

# Paddington Public School

## Annual Report



## Introduction

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

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

Lisa Larkin

Relieving Principal

## School contact details

Paddington Public School

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Paddington, 2021

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## Message from the Principal

Paddington Public School is proud to provide quality education in a happy and caring environment. This is demonstrated by a culture of continuous improvement, focussing on high expectations of teaching and learning. In 2017 all staff participated in rigorous professional learning aligned to the school's three strategic directions. An affiliation with the Community of Schools in the Eastern Suburbs (CoSiES), once again supported the staff's commitment to life long learning. The school's friendly atmosphere encouraged all children, staff, parents and members of the community to feel welcomed and valued.

Student wellbeing programs continued to improve school-wide processes for quality learning in our classroom settings. A focus on developing the 'You Can Do It' keys to success have been a major factor in encouraging students to become responsible learners. Paddington's inclusive culture encouraged all students to achieve their potential. Respectful relationships in the playground were targets of the explicit teaching of the school's core values being respect, responsibility, resilience and kindness.

Paddington Public School has enjoyed commitment, dedication and support of the whole school community. Thanks must go to the teachers, non-teaching staff, office staff and support staff for their professionalism, compassion, dedication and expertise in the task of teaching the children.

Thank you to our dedicated and committed P&C executive and members, who have worked so hard on the many projects undertaken this year, most notably being the completion of the school air conditioning project.

## School background

### School vision statement

The community of Paddington Public school strives for responsible global citizens and engaged life-long learners who demonstrate respect, responsibility, kindness and resilience for others.

Students will have a sense of self-worth, self-awareness and personal identity to manage their emotional, social, spiritual and physical wellbeing.

### School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 320 students, our student enrolment originates from thirty nine different nationalities.

This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A wide range of extracurricular and language activities are provided to cater for the diversity of languages spoken at home and the needs of our families.

A carefully designed innovative 'makerspace' is available to all students. It is a collaborative and creative learning environment where learning goals are flexible. Students identify, communicate, design and create solutions to projects.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES) and academic partners.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

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

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

Paddington Public School staff discussed the School Excellence Framework and reflected on progress being made across the school based on the expectations identified in the Framework. Examining supporting evidence during staff meetings, informed, monitored and validated the school's journey of pursuing excellence. This overview ensured our improvement efforts aligned with high level expectations.

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>

### Learning Elements

Paddington Public School is sustaining and growing in this area. Our focus, was on Curriculum, Wellbeing and Assessment and Reporting. In this element the school developed quality teaching, curriculum planning and professional practice through professional development and mentor / mentee coaching models.

As part of the Community of Schools (CoSiES) initiative professional learning was undertaken in STEAM inquiry based learning practices. In order to further enhance staff capacity in this area, classroom teachers collaborated with the STEAM teacher in planning projects and team teaching STEAM lessons. Student learning via the 'MyScience' project

was further enriched through learning alliances established with science field experts, local universities and community members.

Attention to individual learning needs was supported through the emphasis of data collection, shared analysis of work samples, use of stage scope and sequence documents and collaborative planning to inform teaching practice and observe student progress. Monitoring of identified students by the Learning and Support team lead to an expansion of the 'MiniLit' program in 2017.

Cultural elements were included in class programs to encourage all students to recognise, respect and embrace cultural identity and diversity. Harmony Day was celebrated with pride and a display of 'peace flags' in the school courtyard containing messages of peace, hope and unity were a highlight of the event.

### **Teaching Elements**

Paddington Public School is sustaining and growing in this area. Our focus on Performance and Development Plans and mentor / mentee coaching models resulted in an increase in collaborative practices amongst staff members. Opportunities for collegial professional discussions, planning sessions, sharing of work samples and teaching practices built into weekly structures allowed for teaching strategies to be aligned across stages. Building teacher capacity through observations highlighted a staff culture of self improvement. We endeavour to make teaching and learning more visible and improve feedback in 2018.

### **Leading Elements**

Paddington Public School is sustaining and growing in this area. Our focus was on Leadership, and Management Practices and Processes. The school sought feedback on school performance and aims to be recognised as excelling and responsive by its community. Our focus will be to continue to foster collaborative practices with key stakeholders to drive student learning and school-wide improvements. Student leadership development for Year 5 and 6 students continued to be a valued focus. The Student Representative Council planned and led activities and classroom lessons on the school's core values. In 2018 flexible learning spaces will increase from the STEAM (Maker Space) room to include an open classroom team teaching area and a restructure of the library into a flexible learning hub.



## Strategic Direction 1

### Quality teaching and learning

#### Purpose

To support all students to become creative, collaborative, curious and critical learners who think deeply and actively engage in their own learning.

#### Overall summary of progress

Quality literature continued to be a basis for designing English units of work K–6. Students' imaginative, creative and critical thinking skills were further developed by embedding drama and 'literature circle' techniques into lessons. All staff participated in professional learning in oral storytelling and drama strategies. This was provided by Victoria Campbell, Lecturer, University of Sydney.

