

Northmead Public School

Annual Report



2018



2763

Introduction

The Annual Report for 2018 is provided to the community of Northmead 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. It is indeed an immense privilege to write to the parents of Northmead Public School as Principal one final time. When I reflect on this past year, I realise much has happened within our School family. We continue to do well academically, which is a primary reason for our School. All too often schools are measured by a narrow set of statistics and whilst Northmead PS has all the data to indicate it is a successful school, it is so much more. In reading the content of this report please keep in mind that behind every section are stories of student achievement, stories of our commitment to our students and, further each section is a celebration of the unique learning environment that has been created at Northmead in the interests of providing extraordinary education to all who attend.

Our students continue to be the best advertisement any school could hope for, as they serve the community and shine as examples of what a public-school ought to be about.

We are well served by excellent teachers and staff. Our parents continue to support the School. We have a dedicated, enthusiastic P&C where the members willingly and generously give their time to serve the School. To everyone involved at Northmead I want to say thank you. Your individual and group contribution and the combination of all those parts of the School make Northmead the School it is today. There are a number of challenges for education systems across Australia and Northmead is not immune to these challenges. While Northmead Public School students maintain their overall high performance compared to previous years, we continue to focus on further progress ensuring that every child and young person, regardless of their background or circumstances, has access to the best possible education. This report provides information on a range of programs and activities currently being undertaken in this regard.

Equity and inclusion continue to be a priority for Northmead Public School. We acknowledge and strive to meet the challenges associated with overcoming disadvantage and inequity to ensure our children and young people are equipped for a lifetime of learning, build connections with one another, and demonstrate the ability to understand and work with people from diverse backgrounds. This includes resources that provide schools with extra support for students with disability, who are Aboriginal and Torres Strait Islander, who speak English as an Additional Language or Dialect, or who come from a low socio-economic status background. Education is a partnership between home and school. Your children are the future of this country and through working hand in hand, school and home, we will have an educated, talented and tolerant society forming a solid foundation for Australia's democratic society.

The basic and central importance of education is the spark that can light a love of learning and we know what learning means— horizons broadened, imaginations fired, confidence and ambitions founded. Success only comes through hard work, but how much easier it is to work hard if you feel the strength of your own inner potential. The love of learning in our schools defines the kind of society we want to create. It reflects our core values, not just a prescription for a better life. The love of learning is about discovery. It is about building a better world. Learning changes lives. A love of learning for our children is a key to a better future. That is what Northmead Public School strives for. Through excellent teaching and outstanding programs, we provide the spark that ignites the flame for the love of learning. We strive to give your children that most precious asset in life – self-belief. The benchmarked academic results from the past twelve months reflect the excellent efforts of our students and their teachers.

There were some very rewarding outcomes in our 2018 NAPLAN results. These achievements in the learning outcomes of our students do not happen by chance, but through the professional, enthusiastic and effective practices of our teachers. Professional development is a high priority at Northmead Public School. The executive team strongly support this through the budget, and this year we have taken new and important steps in achieving focused and targeted learning for our teachers through Professional Learning Plans. These are constructed by teachers reflecting upon their work, and identifying their specific developmental needs in consultation with their colleagues. Importantly, these plans involve professional collaboration and learning, mentoring and classroom observation and feedback. As parents, teachers and the wider community we must be involved cooperatively in igniting the spark in all our children. I am very proud of the outstanding quality of public education in this school. Northmead encourages each and every child to perform to the very best of their ability as part of a strong and vibrant Public Education system. Public education is splendid in throwing open the doors of our schools to all children of all sects, it makes no distinctions of faith, asks no question as to where the child is born, what may be their condition in life, or what the positions of their parents. Public Education invites all to sit side by side in receiving that primary instruction, the foundation of all education.

The development of a harmonious and equitable society relies undoubtedly on Public Education. It is here and at another 2220 government schools in NSW that the foundation of future Australian society is being fostered. Public Education is our greatest single asset, it is priceless and should be treasured. At Northmead Public school – your school – your children's school high quality, challenging rewarding and enjoyable programs are being taught in every classroom. The staff at Northmead dedicate themselves absolutely to imparting the love of learning in all students. As you have seen yourself the students, teachers and staff at Northmead Public school are certainly demonstrating a love of learning in all

to constantly search for better ways of doing things and by responding to concerns raised by our community. Each of us is proud to wear the title of teacher. It carries with it enormous responsibility but it also carries with it the undeniable fact that we have a real chance to make a difference in the lives of young people. Nothing, and I stress again nothing, can be more important than that!

We are particularly excited to welcome our new Principal Anne Ezzy, to the Northmead community. Anne brings a wealth of experience and a passion for working with staff and students to develop character and capacity necessary for students to lead fulfilling lives: lives in which they make key contributions to their community and to society. We look forward to Anne's vision and leadership for this new chapter at Northmead. In conclusion, I wish to offer congratulations and best wishes to the whole student body for a fantastic year. Congratulations to our outstanding student leaders for 2018 – School Captains and Vice Captains who have been outstanding in their personal efforts, in their role modelling and in their connection with the student body. The whole School wishes the Year 6s' well in their future endeavours and assures them they will always remain part of the Northmead community. You have strongly lived our values of respectful, and safe learners. Continue living them every day and at every opportunity and you always remain part of Northmead School.

Farewell

J. Mularczyk Principal 2010–2018

School contact details

Northmead Public School Moxhams Rd Northmead, 2152

www.northmead-p.schools.nsw.edu.au

northmead-p.school@det.nsw.edu.au 9630 3133

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School background

School vision statement

Few, if any forces in human affairs are as powerful as shared vision.

Peter Senge, The Fifth Discipline

We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.

School context

Northmead Public School opened in 1923 and has a current K–6 enrolment of approximately 730 + students. Northmead is located in the Sydney metropolitan area, approximately 6 kilometres north of Parramatta. Northmead Public School serves a diverse community with regular, strong support from an active parent body.

The Index of Community Socio-Educational Advantage (ICSEA) rating is 1066 and the school Family Occupation and Education Index (FOEI) is 55. The school is culturally diverse with over 37% of its students coming from a language background other than English which includes 46 language speaking backgrounds – the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu.

There are nine Aboriginal or Torres Strait Islander students.

Projected school growth of school-age children is expected to continue in Northmead in the next few years. While this is a positive trend, it brings challenges. Currently there is an increasing mobility rate with the construction of large numbers of medium density housing. The annual enrolment growth from 2010 was 2.0%

Northmead Public School has a highly dedicated staff that consistently focuses on providing quality educational programs.

Staff work in four Stage Teams to develop teaching and learning programs led by teaching Assistant Principals.

Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. The school provides a wide range of sporting, social and cultural opportunities for its students.

The school also has an extensive Band program. There are also strong literacy and numeracy support programs. These programs are supported by a strong wellbeing tradition and a highly competent and effective administration team.

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.

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>

Rigorous and continuous self-review is an embedded process at Northmead Public School. To prepare for validation against the School Excellence Framework, the School's staff and leadership team strategically plotted where our school was placed against each element. This team then collaborated with the whole staff to corroborate its decisions. Evidence collection was distributed to staff throughout the school. The Executive Summary synthesises the annotated information provided in the body of evidence.

Learning Culture– SUSTAINING AND GROWING

The school presents as a highly effective learning environment for all students where decisions are grounded upon theory and research and are therefore evidence based. The 2017 NAPLAN results, reflects an upward trend in overall absolute achievement. The year three and five cohorts have performed above statistically similar schools and NSW public schools in all literacy and numeracy areas tested. An analysis of NAPLAN proficiency bands reveals that the year three and five cohorts in learning areas tested have more students recorded in the upper proficiency levels than their counterparts in statistically similar schools.

Student Wellbeing – SUSTAINING AND GROWING

Relationships are respectful and appropriate. Northmead has a strong commitment to the wellbeing of all students and this is reflected in a comprehensive Wellbeing Policy and a stage specific resilience/ anxiety program. The use of community specialists (SSS) to assist in building resilience has been beneficial. The Wellbeing Policy with its focus on anti-bullying and the other major initiatives of Play Leaders and Seasons for Growth supports this element. Students at Northmead feel well supported through these projects especially in areas of emotional and social wellbeing.

The thorough and highly detailed Individual Learning Plans and Northmead's approach to semesterised reporting by surveying and interviewing all students twice per year clearly evidences this success in this element. These consistent school-wide practices have become culturally accepted as effective means to monitor student progress across all aspects of learning. Routines and responsibilities in the school support a safe and orderly environment. The Managing Student Behaviour guidelines are explicitly taught and Protective Behaviours are taught as part of the school program. They are further supported by the approach Northmead has when monitoring and promoting internal performance by structuring Gold, Silver and Bronze PBL Awards A proactive approach was taken by holding a parent information seminar on resilience / anxiety.

Curriculum– SUSTAINING AND GROWING

Students participate in a range of curricular and extracurricular programs. These include –school swimming and athletics, dance, Wakkakirri, netball, public speaking and debating, music ensembles, choir, band, and robotics. All Year 6 students are given opportunities to serve as a school leader in a range of leadership activities. These include contributing to assemblies, sustainability activities, buddy programs and citizenship activities.

Students have the opportunity to access a range of extracurricular and cross-shy; curricular programs such as Primary Extension and TOM program. Staff training programs in STEM have been delivered in partnership with Professor Jenny Way, (STEM Academy, and University of Sydney).

Assessment– SUSTAINING AND GROWING

Staff follow a 'disciplined dialogue' process and triangulate data to determine what student data means and how it can inform teaching practice. Teachers endeavour to differentiate instructional programs and provide remediation and

extension within classes. The commitment Northmead teaching staff have to identifying, understanding and implementing the most effective teaching method is evidence of effective classroom practice. The creation of the detailed and highly informative PLAN provides advanced notice to teachers outlining needs of students within their class. This practice, coupled with the emphasis on differentiation in stage plans over the past years has led to a greater priority for students' needs. In 2017 Northmead worked with ACARA and the department to trial learning progressions and software tools.

Reporting – SUSTAINING AND GROWING

Effective school-wide assessment data is being used to identify achievements and inform future practice displays our commitment to using data to improve educational outcomes. This is clearly supported with the new report card format being made available to the entire Northmead learning community. The Student Data Sheet further supports the teacher in knowing their students and allowing an evaluation of practice.

Student Performance measures – SUSTAINING AND GROWING

School Performance Monitoring data over the period 2010–2017 indicates that overall absolute student achievement shows an upward trend. The overall relative achievement is above the expected level in Literacy and at the expected level in Numeracy. The leadership team is currently reviewing the number of programs to refocus and refine current practices into whole-school approaches and ascertain which are the most effective, taking into account the current school context.

Effective classroom practice – SUSTAINING AND GROWING

Able supported learning opportunities such as the overseas teachers program and local area opportunities marry with the evidence-based design of projects and learning skills to deliver improved, more relevant teaching methods. This involves differentiating the curriculum to optimise learning for all and enhance the choices students can make during their schooling and their lives in general. The academic goals are focused on explicit teaching targeted at student need, year-level competencies, and data collection and teacher accountability.

Data Skills and use – SUSTAINING AND GROWING

Teachers collaborate frequently to analyse data and to discuss programs and phase of learning leaders seek further opportunities for collaboration. The leadership team meets with curriculum leaders to discuss school and strategic plan priorities. Teams meet each term to analyse data, set learning area priorities, updating budgets, plan resourcing and to evaluate progress. This collaborative approach has become the norm and is seen by all staff to be a positive development in the culture of the school.

Professional standards – SUSTAINING AND GROWING

The staff are highly valued and are supported in accessing targeted, standards linked professional learning. It was evident that under guidance from the strong leadership team that nurtures continued improvement, all staff have the capacity to implement processes and procedures effectively and work cohesively to enable a whole-school approach to improving student learning. Differentiation workshops, staff induction practices and executive professional learning opportunities all add to this domain in support of systematic promotion of effective professional learning strategies.

