year 6 to high school) through the use of Transition to School documents, Class Creator and a successful 3-day Mock High School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are active participants in setting and mapping learning goals and in reflecting and reporting on their learning achievements using formative assessment strategies.	PAT Testing \$9979 Stage Planning \$3200	Most classrooms are using learning intentions and success criteria and kindergarten teachers are implementing 'Good, better, best' target walls. All classroom teachers are using formative assessment strategies in their programing including rubrics, learning logs, Two Stars and a Wish, Traffic lights and ABCD cards. All English, maths, science and technology, history and geography

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students are active participants in setting and mapping learning goals and in reflecting and reporting on their learning achievements using formative assessment strategies.		units have had formative strategies explicitly built into them.
Student engagement in the learning process, as measured by <i>Tell Them from Me</i> surveys, is increased.		In April and September almost 350 students from Years 4–6 completed the “Tell Them from Me” surveys about Student Engagement. This survey included nine measures of student engagement, categorised as social, institutional and intellectual engagement. In 2017 92% of students indicated that they tried hard to succeed in their learning compared to 91% in 2016. In 2017 74% of students indicated that they were interested and motivated in their learning compared to 79% in
Student academic growth, as measured through NAPLAN in Reading and Mathematics from Year 3 to Year 5, is above state average and equal to similar schools.	Literacy and Numeracy Funding for L3 and L3+1 training \$22193 Speech Therapist \$12540	2017 NAPLAN results indicate that Newington students performed at or above state average and comparable to similar school groups in Reading and Mathematics in both Year 3 and 5. Specific score details are outlined further in this report.

Next Steps

- Improve student writing (Years 3–6) through the *7 Steps to Writing Success* program
- Review and enhance Gifted and Talented school guidelines, procedures and programs
- Further develop student engagement in self and peer assessment, feedback and self-reporting to parents, as part of formative assessment
- Implement PBL framework for classroom settings
- Introduce the teaching of a language to the school curriculum
- Develop teacher skills and knowledge to teach coding
- Use learning spaces innovatively and flexibly

Strategic Direction 2

High quality teaching and leadership

Purpose

To build a dynamic culture of best practice pedagogy and school organisation, self-evaluation and innovation through quality professional learning, collegiality, capacity building, collaborative planning and the strategic analysis of student data. Leaders and teachers will have high expectations for themselves and their students in meeting the specific learning needs of students and in realising authentic school improvement.

To ensure a professional commitment to effective performance and improvement through a collaborative and supportive developmental framework for individuals and teams. Teachers and leaders will engage in individualised, team and shared professional learning opportunities to achieve the accreditation levels of the Professional Standards for Teachers.

Overall summary of progress

DEVELOPMENT and ACCREDITATION

100% of teachers and leaders collaboratively negotiated, planned and implemented professional goals using the Performance and Development Framework. Teachers used the Australian Professional Standards to guide their development and career progression. Through structured discussions with supervisors at the end of the year all teachers reviewed their progress towards achieving professional goals and completed a written assessment informing the next performance and development cycle (2018). Further unpacking of the Australian Professional Standards for Teachers has taken place and these are steadily being incorporated into meeting agendas, professional learning rosters and teaching programs. 4 staff members completed accreditation and 4 staff member maintained at competence. Teachers are consistently reflecting on teaching practice and ensuring all standards are addressed.

LEADERSHIP CAPACITY

In 2017 leadership capacity and sustainability was developed through targeted professional learning and opportunities to lead school programs. Leadership learning opportunities included principal and deputy principal conferences. Two executive members were involved in the Majors Bay Community of Schools [MBCoS] @COSLead project successfully bringing about improvement, innovation and change within pedagogy. Capacity building was met through the opportunity for 9 teachers and executive staff to relieve in higher positions. Quality Teaching, Successful Students [QTSS] funding was utilised and executive teachers were released from their classes to provide opportunities for school priorities to be effectively implemented including L3, assessment, PBL and classroom observations.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of teachers will be supported using the Performance and Development Framework to determine and manage their own professional learning through establishment of a Professional Learning Network with colleagues either in person or on-line through networking or social media.	Professional Learning \$47357	Through team planning and individual meetings every teacher at Newington Public School used the Performance and Development Framework to map their team and personal goals and record the activities and resources needed to support the achievement of professional goals. Evidence was gathered by 100% of teachers to indicate their progress towards achieving professional goals. All teachers were involved in classroom observations and at the end of the year all teachers participated in structured discussions with their supervisors to review progress towards achieving their professional goals. Professional learning opportunities included face-to-face seminars, online training, network meetings and through social media including Twitter and Yammer. A more comprehensive report on Professional Learning is outlined further in this report.
100% of teachers and leaders will engage with and provide	Stage and Team Meetings \$3200	Teachers are using the Australian Professional Standards to guide their PDPs, but further work is

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
evidence of the Australian Professional Standards for Teachers through their teaching.		required incorporating standards into teaching programs. Team leaders are making explicit reference to the standards as part of professional discussion and learning. Teachers are utilising the Teaching Standards to support their accreditation and maintenance.