Maths scope and sequences were used for programming and planning and observational checklists were used by staff to assess student learning. The Maths Club, a student initiative, was implemented weekly and sustained student interest throughout the year.

Stage teams shared Programming Literacy and Numeracy (PLAN) data during stage meetings to inform teaching and learning.

Building classroom teacher capacity in STEAM lessons was a focus in 2017. This was achieved through collaborative planning and weekly team teaching sessions with the STEAM teacher in the 'Makerspace'. Staff reported that their confidence in using STEAM equipment and project planning increased from this experience.

As part of the Community of Schools in Eastern Suburbs (CoSIES) schools initiative, teachers undertook PL in STEAM and Inquiry based learning.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student growth in NAPLAN reading, writing and numeracy by 5%	\$5000  Quality Teaching Successful Students  (QTSS)	Year 5 NAPLAN growth percentages in reading show an increase of 18.8% achieving greater than or equal to expected growth.  Year 5 spelling indicates an increase in growth percentages of 11.2% and NAPLAN numeracy shows an increase in growth percentages by 38.4%. Year 5 NAPLAN writing shows a slight decline in growth percentages of 11.2%.
Analysis of PLAN data K–2 will reflect progress of all students with one year's growth for one year's learning	\$5000  Quality Teaching Successful Students  (QTSS)	85% of Kindergarten achieved between 1 year and 2 years growth in reading comprehension. 91% of Kindergarten students demonstrated progress in reading comprehension on the Literacy Continuum. 83% of Year 1 students achieved between 1 year and 2 years growth in reading comprehension. 98% of Year 1 students demonstrated progress in reading comprehension on the Literacy Continuum.  77% of Year 2 students achieved between 1 year and 3 years growth in reading comprehension. 95% of Year 2 students demonstrated progress in reading comprehension on the Literacy Continuum.
Improve student NAPLAN scaled scores in Year 3 and Year 5 so that trend data indicates an upward trajectory	\$6200  – \$5000 Quality Teaching Successful Students (QTSS)	72% of Year 3 students achieved at grade or above grade expectations in the Term 3 TORCH Reading test as opposed to 66% in the Term 1 test.  75% of Year 4 students achieved above grade

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve student NAPLAN scaled scores in Year 3 and Year 5 so that trend data indicates an upward trajectory	– \$1200 School Operational Funds Professional Learning	expectations in the Term 3 TORCH Reading test as opposed to 51% in the Term 1 test.  24% of Year 5 students were working below grade level in the Term 1 TORCH Reading test however, zero students achieved below grade level in the Term 3 TORCH test.  100% of Year 5 and Year 6 students achieved at grade or above grade level in the term 3 TORCH test.

## Next Steps

Stage teams will continue to share PLAN data during planning sessions to inform teaching and learning. K–2 PLAN reports will be given to and discussed with parents at parent/teacher interviews.

'Literature circles' and drama strategies will continue to be embedded in units of work. Primary teachers (Year 3–6) will continue to assess student reading comprehension each term using TORCH reading comprehension tests.

Year 3 NAPLAN spelling mean scaled scores decreased by 13.7 from 2016. Year 7 NAPLAN spelling mean scaled scores decreased by 21.4 from 2016. Year 5 NAPLAN spelling mean scaled scores increased slightly by 6.1 from 2016. However, this increase is minimal compared to other increases in Year 5 mean scaled scores (reading 32.3, writing 35.2, numeracy 38.1). This suggests a review of strategies used to teach spelling is required.

Year 3 NAPLAN writing mean scaled scores decreased by 26.2 from 2016. Year 7 NAPLAN writing mean scaled scores decreased slightly by 10 from 2016. Year 5 NAPLAN writing mean scaled scores increased by 35.2 from 2016. However, Year 5 NAPLAN writing shows a slight decline in growth percentages of 11.2%. Teachers will undertake professional learning in Visible Learning and formative assessment with a focus on writing.

Year 3 NAPLAN numeracy mean scaled scores decreased in 2016. A focus will be K–2 teachers implementing the TEN Numeracy tracking program.

95.2% of Year 5 students and 100% of Year 7 students achieved or exceeded their expected growth in NAPLAN numeracy. Year 5 NAPLAN numeracy mean scaled scores increased by 38.1 from 2016. Year 3–6 teachers will continue to use current teaching strategies and resources to teach numeracy. All teachers will continue using the current maths scope and sequence documents (designed as a result of Anita Chin professional learning session 2015) for programming and planning.

Tell Them From Me Teacher survey results noted that teachers rated 'students use of computers or other interactive tools to track their progress towards their goals' as 4.5 out of 10. A review of technology use in the classroom will be conducted. Teachers will also undertake professional learning in Visible Learning whereby online mechanisms will be researched for students to be able to track, monitor and achieve their learning goals.

The school aims to move from Sustaining and Growing in Assessment on the School Excellence Framework to Excelling: *consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. Formative assessment is integrated into teaching practice in every classroom, confirming that students learn what is taught.*

## Strategic Direction 2

### Quality partnerships and relationships

#### Purpose

To build stronger partnerships in learning, inspiring a culture of collaboration, opportunity and excellence driven by the core values of respect, responsibility, resilience and kindness.