Learning and Development – SUSTAINING AND GROWING

The professional knowledge and enthusiasm of the staff in creating quality learning and teaching programs to maximise the educational opportunities for each student is evident. Learning and Development is best described through the Learning Intentions Model adopted at Northmead. Teacher observations have existed for almost two years and had many transformations including the visible learning strategies.

Recently the our teacher mentor co-ordinator held stage planning to direct classroom observations both within and outside of stages, thus allowing for a broader evaluation of professional practice across the school while incorporating differentiation and writing strategies into the observable feedback by colleagues. Retired Director, Peter Rowsell, has supported the school through NAPLAN, PLAN and internal school report data interpretation. The school has managed data well and is able to monitor trends to measure student growth and track improvements. A performance management policy informs an annual process in which staff selects growth goals that are linked to school priorities and standards from the Australian Professional Standards for Teachers.

Educational Leadership – SUSTAINING AND GROWING

Under the leadership of the Principal and with significant support of the executive team and staff, Northmead Public School has embraced a culture of continual school improvement. There is a well-defined practice of rigorous self-analysis of all areas of the SEF cycle. There are identified many examples of collaborative and distributed leadership throughout the school. The Principal and the executive, with the support of staff, have developed and are

drive a climate of teamwork and innovation in the school. This has contributed to a high level of staff morale within the teaching and non-teaching staff and their support for each other.

School Planning, implementation and reporting– Excelling

Staff commitment to the articulated vision and direction of the school is significant and is evidenced by the way in which teachers have conceptualised the importance of whole-school strategies and the need for these to be implemented effectively and consistently in their classrooms. The Strategic Plan and strategic budget explicitly sets out to establish a learning environment that underpins the achievement of a high standard of learning and behaviour and the raising of aspirations of all students. The Strategic Plan and strategic budget focuses on goals related to the development of excellence; academic and non-academic, for all students.

School resources – SUSTAINING AND GROWING

The strategic use of resources to continually evolve to improve student opportunities and outcomes is evidence of effective use of school resources. Strategic School Financial, physical and staff resources combine to produce stellar examples at Northmead, notably the successful and highly conducive atmospheres in the school. It was evident that the use of ICT is embedded across the whole school with effective infrastructure in place. Interactive whiteboards are being used regularly to support the curriculum. Class sets of iPads /Xo computers are available for in-class use and the school has a computer laboratory for whole class sessions.

Management practices and processes – SUSTAINING AND GROWING

The school is seen as an inclusive hub in the community, welcoming multi-cultural families. The uncertainty regarding the rapidly growing local communities and the proposed building of new schools in the area was initially considered to be a potential issue in the development of the current Strategic Plan; however, the staff has been able to overcome this through many positive strategies. These were to communicate effectively, positively and consistently with the school community, review school surveys to evaluate current practices and respond accordingly, quantify and maintain the high percentage of parents engaged in parent/teacher information sessions, support the parent body in its endeavours to engage the school community in positive social events and partnerships and to make accessible through the school's website relevant school policies, guidelines and general information.

Strategic Direction 1

Innovative and creative teaching transforms learning

Purpose

This means that at Northmead Public School we have teachers who:

- Are professional, collaborative, dedicated, supportive of one another and celebrate success
- Act as facilitators of learning
- Collaborate with students to guide their learning
- Provide stimulating and authentic learning experiences
- Make strategic choices about the use of technology to transform learning
- Focus on developing skills of creativity, inquiry, critical thinking and problem solving
- Are accountable for student learning
- Actively engage in professional learning that is embedded in classroom practice.

Overall summary of progress

The staff applies a systematic self-review reflection cycle to inform an evidence-based decision making process for school improvement. There is annual SEF v2 self-assessment, review reporting and planning linked to achievement of student outcomes based on data collection and analysis, planning and informed classroom practice.

The teachers undertake continuous and rigorous interrogation of data at the classroom, year, cohort and whole-school levels through a structured and effective review process. lead by Peter Rowsell. Updated 5P plans are used to refine and facilitate approaches to addressing targeted areas identified through the data analysis.

The school's vision states: Northmead Public School is *We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.* Reflecting this, the 2018–2020 Strategic Plan has a focus on continuous improvement and highlights targets, milestones, strategies and three key priorities.

Excellence in teaching and learning, one of the three priorities of the School Plan, identified strategic directions for staff needs, State imperatives and student accountability. Implementation of evidence-based professional learning and well-researched pedagogy have led to enhanced teaching practice designed to meet the learning needs of all students and achievement of the vision statement. The achievement of milestones, in the implementation of an extensive range of instructional strategies

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of the school planning cycle: <ul style="list-style-type: none">• Work samples demonstrate evidence of personalised learning for students.		At Northmead teachers provided personalised adjustments based on the assessed needs of the student and in consultation with their parents or carers is supported by evidence of their implementation. Examples of evidence of adjustments included: <ul style="list-style-type: none">• Adjustments to teaching and learning for individual students recorded on teachers' plans• Records of educational and social-emotional interventions provided for the student• Individualised or personalised plans that address specific learning and support needs of the student and records of their implementation, such as plans for individual student learning, communication, behaviour, health care and transition• Adjustments to learning materials such as the provision of learning materials in alternate formats, adjusted worksheets or reworded tasks

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>By the end of the school planning cycle:</p> <ul style="list-style-type: none"> • Work samples demonstrate evidence of personalised learning for students. 		<ul style="list-style-type: none"> • Environmental adjustments beyond those already in place in the school such as personalised learning spaces and use of sound field amplification systems • Records of professional learning for teachers and school staff that support them in meeting identified student needs.
<p>All class programs and classrooms demonstrate evidence of the use of visible learning strategies.</p>		<p>The Learning Intentions Project combined the benefits of workplace learning with the more subtle advantages of peer group interaction and personal coaching. Stage 2 and 3 teams of teachers engaged in research and professional dialogue to deepen their understanding about what teachers can do to make the most difference. Much of the teams learning was based on John Hattie's research around maximising our impact on learning. Clarifying, sharing and understanding learning intentions with students, engineering effective discussions, tasks and activities that elicit evidence of learning and providing feedback to move learners forward were all focuses of the classroom research teachers engaged in. 100% of teachers who participated in the Action Learning Project reported significant shifts in how they provide feedback to students. All teachers reported that their feedback was more effective as a direct result of the research they had engaged with in their classroom. Of the students surveyed through focus group interviews, all reported that the feedback their teacher now gives them helps them to understand what they have done well and how they can improve further. The focus was Stage 3 under the leadership of retired principal, Heather Thomas.</p> <p>Language is used to encourage students to be aware of their current knowledge and understanding and to track and monitor their own learning. Teachers articulate the intention and success criteria for learning experiences and students are becoming more practiced in using these to monitor their understanding.</p>
<p>Creativity and critical thinking is explicitly documented in all teaching programs.</p>		<p>Thinking that is productive, purposeful and intentional is at the centre of effective learning. By applying a sequence of thinking skills, students develop an increasingly sophisticated understanding of the processes they can use whenever they encounter problems, unfamiliar information and new ideas. In addition, the progressive development of knowledge about thinking and the practice of using thinking strategies can increase students' motivation for, and management of, their own learning. They become</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Creativity and critical thinking is explicitly documented in all teaching programs.		<p>more confident and autonomous problem-solvers and thinkers.</p> <p>All staff programs were audited for thinking skills elements. Critical thinking is at the core of most intellectual activity that involves students learning to recognise or develop an argument, use evidence in support of that argument, draw reasoned conclusions, and use information to solve problems. Staff programs showed examples of critical thinking skills such as interpreting, analysing, evaluating, explaining, sequencing, reasoning, comparing, questioning, inferring, hypothesising, appraising, testing and generalising</p>
Inquiry based learning across the school is evident in student work samples and teaching and learning programs.		<p>Project-based learning (PBL) is an approach to teaching and learning that engages students in rich and authentic learning experiences. PBL can be transformative for your teaching practice but requires strong, supportive leadership and a commitment to innovation and contemporary pedagogies.</p> <p>Stages 2 and 3 continued implementation.</p>
Increase in professional conversations based on innovation and research and its effect on student engagement will be evaluated through focused interviews and staff self-assessment survey.		<p>Over the last couple of years, Northmead has been engaged in a journey of teacher professional learning as part of the school's improvement agenda. At the core of the professional learning sessions that have been scheduled throughout the year has been the focus on developing teacher expertise on the school's pedagogical framework.</p> <p>The work done in this research at Northmead has not only made significant gains in the process of building the professional capital of teachers, and shown the impact that collaborative practices can have on the improvement of school culture. All staff received week research papers or policy documents for discussion. It was evident throughout this process of collaborative engagement in explicit professional learning that teachers embraced these opportunities for personal and collective growth. In response to teachers' and students' feedback throughout this project our professional learning sessions were explicitly aimed at addressing areas of concern or areas where further learning was needed.</p>
Evidence in all teaching programs of the use of technology to transform learning and monitoring bandwidth increases from 2015–17 baseline usage.		<p>The teaching staff, led by Assistant Principals, have continued in 2018 to focus on incorporating new pedagogical processes and digital learning in the delivery of courses Years K–6. Opportunities to explore, share and review new practice have found in many different forums throughout the year. The ability to utilise best practice and re-invigorate curriculum (following Federal and State</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Evidence in all teaching programs of the use of technology to transform learning and monitoring bandwidth increases from 2015–17 baseline usage.		Governments' guidelines) and also being mindful of the significant changes being heralded in the workforce in the next twenty years, have galvanised curriculum and learning at Northmead. The most significant development has been the increased facilitation of student learning through using digital technology, particularly the STEM technology room educational resources. The chance to 'flip' the classroom, and an increased focus on robust critical thinking and problem solving as a collaborative endeavour, have prompted our students to move from the 'what' to the 'why' in their approach to learning. The '24/7' availability of information online has meant that staff have worked together to examine ways to ensure that the students gravitate to using their knowledge in creative and discerning ways as we know that these are the skills needed for the 21st century workforce. The NSW Curriculum in the areas of Digital Technologies and Design and Technologies focus our attention. These areas foster creative and analytical approaches to digital solutions. Further to these undertakings we have increased opportunities for staff to engage in global issues in education and educational trends. Various action research projects stimulated by the Professional Growth Plans have also brought staff ways in which to extend their practice through a culture of sharing. Planning has begun for a number of changes which the new school year will bring.

Next Steps

Our 2019 directions are based on **growth mindset model**, where we will embed positive pedagogy, respectful relationships which are based on high expectations, care, and engagement. Visible and Connected Teaching programs where we will create collaborative teaching and learning systems. Finally, Leading Collaboration and Capacity Building with visible, supportive and an innovative leading environment.

- **Implement a whole school teacher development system** that promotes, supports and showcases innovative practice. The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.
- **Revolutionise technology infrastructure and embed innovative pedagogy** to achieve enriched learning outcomes previously to optimise learning.
- **Teachers as facilitators of learning that is a transformative student experience** – Learning that is personalised and future focused. The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.
- **Teaching and learning programs across the school show evidence that they are adjusted to address individual student needs**, ensuring that all students are challenged and all adjustments lead to improved learning. Teachers involve students and parents in planning to support learning, and share expected outcomes.
- **Building instructional leadership capability** across all of Northmead Public School to support quality teaching in literacy, numeracy and Science, Technology, Engineering and Mathematics (STEM).
- **Developing teacher and leader skill in planning, teaching, assessing and reporting** using the NSW Syllabuses to improve student learning outcomes, recognising and building on the strengths that exist across our schools and introducing a focus on achievement standards and learning progressions. Learning progressions form the basis for setting high and explicit expectations, planning, programming, assessing and reporting student achievement and progress. A focus on effective assessment practice, using common learning progressions will lift student achievement by providing information that students, teachers and parents can use to better determine where a student is now, where they next and how to move them forward in their learning.
- **Implement a leadership development strategy** that provides coaching and mentoring for leaders and aspiring

leaders. Ensuring an overarching school professional capability strategy that addresses the breadth of skills that Northmead needs to address a complex and ever-changing education environment now and into the future; strengthen and empower our school to meet the needs of our community; shape the culture of the department and capture national reforms.