Next Steps

- Support all teachers through the accreditation and maintenance process and where applicable apply to the PDP framework
- Support teachers to undertake accreditation at higher levels
- Further support Beginning (Early Career) Teachers through coaching
- Further develop and implement evidence based formative assessment strategies
- Introduce and plan for new syllabus requirements for science & technology; PD/H/PE; creative arts
- Investigate the use of STEM strategies in curriculum implementation
- Develop strategies to identify and cater for students working beyond stage outcomes using CTJ across Stages

Strategic Direction 3

Connected learning community

Purpose

To promote a culture of collaboration and connectedness which builds the capacity of all members of the school educational and parent community to collectively learn, problem solve, lead, organise and manage, communicate and contribute at the school, system, local, national and international level.

To engage parents as active participants in their children's learning development, achievements and interests and aspirations.

To build strong relationships at all levels of the educational community. Individual and collective capacity and capability to support collegial learning networks and innovation will be enhanced.

Overall summary of progress

SCHOOL PROJECT TEAMS

Across the 3 years of the 2015–2017 School Plan, Project Teams were established each year. Literacy, numeracy, student welfare (wellbeing) and assessment were constants. As new syllabus documents or specialised programs were presented by DoE, Science & Technology, History & Geography, Positive Behaviour for Learning (PBL) and Transition teams were formed. Each team was led by an Executive or an aspiring leader and consisted of a selection of staff representing each stage or support/specialist staff. The action plan detailed the practices (action), products (desired outcome), resources and budget. Each team tracked their progress and accomplishments using milestones. The Action Plans identified professional learning that would be required for the whole staff, year or stage groups and also individuals. A Deputy Principal was responsible for the professional learning timeline for each term. Each professional learning activity was mapped against the Professional Standards for Teachers and the school's Strategic Directions.

COMMUNITY OF SCHOOLS

MBCOS Lead continues to be integral in the development of Newington Public School's aspiring leaders. Connecting them with like-minded colleagues from the local school community and nurturing the development of their projects from planning to implementation with success. This active coaching and external support has provided two of our aspiring leaders to develop areas of interests; Mindfulness and Creative & Critical Thinking. Newington PS's continued involvement in the MBCOS Lead initiative ensures momentum, active leadership development and ultimately serves the needs of our students.

PARENTS and COMMUNITY

There were many opportunities throughout 2017 for parent workshops, information sessions, classroom visits and interview situations. Parents were involved in assessment information sessions including understanding how assessment works for OC and Selective High School placement. Parents were involved at school events including Open Day in Education Week, Harmony Day, Grandfriends Day, school carnivals, Year 6 fundraising, Kinder Orientation, and P&C organised events including the Bake Stalls, Election Day BBQ, Mother's and Father's Day stalls, Banking and Book Club. In term 3 the Newington Public School community worked collegially to organise a sport-a-thon and raised in excess of \$34000. Parents are regularly communicated information about school events via email, enews, newsletters, stage newsletters and dojo. Parents had opportunity to provide feedback through the Tell Them From Me Partners in Learning Parent survey.

ADMINISTRATION

The principal and administration staff continued to be involved in training of administrative, financial, communication and organisational workflows through the implementation of LMBR, SAP/SALM and BI.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Partnerships are established and		Majors Bay Community of Schools programs

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
sustained at the local (Majors Bay Community of Schools), state, national and international level that connect student learning and teacher professional development		continued. Significant programs included @COSLead and principal networking.
10% increase each year of parents who actively engage in and support school programs to involve them in their child's education	Parent Insights \$877	<p>Parents and carers were invited to take part in the Tell Them From Me Partners in Learning Parent Survey and 98 parents responded to the online questionnaire (compared to 92 parents in 2016 and 90 in 2015).</p> <p>Parents were actively engaged in many school programs including Harmony Day, sports carnivals, Kinder Orientation, Year 6 Graduation, band and string performances, Art Club exhibitions and P&C events. The P&C supported the school through many fundraising activities. Funds were donated to the school to purchase literacy resources (\$10000), technology (\$10000) and PBL signage (\$5000). Each fortnight Michael Grose Parenting Insight articles are published in the CROAK. Online registrations for interviews indicated that 87.3% of parents attended parent teacher interviews at the end of Term 1 (compared to 90.3% in 2016 and 87.8% in 2015)</p> <p>Westconnex Grant (\$10000) for Kinder playground equipment</p>

Next Steps

- Lead Majors Bay COS in the establishment of a Gifted & Talented Network
- Facilitate leadership capacity and succession planning by identifying potential leaders and opportunities for leadership experiences including principal preparation credential
- Use QTSS funds innovatively to achieve identified school goals
- Provide professional learning for Priority and Stage leaders in finance and budget management (BPC/SAP)
- Lead transition programs for P–K, K–6 and 6–7
- Introduce PDP process for SASS