#### Overall summary of progress

Parents and students are provided with a brochure outlining the principles of respectful relationships at the beginning of the school year. Through this, parents, staff and students become aware of the correct language surrounding respectful relationships and the definition of bullying.

Our school core values of 'Respect, Responsibility, Kindness and Resilience' help to foster a climate of care throughout the school. Students are encouraged to reflect on their behaviour and choices using the school's core values and through the activities implemented on the school's Core Values Day, as well as in classrooms on a regular basis.

The 'You Can Do It' program enables our school to optimise the social, emotional, and academic development of all children. The five keys to successful learning are explicitly taught in order to equip students with the necessary skills and emotional capabilities to successfully navigate their way through school. The 'You Can Do It – Catastrophe Scale' enables students to regulate their emotions. Signage is posted in all classrooms and in the playground.

The school's core values and the 'You Can Do It' five keys of success are also reinforced through school community activities. The core values and the 'You Can Do It' keys were a focus of the whole school film festival, 'Filmtastic'. Each class made and screened a film around the values.

Visual reminders of the consequences for poor choices enabled students in all learning environments to attempt to self regulate their actions and behaviour.

The school focuses on diversity and identity by teaching from a multicultural perspective. This incorporates celebrations of cultural diversity within the school. Harmony Day and National Aborigines and Islander Day Observance Committee (NAIDOC) week are two examples of initiatives that make a large impact on how the students feel connected and have a sense of belonging.

Paddington Public School demonstrates a climate of care and positive wellbeing of its students by focusing on the principles of restorative practice. Through the use of a reflection room, students are provided with an opportunity to discuss their behaviours and appropriate courses of action. Communication notes are sent home and signed by parents when students attend this space.

Student achievements and accomplishments are recognised at assemblies in front of peers, parents and teachers. Students receive merit awards based on the school's core values and 'You Can Do It' certificates.

Students have been encouraged to initiate and create lunchtime activities, away from the playground area. These activities are student led and supervised by a teacher and provide an opportunity for student leadership and engagement.

Students in Year 5 and 6 participate in a buddy support program, supporting Kindergarten students throughout their first year of school. The 'buddies' initiative helps to develop the social and emotional wellbeing of new Kindergarten students.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved TTFM survey results on respectful relationships, specifically around parents feeling welcome and included and;  students feeling safe, respected and having high expectations	\$2500  School Operational Funds – Professional Learning	TTFM survey results:  Parents rated 'I feel welcome when I visit the school' as 8.0 out of 10 (March) and 8.5 out of 10(October).  Students rated 'I have clear rules and expectations for classroom behaviour' as 7.2 out of TTFM survey

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
clearly communicated.		<p>results demonstrated: that 83% of students were interested and motivated in their learning in March and 76% of students were interested and motivated in their learning, which was slightly below the State mean 78%, in September. 10 (March) and 6.2 out of 10, below the State norm of 7.2 (October).</p> <p>TTFM survey results demonstrated: that 89% of students have friends at school they can trust (March) and 85% of students have friends at school they can trust (October).</p>
10% decrease annually in playground and other welfare incidents as measured by Sentral and reflection room data.	<p>Equity Loading – Low Level Adjustment for Disability</p> <p>\$25 000</p>	<p>Staff Self-Assessment Survey results demonstrated: that staff view that the school is Sustaining and Growing in the area of Wellbeing.</p> <p>Sentral data showed the reporting of negative incidents remained the same as for 2016. A focus in 2018 will be on respectful relationships and demonstrating resilience when games in the playground don't go as expected.</p>
Increase numbers of Year 6 students graduating within the school from 50% of Kindergarten enrolment to 60%		In 2017, the number of Year 6 students that graduated from the school matched to the number of Kindergarten students that enrolled 7 years earlier was 41%. Of the students that did not graduate with us, 25% relocated to areas outside the catchment area including interstate and overseas.

## Next Steps

There will be a focus on sustaining student interest and motivation in their learning throughout the school year. Implementation of enrichment projects in Term 3 and Term 4 for students, utilising the library as a new 'flexible learning hub' will be trialled.

Tell Them From Me student survey results showed 72% of students felt accepted and valued by their peers in Semester 2. This result falls below the State norm of 81%. In Term 2, 2018 the school will implement a peer support program with a focus on collaboration, communication, social and emotional wellbeing. A further program, "UrStrong" will be trialled in selected classes. The program will work alongside "You Can Do It" and will focus on friendship. The program will endeavour to provide students with a common language for confidently managing conflict, creating a culture of respect and kindness. Student led conferences will also be added to learning programs. This will provide students with the opportunity to demonstrate progress of and towards learning goals.

