

Annandale North Public School

Annual Report



2018



1042

Introduction

The Annual Report for **2018** is provided to the community of Annandale North Public School as an account of the school's operations and achievements throughout the year.

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

2018 was the first year of our new school plan. Working with all stakeholders to develop a cohesive and rigorous plan of action had many rewards. An enthusiasm for a new pathway has energised the staff and opened up new avenues to explore.

The school undertook the rigorous process of External Validation in 2019. This provided an opportunity for the school executive team to discuss their judgements about their practice – and the evidence that underpins them – with a panel of peers. Embedding effective self-assessment practices means that ANPS is well positioned to identify and annotate their most significant pieces of evidence for submission to the validation panel.

We look forward to building on the gains made in 2018 as we move towards the second year of our school plan.

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School background

School vision statement

Our vision is to empower and enable students to become engaged life long learners who have the capacity to contribute creatively, collaborate effectively and communicate thoughtfully. ANPS students will be have an understanding of the diverse world around them and the importance of engagement with the needs of others.

School context

Annandale North Public School is situated in Annandale, an inner-city suburb of Sydney. The area is rich in history and known for its beautiful homes, historic buildings and churches, and wide tree-lined streets. The school occupies a small site bounded by three streets and the majority of students walk to school. Annandale North is a learning community where the involvement and participation of the whole community is valued. The community values and recognises the importance of the acquisition of knowledge and skills, along with the development of kindness and integrity as central to the development of the whole child. Through diverse programs, wide range of extra curricular learning opportunities and challenging learning experiences, students are encouraged to develop independent learning skills and to accept responsibility and direction for their own learning. Students are encouraged to be involved in decision making in their classes and across the whole school through an active Student Council. In these ways a balanced, stimulating and safe environment promotes an optimal learning climate for the needs of all students.

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.

In 2018, 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 that in the School Excellence Framework domain of Learning:

ANPS has a strong learning culture. There is a firm commitment from the teachers, students and parents towards excellence and all stakeholders are resolutely committed to supporting students to reach their potential. There is a strong transition to school program for kindergarten students as well as new families who move into the area. Students moving to high schools participate in a range of activities in preceding years to develop the connection between one setting and the next. Wellbeing processes have been reviewed and procedures are in place to ensure students are treated fairly. Learning and Support team processes address the learning and wellbeing needs of the students in the school to monitor that the needs of all students are being addressed.

The cycle of learning and assessment is well established. 21st century learning principles are in place and inquiry is a feature of the program. All teachers provide a differentiated program, taking into account what a student already knows to deliver the appropriate level of challenge. With so many changes in recent years, there is a commitment to embedding new strategies to ensure they are applied thoroughly and consistently across the school.

Our current focus of formative assessment is better informing the teaching and learning program as well as feeding into the reporting process. Summative assessment is used from a variety of sources to give a more complete picture of a student's learning. Student achievement has always been high so student growth is the focus. Literacy results historically are better than numeracy results so there has been a focus on numeracy 2017–2018. Reports describe the student's learning as well as highlighting the next area for development. School data is shared with parents at P&C meetings.

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

Classroom programs have a strong foundation of explicit teaching. Classroom teachers develop stage based programs of work to ensure a consistent program is being delivered. Stage meetings focus on analysis of student needs to assist in tailoring the learning program and to ensure there is consistency of feedback and assessment. Teachers have high expectations of student behaviour and classroom management is positive and purposeful.

The executive team have strong data analysis skills and they use the results of the school wide analysis to set the

agenda for the school. Data analysis of classroom based assessments are discussed at stage levels to inform the teaching program.

All teachers participate in the PDP process. Professional learning in the school is centred around the school plan as well as supporting teachers to improve in other areas. Many teachers have completed accreditation process in the past and all teachers are aware of what is required of them to achieve and maintain accreditation. Teachers are supported with mentoring from stage supervisors to improve their teaching practice. The professional learning program in the school is a combination of school based initiatives, compliance training and teacher driven professional learning. Teachers at ANPS have been asked to share their best practice with schools in the local area.