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$3206) 	<p>All Indigenous students (<1% of enrolment) have Personalised Learning Plans to track their success and to target aspects of their learning requiring further development.</p> <p>In-class SLSO support was provided to all Indigenous students.</p>
English language proficiency	English language proficiency (\$310275)	<p>The English language proficiency flexible funding was used to employ an additional teacher for 1 day per week. This teacher supported the EAL/D program and collaboratively developed formal diagnostic, formative and summative assessment strategies to assess student learning through the EAL/D learning progressions. This initiative has improved teaching practice and student learning outcomes.</p>
Low level adjustment for disability	<ul style="list-style-type: none"> Low level adjustment for disability (\$120259) 	<p>Learning and support for students with additional education needs funding consisted of two components:</p> <ol style="list-style-type: none"> 1) Learning and Support Flexible Funding (\$59315) 2) Learning and Support Teacher staffing (\$60944) <p>Targeted funding Integration Funding Support was \$106859 Funding was used to:</p> <ul style="list-style-type: none"> provide in-class and playground support to identified students through the employment of School Learning Support Officers (SLSOs) engage students and their parents/carers in consultative and collaborative processes to personalise learning and support reflecting student needs improve professional knowledge of SLSOs and classroom teachers through their enrolment and completion of courses in Autism Spectrum Disorder, behaviour management, dyslexia and language disorders support teachers in recognising and responding to students' additional learning needs by completing Disability Standards online training modules support participation in the Nationally Consistent Collection of Data on students with disability provide staff with opportunities to utilise the Personalised Learning and Support Signposting Tool (PLASST). <p>Feedback from SLSOs at weekly meetings indicated that there was an increase in the level of student participation and engagement and improved student learning outcomes for most of the students they were working with.</p>

<p>Quality Teaching, Successful Students (QTSS)</p>	<ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$66328) 	<p>The Quality Teaching, Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in classrooms. This initiative is being delivered to ensure that all primary students benefit from high quality teaching and learning practices that better meet the full range of student needs. The allocation has been used to create collaborative practices in our school by allowing teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks and work together to assess and analyse student data, to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management. The funding has also been used to provide comprehensive and focused support for all teachers with the new Performance and Development Framework.</p>
<p>Socio-economic background</p>	<ul style="list-style-type: none"> • Socio-economic background (\$15495) 	<p>Socio-economic background funding provided a small percentage of students with greater access to a wider range of curriculum learning experiences. Supplementation was provided to families from low socio-economic backgrounds to give all students equal opportunity to attend school excursions, in school performances and overnight camps increasing the students' participation and engagement in learning. School uniforms were provided to some families while others accessed funding to support involvement in extracurricular activities including band, FLIP gymnastics and recreational sport. These initiatives helped develop and sustain a positive and inclusive school culture.</p>
<p>Support for beginning teachers</p>	<p>Support for beginning teachers (\$87565)</p>	<p>In 2017, Newington Public School had 7 permanent and 5 temporary Beginning Teachers in their first two years of teaching.</p> <p>Under the Great Teaching, Inspired Learning (GTIL) model each teacher received funding to assist in the new teachers' induction, professional learning and achievement of accreditation at the level of Proficient Teacher. Experienced teachers and learning leaders provided mentoring support to Beginning Teachers in their first year.</p> <p>Beginning teachers utilised their additional release time in a variety of ways including:</p> <ul style="list-style-type: none"> • observing other teachers' lessons • engaging in professional discussion and personal reflection • assessing and evaluating student work • preparing lessons and resources • undertaking individualised programs of professional learning • compiling evidence to achieve and maintain

<p>Support for beginning teachers</p>	<p>Support for beginning teachers (\$87565)</p>	<p>mandatory accreditation</p> <ul style="list-style-type: none"> • team teaching; and • structured feedback meetings with supervisors and mentors <p>Significant professional learning programs in which beginning teachers have participated and programs which have built the capacity of new beginning teachers</p> <ul style="list-style-type: none"> • Accreditation at Proficient Teacher Level course • NSW Teacher Mentor Early Career Teacher Network • Disability Standards for Education online course • Early Career Teachers conference • Behaviour Management for Beginning Teachers • Language, Learning and Literacy (L3) <p>In school induction program including school routines, programming policy and requirements, classroom management and wellbeing framework, accreditation, communication with parents, Performance and Development Framework, assessment strategies, report writing and Quality Teaching Framework.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	380	427	468	499
Girls	358	387	421	444

Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.1	95.3	95.6	95.2
1	95.6	94.5	95.1	94.3
2	95.6	95.6	95.2	95.4
3	96.7	96	95.6	94.9
4	96.3	95.8	95.2	94.6
5	96.6	96.6	96.2	94.9
6	96	94.1	95.5	95.3
All Years	96.1	95.4	95.5	94.9
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

All non-attendance is handled as per the Department of Education School Attendance Policy 2015.

- Rolls are marked each day, including partial attendance.
- Teachers request explanation of absence from parents and assess explanation for absence.
- Where attendance is of concern (<85%), intervention takes place including meeting with parents and learning support team involvement.

If no improvement:

- Home School Liaison intervention takes place including an attendance contract/agreement.
- Child Wellbeing Unit DoE contacted

Workforce information

Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Head Teacher(s)	0
Classroom Teacher(s)	35.89
Teacher of Reading Recovery	0.74
Learning & Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher of ESL	2.8
School Counsellor	0
School Administration & Support Staff	5.87
Other Positions	0

*Full Time Equivalent

The Australian Educational Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Newington Public School has two Indigenous staff members.

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 School Plan and the staff Professional Development Plans were used to develop Newington's professional learning calendar, taking into account teacher's preferred professional learning, delivery and areas for professional development. Our teachers and support staff participated in a range of professional learning activities during the year. Emphasis was placed on development at the stage or team level, with fortnightly meetings and team planning time each term. School Development Days focused on school priorities as defined in the School Plan 2015–2017.

Our Teacher Professional Learning (TPL) budget was \$47357. Literacy and Numeracy K–6 funds (\$22193) were used for Best Start, L3 and L3+1 training.