Tell Them From Me student survey results indicated 39% of students responded that they were subjected to physical, social or verbal bullying or are bullied over the internet. The government norm was 36%. Broken down by year group the results were; 35% of Year 4 (government norm 38%), 32% Year 5 (government norm 37%) and 47% of Year 6 compared with the government norm of 35%. There will be a focus on cyber bullying in Term 1, 2018. Students K–6 will be involved in two incursions where educational theatre and role play is used to provide simple strategies all children can use to develop positive and healthy friendships. Parents and caregivers will also have the opportunity to attend an awareness session on cyber bullying. The wellbeing scope and sequence document will be updated in 2018 to include explicit anti-bullying lessons.

Tell Them From Me parent survey results revealed that 44% of parents responded that social media was not a useful communication method for finding out news about the school. This suggests that the school bag app needs to be regularly updated so that families value its use.

21% of parents responded that the P&C was not a useful communication method for finding out news about the school. A review of how the P&C communicate to the school community will be undertaken. Teaching staff will be invited to attend P&C meetings so that more staff communicate with the P&C and understand the focus of P&C projects.

All teachers responded to the Tell Them From Me survey that they established clear expectations for classroom



behaviour achieving a rating 10.0 out of 10.0. However, the school mean on the student Tell Them From Me survey for, 'there are clear rules and expectations for classroom behaviour' showed only 6.2. This suggests a discrepancy between what teachers and students view as clear expectations for classroom behaviour. In 2018, there will be a review of how teachers communicate expectations for classroom behaviour to students.



## Strategic Direction 3

### Quality leadership

#### Purpose

To inspire students, staff and community to be life-long, self-motivated and engaged learners and leaders.

#### Overall summary of progress

Coaching and mentoring for staff, with a focus on classroom observations and quality feedback was a focus in 2017. Mentor meetings were held once per term with all staff members taking on a role of mentor/mentee. Professional Development Plans (PDPs) focussed on goal setting, peer observation, feedback and self-reflection to improve teaching and learning.

All staff engaged with the school's strategic directions and assisted in the milestone planning to meet the strategic directions by meeting in priority and curriculum teams aligned to the strategic plan.

New scheme teachers were mentored by experienced teachers to achieve accreditation.

Student leadership development for Year 5 and 6 students to build capacity and leadership skills continued to be a focus. Leadership roles were provided through several monitor roles for Stage 3 students, including Library, Playground Friend, Sport Equipment, Sandpit and Ice-cream monitors. Stage 3 students also performed leadership roles as they mentored Kindergarten students in the MyScience program. The Student Representative Council (SRC) and environmental Green Team developed strategies to enhance the school environment and improve leaderships skills. The SRC planned and led the activities associated with the school's Core Values Day and the 'Skip-a-thon'.

The Burn Bright Leadership program continued to be implemented to support students to realise their potential as leaders.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
TTFM Teacher survey results around explicit, specific and timely feedback:  Executive team has given me helpful feedback about my teaching from 6.7 to 8.5	\$3600  Quality Teaching Successful Students (QTSS)	TTFM Teacher survey results: teachers rated 'Leaders have given me helpful feedback about my teaching' as 7.5 out of 10.
TTFM Teacher survey results around explicit, specific and timely feedback:  School executive has helped me improve my teaching from 6.7 to 8.5		Teachers rated 'School leaders have helped me improve my teaching' as 7.0 out of 10
TTFM Teacher survey results around explicit, specific and timely feedback:  School executive has taken time to observe my teaching from 6.7 to 9.0		TTFM Teacher survey results:  teachers rated 'School leaders have provided me with useful feedback about my teaching' as 7.3 out of 10.
Teachers and leaders provide explicit, specific and timely formative feedback to students on how to improve through formative assessment from 7.9 to		TTFM Student survey results: students rated 'classroom instruction is well-organised with a clear purpose, and with immediate feedback that helps them learn as 7.9 out of 10.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
9.0		TTFM Teacher survey results:  Teachers rated 'School leaders have provided me with useful feedback about my teaching' as 7.3 out of 10.
Parent involvement TTFM survey: I ask parents to review and comment on students' work from 5.7 to 6.5		TTFM Teacher survey results demonstrated: teachers rated 'I ask parents to review and comment on students' work' as 4.3 out of 10.

## Next Steps

Implementation of student led conferences once per semester will provide students with an opportunity to discuss their current learning and future goals. These conferences will also act as a catalyst for parent discussion with their child about their learning and create a shared language of learning.

Classroom observations will take place each semester as a prerequisite of the PDP process. A survey of staff regarding the number of times they would like school leaders to observe their lessons (possibly once per term) will be conducted.

Timetabled mentor/mentee meetings as part of the Professional Learning schedule will ensure mentor/mentees and teams meet regularly.

Teachers who are not accredited are mentored by teachers that are accredited in order to achieve accreditation.

Burn Bright Leadership program will be implemented each semester.