Strategic Direction 2

Collaborative and engaged students actively contribute to their learning.

Purpose

This means that at Northmead Public School we have students who:

- Collaborate, support one another and celebrate success
- Know why they are learning, what they are learning and when they are successful
- Take responsibility for their learning
- Have access to a range of specialist teachers and other professionals with specific expertise to support their needs
- Use technology to enhance, engage and support their learning
- Apply the skills of creativity, critical thinking and problem solving to their learning.

Overall summary of progress

Classroom teachers have adopted a differentiated curriculum approach which targets and assists students to move from the lower to higher proficiency NAPLAN bands. They recognise, also, the need to focus attention on students who are achieving in the higher proficiency bands and would benefit from extension programs to challenge their learning. To implement this, the staff has introduced specific strategies through a Science, Technology, Engineering and Mathematics (STEM) operational plan which include the development of an inquiry approach and the integration of Information and Communication Technology (ICT) capabilities in learning areas to enhance student critical and creative thinking skills.

Having identified areas requiring improvement, the staff has established an explicit teaching approach through the implementation of strategies such as literacy and numeracy blocks. A variety of assessment practices have been used to determine student progress and identify learning needs, leading to innovative practice in curriculum delivery.

There is a clear emphasis on the provision of quality Kindergarten education. Best Start assessment and other assessments are used by teachers to guide planning for the learning program to meet the needs of students.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none">• Increase in on-task behaviour from 2017 baseline checklist analysis by 15%, with a focus on: taking turns, listening to each other, decision making and sharing. .• Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.		Assessment for, as and of learning practices at each stage level and across the school have been identified through Statements of Pedagogical practice. Stage based assessment tasks are used to determine a student's learning. Teachers met to compare work samples for consistency of teacher judgement before both reporting periods. Assessment data was recorded. This data was used to plan future learning for students and was also used to determine achievement grades as reported to parents.
Raising the percentage of all students in the top two bands in the National Assessment Program – Literacy and Numeracy (NAPLAN) by 8% by 2019.		The percentages of students in the top two bands in 2018 was: <ul style="list-style-type: none">• Year 3 Reading 61.11• Year 3 Numeracy 54.44• Year 5 Reading 41.84• Year 5 Numeracy 32.65
Increasing the proportion of		Data analysis for Aboriginal students for 2018

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.		<p>showed an NAPLAN average improvement from 428.30 in 2017 to 511.75 in 2018.</p> <p>However, the limited size of the cohorts makes meaningful analysis limited.</p>
Teachers' programs are collaboratively planned and adjusted, based on consistent understandings of literacy and numeracy progressions, syllabi outcomes and student assessment. Conceptual integrated programs developed, containing C21st skill development, effective use of digital technology (SAMR), personalised learning and clear learning intentions.		<p>In 2018 the Gifted and Extension program has again provided a variety of challenging programs and activities for gifted and highly able students. The rapidly changing nature of knowledge and the key attributes necessary for gifted 'C21st Learners' require an environment which seeks a deeper purpose to learning and values openness to complex and new ideas.</p>
Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.		<p>Progress in literacy</p> <p>In reading the school growth performance was 81.1% compared to 82.2% of students throughout the state. 67.4% of students demonstrated growth greater than or equal to expected growth.</p> <p>For students from Language Backgrounds Other Than English (LBOTE) the school average was 79.6%. 75% of LBOTE students demonstrated growth greater than or equal to expected growth.</p> <p>In spelling the school growth rate was 81.7% compared to 79.7% of students throughout the state.</p> <p>62.2% of students achieved growth greater or equal to expected growth.</p> <p>In grammar and punctuation the school growth rate was 65.2% compared to 68.3% of students throughout the state.</p> <p>54.4% of students demonstrated growth greater than or equal to expected growth.</p> <p>Progress in numeracy</p> <p>In numeracy, the school added-value growth rate was 95.1%, compared to 93.1% of students throughout the state.</p> <p>58.4% of students demonstrated growth greater than or equal to expected growth.</p> <p>Boys achieved 98.8% in growth compared to the state –wide average of 92.4%.</p> <p>.</p> <p>Other Assessment Data</p> <p>PLAN and NAPLAN data for 2017 and 2018</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 85% of students in K – 2 meeting minimum benchmarks set by NPS– Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.		<p>The PLAN data is recorded by teachers in the course of normal assessment practice. Students are rated according to the teacher's judgement of the development level of the student, relative to the syllabus clusters of planned learning.</p> <p>This analysis is based on changes in the development levels of students over time. The validity and reliability of this approach depends heavily on the amount of moderation and checking which goes into the PLAN assessment process.</p>

Next Steps

Further in–depth knowledge of the School Excellence Policy and Framework to be developed across all staff.

Future strategic directions to focus on teaching and learning as separate directions with professional learning on growth mindset, differentiation and consistency of teacher judgement. Teachers to develop an in–depth knowledge of the learning progressions and to investigate future focused learning and pedagogies including project based learning for students.

- **Engage in action research that develops deep knowledge and understanding of new curriculum**, embeds a visible learning to learn framework and innovative pedagogy to achieve enriched learning outcomes across all Key Learning Areas. In 2018 we will introduce the new Science and Technology and H.PE.PD syllabuses.
- **Personalise learning, deep thinking, authentic tasks, self–reflection and self–assessment.** Use data effectively to individualise the learning for students
- **Adopt evidence–based strategies, including academic data and Learning progressions** to analyse past performance and plan for improved performance. Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Strategic Direction 3

Authentic community partnerships support future focused learning

Purpose

This means that at Northmead Public School we work with a community that:

- Supports learning within and beyond the classroom by providing opportunities for students to be immersed in authentic learning experiences
- Embraces the concept of a learning community which includes pre-schools, other primary schools, secondary schools, higher education institutions and industry
- Recognises the importance of being global citizens and engaging with cultures other than our own
- Welcomes an increasingly diverse and inclusive community
- Values education, the learning of students, the dedication of teachers and the safety of all
- Values the wellbeing of the whole child
- Build positive relationships, resolve conflict and display respect and self-discipline.

Overall summary of progress

In pursuit of educational excellence, in the 2020 Plan places a particular emphasis on sustaining a safe, caring and inclusive learning environment by providing vibrant and motivating spaces and opportunities for student learning and well-being. Importantly, within this priority, there are milestones which specifically detail outcomes in terms of:

*maintaining high participation rates in extra-curricular activities as measured by regular, enthusiastic attendance; and

*student engagement in reflective learning practices to identify their strengths and plan for improvement

There is commitment to providing a variety of other activities to reinforce a positive culture.

Inviting spaces are created in the school grounds to engage students. Of particular note, was the rejuvenated nature play space, the Imagination Playground, the environmentally focused 'Gardening Club' as well as the recent provision of an outdoor chess board and the extensive work completed in the hall surrounds.

There is a strong student leadership program with student leaders.

The school SSS is integral to the school's wellbeing program and plays a key role in the implementation of the *Play Leaders* resiliency program. The SSS brings extensive experience in supporting students with social and emotional issues, working with students, staff and parents in key areas such as conflict resolution, developing resilience and values education.

A feature of the planning, assessment and action observed by the reviewers was the significance of whole-school approaches. Much of the work begins in the collaborative groups which meet regularly. Staff diligently analyse student performance data to inform their teaching and work together through discussion and moderation to ensure effective instructional strategies are implemented. These sessions are complemented through staff meetings where policy is presented and professional learning is provided.

The by the high level of professionalism among staff, strong collegial support and flexible collaborative practice. These qualities ensure there is a common understanding of the curriculum, pedagogy and the learning all students are expected to achieve.

There is clear evidence of the collaborative way teachers work, supported by a well-established, distributed leadership model which permeates the school.

Teacher leaders and coordinators with responsibility for curriculum play a key role in working with classroom teachers in planning for the implementation of focus area strategies, designing programs to meet the needs of students at risk, providing support for assessment and reporting, mentoring staff and promoting best practice. To ensure continuity of content as well as process, staff have developed a series of scope and sequence documents aligned to the NSW Curriculum. These are designed to support operational planning and have become an important resource for use by curriculum leaders in their work with teaching teams. As a result, teachers are willing to implement new programs and strategies, fully confident of the support they will receive. This is demonstrated in the school-wide implementation of *Visible Learning*. To enhance the quality of teaching, performance management processes have been modified to adopt

innovative practice in classroom observation and feedback. This, together with targeted professional development, provides strong support for teachers as they work to ensure teaching and learning programs meet the needs of their students.

The very clear sense of a collaborative community permeates these specialist programs with staff working together to coordinate music performances, arts programs and interschool sport. This focus is embedded throughout the very fabric of the school as evidenced by the high-quality music, visual and performing arts programs.

Close attention is given to meeting the needs of students who require additional support, be it students at educational risk, special-needs students, EAL/D students, and those whose behaviour impacts on their learning. Intervention programs include the establishment of IEPs or group education plans designed in consultation with the school's learning support coordinator and outside agencies as required.

Communication with the leadership team is a two-way process. While there are expectations of the classroom teachers through the implementation of whole-school approaches, leadership responds to feedback from staff. A consequence of this approach has important implications for the classroom environment. The positive learning environments in classrooms presented a common theme. They are attractive, displayed a variety of student work, had relevant information available, presented lessons which drew on effective instructional strategies and complied with whole-school approaches. In particular was the engagement of the students in their learning tasks and the use of technology where teachers focus on the pedagogy and make use of a device if it suits the purpose. The teachers are strengthening their understanding of digital fluency and working towards embedding information and communication technology into classroom practice across all year levels.

To increase participation, the staff has embraced the use of technology as well as continuing to use a variety of communication strategies such as the classroom liaison parent, the parent open evening, parent workshops and recently, implemented an 'app' which enables greater communication with parents. Parents reported they appreciate these innovative approaches particularly where it has made a difference to their knowledge of what students are doing in class.

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<ul style="list-style-type: none"> • Increase in the number of flexible learning spaces at the school. 		Construction of the new Northmead STEM room has finished and will open for students in Term 1 2019. The new School room will be an exciting place to learn and will inspire teachers and students alike, while promoting an intrinsic sense of community. Learning will centre on project-based projects in a high-tech environment. Innovative educational programs will be developed collaboratively by students and teachers while being supported by experts in their fields. Technology will include computer applications, ipads, printers, robotics, design and electronics.
Increased number of external learning opportunities provided to students.		Northmead Public School engaged with a number of external learning opportunities, including: <ul style="list-style-type: none"> • Iain Hay, Director, Professional Learning and Engagement Educational Studies Macquarie University. • Professor Jenny Way, Sydney University, Stem Academy • One Education, Computers • Claudia Owad from Creative-Training – Coaching & Positive Psychology Consultant. • James McArthur, STEM. robotics and Coding Consultant.
Increase in the number of classes with links to a class in another learning setting.		Ms Egger was successful through the department's International Teacher Exchange Program, in swapping teaching positions and personal accommodation with a similarly placed overseas teacher for one year, commencing in January 2018. Ms Archer and Ms Sparks taught in the United Kingdom, while Ms Power was in South America,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increase in the number of classes with links to a class in another learning setting.		Mrs Marvos has been selected as one of 140 placements for the Rural Teaching exchange program in 2019. These placements, aligning with school strategies, represent a wide choice of levels and subject areas, teaching and project positions.
Increase in the number of community based agencies working with our school.		<p>Hua Xia Chinese Culture School MANDARIN LESSONS</p> <p>Northmead Public school has an after school Community Languages program in delivering Mandarin lessons to students. The lessons will be offered by an independent language school, Hua Xia Chinese Cultural School Incorporated, in two classes, one class for beginners and another for native speakers of Mandarin. Lessons will be held after school and fees are attached to the lessons. In an ever changing, technically advanced world, this is an exciting opportunity for students.</p> <p>Innovative Learning: Under the leadership of our Assistant Principal, Mrs Kannan our students will shortly have access to more 21st century learning experiences with our involvement in three outstanding projects.</p> <ol style="list-style-type: none"> 1. Making application to become a Sydney University Partner School – STEM Academy. The goal of the STEM Academy is to collaborate with schools to develop and implement a pedagogical shift in teaching of science and mathematics, through the application of problem solving and inquiry-based learning. Becoming a STEM Academy Partner School brings benefits to both the school and the participating teachers, and requires commitment from both to ensure the best opportunity for new classroom approaches to take root and for new ideas to thrive. 2. Teacher Professional learning through Macquarie University – Northmead staff will explore the opportunities and challenges as we shift from a teacher-centric to a student-centric practice including adopting emerging technologies and new learning styles and the evolving the teacher's role in the physical space-how teacher-student partnerships will allow more authentic, collaborative and multidisciplinary learning experiences. 3. The school is looking at a number of options with James McArthur – on creating engaging in Science and technology connections including after school robotics, coding and school challenges.
Decrease of 5% from 2017 baseline data in the number of classroom behaviour issues as documented in Positive Behaviour for Learning referral sheets.		The wellbeing of a student and their academic, physical and emotional development are intricately linked. When young people learn the skills to cope with the challenges of life they are more likely to have higher levels of wellbeing and achieve well at school. At Northmead a collaborative, consultative and supportive approach to wellbeing is taken. Proactive policies,