Including both permanent and temporary teachers, 59% of staff are classed as New Scheme teachers either working towards *NSW Education Standards Authority* (NESA) accreditation or maintaining accreditation at Proficient. To build the capacity of staff to achieve key priorities, Teacher Professional Learning in 2017 included (but not limited to):

English

- *Teaching Students to Write Imaginative, Informative and Persuasive Texts*
- *7 Steps to Writing*
- *Teaching Vocabulary 3–6*
- *Strategies for Teaching Reading in the Primary Setting*
- *L3*

EAL/D

- *EAL/D Networking Meetings*
- *Refugee Student Support*
- *EAL/D Project – Unpacking Vocabulary through the 3 tiers of language*

Assessment and Curriculum

- *Critical and Creative Thinking Across the Curriculum*
- *NAPLAN online training*
- *Analysing NAPLAN results using SMART data*
- *Formative and Summative Assessment*
- *How to Differentiate in the Primary Classroom*

Gifted and Talented

- *7 Principles of Excellence for Educating Gifted Learners*
- *Challenging All Students*
- *Gifted and Talented Redefined in the 21st*

Century

- *Maths Problem Solving*
- *GaTE Network*

Student Wellbeing

- *Positive Behaviour for Learning – PBL Coach Network meeting, PBL Reload training, #PBL TeachMeet, PBL Advanced Tiers Targeted Intervention training, Class Systems of Support training*
- *Managing NDIS in your School*
- *Autism Spectrum workshops*
- *Reflecting Latest Research and Practice for SLSOs*
- *Memory Mates – Improving Attention and Working Memory*
- *Non-Violent Crisis Intervention training*
- *Classroom Management*
- *Mindfulness*
- *Accidental Counselling*

ICT

- *Coding in the Classroom*
- *ICT Coordinator Information Days*

Career Development

- *Beginning Teachers' workshop*
- *Early Career Teachers conference*
- *Managing my Wellbeing for Early Career Teachers*
- *Australian Schools Lead and Expert Teachers Leadership Colloquium*
- *Executive Leadership Induction*
- *NSW Primary Principal and Deputy Principal Annual Conferences*

Mandatory training was completed in CPR, Anaphylaxis and Child Protection.

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	239,564
Revenue	7,244,901
Appropriation	6,749,330
Sale of Goods and Services	25,118
Grants and Contributions	465,661
Gain and Loss	0
Other Revenue	0
Investment Income	4,791
Expenses	-7,063,683
Recurrent Expenses	-7,063,683
Employee Related	-6,440,619
Operating Expenses	-623,064
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	181,218
Balance Carried Forward	420,782

Funds carried forward are to cover commitments for unpaid salaries, ongoing costs for utilities and for ground, building and equipment maintenance. A proportion of funds are also targeted for long term projects, such as artificial grass in the playground and office refurbishments. The school plan ensures funds are conserved for contingencies, as well as the replacement and acquisition of assets and resources to best meet the educational needs of students.

The voluntary school contribution for families was set at \$40 for the first child, \$30 for the second and \$20 for a third child.

The school P&C contributed: \$10000 for literacy resources; \$10000 for technology resources; \$5000 for PBL signage; \$4000 to complete the brick pathway to play equipment; and set aside funds to spend in 2018 on replacement air-conditioners and artificial grass.

Our financial management process includes:

- A finance committee led by the Principal and Senior Administration Manager

- Priority project team budgets aligned to the school plan which are led and monitored by Executive staff through the teams' action plans
- Stage team budgets which are led by Executive staff to facilitate programs or purchase resources particular to each Stage.

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	5,736,163
Base Per Capita	135,863
Base Location	0
Other Base	5,600,301
Equity Total	449,235
Equity Aboriginal	3,206
Equity Socio economic	15,495
Equity Language	310,275
Equity Disability	120,259
Targeted Total	106,859
Other Total	146,186
Grand Total	6,438,443

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 LITERACY

For Year 3 the bands range from Band 1 (lowest) to Band 6 (highest). In 2017, 125 Year 3 students sat for National Assessment Test in literacy. Our results were above the state average in reading, writing, spelling and grammar/ punctuation.

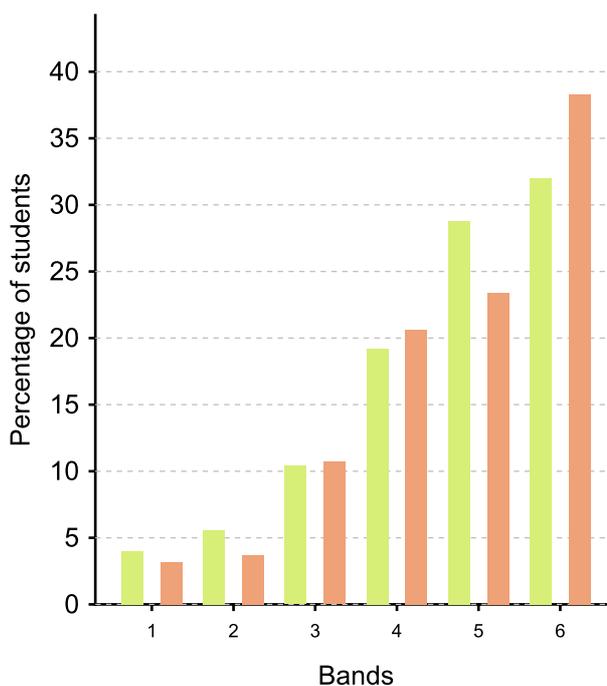
- 49.6% of students in Year 3 achieved the top two bands for reading compared with 51% for the state.
- 56% of students in Year 3 achieved the top two bands for writing compared with 53.2% for the state.
- 64.8% of students in Year 3 achieved the top two bands for spelling compared with 52.7% for the state.
- 60.8% of students in Year 3 achieved the top two bands for grammar / punctuation compared with 62% for the state.
- Girls performed significantly better than boys in reading and writing and slightly better in grammar and punctuation and spelling.