Staff will lead in areas of expertise by giving Professional Learning following seminars attended or modelling lessons in areas of proficiency.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$1200	Personalised learning plans were developed and reviewed for all Aboriginal students. Aboriginal cultural awareness was enhanced across the school through the implementation of workshops and an incursion on Aboriginal traditions, history and art.
<b>English language proficiency</b>	\$41 000	Students requiring English language proficiency support were provided with targeted learning programs and in-class support based on their level of language proficiency. Individual education plans were developed to support student learning and classroom teaching.
<b>Low level adjustment for disability</b>	\$69 000	<p>All students requiring learning adjustments and learning support are catered for with class programs and other whole school strategies.</p> <p>School strategies included:</p> <ul style="list-style-type: none"> <li>• SLSO support in class and in the playground .</li> <li>• Increased number of students accessing MiniLit program.</li> <li>• LST identifying students for social group sessions.</li> <li>• LaST assisting teachers and students identified with special needs.</li> </ul> <p>These strategies assisted in improving outcomes and showed growth for all students.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	\$23 000	<p>The Quality Teaching Successful Students (QTSS) initiative provided an additional staffing resource allocation to improve the quality of teaching in all primary classrooms.</p> <p>This initiative has enabled us to implement strategies that allow teachers to:</p> <ul style="list-style-type: none"> <li>• be relieved from their class to collaboratively plan and observe each other's lessons;</li> <li>• jointly develop units of work and assessment tasks.</li> <li>• work together to assess and analyse student data;</li> <li>• Continue embedding mentoring and coaching practices in the school.</li> </ul>
<b>Socio-economic background</b>	\$3800	Funds provided to support children participating in extracurricular programs including camp, sport and band resulting in improved self-esteem, confidence and resilience.



## Student information

### Student enrolment profile

Students	Enrolments			
	2014	2015	2016	2017
Boys	138	154	173	178
Girls	126	132	137	151

### Student attendance profile

School				
Year	2014	2015	2016	2017
K	96.2	95.7	96.4	95.4
1	96.7	93.1	94.9	94.4
2	96.6	95	95.5	93.9
3	96.7	95.6	95.7	95.1
4	95.3	95.9	96.6	95.7
5	97.5	94.8	96.6	96.1
6	96.3	94.3	94.4	94.4
All Years	96.5	95	95.8	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

Student attendance rates at Paddington Public School from year to year are consistently around 95%. This year there was a slight drop in some grades. In the areas that this occurred in, staff implemented the school's attendance policy. The Home School Liaison Officer also put in place monitoring strategies and met with families.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Deputy Principal(s)	0
Assistant Principal(s)	3
Head Teacher(s)	0
Classroom Teacher(s)	11.28
Teacher of Reading Recovery	0
Learning & Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher of ESL	0.4
School Counsellor	0
School Administration & Support Staff	2.82
Other Positions	0

\*Full Time Equivalent

There are no Aboriginal staff members currently working in our school.

### 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	25

### Professional learning and teacher accreditation

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

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

### Financial summary

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

	2017 <b>Actual</b> (\$)
<b>Opening Balance</b>	116,333
<b>Revenue</b>	3,117,621
Appropriation	2,640,073
Sale of Goods and Services	98,413
Grants and Contributions	376,559
Gain and Loss	0
Other Revenue	0
Investment Income	2,577
<b>Expenses</b>	-3,273,888
Recurrent Expenses	-3,273,888
Employee Related	-2,654,428
Operating Expenses	-619,460
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-156,266
<b>Balance Carried Forward</b>	-39,934

The Financial Summary for 2017 shows a deficit for the year and a negative balance carried forward. This is not a true indication of the school's financial statement. The school is currently awaiting the reimbursement of funds from two areas. The Paddington Markets for their share of the joint venture to build a Covered Outdoor Learning Area (COLA) and from staff salaries incorrectly debited from school accounts. Once anomalies are adjusted by the Department of Education – School Finance team, there will no longer be a deficit appearing on the school financial statement. Adjustments are due to be corrected by the end of Term 1, 2018.

### Financial summary equity funding

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

	2017 <b>Actual</b> (\$)
<b>Base Total</b>	2,194,924
Base Per Capita	47,376
Base Location	0
Other Base	2,147,548
<b>Equity Total</b>	143,457
Equity Aboriginal	1,288
Equity Socio economic	3,806
Equity Language	59,583
Equity Disability	78,780
<b>Targeted Total</b>	61,999
<b>Other Total</b>	25,105
<b>Grand Total</b>	2,425,485

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

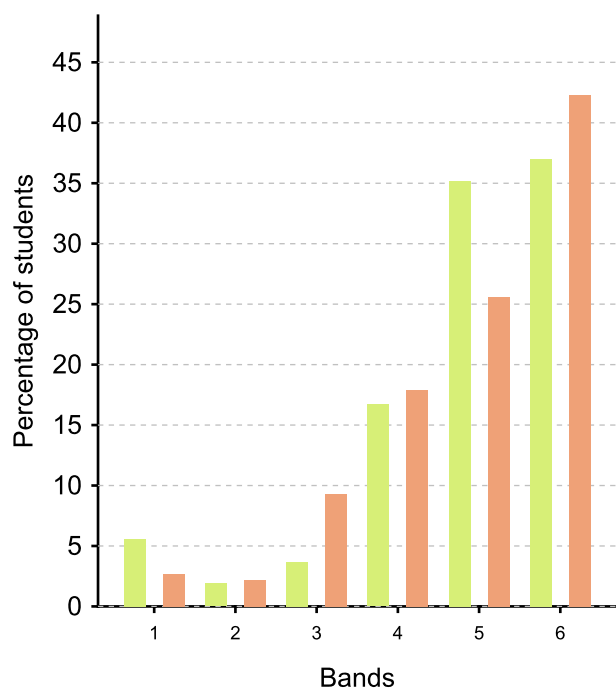
A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