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

The teaching staff are a highly cohesive and collaborative group who work effectively to support their colleagues and improve the learning outcomes of all students. There is ongoing positive professional dialogue around improving teaching and learning programs, and supporting students to reach their potential. The executive team support teachers to reach a high standard of quality teaching in every classroom. The community is highly engaged in supporting the learning program. They are a visible support to the school. Parents are engaged in the school planning process.

The school plan highlights areas for improvement based on a needs analysis. Milestones are carefully plotted to ensure programs are implemented thoroughly and are sustainable.

School resources are distributed equitably to support student learning. Financial decisions are based on what needed to maximise student outcomes. Technology has been a major investment and this has improved teaching and learning programs as well as improving the connection between home and school. Facilities are used by the community to support families with OOSH provisions, the school band program as well as raising revenue for other school priorities.

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

Assessment of learning

Purpose

Creating a deeper understanding of student knowledge and learning, utilising this information to improve the quality and consistency of programs delivered to students.

Developing a shared understanding between home and school of the assessment and reporting process.

Overall summary of progress

During 2019 professional learning was focussed on assessment strategies used in the classroom. Whole school and stage based meetings worked on analysing student works samples and developing a wider variety of assessment tasks to deepen teacher's understanding of the assessment process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Consistent use of PLAN 2 data by teachers to inform them of student progression	\$5 500 Professional learning	Teachers have used PLAN 2 to identify student progress and to inform them of the next steps in the learning program. Teachers have tracked student growth. Teachers are familiar with what is required to use PLAN2 effectively to support student learning. Kindergarten teachers have been trained to use the revised Best Start assessment and will use it at the commencement of 2019.
Increase in the range of assessment strategies used by teachers	\$2 500 Professional learning	All teachers participated in professional learning to strengthen assessment strategies and to create a cohesive assessment strategy across the stage. Teachers are more confident in identifying the techniques they use for assessment. 82% of students recognise that their teachers provide feedback about how to improve their learning.
Consistent referral of students with learning needs to the Learning and Support Team.		Learning support procedures refined and defined to all staff.
Parents report that they have a better understanding of student achievements		Student reports inform parents of student achievements and steps to be taken for further learning.

Next Steps

In 2019 ANPS will focus on:

- Reviewing reports with parents
- Continued focus on assessment on all key learning areas
- Strengthening Learning and Support team processes and developing referral processes for gifted student

Strategic Direction 2

Wellbeing to support learning

Purpose

Supporting students to enable them to be positive, thoughtful and contributing members of a changing society.

Supporting students to feel connected and invested in their school .

Supporting teachers to connect with school and their profession.

Overall summary of progress

Wellbeing programs throughout the school were reviewed and new directions planned for 2019. Peer Support ran for the second year and was a highlight of the programs delivered to students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Students report increased sense of belonging and positive relationships.		Students report increased number of positive relationships with their peers when compared with 2018 data. Peer Support program training evaluation has taken place and areas for improvement in the training identified.
Parents report that students are engaged with a wider circle of friendships and feel supported in their learning journey in TTFM survey		
Teachers apply use a wider range of wellbeing strategies to support student learning.		
Increased range of wellbeing programs provided at the school		Time invested in researching different programs which would enhance wellbeing programs already in place. Direction identified for 2019
Teachers are engaged in their own professional development and share their skills across the school.		Leadership team has a cohesive plan for the year to support all teachers as they improve their practice. PL has differentiated pathways to ensure maximum benefit. All teachers understand the importance of tracking their own professional learning and are responsible for seeking out appropriate opportunities.

Next Steps

In 2019 ANPS will focus on:

- Implementing the Strong Minds program which includes some parent workshops
- Implementing improvements to the Peer Support training program to better prepare the students for the program
- Extending the Peer Support Program to include year round support in small groups with a cross school peer group and teacher to provide students with an alternative avenue for support

Strategic Direction 3

Student led inquiry to inspire learning

Purpose

To create a stimulating and challenging curriculum, embedding skill development in literacy and numeracy, to enable access of higher order content across all key learning areas, as preparation for a changing world.