YEAR 5 LITERACY

For the Year 5 the bands range from Band 3 (lowest) to Band 8 (highest). In 2017, 107 Year 5 students sat for National Assessment Test in literacy. Our results were above the state average in reading, writing, spelling and grammar/punctuation.

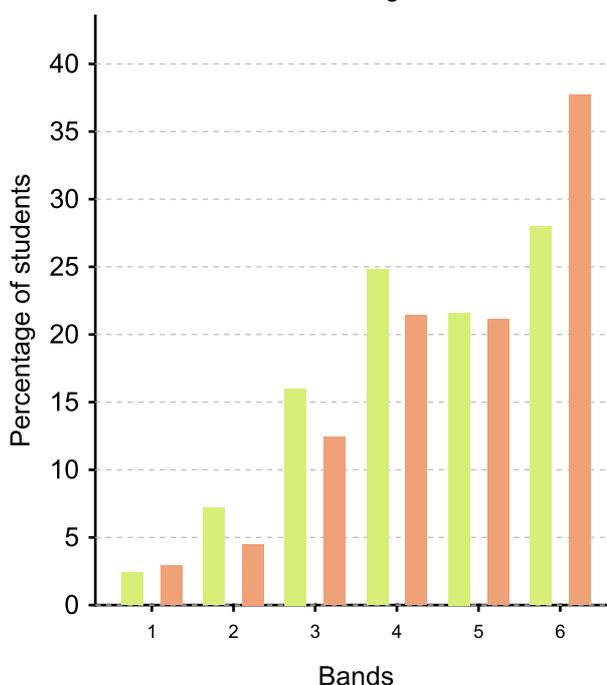
- 44.9% of students in Year 5 achieved the top two bands for reading compared with 39.7% for the state.
- 19.6% of students in Year 5 achieved the top two bands for writing compared with 18.1% for the state.
- 55.1% of students in Year 5 achieved the top two bands for spelling compared with 33.2% for the state.
- 35.5% of students in Year 5 achieved the top two bands for grammar / punctuation compared with 36.2% for the state.
- Girls performed better than boys in reading, spelling and writing and better than boys in grammar / punctuation.

Percentage in bands:
Year 3 Grammar & Punctuation



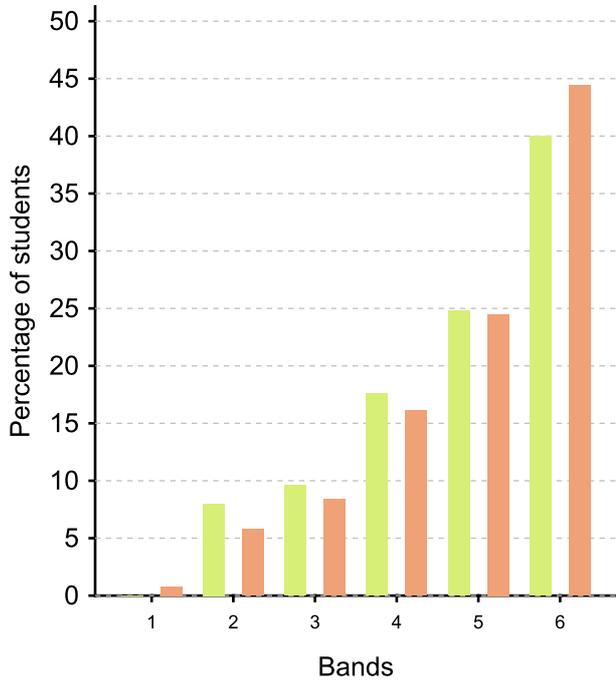
Band	1	2	3	4	5	6
Percentage of students	4.0	5.6	10.4	19.2	28.8	32.0
School avg 2015-2017	3.2	3.7	10.7	20.6	23.4	38.3

Percentage in bands:
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	2.4	7.2	16.0	24.8	21.6	28.0
School avg 2015-2017	2.9	4.5	12.4	21.4	21.1	37.7

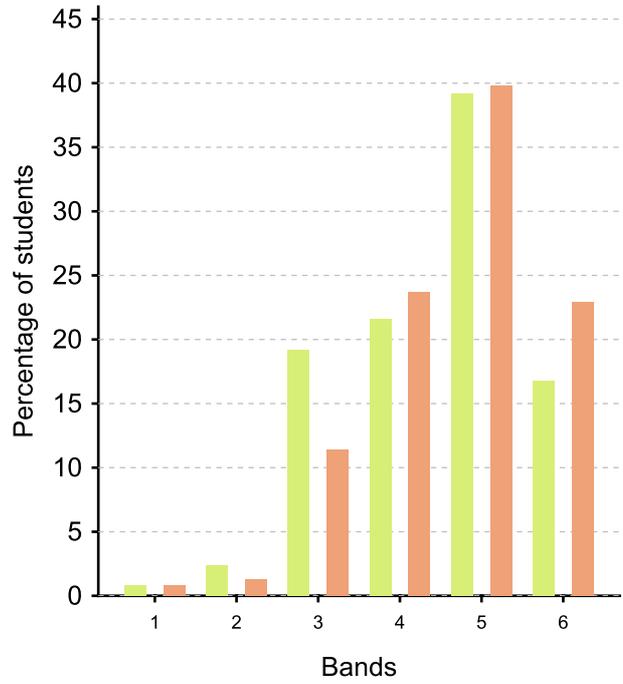
Percentage in bands:
Year 3 Spelling



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.0	8.0	9.6	17.6	24.8	40.0
School avg 2015-2017	0.8	5.8	8.4	16.1	24.5	44.4