## School performance

### NAPLAN

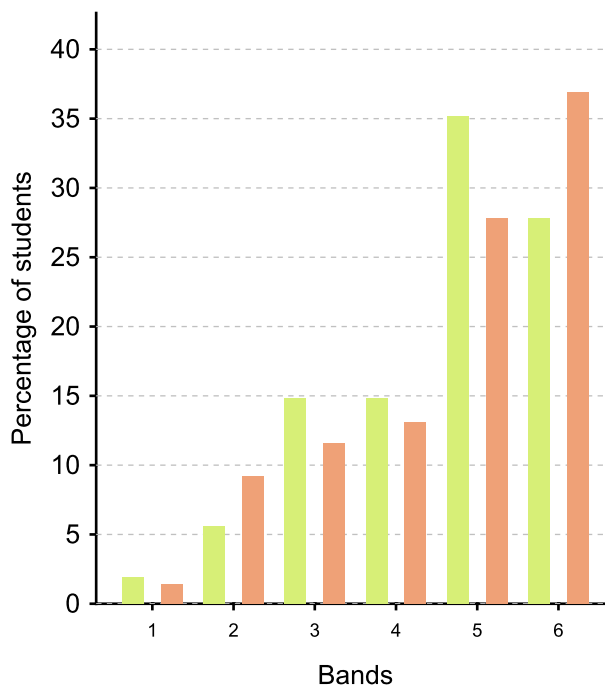
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

**Percentage in bands:**  
Year 3 Grammar & Punctuation



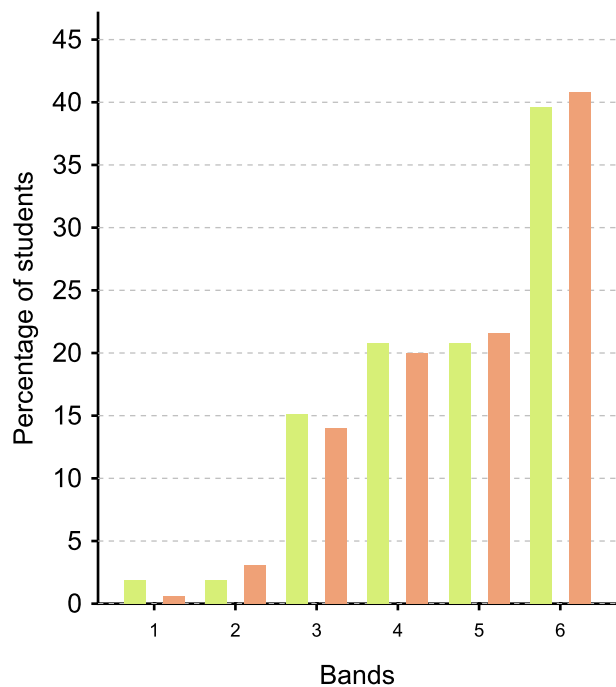
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Spelling



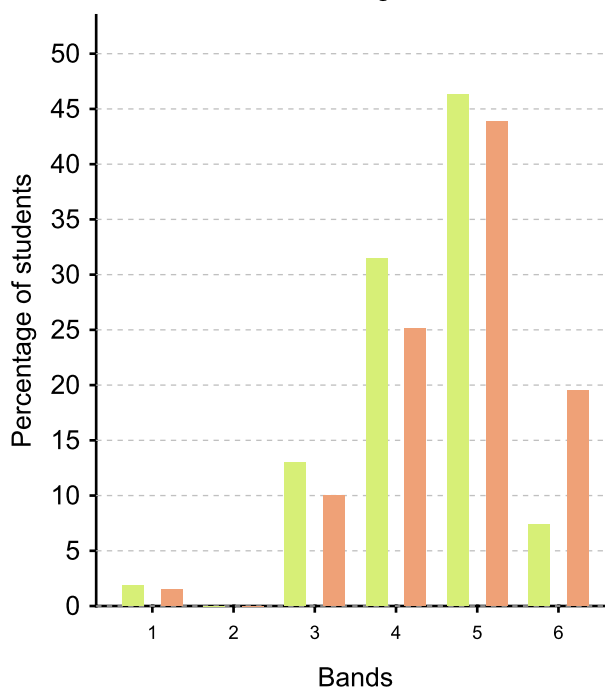
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Reading