Overall summary of progress

Literacy and numeracy assessment was a major focus for 2018 where teachers developed a wider range of assessment techniques to better identify student learning needs. A planned focus for professional learning in 2019 has been planned to explore the skills needed by future citizens. A program of investigations has been scoped and teachers are ready to implement a more open ended investigation process next year.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improved student engagement in the TTFM survey		Student engagement remains high but there is room for improvement. A program of self directed learning for Stage 2 and 3 has been identified and this will be extended to Stage 2 in the future
Improved results in literacy and numeracy growth of NAPLAN data and other assessments	\$70 589 QTSS Funding	Student growth in literacy and numeracy has continued to grow. Numeracy growth has shown a significant shift from 55% of students making above or expected growth between Year 3 and Year 5 in 2016, to 78% in 2018. Reading growth has moved from 63% to 70% in the same time period.
Feedback from assessment of independent investigations are built on over time.		Assessment of key learning areas other than literacy and numeracy were a focus in 2018 and will remain an area of focus in 2019.

Next Steps

In 2019 ANPS will focus on:

- Investigation rubrics will be developed so that student learning can be monitored.
- Monitoring and improving student engagement by implementing student directed learning sessions for each year group



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2 686	Funding support for Aboriginal students supported student attendance. Students had support from the Learning and Support teacher to improve literacy and numeracy achievement.
English language proficiency	\$10 348	Students had support from the Learning and Support teacher to improve oral literacy skills.
Low level adjustment for disability	\$52 057 Staffing \$22 481 Flexible funding	Learning and Support teacher worked throughout the school supporting students with additional learning needs. Student Learning and Support Officers worked throughout the school to support individual students with high needs.
Quality Teaching, Successful Students (QTSS)	\$70 589	Two teachers were released 2 days a week to enable them to focus on ensuring consistent literacy and numeracy programs were in place across the school.
Socio-economic background	\$1 672	This funding was used to ensure all students were able to attend camp and excursions.
Support for beginning teachers	\$13 786	Beginning Teacher Funding was used to provide support through additional release time and a formal mentoring program for the new teacher. Additional professional learning was also sourced.



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	208	191	192	195
Girls	203	207	205	205

Student enrolment remains stable at around 400 students.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.5	96.6	96.1	94.3
1	97.2	96.5	97.3	95.8
2	96.1	96.5	97.2	96.2
3	96.7	96.5	98.1	96.2
4	96.8	96.6	97.1	96.5
5	96.6	97.2	97.1	96.9
6	94.9	95.4	97.4	94.8
All Years	96.3	96.5	97.2	95.9
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is very positive. Teachers maintain close contact with families who are experiencing difficulties around attendance and work with families to support students into school. Students with ongoing attendance issues are reported to the Learning and Support Team for additional support where necessary. Department resources are called upon to support students and families with ongoing non attendance issues.

Structure of classes

In 2018 students in K–2 remained in year group based classes. This provides a strong connection with their peers. Students also worked in stage based groups for science, sport and other investigative tasks.

Students in Years 3 and 4, and 5 and 6 were grouped into stage based groups. The reason behind this move was to reduce the class size to below 30 in some year groups as well as providing students with a wider array of friendship opportunities. Teachers worked collaboratively to develop a cohesive program of learning which was delivered to all classes in the stage. Because all students are in a multi age class, students are happier about their placement as they see it as fair. Teachers reported that they prefer the multi age classes as it gives greater scope for meeting the needs of the students in their class.

We will maintain with this format for classes in 2019.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	15.05
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

There are no teachers who identify as Aboriginal at ANPS. Support from the Aboriginal Education team has been sought where clarification and guidance are needed.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	75
Postgraduate degree	25

Professional learning and teacher accreditation

Throughout 2018, teachers participated in a range of

experiences to improve assessment across the school. This included whole staff development days dedicated to developing assessment tasks and ensuring all teachers have consistent judgement of student achievement. Formal and informal assessment techniques were explored during meetings and a whole school assessment strategy was formulated. Time was also spent focussing on improving report comment so that they are more consistent across the stage and more meaningful to parents. Teachers spent time becoming familiar with the new Learning Progressions and started to use them to track student achievement in PLAN 2 and determine next steps in learning

All teachers explored the new Science and Technology curriculum in preparation for implementation in 2019. As part of the preparation, teachers conducted their own investigations to assist them in teaching investigations. A new plan of units was devised, including the new coding strand already in place at ANPS.