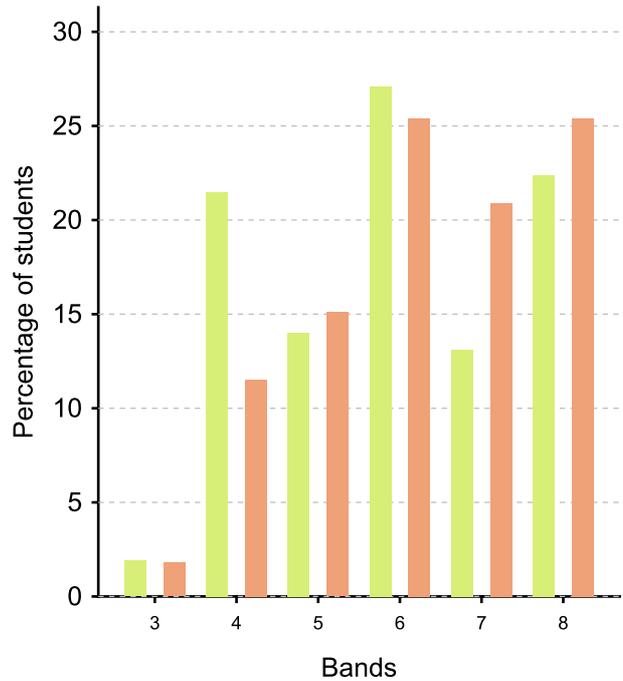
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2015-2017

Band	1	2	3	4	5	6
Percentage of students	0.8	2.4	19.2	21.6	39.2	16.8
School avg 2015-2017	0.8	1.3	11.4	23.7	39.8	22.9

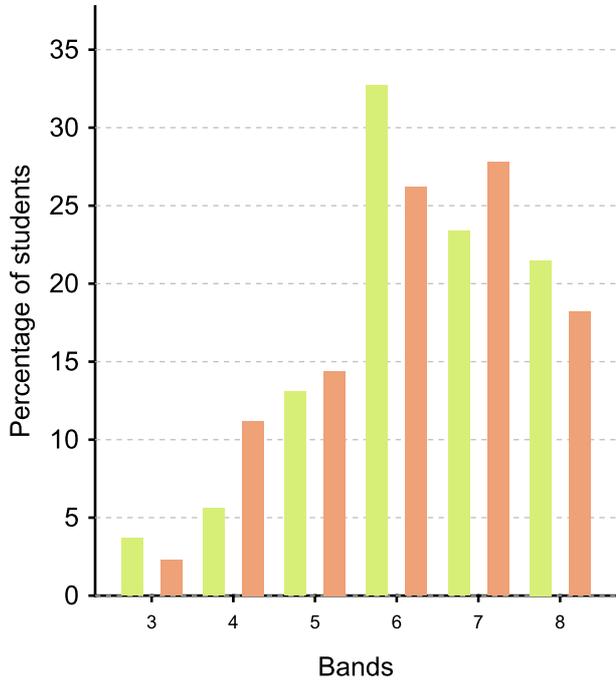
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2015-2017

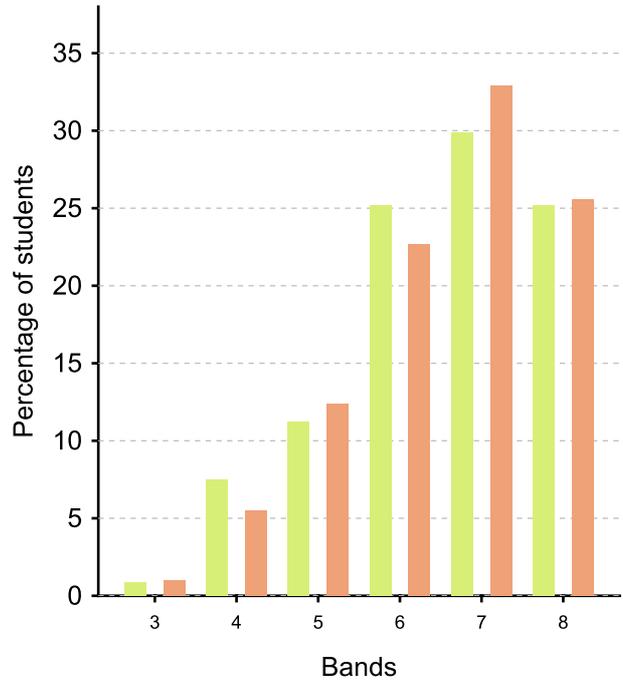
Band	3	4	5	6	7	8
Percentage of students	1.9	21.5	14.0	27.1	13.1	22.4
School avg 2015-2017	1.8	11.5	15.1	25.4	20.9	25.4