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Decrease of 5% from 2017 baseline data in the number of classroom behaviour issues as documented in Positive Behaviour for Learning referral sheets.		<p>plans and practices have been developed by the leadership of the school and embraced by the whole school community. There is a supportive school culture that not only upholds the newly introduced Anti Bullying Policy; it promotes the positive development of the students.</p> <p>Discipline data from 2017–2018 demonstrated a significant reduction in all cohorts, with one exception. This data included minor and more major disciplinary incidents that required intervention.</p>

Next Steps

Engage in action research that develops deep knowledge and understanding of new curriculum, embeds a visible learning to learn framework and innovative pedagogy to achieve enriched learning outcomes across all Key Learning Areas. In 2018 we will introduce the new Science and Technology and H.PE.PD syllabuses.

Personalise learning, deep thinking, authentic tasks, self-reflection and self-assessment. Use data effectively to individualise the learning for students

Adopt evidence based strategies, including academic data and Learning progressions to analyse past performance and plan for improved performance. Teachers clearly understand, develop and apply a full range of assessment strategies – assessment for learning, assessment as learning and assessment of learning – in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

Implement new Mobile Devices in Schools Guidelines: On Thursday 13 December, the NSW Government announced that the use of mobile devices during school hours will be restricted in NSW public primary schools. Northmead Public School will be working to implement this reform during the course of 2019. Guidance on possible approaches and resources will be provided in the new year, however, there will be exemptions for children who have a need to have a phone for medical or other reasons.

Implement new School Community Charter: The School Community Charter has been devised to ensure that schools are respectful learning environments for our students and wider school communities. It aligns with the vision and values outlined in the Department of Education's Strategic Plan 2018 – 2022. The Charter outlines what parents can expect in engaging with their school as a partner in their students learning, as well as highlighting some unacceptable behaviours that have no place in our school communities. The School Community Charter provides a framework for establishing positive behaviours and terms of engagement. This is the first in a series of resources planning to support schools and their school communities. Meeting the needs and aspirations of all students in the classroom every day.

Meeting the wellbeing needs of children and young people is the responsibility of the whole school. We are committed to improving partnerships across the school and with community organisations and advocacy groups so that schools, students and their families can access the services they need, when they need them. Focus on **implementation of new departmental anti-bullying guidelines**.

Modifying and upgrading aged infrastructure at schools to improve environmental sustainability.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$4705	<p>The level of funding and rate per student for each school is determined by the number of Aboriginal students in the school. Schools have the flexibility to decide how these resources will be best used to support the learning needs of Aboriginal students.</p> <p>We created whole school awareness and cultural heritage and identity and create a mural with local artists and high school students to further develop the modest existing bush tucker garden by creating a sustainable Bush Tucker Outdoor Learning facility.</p> <p>In 2018 teachers continued to implement 8 Ways Pedagogy strategy.</p>
English language proficiency	1.0FTE Staffing – \$104 113 Flexible Funding: \$38 513	<p>The loading for EAL/D is calculated using each school's reported level of English language proficiency need, identified by the English as an Additional Language or Dialect (EAL/D) Learning Progression instrument.</p> <p>The budget allocation is divided between flexible funding allocation and a staffing component.</p> <p>The loading for English language proficiency is a resource allocation for students learning English as an additional language (EAL) or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants.</p>
Low level adjustment for disability	0.8FTE Learning and Support Staffing – \$83 290 Flexible Funding: \$51 598	<p>The equity loading for Low Level Adjustment for disability is an allocation to support students in regular classes who have additional learning and support needs. This equity loading was introduced in 2015 and is consistent with existing practice under the Every School. Every Student initiative.</p> <p>The budget allocation is divided between flexible funding allocation and a staffing component.</p> <p>At Northmead PS, the allocation was used to create collaborative practices in the school to allow teachers to:</p> <ul style="list-style-type: none"> • jointly plan and observe each other's lessons • jointly develop units of work and assessment tasks • work together to assess and analyse student data • establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment. classroom management • provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.

Quality Teaching, Successful Students (QTSS)	<ul style="list-style-type: none"> • Staffing allocation 1.156 FTE 	<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>At Northmead PS, the allocation was used to create collaborative practices in the school to allow teachers to: jointly plan and observe each other's lessons, jointly develop units of work and assessment tasks, work together to assess and analyse student data, establish mentoring and coaching practices in the school to provide constructive feedback to individual teachers on lesson delivery, programming, assessment and classroom management, provide comprehensive and focused support for teachers with accreditation processes and the new Performance and Development Framework.</p> <p>Mrs. Thomas was employed to co-ordinate our teacher mentoring program. This is a process by which teachers work with one another to share expertise and provide feedback, support and assistance. Mrs. Thomas supported our work on Learning Intentions, Visible Learning, student goal setting and feedback K-3. Her role was to:</p> <ul style="list-style-type: none"> • provide job-embedded professional feedback and support • promote active learning by offering teachers opportunities to become involved in meaningful discussion and planning, observe other teachers, be observed, and receive feedback • offer teachers opportunities to link the ideas learned in professional learning sessions to their teaching context.
Socio-economic background	Flexible Funding: \$36 813	<p>The RAM equity loading for socio-economic background is calculated using information on parental level of school education, highest non-school qualification and occupation category drawn from data collected on enrolment forms and recorded in the Enrolment registration Number system.</p> <p>The equity loading for socio-economic background is a funding allocation to support NSW public schools to meet the additional learning needs of students from low socio-economic backgrounds.</p>
Support for beginning teachers		<p>The Great Teaching, Inspired Learning reforms have a key focus on beginning teachers receiving high quality induction to support their entry to the profession and to enhance their teaching skills. The Department has introduced a new model of enabling support that provides increased release time for all permanent beginning teachers as well as release time for experienced teachers to mentor beginning teachers. This resource, Strong start, Great teachers sits alongside the new model of support. Together these two components are designed to ensure schools have access to a framework of support to guide the development of their school-based</p>

Support for beginning teachers		<p>induction programs.</p> <p>The Beginning Teacher Support Funding is equivalent to:</p> <ul style="list-style-type: none"> • two hours per week release time for the permanent beginning teacher in their first year. one hour per week release time for an experienced teacher to provide mentoring support in their first year. • one hour per week release time in the permanent beginning teacher's second year. <p>At Northmead PS, the funding was used support the teacher in a variety of ways including: *observing other teachers' lessons</p> <ul style="list-style-type: none"> • 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 mandatory accreditation. • establish a professional learning and coaching program for teaching staff to build leadership capacity with a focus on leadership capacity.
Targeted student support for refugees and new arrivals	<p>\$ 1551</p>	<p>Schools receive resources to provide English as an additional language support for refugee students through the English as an Additional Language or Dialect (EAL/D) New Arrivals Program or the equity loading for English language proficiency.</p> <p>The loading for English language proficiency is a resource allocation for students learning English as an additional language or dialect who are migrants, refugees or humanitarian entrants or the children of migrants, refugees or humanitarian entrants.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	337	327	352	377
Girls	315	319	332	353

According to the 2016 census conducted by the Australian Bureau of Statistics, Northmead had a population of 11,215. This was a significant increase from the 2006 census, which showed a population of 6,969. This increase went hand in hand with an increase in apartments in the suburb from 9.9% to 32.4% over the period. Between 2016 and 2026, the age structure forecasts for Northmead indicate a 8.5% increase in population under working age, a 10.1% increase in population of retirement age, and a 5.7% increase in population of working age.

A quick snap shot of the Northmead population:

- People 11,215 live in Northmead
- Male 47.3% Female 52.7%
- Median age 37
- Families 3,085
- Average children per family for families with children 1.7 for all families 0.7
- All private dwellings 4,745

The greatest population change for Northmead is forecast for the period from 2022 to 2026, which is expected to have a net increase of 462 people. Census data indicates a projected additional 35 students by 2021 and 75 by 2035.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	94.2	96.3	94.9	94.5
1	93.5	94.9	95.6	93.3
2	94.7	94	95.1	95.2
3	95	94.1	94.5	94
4	93.2	95.2	92.4	93.5
5	94.7	94.2	95.3	93.6
6	93.6	94	93.8	94.1
All Years	94.2	94.7	94.5	94.1
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

The school has high levels of attendance. In order to maintain and restore regular school attendance we have established sound attendance monitoring practices and regular follow-up of unexplained absences.

Regular attendance at school is essential if students are to maximise their potential. The School, in partnership with parents, is responsible for promoting the regular attendance of students. While parents are legally responsible for the regular attendance of their children, School staff, as part of their duty of care, monitor part or whole day absences. School staff, under the Principal's leadership, support the regular attendance of students by:

- providing a caring teaching and learning environment which fosters students' sense of well being and belonging to the School community; maintaining accurate records of student attendance;
- recognising and rewarding excellent and improved student attendance;
- implementing programs and practices to address attendance issues when they arise.

The Principal is responsible for supporting the regular attendance of students by ensuring that:

- parents and students are regularly informed of

attendance requirements and the consequences of unsatisfactory attendance; all cases of unsatisfactory attendance and part or full day absences from school are investigated promptly and that appropriate intervention strategies are implemented;

- documented plans are developed to address the needs of students whose attendance is identified as being of concern;
- the Department of Education designated Home School Officers is provided with regular information about students for whom chronic non-attendance is an issue and for whom School strategies have failed to restore regular attendance.

A range of school based strategies are implemented to resolve attendance difficulties that have the welfare of the student as their focus. These include: student and parent interviews via phone calls, letters or interviews, referral to the school Learning and Support Team and referral to the school counsellor or the development of a school based attendance improvement program. If these interventions prove unsuccessful, support from the Home School Liaison Program is requested and a formal Attendance Improvement Plan may be put in place.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	28.66
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	1
School Administration and Support Staff	4.47

*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. Northmead Public School has one Indigenous staff member. The Northmead Public School teachers are dedicated and committed. They devote much time and effort to ensuring that students are provided with a broad range of learning and extra-curricular opportunities. They participate in ongoing professional learning and strive to provide teaching and learning that is of the highest quality.

Northmead PS is fortunate that Mr Mularczyk has been our Principal for the past nine years. As he retires at the end of the 2018 academic year we honour and thank his strong, effective and leadership. His energy, vision and commitment to Northmead have made such a positive impact on our students from when he began in 2010. Under Mr.

