

Pagewood Public School Annual Report



2018



3905

Introduction

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

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

Victor Tan

Principal (Relieving)

School contact details

Pagewood Public School

Page St

Botany, 2019

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

pagewood-p.school@det.nsw.edu.au

9316 9313

Message from the Principal

Pagewood Public School has had a successful year in 2018. Some of the outstanding successes were:

- 'Pagefest' – an inaugural short-film festival starring every student in the school
- P&C produced a cookbook, raised important funds at the Bunnings sausage sizzle and obtained a grant for an 85kW solar panel system
- Public Speaking – winners and a highly commended for the zone competition
- Debating – Sydney Region Semi-finalists
- Dance – two dance teams performed at the Ultimo Dance Festival
- Choir – performed at the Opera House for the second year running
- Sport – regional representatives in rugby, hockey, basketball, swimming, cross country and athletics
- Spelling Bee – a regional finalist
- 'Filmz by Kids' – Finalist in a regional short film festival
- Ben Chifley Art Competition – awards for first, third and highly commended
- Bayside Book Week competition – awards for first, second and third
- Deadly Award recipient
- ICAS test results from 2017 to 2018 increased in high distinctions, distinctions and credits.

The students also provided an insight into the school's core business of teaching and learning. In a school wide survey, students were asked what they enjoyed learning most this year. Their answers in the top three categories were: Maths 28%, Life Skills 27%, Literacy 22%. The students were then asked what they wanted to learn about. The answers in the top three categories were: Science and Environment 21%, Technology 17% and Life Skills 17%. Please take a moment to ponder these statistics. I believe these results show a school where our students are engaged in the core business of teaching and learning. They also have a clear understanding of the skills they will need in the future.

Thank you to the students, teachers, parents and wider community for contributing to another successful year at Pagewood Public School.

Victor Tan

Principal (Relieving)

School background

School vision statement

Pagewood Public School's vision is to work in active partnership with its community to maintain an inviting and nurturing learning environment. Students will be prepared to take personal responsibility and to embrace future challenges, striving for excellence in all 'endeavours'.

A lifelong interest in learning will be fostered to ensure students become productive, confident, responsible and successful members of Australian society. This vision will be achieved by:

- Sharing responsibility for learning with students, teachers, parents, grandparents, carers and the wider community.
- Maintaining an open and inviting environment that values parental involvement.
- Implementing an engaging curriculum that addresses the academic, emotional, social and physical needs of students.
- Addressing the individual needs of students by incorporating quality teaching standards whilst encouraging them to achieve their personal best.
- Explicit teaching of the core values of the Department of Education.
- Incorporating individual staff expertise into the teaching of the curriculum and the ongoing professional development of staff.
- Providing opportunities for students to represent the school in the wider community, preparing them to become successful members of society.

School context

Pagewood Public School was established in 1950. The school is surrounded by a mix of industry commercial complexes, golf courses and low density housing.

School infrastructure has benefited from a number of building and maintenance programs in the last few years. The school has an extensive grass playing field, shaded areas with seats, trees and gardens.

The current enrolment has increased from 234 in 2014 to 287 in 2018. This is an 18% increase.

There is a strong sense of community identity and there is pride in the friendly, family atmosphere that has developed within our community. The school's index of Family Occupation and Employment (FOEI) is among the lowest 20% of FOEI values across NSW public schools. (Higher FOEI values indicate greater disadvantage.)

Opportunities are provided for students to explore and extend their learning experiences so that they can achieve in a wide range of academic, social, sporting and cultural activities in a safe and tolerant learning environment. Success is celebrated by the school community.

Self-assessment and school achievement

Self-assessment using the School Excellence Framework

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

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

[Insert a narrative of the progress achieved across the domains of Learning, Teaching, and Leading]

Our self-assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/sef-evidence-guide>

Strategic Direction 1

Learning and Wellbeing

Purpose

A child-centred approach to learning and wellbeing that is informed and purposeful in order to prepare students for citizenship and learning for a productive future.

Overall summary of progress

There is evidence that writing has improved with the professional learning on 'Seven Steps for Writing', the formative assessment project focusing on specific areas of writing such as language and sentence structure.

In Numeracy, 'Essential Assessment' produced some individual student data and class data that points towards the usefulness of timely feedback and individualised identification of learning needs. The impact of this tool is yet to be seen in NAPLAN results, although ICAS results showed improvement from previous years.