Percentage in bands:
Year 5 Reading



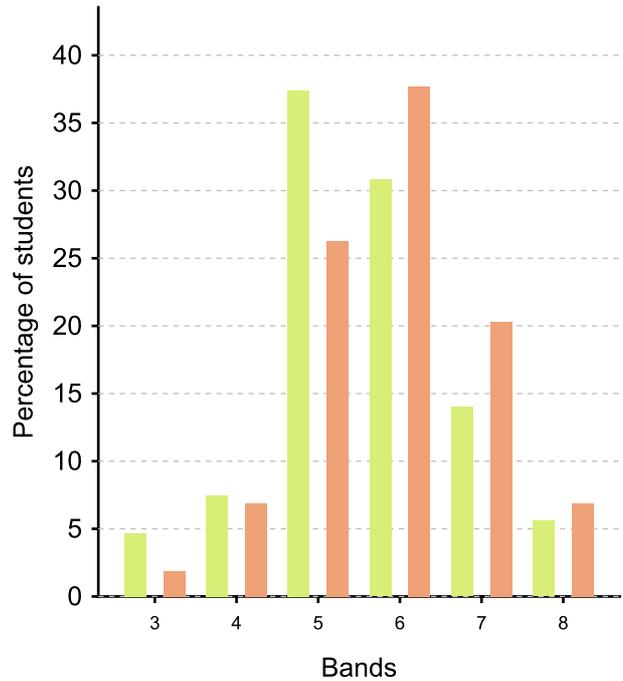
Band	3	4	5	6	7	8
Percentage of students	3.7	5.6	13.1	32.7	23.4	21.5
School avg 2015-2017	2.3	11.2	14.4	26.2	27.8	18.2

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	0.9	7.5	11.2	25.2	29.9	25.2
School avg 2015-2017	1.0	5.5	12.4	22.7	32.9	25.6

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	4.7	7.5	37.4	30.8	14.0	5.6
School avg 2015-2017	1.9	6.9	26.3	37.7	20.3	6.9

Band	1	2	3	4	5	6
Percentage of students	0.8	11.3	15.3	28.2	18.6	25.8
School avg 2015-2017	2.1	9.1	13.3	21.0	24.6	29.9

YEAR 3 NUMERACY

In 2017, 125 Year 3 students sat for National Assessment Test in numeracy. Our results were well above the state average in all strands tested.

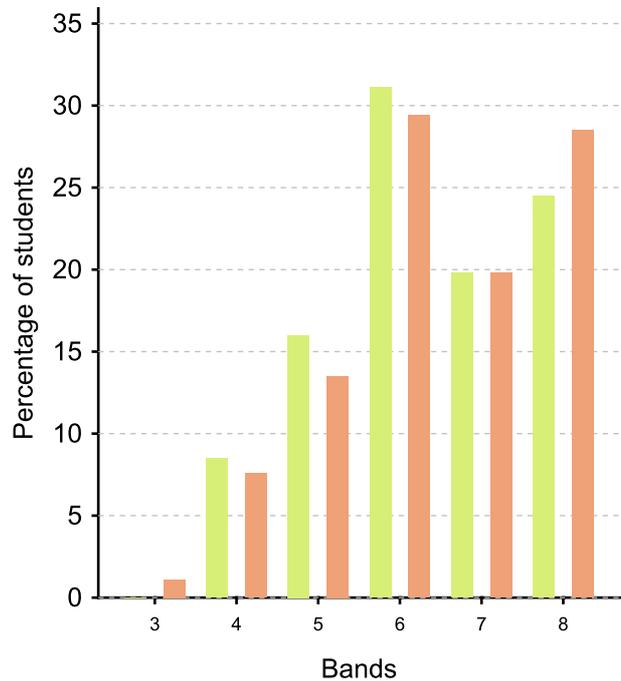
- 44.3% of students in Year 3 achieved the top two bands compared with 44.3% for the state.
- 27.4% in bottom 3 bands compared to 29.4% in the state
- Boys performed better than girls in data, measurement, space & geometry, number, patterns & algebra.

YEAR 5 NUMERACY

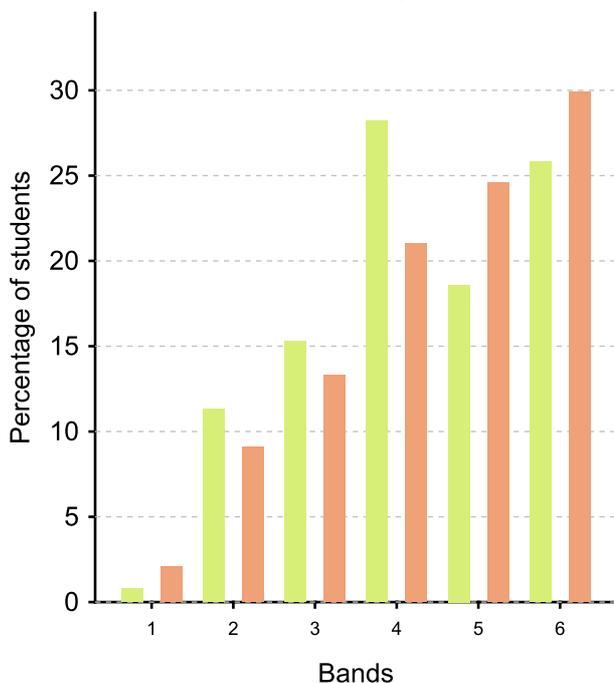
In 2017, 106 Year 5 students sat for National Assessment Test in numeracy. Our results were above the state average in all strands tested.