Mularczyk's leadership the school has gone from strength to strength and continues to be regarded very highly. Leadership of genuine personal humility blended with a fierce disciplined resolve to do what is best for the school. We are also thankful for the supporting leadership provided by the Reliving Deputy Principal, Mr. John Spargo and in an acting capacity, Ms Grennard. We thank Mrs Kanaan for her many years of service as an Assistant Principal and wish her well for the future. Mrs Kanaan will be teaching at Jasper Road Public School next year. Mrs Kane (R) and Mrs Baumann as Assistant Principals exhibit dedicated, enthusiastic and talented leadership. We are also grateful for the leadership of Mrs Taylor (R) in her ongoing roles as Assistant Principal, Stage 3. Mr Peter Rowsell carried out his role as Compliance Manager, overseeing the administrative functions of the school with great effectiveness. As our school year came to a close, we sadly farewell a number of staff and students who will be leaving us at the end of the year. Our thanks to Mrs Andrews who is leaving Northmead, after several years of dedication and commitment to education. She has been on leave and has decided to relinquish her position. Mrs Andrews has moved to Canberra and we wish her all the best. We would like to acknowledge the outstanding work of Mrs Eyre, our School Counsellor who has been fortunate to receive a transfer closer to home. Mrs Eyre has been a great support to students and teachers. Mrs Turner will be teaching at Kellyville Public School next year. She has provided so many opportunities for our students in the Creative Arts area, She goes with our gratitude and appreciation.

We would like to acknowledge the contribution of Ms Somerville who will take up a year's contract at Beresford Road Public. Her work at Northmead has been outstanding and she will be missed by all. Mrs Picot has been appointed to Vardy's Road Public-school. Mrs Picot has been an asset to our Gifted and Talented program. Mrs Hall will be making a move also Beresford Road Public to working the Special Education Unit. Mrs Snell will be back with us, but in a casual capacity. All of these teachers have put their heart and soul into doing their very best for our students and we wish

them every success. 2019 will see the return of Ms Egger, Ms Archer and Ms Sparks from overseas. Ms Grennard will become Deputy Principal from 2019.

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	48

Professional learning and teacher accreditation

Professional learning is recognised as the major factor for improving teacher competency and improving learning outcomes for students. Staff development is a strategic element of the School as it supports and enhances the effectiveness of our core student learning programs: academic, student wellbeing and co-curricular. At Northmead School, every teacher is regarded as a leader in learning and is engaged in professional learning which encourages the application of innovative and effective learning pedagogies in the classroom, while enhancing personal and professional growth, resilience and wellbeing.

The focus of staff learning is on increasing the professional capability and practices of teachers to meet the needs of students at Northmead Public School in providing learning opportunities which maximise their capacity to be confident, accomplished and achieving to their potential.

Northmead Public School has a responsibility to support the individual learning needs of all new staff. In particular, new teachers undertook individual, structured, long-term, school-based programs of induction. Separate guidelines for schools to support the induction of new teachers were implemented to assist those teachers to meet and maintain professional accreditation standards.

Mandatory sessions on child protection were held to provide an update for staff. Staff participated in sessions on explicitly teaching spelling and writing.

Staff attended conferences and courses provided by external providers and participated in professional networks. The teaching staff also completed the following mandatory compliance training programs.

- Protecting and Supporting Children and Young People,
- First Aid training,
- CPR training,
- Emergency Planning and Response Program,
- Health and Safety Training.

All Early Stage One teachers trained and received follow up support in the administration of new Best Start software.

Our professional development program is focused on performance and teacher development to create a culture of teacher quality, feedback and growth for all teachers.

A strong focus of professional learning in 2018 was Learning progressions and visits to future focussed schools across Sydney.

Our Term 3 School Development Day focussed on Schools of the Future – Future-focused Teaching and Learning. The staff visited three different schools.

1. Bellevue Public Schools: To prepare teachers and students for this exciting facility, two open plan spaces were created in 2015 and the associated future-focused teaching and learning opportunities were enabled for the Year 1 and Year 3 cohorts. Flexible furniture and groupings were researched, trialled, reviewed and redirected where necessary.
2. ANZAC Park Public: Since opening in 2016, the school has welcomed many guests from the education community to Anzac Park. Visitors are often interested in exploring how our Vision for Learning is enacted including our co-teaching, flexible learning spaces. The L21 Hub at Anzac Park is an embedded centre for Professional Learning. The Hub aims to promote a culture of collaboration by providing new opportunities for teachers and leaders in future-focused professional learning.
3. Epping North Public School has an enrolment of approximately 420 students. The school has a purposeful focus on literacy and numeracy achievement, which is supported by a cohesive and dedicated staff team who have expert knowledge of future-focused pedagogy.

To address issues with strategic NAPLAN performance the school engaged in the Seven steps to writing success program. This achieved:

- A single, common language for writing across all year levels
- A great school community for sharing lesson plans, ideas and inspiration
- Best of all, excited kids who love writing from the early years through to Year 6.

Professor Jenny Way from Sydney University led several after school sessions on STEM education. Jennifer Way is a researcher in effective pedagogies for mathematics education, with particular interests in educational technologies and the role of motivation and engagement in student learning, and lecturers in primary and early childhood mathematics curriculum and pedagogy.

During 2018, Northmead Public School worked extensively with Mr. Peter Lee, former Primary Inspector, NESA. on evidence of compliance. The school updated documentation or evidence including:

- processes for being assured that any external provider accessed by the school complies with

the Child Protection (Working with Children) Act 2012

- evidence of the suitability of the external provider(s) accessed by the school to deliver the course(s), including, where relevant, evidence of certification of the provider(s) by appropriate agencies* the agreement with each external provider including identification of the respective responsibilities of the school and the provider
- the procedures in place to ensure that curriculum requirements are being met and will continue to be met for the course(s) of study delivered by each external provider.

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	513,975
Revenue	6,071,385
Appropriation	5,611,171
Sale of Goods and Services	53,217
Grants and Contributions	396,457
Gain and Loss	0
Other Revenue	0
Investment Income	10,540
Expenses	-5,667,161
Recurrent Expenses	-5,667,161
Employee Related	-4,924,400
Operating Expenses	-742,761
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	404,224
Balance Carried Forward	918,199

2018 saw the school transition fully to the SAP finance and new HR payroll systems. These transitions presented many challenges as it is a totally new approach to managing and monitoring school finances. An in-school finance committee met regularly to unpack and understand the requirements of the new system and ensure resources were used in line with the school plan.

Strategic financial management was used to gain efficiencies and to maximise resources available to implement the school plan. School budget was completed and locked in the DoE's BPC by all due dates. Many hours were spent participating in professional development around this tool. Administration staff now having fortnightly meetings to promote improved office efficiencies raising awareness about work flow issues and the formulation of solutions. eFPT (new budget tool) introduced by DoE. Many hours were dedicated to face to face training and participation in further PD via adobe connect. 2018 budget created using this model.

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	4,733,561
Base Per Capita	132,265
Base Location	0
Other Base	4,601,297
Equity Total	319,032
Equity Aboriginal	4,705
Equity Socio economic	36,813
Equity Language	142,626
Equity Disability	134,888
Targeted Total	51,103
Other Total	236,631
Grand Total	5,340,327

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

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

School performance

NAPLAN

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

The following is a summary of a very pleasing overall set of results achieved by our students in the 2018 National Assessment Program. These are an important indicator of student academic achievement at key stages in a student's school career: Years 3 & 5.

Students at Northmead performed well above their state cohorts in a range of areas. Such data provides a wealth of information which allows the School to continually improve the quality of its academic programs by celebrating and maintaining areas of strength and identifying areas requiring additional resources and/or new approaches. A thorough process of analysis is also undertaken each year with a view to more appropriately catering for individual student needs, as well as informing the learning and teaching and strategic planning processes. These are an expression of the School's ongoing commitment to continuous improvement. The National Assessment Program – Literacy and Numeracy (NAPLAN) was introduced in 2008 for all students in Years 3, 5, 7 and 9 in all government and non-government schools, with the key aim of assessing the literacy and numeracy learning of students in all Australian schools. The results of the tests in Language Conventions, Reading and Numeracy provide important information to schools about what each student can do, and are used to support teaching and learning programs. Parents receive a report indicating their child's level of achievement. Each student's level of achievement is reported against the agreed national benchmarks of student achievement. A brief summary of the 2018 results for each cohort is provided below.

When you look at Northmead data from the perspective of NAPLAN, the Northmead is doing well and continues to lead in most domains. At Northmead, we are coming from a high base, so we have the challenge of showing growth at the same rate as our counterparts. While our general results are positive, we also want to ensure we don't leave behind any of our cohorts of students. NAPLAN is only one piece of the puzzle when it comes to tracking our students' ability in literacy and numeracy. Northmead uses lots of methods to assess and support students. Northmead does this to make

sure that they track and record meaningful data for all children. The School will continue in 2019–20 to look at how we can improve how we use this data to improve student outcomes.

The number of students performing below National Minimal Standards (NMS) has reminded very low while we achieved strong student added value growth from Years 3–7.

Reading Results:

- Year 3 – 10.0% of students achieved below NMS compared to 13.3% of state.
- Year 5 – 16.3% of students achieved below NMS compared to 19.9% of state.

Spelling Results:

- Year 3 – 10.0% of students achieved below NMS compared to 14.9% of state.
- Year 5 – 14.3% of students achieved below NMS compared to 15.6% of state.

Writing Results:

- Year 3 – 5.6% of students achieved below NMS compared to 9.9% of state.
- Year 5 – 24.5% of students achieved below NMS compared to 23.7% of state.

Numeracy Results:

- Year 3 – 8.9% of students achieved below NMS compared to 14.9% of state.
- Year 5 – 19.4% of students achieved below NMS compared to 18.1% of state.

In 2018, 61.1% of students achieved in the top two NAPLAN bands in Year 3 Reading. 51.7% of students achieved in the top two NAPLAN bands in Year 3 Writing following additional targeted writing and learning support. In addition, 54.4% of Year 3 students achieved in the top two bands in numeracy.

The average gain in NAPLAN scores in Reading and Spelling from Grade 3 to 5 exceeded the average gain made by all schools with 67.4% of students demonstrating greater than or equal to expected growth in Reading.

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.