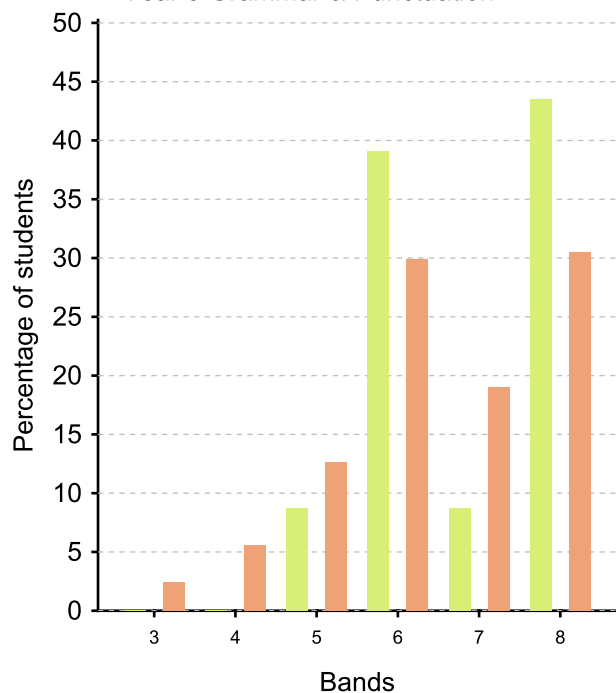
Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 3 Writing

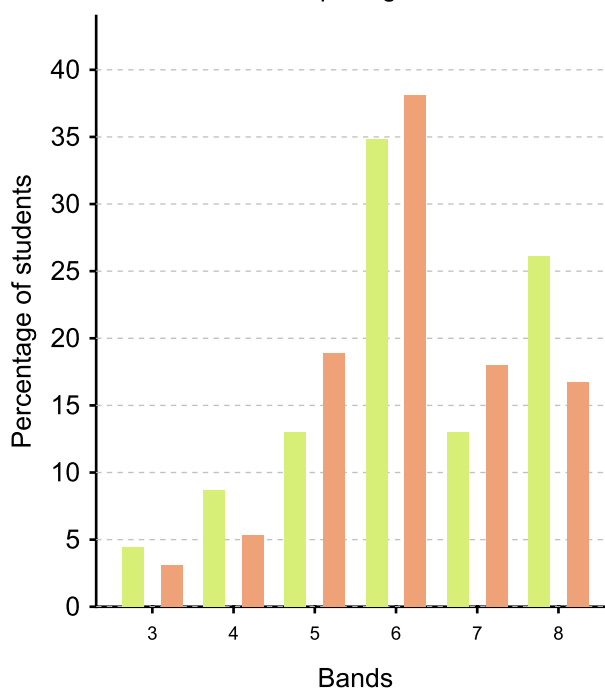


Percentage in Bands  
School Average 2015-2017

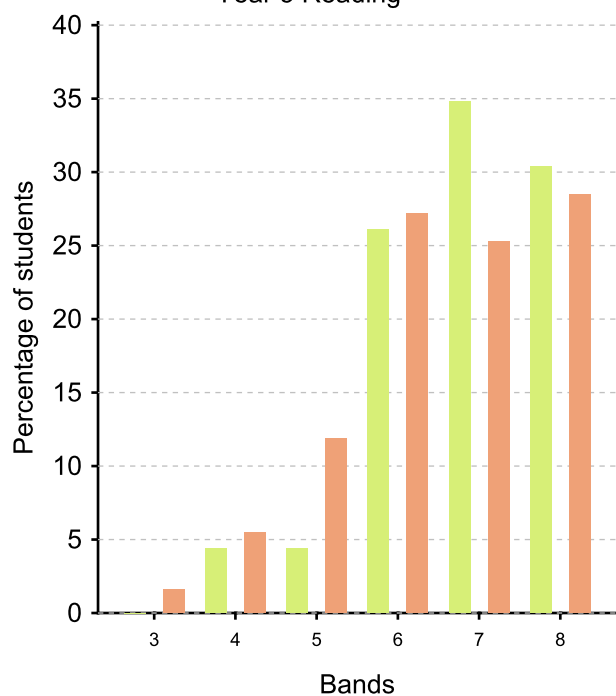
**Percentage in bands:**  
Year 5 Grammar & Punctuation



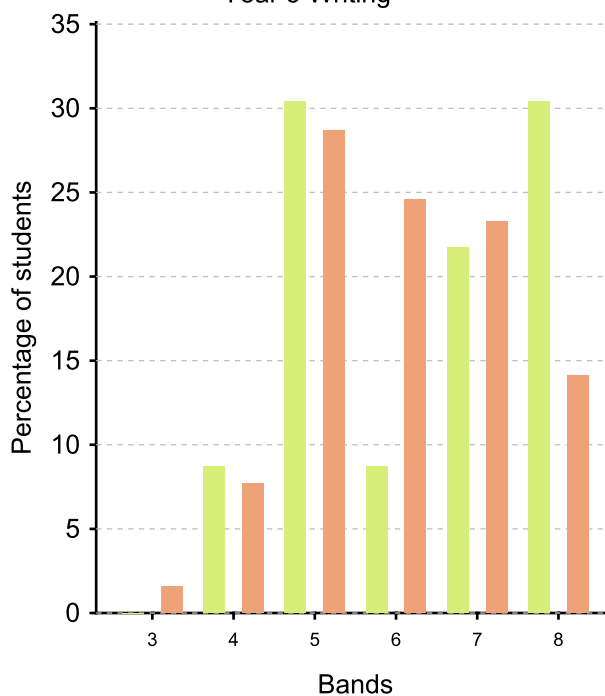
**Percentage in bands:**  
Year 5 Spelling