- 44.3% of students in Year 5 achieved the top two bands compared with 31.1% for the state.
- Boys performed better than girls in data, measurement, space & geometry, number and patterns & algebra

Percentage in bands:
Year 5 Numeracy



Percentage in bands:
Year 3 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	8.5	16.0	31.1	19.8	24.5
School avg 2015-2017	1.1	7.6	13.5	29.4	19.8	28.5

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.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2017 the Tell Them From Me online survey system was used. Their responses are presented below.

Parents

Parents responded with a number of positive qualities including:

- teachers having high expectations
- being able to easily speak with their child's teacher
- their child being clear about rules for student behaviour

Teachers

The highest scoring responses from teachers included:

- school leaders create a safe and orderly school environment
- teachers speak with other teachers about strategies that increase student engagement
- high expectations for student learning
- progress for individual students in monitored
- teachers establish clear expectations for classroom behaviour

Students

- 92% of students reported that they try hard to succeed in their learning
- 92% of students believe that their schooling is useful in their everyday life and will have a strong bearing on their future
- 90% of students reported that they do not get into trouble at school for disruptive or inappropriate behaviour

Areas for improvement include:

- Parents would like more information about opportunities concerning their child's future and information on how they can support learning at home.
- Teachers would like more involvement from parents and other community members in creating learning opportunities, students to use computers or other interactive technology to track progress towards their goals; and more opportunities for school leaders to observe teaching and provide feedback.
- Most students are confident of their skills but 43% (compared to 38% in 2016) feel that they are not challenged enough in their English and Maths lessons.

Policy requirements

Aboriginal education

Aboriginal education is embedded into the curriculum as we support the students' needs to be educated about Aboriginal Australia. The inclusion of the cross curriculum priorities in all Key Learning Areas allows students in K–6 to engage in studies of Aboriginal and Torres Strait Islander histories and cultures. Our English units encompass the concepts of Country and Place, People, Culture and Identity. In their study of English, students had the opportunity to engage with texts that give them experience of the beliefs and value systems of Aboriginal and Torres Strait Islander peoples. Acknowledgment of Country is an important part of the school's assemblies and events and is helping create a wider awareness in the community of Indigenous history and current issues. Students are recognised for displaying positive behaviour in non-classroom settings by receiving Boonmarras. Boonmarra is the Aboriginal term for blue-tongue lizard (our school PBL mascot).

Multicultural and anti-racism education

With 77% of our student population identified as from a language background other than English, catering for the needs of these students is a major focus for our school. Our school enrolment includes English as an Additional Language or Dialect (EAL/D), newly arrived and refugee students. This year there were 79 Beginning English students, 70 Emerging English students, 232 Developing English students and 248 Consolidating English students needing EAL/D support. EAL/D teachers provided individual, small group and whole class support to these students across all stages. Intensive support is provided for our new arrivals and Beginning English learners. The school was allocated 2.8 (14 teacher days per week) of teacher time in EAL/D. EAL/D teachers received ongoing professional learning in the new English as an Additional Language or Dialect (EAL/D) progression and utilised the ACARA EAL/D Teacher Resource, the NSW Department of Education EAL/D Advice for Schools document, the Multicultural Education Policy, the EAL/D Framework and Newington PS' EAL/D Policy to drive teaching and learning.

The EAL/D team and one deputy principal were involved in the Leading EAL/D Education Project. There was an identified need across the school (K–6) for developing *vocabulary* to support learning across the curriculum. This was identified through Baseline Data – NAPLAN, PLAN, School Excellence Framework, PAT (vocabulary knowledge) and feedback from school-engaged, speech therapist. The focus of the project was to assist teachers in developing teaching strategies and teaching programs (in concept English) for EAL/D learners. Impact of the project:

- EAL/D vocabulary strategies are embedded throughout whole-school English programs as a process at NPS.
- EAL/D vocabulary strategies will be embedded in other Key Learning Areas.

- Teacher confidence has increased with the use of the EAL/D Learning Progression, as a tool in assessing EAL/D students.
- Teacher data during EAL/D survey time is accurate, precise and informative.
- Collaborative planning with the Assessment and Reporting Team on EAL/D students will be ongoing.

Teaching programs promote intercultural understanding. One class was involved in a weekly video conference with a school in Korea to further develop their understanding of the Korean culture and its language. To enhance communication with parents and carers from culturally and linguistically diverse backgrounds, interpreters are utilised for face to face meetings and parent workshops and, when necessary, notes are distributed in Korean, Chinese and Arabic, our 3 main language groups. The P&C attempt to engage parents and community members from culturally diverse backgrounds through their fundraising initiatives.

Harmony Day was celebrated on 21 March which focused on the values that are important for living in a multicultural society. Students dressed in orange, green and gold or national costumes.

Anti racism plays a major role in our school Code of Behaviour. Students are taught values, rights and responsibilities and are encouraged to act in a way that promotes respect, responsibility, fairness and caring. We embrace and celebrate our multicultural and diverse community. Our school has three trained staff members who take on the role of AntiRacism Officers [ARCO].