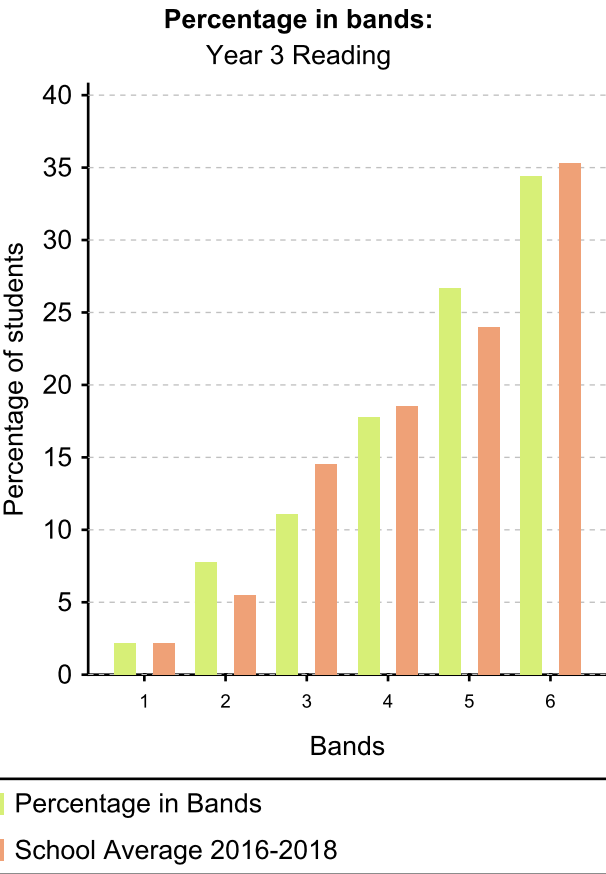
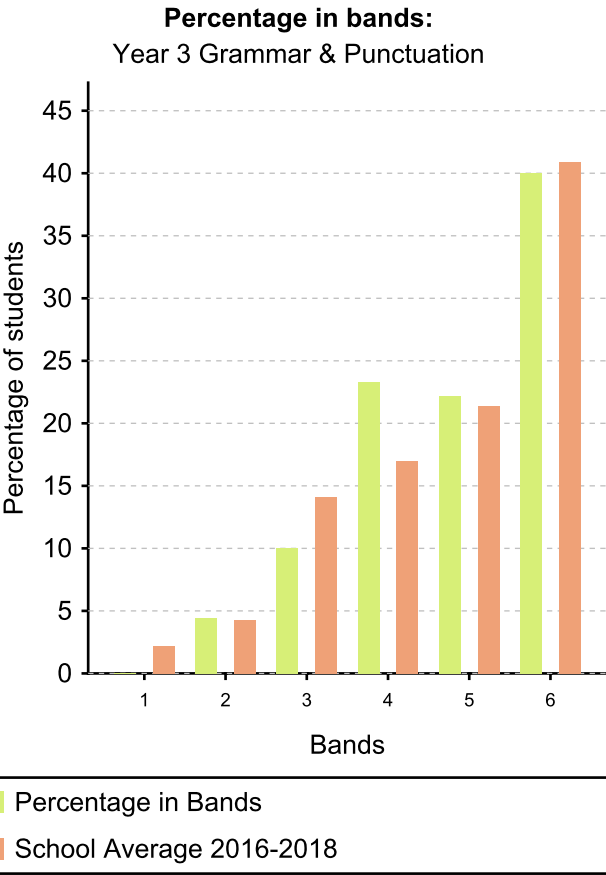
A historical context is given by the three-year trend chart for Year 3 Reading from SCOUT. The 2018 result is also very similar to the SSG trend if the top two bands are aggregated. The GT group performs in Year 3 Reading quite differently from the rest of the students and contributes strongly to the school's percentages in the top three bands. This is an effect of having GT

students in the school and its NAPLAN results; it is referred to in this report as the GT effect. Gender and language background effects on Y3 Band performance in order to give some context to the GT effect demonstrated above, it is useful to look at the boys' and girls' result. The boys and girls results in 2018 were similar but in 2018 there is a better distribution for the girls, who are more in Band 6 and less in the lower bands than boys. In contrast, for both years the LBOTE and ESB distributions are similar, both spread fairly evenly over the top four bands, but in 2018 there are slightly more in Band 2 for the LBOTE students.

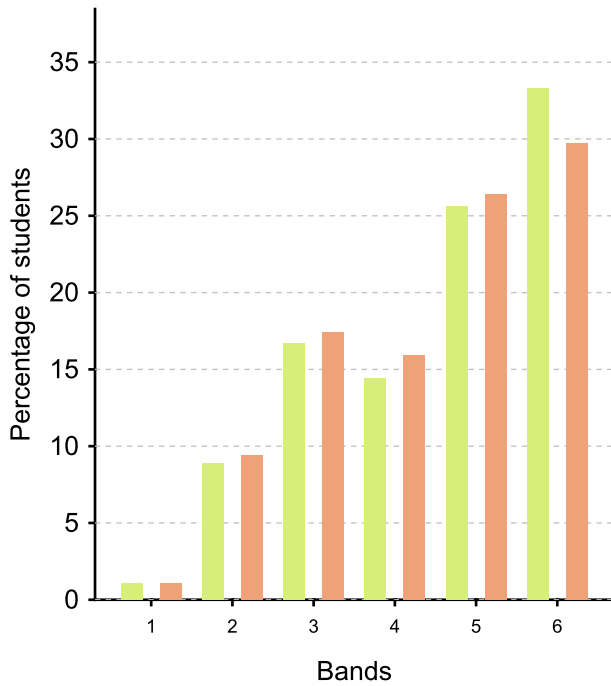
Gender is a factor which seems to affect Year 3 Reading results but not as strongly as the GT factor. Language background seems to have little effect on Year 3 Reading results. The text required in the Writing test in 2018 changed from previous years so it is not possible to give a historical context as a numerical comparison. In general terms Northmead's result was similar to SSG and State in previous years and it is still similar in 2018. The GT group performs higher in Year 3 Writing than the rest of the students and again contributes strongly to the school's percentages in the top three bands, which have increased in the past two years. Overall, Year 3 Writing performance in 2018 is lower than for Reading, but improved compared to 2017 and 2016.

Northmead Public School performs similar to the SSG and both have higher performance in this aspect than for any other aspect.

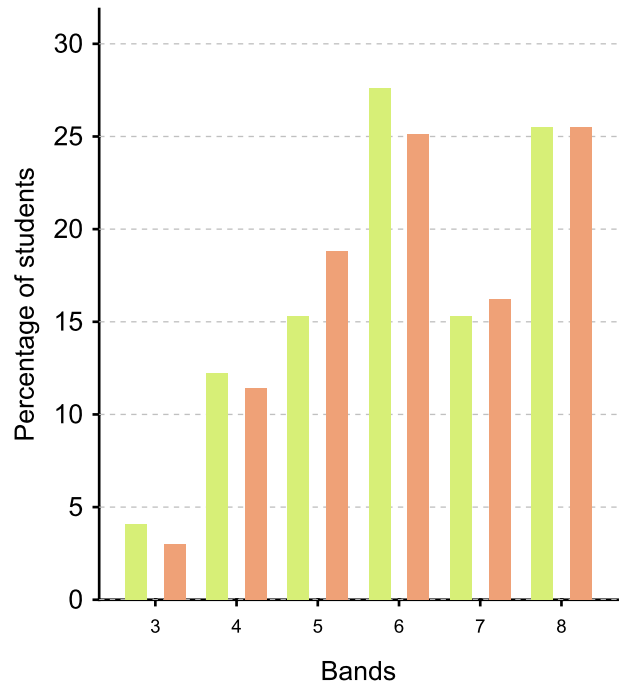
In 2018 the GT columns are only in the high Bands 5 and 6. The GT group performs far higher than the rest of the students and contributes strongly to the school's percentage in the top band. The mainstream students scored similar to the All Students distribution but their performance is lower than in 2015, with one third of the students below Band 4. Overall, Year 3 Grammar & Punctuation performance is higher than for Reading or Writing but is lower than in 2017.



Percentage in bands:
Year 3 Spelling



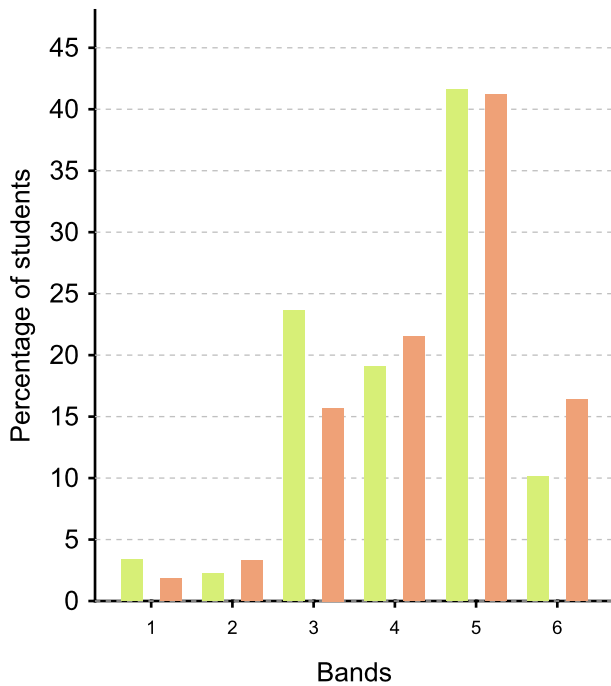
Percentage in bands:
Year 5 Grammar & Punctuation



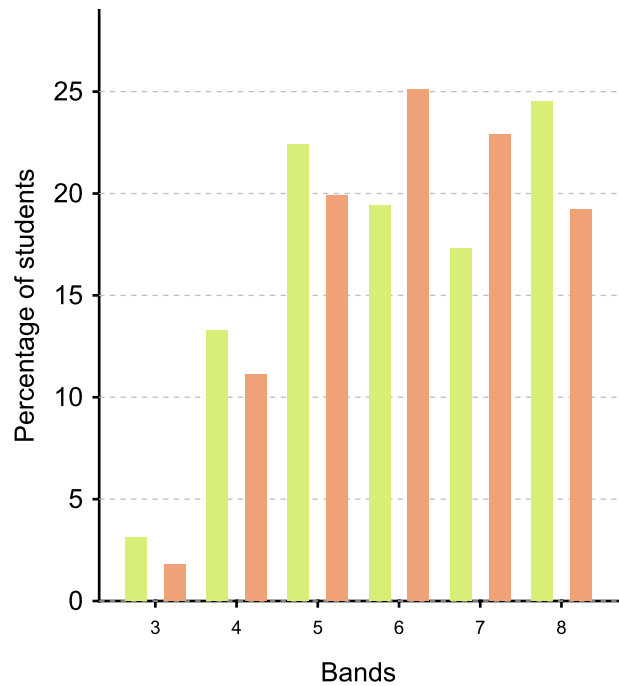
Percentage in Bands
School Average 2016-2018

Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 3 Writing



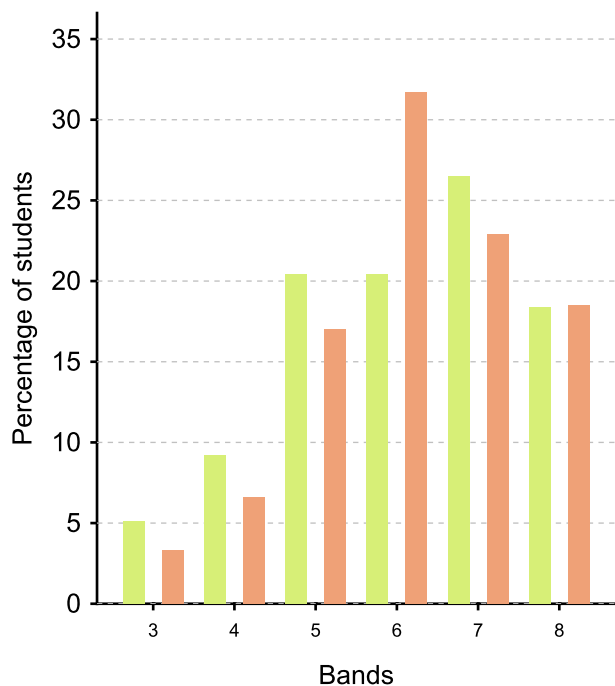
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

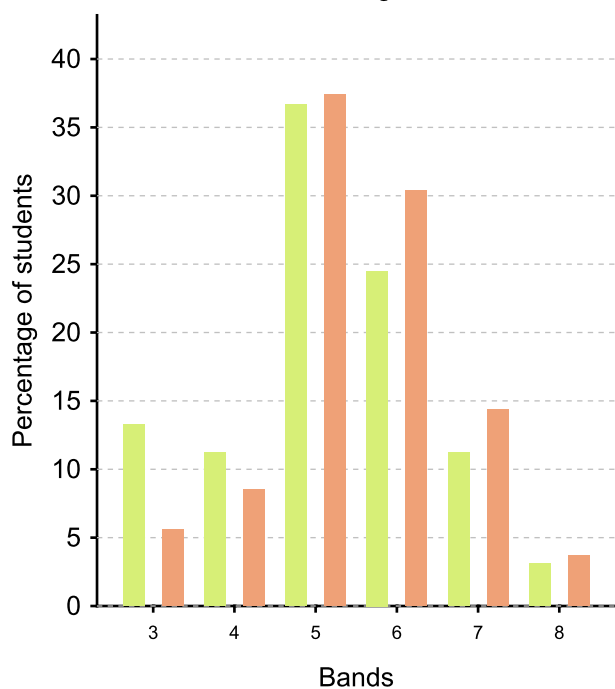
Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Spelling



Percentage in Bands
School Average 2016-2018

Percentage in bands:
Year 5 Writing



Percentage in Bands
School Average 2016-2018

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments. The results of these tests help inform teachers in their ongoing efforts to address the numeracy needs of their students. National Comparisons In Year 3, students are assessed in bands 1–6 and in Year 5 students are assessed in bands 3–8. In comparison to the national averages in numeracy, Year 3 and 5 students at Northmead PS gained excellent results. This is reflected in the graphs below. Northmead Public School has performance in 2018 generally better than State and similar to the statistically similar students. As such it is generally achieving well but the analysis provides clues for improvement. The analysis in the following pages gives a detailed picture in which:

- Most students progress at appropriate rates at Northmead Public School.
- Gifted and talented (GT) students generally perform markedly higher than others.
- Gender and language background have some effects on results but those effects are much less than the strong positive effect of GT performance.
- The NAPLAN aspects of Writing and Numeracy are lower performing than other aspects; Grammar and Punctuation is the highest scoring aspect for literacy. Please refer to future directions in Strategic Goal 1.
- GT results in Numeracy aspects indicate a consistently lower performance in Data, Measurement, Space and Geometry which points to a possibility of raising the whole school numeracy performance.
- The PLAN data analysed predicts later NAPLAN performance well. A higher level in PLAN at Kindergarten means a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy.
- Students' higher order thinking skills are highest for GT students and high for students of high development level in PLAN.
- School results in the most difficult questions in Numeracy are elevated by the GT students.
- GT students mostly score well on the most difficult questions for Numeracy while some mainstream students may be as high performing as GT students.