Teachers also participated in mandatory CPR, anaphylaxis and child protection training.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2018 to 31 December 2018.

	2018 Actual (\$)
Opening Balance	-40,787
Revenue	3,560,612
Appropriation	3,064,621
Sale of Goods and Services	98,323
Grants and Contributions	395,693
Gain and Loss	0
Other Revenue	100
Investment Income	1,875
Expenses	-3,320,213
Recurrent Expenses	-3,320,213
Employee Related	-2,808,974
Operating Expenses	-511,239
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	240,399
Balance Carried Forward	199,613

The principal, school executive team and school's administration manager make up the financial management group that oversees spending in the school. All financial priorities and decisions are determined by the school executive team.

The budget deficit at the start of 2018 was caused by the prepayment of the total for the playground equipment. This was repaid by the P&C at the completion of the project. Other money was returned to the school as part of the new leave payment system. As the school becomes more accustomed to the payments with in the new system, these monies will be allocated to additional staffing and resources.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,689,651
Base Per Capita	76,768
Base Location	0
Other Base	2,612,883
Equity Total	89,243
Equity Aboriginal	2,686
Equity Socio economic	1,672
Equity Language	10,348
Equity Disability	74,537
Targeted Total	71,853
Other Total	75,281
Grand Total	2,926,027

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.

With the transition to NAPLAN Online, students are able to show their achievement at a higher level. In previous years, Year 3 would not be able to achieve beyond Band 6 and Year 5's top level would be Band 8. With online levelled testing, students are able to show that they are able to progress above these previous test ceilings giving a more complete picture of student achievement. Reading this year's results requires some interpretation.

Overall NAPLAN results remain high. Over the last 2 years, there has been a shift from 61% of students in the top 2 bands in Literacy and Numeracy to 66.7%.

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Growth between Years 3 and 5 in both reading and grammar and punctuation is very positive with 76 and 70% of students meeting or exceeding expected growth. Writing results remain an area for growth.

Growth in mathematics has risen over the last 2 years and in 2018 over 70% of students were at or above expected growth. Multiplication is an area for focus in Stage 3 in 2019.

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

All Aboriginal student have an personalised Learning Pathway which is developed in negotiation with families.



Parent/caregiver, student, teacher satisfaction

Parents were invited to respond to the Tell Them From Me survey. 96 parents responded to the survey which is a dramatic increase from previous years. Feedback on digital communication and homework were sought.

There were some heated responses to the question about homework in the survey. There was an overwhelming majority of people who were in favour of reducing homework or eliminating homework. Some parents want to keep homework because they feel it is a good skill, others want more family time. Teachers will successfully combine all opinions with a range of options for students in 2019.

Within the main area of the survey, parents do not report favourably about communication with teachers. While parents are highly engaged with classroom programs such as morning reading, they do not feel that they have sufficient communication about their child's progress. We also need to communicate with parents the importance of their part in supporting their child's learning. Our families are very engaged with many school activities and frequently visit the school for events and the sharing of learning. Student engagement is critical to school success, and knowing that education is valued at home will support this process. This is something the executive team will be addressing next year.

90% of parents reported that they like using the school App and find digital communication a positive step forward. In 2019 ANPS will implement a paperless note system.



Policy requirements

Aboriginal education

ANPS has a growing number of Aboriginal students. Students are supported with individual learning pathways developed in consultation with families. Classroom programs highlight Aboriginal history and stories. Older students are introduced to the more complex issues of Aboriginal history. Students recognise Reconciliation Week with culturally appropriate classroom activities involving the wider school community.

Teachers formed a Reconciliation Action Team with parent support and started to develop an action plan.

SRC collected funds for the GO Foundation. Michael O'Loughlin, the foundation's founders, visited the school assembly to collect a over \$1 300 for the foundation which will go towards supporting Aboriginal students.



Multicultural and anti-racism education

ANPS has one Anti Racism Officer (ArCo). Only one incident of racism were reported in 2018 however after investigation by the ArCo, it was found not be a racist incident.

Students celebrated multiculturalism on Harmony Day with classroom activities