**Percentage in bands:**  
Year 5 Reading

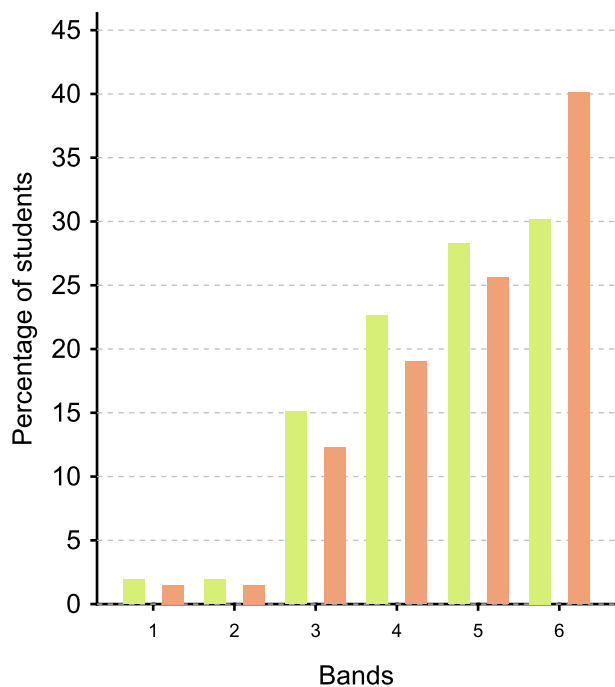


**Percentage in bands:**  
Year 5 Writing



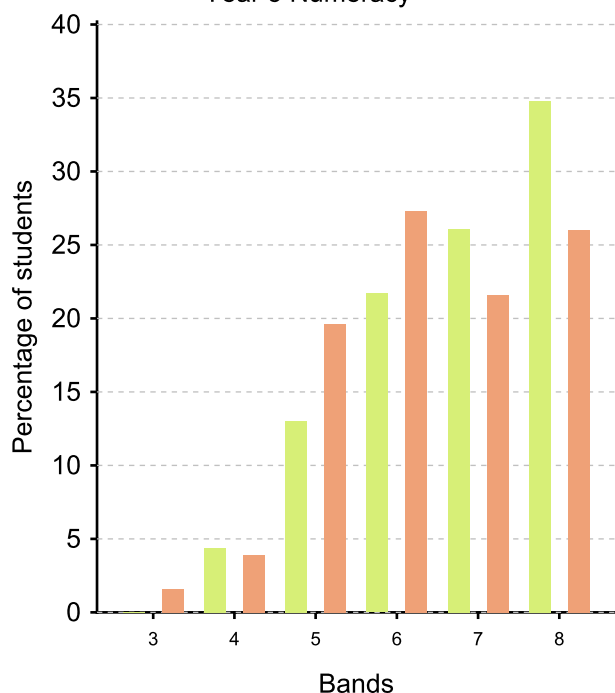


**Percentage in bands:**  
Year 3 Numeracy



Percentage in Bands  
School Average 2015-2017

**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2015-2017

school. Whilst, 85% of students believed they had friends at school they could trust.

The school mean score for advocacy that is, students felt they had someone within the school who provided encouragement and they could turn to for advice was 7.6.

Parents felt involved improved from 7.6 to 8.0.

Parents felt welcome improved from 7.4 to 8.5.

71% of teachers reported that they often seek out other teachers for support or opinion on subject matter. The school mean score for 'teachers discussed their own learning goals with other teachers' was 8.6.

## Policy requirements

### Aboriginal education

Students commenced all official assemblies with Acknowledgement of Country. Staff also commenced all formal education gatherings with this acknowledgement.

Students engaged in classroom activities and participated in units of work based on Aboriginal culture.

The school continued to purchase Aboriginal resources to be used in literacy activities in all classes to further enhance student awareness of Aboriginal issues.

### Multicultural and anti-racism education

We celebrated our multicultural community with a variety of learning experiences throughout the year. Students celebrated Harmony Day, which aims to bring people together to promote Australian values and to celebrate the Australian way of life. Students participated in classroom activities to celebrate the diversity of Australian culture.

Students enthusiastically participated in a Chinese Dragon experience which highlighted music and dance from China.

Greek and Mandarin are optional language programs offered outside of school hours.

Multicultural perspectives with a focus on Asia and Australia's engagement with Asia, are included in all teaching and learning programs.

## Parent/caregiver, student, teacher satisfaction

72% of students felt a positive sense of belonging at