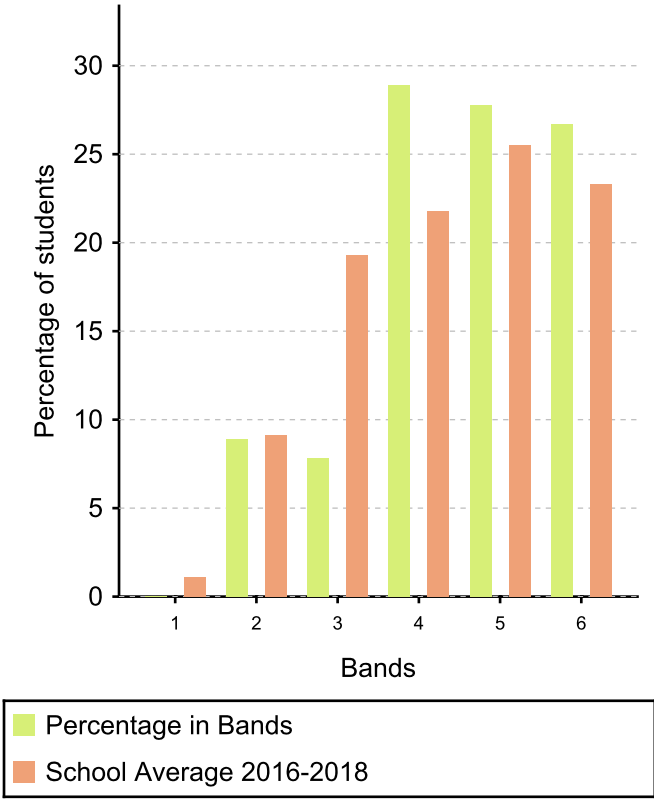
Northmead Public School has performance better than State in many respects. In comparison with the National Minimum Standard (NMS) for Year 3 and Year 5, Northmead PS mostly has lower percentages at or below NMS than the State. The proficiency standard, meaning the percentage in the top two NAPLAN bands, is a useful comparison for Northmead PS.

This set of results shows that the Numeracy band distribution for 2018 is typical of the pattern at NPS and is also similar to the SSG trend. The 2018 result has a small increase in the proficient bands compared to 2017. The school is performing closer to SSG than in the last couple of years. In both years the columns, for the GT group, are only in the high Bands 4, 5 and 6,

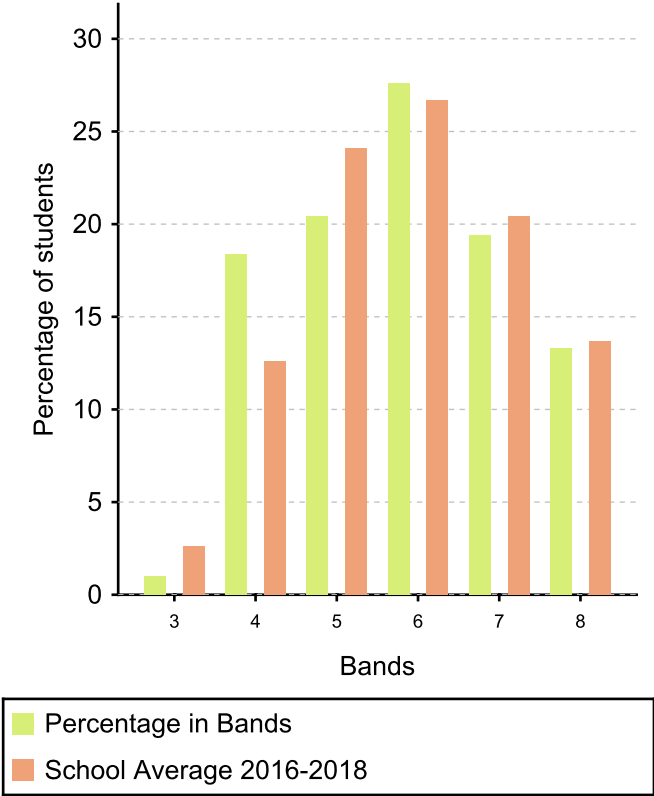
with three out of every five students in the top Band. The GT group performs far higher than the rest of the students and contributes strongly to the school's percentage in the top band. The mainstream students are spread across the bands but there was a small improvement in 2017 and again in 2016 with more students in the top two Bands. Overall, Year 3 Numeracy performance is lower than for the literacy aspects, with some improvement in 2018. Gender and language background effects on Numeracy. It is useful to look at the Numeracy results for boys and girls separately as well as the two groups with different language backgrounds. The boys and girls results in 2018 have similar distributions, indicating that any gender effect is much weaker than the GT effect .

The LBOTE and ESB distributions for 2018 are also more similar than in 2017. Both gender and language background factors do not show any strong effects on the 2018 Numeracy results.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



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.

Until all schools throughout Australia fully transition to online testing, there are (understandably) inconsistencies with systems-level data.

High development level students

The PLAN measure that is used here flags those students who are more likely to be GT. While it is not valid to use PLAN assessments as such to diagnose gifted status, it is reasonable to expect that possible GT students would be expected to demonstrate high development levels in PLAN data on entry to school. Students with high average development levels may be gifted and talented. It is worth using the information from PLAN and investigating those students' learning. It would be prudent to give them informal off-level testing to see whether they may be GT. Early intervention may help their development, just as it does with students who are seen to be lagging in early literacy and numeracy.

Growth to Year 3 as Change in Development Levels

The change in development level is a measure of the growth of the learning of the student. Simply looking at these changes in levels in groups of students allows the school to see how each group progressed into their Year 3 PLAN assessments and also their Year 3 NAPLAN Reading and Numeracy.

PLAN in Kindergarten to NAPLAN in Y3 – The 2018 NAPLAN scores are similar to the 2017 NAPLAN

scores for All Students and for the High development level students but for the low level students the 2018 scores are a little higher than in 2017. The pattern is identical for the three years 2015, 2016 and 2017. The markers for a higher level in PLAN at Kindergarten are much further up the charts, indicating that the high PLAN K level predicts a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy. Prediction of GT factor using PLAN and score on MDQ The first Kindergarten PLAN data, as a snapshot of student performance on entry to school, may also predict GT behaviour later in school. As a check on that prediction, the students' Year 3 most difficult questions (MDQ) score can be placed next to their PLAN average development level to see if a link is possible. There is a general pattern of the High Kindergarten PLAN students achieving most of the high MDQ scores in Year 3. The PLAN data gives an indication of possible GT performance but it is not a strong indication. The use of the PLAN data could reduce the number of students needing to be systematically tested for GT performance.

Summary of PLAN and NAPLAN analysis:

- In the two years analysed here, a higher level in PLAN at Kindergarten made little difference to the increase in development level by Year 3 in Literacy, but higher PLAN in K meant less increase in development level in Numeracy.
- Higher PLAN in K does mean a much higher score in NAPLAN in Year 3 in both Literacy and in Numeracy.
- PLAN gives an indication of possible GT status; it may help narrow down the task of identifying GT students.
- The use of PLAN data for decision making is justified by this data in that: its the predictions based on PLAN are as expected, they align with other testing, and to the 2018 pattern is similar to that of 2017 and 2016.
- PLAN gives teachers broad scale information as well as individual diagnostic data.

Northmead welcomes the introduction of PLAN 2 software in 2019 and use of Learning Progressions.

Parent/caregiver, student, teacher satisfaction

The staff of Northmead are dynamic and diverse. They diligently apply themselves to develop and present engaging and challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extra-curricular activities to extend the learning and life opportunities of their students. They enjoy rich and productive professional relationships. Within the pressures of a demanding role staff satisfaction is high. Northmead staff believe in the worth of their work and the quality of the effect they have on the students and each other. This is evidenced from the number of long-term staff, the relatively low turnover rate and the reasons for staff leaving as being chiefly into promotions positions or for family reasons.

Each year schools are required to seek the opinions of

parents, students and teachers about the school. Their responses are presented below.

The staff of Northmead are dynamic and diverse. They diligently apply themselves to develop and present engaging challenging learning experiences in the courses they deliver and frequently involve themselves in a range of extracurricular activities to extend the learning and life opportunities of their students. They enjoy rich and productive professional relationships.

Students often comment that teachers are approachable, encouraging and dedicated and that there is a strong and positive relationship between students and staff. They acknowledge the range of opportunities available to them and speak proudly of their school. Within the pressures of a demanding role staff satisfaction is high. Northmead staff believe in the worth of their work and the quality of the effect they have on the students and each other.

PEOPLE MATTER QUESTION RESULTS AT A GLANCE:

- I understand what is expected of me to do well in my role 85%
- I feel motivated to contribute more than what is normally required at work 85%
- I am satisfied with my job 85%
- My workgroup strives to achieve customer/client satisfaction 85%
- My workgroup works collaboratively to achieve its objectives 77%
- I know how to address a health and safety issue I have identified 77%
- My job gives me a feeling of personal accomplishment 100%
- I receive help and support from other members of my workgroup 69%
- My organisation respects individual differences (e.g. cultures, working styles, backgrounds, ideas) 80%
- Personal background is not a barrier to success in my organisation 90%

Students

Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Northmead students. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff. Each graduating class is surveyed regarding their perception of the value of their experience at Northmead. These surveys indicate a deep appreciation for the relationships that have been forged and for the opportunities that have been provided through being a student of Northmead. Student satisfaction can be inferred from the attitude of friendliness that is characteristic of Northmead students. Classrooms and playgrounds are places of positive interaction and happy engagement with each other and with staff. Each graduating class is surveyed regarding their perception of the value of their experience at Northmead. These surveys indicate a deep appreciation for the relationships that have been forged and for the opportunities that have been provided through being a student of Northmead.

Year Six students, reveal higher level of satisfaction with their school experience, over 2018 measure of 89.5% "very satisfied". Our senior students have participated in the annual exit survey at the end of the year. The 2018 results have indicated 90% of students felt they were taught the important things to them, 94% of students could always get help when needed and 93% of students could go to a teacher with a problem.

Parents

Each year an exit survey is administered to a random selection of Year 6 parents. Questions on the survey ask students about a wide variety of topics including their curriculum patterns, extra-curricular involvement, and learning experiences in primary school as well as their feelings of self-efficacy related to their academic and social abilities. Northmead staff use the survey results as a tool for the planning for and evaluation of school improvement efforts. The school is commended on the extensive range of quality specialist programs offered. A very strong school ethos is apparent at all levels of the school. The parents perceive the school to be 'parent friendly'. Students appear enthusiastic about their school.

Northmead Public School places a high priority on the relationship between the School and its parent body. An emphasis is placed on the partnership that parents and the School play in the education process. Regular involvement and participation in the community events and in the processes of supporting and reporting student learning is typical of parents of Northmead. When parents/carers were asked about their children individually:

- 89.5% agree or strongly agree feel their child has been happy at school this year.
- 80% found the goal setting process provided them with valuable information with 27% selecting neutral as their response.
- 83% agree or strongly agree that their child's teacher differentiates the learning to ensure their child is appropriately challenged.
- 96.5% of those surveyed believe sustainability and waste management should be a priority.
- 87.5% were happy with communication from school regarding their child's learning through reporting, feedback on learning goals and conversations with the teacher where necessary.

Policy requirements

Aboriginal education

Our school has nine Aboriginal students, however, we recognise our responsibility in the development of cultural understanding and appreciation. In units of work in English, Human Society and its Environment and Science and Technology there has been particular emphasis given to the Aboriginal perspective.

This year has seen a continuation of the implementation of our Aboriginal Education Policy. An Aboriginal perspective was integrated into a wide range

of topics studied in class as well as into our new English curriculum units. Students have learnt the importance Aboriginal people place in caring for the environment. The students also start important assemblies with an acknowledgement of country to pay respect to the Aboriginal people as being custodians of the land. We continue to provide support and encouragement for Aboriginal students in our school.

During 2018 RAM equity funding for Aboriginal background was utilised for the development of Personalised Learning Pathways for students of Aboriginal background. These individual learning plans developed and sustained a positive and inclusive school culture as well as improved students' literacy and numeracy achievements through provision of enrichment and extension provisions for these students. By developing and expanding our contact with members of both the local Aboriginal community, and representatives from other areas, we have continued to give our students firsthand experience and knowledge of both traditional and contemporary Aboriginal history and culture.

Bush Tucker Garden:

The Opening Ceremony of Northmead Community's Bush Tucker Garden – funded by City of Parramatta's Stronger Communities Fund – Community Grants Program (supported by the NSW Government) was an outstanding event. As the Bush Tucker Garden opened on the 1st of September, our generous green thumb friends spent some time this Sunday toiling away to ensure our Bush Tucker garden is in its best shape ready for opening again.



Multicultural and anti-racism education

The number of students from non-English speaking backgrounds remained steady at 37%. Multicultural education and the allocation of resources and recognition of other cultures, forms an integral component of daily life at Northmead Public School. Cultural diversity is acknowledged and celebrated at our school and is embedded into teaching and learning

programs from Kindergarten to Year 6. Class teachers are aware of students in their classes who are from LBOTE and in collaboration with English Second Language teachers (EAL), plan learning experiences that meet the specific learning needs of their students. The study of other cultures also forms a significant part of the school's human society and its environment curriculum. Students are encouraged to value the range of cultural backgrounds represented in our society.

In 2018; the English as an Additional Language or Dialect (EAL/D) team developed and implemented programs to cater for the specific needs of students from non-English speaking backgrounds in both team teaching and withdrawal group situations;

- students were encouraged to share knowledge of their varying cultures through topic talks and class news, thus developing an understanding and appreciation of different cultural backgrounds; and
- disseminated correspondence to families in acknowledgement of the different cultural groups within the school..

Like all Department of Education schools, Northmead Public School has a trained Anti Racism Contact Officer who can apply appropriate strategies that enhance relationships between people unfamiliar with a range of nationalities

Other school programs

Gifted Education and Extension

In 2018 the Gifted and Extension program has again provided a variety of challenging programs and activities for gifted and highly able students. The rapidly changing nature of knowledge and the key attributes necessary for gifted 'C21st Learners' require an environment which seeks a deeper purpose to learning and values openness to complex and new ideas. Mrs Picot worked with years 3–6

Mrs Baldry K–2 continued to intellectually challenge and engage, while inculcating all-important transferable skills such as: resourcefulness, teamwork, effective communication and self organisation. Significant opportunities such as the Maths Olympiad, Also allowed our brightest students to shine as they encountered rich intellectual, creative and practical problems.

Band

Band The band program in 2018 had approximately 110 students playing in the three bands. At Northmead Public School, we have four bands in our program –

Training Band, Performing Band, Concert Band and Jazz Group. All bands were given multiple performance opportunities throughout the year. The band committee held another highly successful band camp at Galston. At band camp, the students were involved in tutorials, whole band rehearsals

and recreation activities. Camp concluded on the Sunday with a band concert for the parents and friends.

Hawkesbury Band Eisteddfod

The school bands had another outstanding year. Our School Bands performed at the Hawkesbury Eisteddfod on Monday 13th August. They competed against much larger school bands from across the Sydney region which demonstrated a magnificent array of talent. The Performing Band and Jazz Band were both awarded first place in their section! The effort of the students, parents and band staff should be commended. We are very blessed to have so many highly talented, skilled and dedicated parents who commit and give so much to ensure the very best experiences and outcomes for all involved. Congratulations to all involved in this outstanding effort!

K–2 Dance

On Sunday 5th August, 16 enthusiastic dancers made their way to the Opera House to compete in the City of Sydney Eisteddfod. There was a lot of excitement, but some of us were a bit nervous (especially Miss Lloyd!) The dancers did a brilliant job with their dance, Supernova, receiving cheers and loud applause at the end of their performance. Their smiles and energy were infectious and had the whole audience smiling and clapping along with them. Just dancing on the Opera House stage was exciting enough, but to top off a brilliant day they were awarded a Highly Commended in a very tough section. Well done to all these dancers—their hard work and dedication have certainly paid off! Our next stop is the Hawkesbury Eisteddfod, then on to the State Dance Festival in September!

Wakakirri Northmead Public School again reached the state finals of Wakakirri primary school division. Over one hundred students were involved in the inspired production.

Learning Support Team

All students at the school are provided with opportunities and individual learning support to reach their potential (within the limits of available resources) through the Learning Support Team (LST) Program. The team supports students identified with learning disabilities or difficulties, and those who are gifted and talented (GT). Specific programs are designed for those students with specific needs. Such programs include:

- Literacy and Numeracy Intervention
- Student learning assistance
- Counsellor services
- Individual Education Programs (IEPs)

The LST met regularly to discuss and prioritise referrals from teachers and parents, and schedule students into the program. An ongoing referral process from teachers and parents ensures that students' needs are addressed over the year, and students rotate in and out of the program.

In 2018, all staff participated in training and

development to:

- ensure programs cater for student with learning disabilities or difficulties.
- differentiate the curriculum to more effectively meet the needs of all students, particularly GT students.
- up-skill teachers in assessment and e-programming.

Parents and grandparents are actively involved in the school and work hard to ensure that our school environment is welcoming. They support learning in the classrooms in both literacy and numeracy and in the Making up Lost Time in Literacy (MULTILIT) program. Teachers provide training opportunities for those who wish to assist in classrooms in this capacity.

National disabilities data collection

In 2018 Northmead Public School participated in the Nationally Consistent Collection of Data on School Students with Disability. The national data collection on students with disability reinforces the existing obligations that schools have towards students under the Commonwealth *Disability Discrimination Act 1992* and the *Disability Standards for Education 2005*. It counts the number of students who are supported under these obligations based on the professional judgement of teachers and their understanding.

Ball Room Dancing

In 2018 Northmead Public School continued Ballroom dancing to the students, entering the Sydney Dance Sport Championships. The teams worked very hard to learn the choreography and technique of four dances each, across the styles of Latin American, Modern Dance and New Vogue. The students competed as a team and also as individual couples against 25 other schools. Once again, the team was hugely successful.

Not only is it good for fitness and coordination but it also teaches the students a good level of respect when working with a partner and how to move in a friend's personal space. The students at Northmead have worked very hard in rehearsals and have enjoyed every minute.

Public Speaking

The 2018 Multicultural Public Speaking Competition allowed students in Stages 2 and 3 to speak about important issues such as respect and reconciliation as well as delivering impromptu speeches.

Digi Ed

Year 5 students participated in Claymation projects. This program is a rigorous learning experience that teaches the elements of character animation and the fundamental technology and principles of pixilated (stop-motion) animation. Through in-class demonstrations, frame-by-frame analysis of artfully rendered animated films, and critique of hands-on student assignments, students explored such concepts as staging and composition, clay sculpting, gesture,

walks and lip sync. Emphasis was on helping participants to develop their own unique, original, and effective animated characters. Each student used their own personal stop-motion studio consisting of a basic computer, camcorder and stop-motion software.

Linkages Program with Northmead High School

Once again from Term 1 our Year 6 and 5 students were involved in an exciting and innovative linkages program with Northmead High School. The linkages program promotes continuity of learning development in all key learning areas across primary and high schools. This initiative facilitates collaborative planning between secondary schools, their feeder primary schools, parents, caregivers and school communities. Our students will be involved in such activities as Science – Robotics, Hospitality, Physical Education and Technological and Applied Science

School Disco

The students had a fantastic night. We would like to thank all our wonderful teachers who supervised the children and helped make sure the night ran smoothly. The students love seeing their teachers outside of a classroom environment and enjoying themselves. Thanks to Mrs Smith, Ms Lamb, Ms Mitchell and the SRC who took on the organisation of this night. Once inside the excitement was contagious. The student's energy was endless and a quiet sit under the COLA with a cold drink was needed to give the kids time to settle down afterwards. And lastly, our Year 3–6 group. They danced and socialised in the hall in an extremely mature manor and it was a nice way to end the night. I would like to say a big thank you to all the teachers who helped throughout the night, who gave up their own family evenings, to the students themselves who were polite and well behaved and made the night enjoyable for all.

Wakkakirri

What an unbelievable production! Following months of rehearsals, our students displayed their wonderful talents in a packed Riverside Theatre. The children were spectacular, with the audiences loving their unique, and creative performances. The smiles on the faces of our students showed how much they enjoyed being on stage, doing scissor jumps and backflips in their themed costumes and singing those catchy tunes. We can only imagine how physically demanding a role in Wakkakirri must be, including the capacity to remember all of that amazingly varied choreography. However, it was a pleasure to sit back and watch the sparkle and enchantment. Most deservedly, our students received a fabulous ovation at the end. Thank you to all families and friends who supported the children throughout the production. Thank you in particular to Mrs Turner's team for their unbelievable dedication, expertise and commitment. Finally, to the extraordinary students who performed with such energy and enthusiasm. All in attendance were extremely proud and humbled by your performances.

Regional Final of the 2018 Premier's Spelling Bee

On Wednesday 5 September, 4 students: Billie E., Inupa M., Parker B., and Florry B., from Stages 2 and 3 respectively, represented Northmead PS at the Regional Final of the 2018 Premier's Spelling Bee at Quakers Hill Public School. Each stage was represented by a field of 40 motivated and highly capable students from across the Hills region. One can only imagine how nerve-wracking the entire competition must be for all students. Each of our students represented our school as responsible and respectful school citizens and we thank them for their efforts. Notable finishes were Florry in the Top 10 and Inupa in the Final 4. Reading that dictionary obviously paid off with such a great result.

Northmead Public School International Tournament of Minds 2018 Winners.

Our students performed magnificently. Northmead Public School students have raised the bar with their intellectual feats, winning the international Tournament of the Minds. It has been a wonderful culmination to a very busy year with Tournament of Minds. Of the four disciplines – arts, STEM (Science, Technology, Engineering and Mathematics), language literature and social science – Northmead PS won first place in the STEM category.

During their trip to Darwin in the October holidays for the international final, the team was required to solve demanding, open-ended challenges from one of the disciplines. This is a challenging and rewarding experience that requires problem solving, creative thinking and team work. This competition is open to schools all over Australia and has expanded internationally. Students, staff and parents were understandably thrilled with their results. Tournament of the Minds is lots of fun, especially because the students love working as a team. They loved the challenge.