The move to a consistent approach to wellbeing across the school has been successful. There has been a reduction in negative incidents recorded from Term 1 to Term 4. This had an impact on student reports as parents had been informed of negative incidents. The continuation of the 'honour' awards and the wellbeing folder has imparted the message that wellbeing continues over seven years at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
We aim to achieve an increased proportion of students achieving and demonstrating growth in writing.	\$2200 – ICAS writing for Years 3–6 \$5000 – professional learning for '7 Steps for Writing'	Both the implementation of '7 Steps for Writing' professional learning and the ICAS writing assessment for all students Years 3–6 provided important directions and data for the school.
We aim to achieve an increased proportion of students achieving and demonstrating growth in number.	\$2000 – Essential Assessment	Numeracy in the top 2 bands was 67% for Year 3 and 39% for Year 5. Expected growth numeracy is 62% which is 9% below the growth in numeracy of similar schools.
We aim to established a consistent whole school approach to wellbeing.	\$1000 for purchase of buddy bench and street library. \$1000 for materials for river display. \$500 for purchase of wellbeing certificates	see above

Next Steps

The trial of ICAS writing for Years 3–6 was useful to the collection and analysis of writing data, but this will need to continue if long term data is to be available to teachers and the school. The impact of 'Essential Assessment' (an online formative assessment tool) for Numeracy was useful for teachers, but this was not used consistently by all teachers in all grades. These are two areas for future focus by the teaching staff as Personalised Learning Plans are widely used and their 'Progress towards goals is monitored through collection of quality, valid and reliable data' (Excelling in School Excellence Framework).

There has been change to whole school practices, resulting in measurable improvements in wellbeing and engagement. However, this change must continue to be evidence-based and sustainable to reach the goal of 'excelling' in the 'school excellence framework'. Use of long term data from TTFM and SENTRAL will be important to monitor. There is also a need to focus on consistent behaviour management across teachers at the school.

Strategic Direction 2

Teaching and Leading

Purpose

To build and strengthen teacher and leadership capacity across the school through engagement in quality professional learning.

Overall summary of progress

In NAPLAN, 88% of Year 3 students were scored in the top two bands for writing. Every student in Year 5 achieved above expected growth in at least one of the five domains in NAPLAN, whilst 62% of students achieved above expected growth in at least three domains in NAPLAN. Growth has been a major indicator of success with the focus on formative assessment and summative assessment.

The development of scope and sequences in narrative, report and persuasive writing was a major focus in 2018. Further refinement is required each year to improve marking grids and be responsive to areas which emerge with formative and summative assessment of student writing. Mathematics programming was introduced in collaborative sessions which was both responsive to student data as well as using the curriculum documents as staff move away from using text book programming guides. The process is time consuming. It is hoped that familiarity of the process will make programming less time consuming. However, it was noted by stage leaders that this process was a valuable one for engaging teachers in the Mathematics syllabus and curriculum. The executive team successfully led the summary of 'What Went Well' and 'Even Better If' formative assessment project. 80% of staff reported that their practice had improved with the formative assessment project. Staff requested more time to collaborate and to try formative assessment focusses in other curriculum areas.

Writing, including the use of technology to enhance teaching and wellbeing have been enhanced through professional learning this year. The Pagefest short film night proved to be successful with over 600 people attending the inaugural movie night. Wellbeing appears to be on track with the Tell Them From Me survey reporting 92% of Year 4, 5 and 6 students demonstrating positive behaviours at school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced teacher confidence. Teachers and leaders are engaging regularly (fortnightly) in professional learning with evidence of this knowledge being transferred into classroom and leadership practice.	\$16,563 professional learning funds \$12,768 literacy and numeracy	see above
Collaborative development of scope and sequenced documents and quality teaching programs across the KLAs K-6.	\$5000 to release staff to work with stage leader on scope and sequences and connection to programming.	see above
Increased use of formative assessment strategies, learning intentions and success criteria to guide teaching and learning.		see above

Next Steps

80% of staff reported that their practice had improved with the formative assessment project. The challenge is to meet the individual and collective needs of all levels of teaching experience. Staff have requested more time to collaborate and to try formative assessment focusses in other curriculum areas. The executive team has requested a review of how spelling is taught at Pagewood PS. Currently, there appears to be many different methods across the school. In 2019, the focus will be on science and technology scope and sequence with the release of the updated curriculum.

Strategic Direction 3

Community Engagement

Purpose

Continued improvement of a culture that promotes learning, a high priority is given to building and maintaining positive and caring relationships between staff, students, parents, grandparents, carers and the wider community so that learning and wellbeing outcomes for students are enhanced.

Overall summary of progress

The attendance at school events has exceeded expectations this year. The short film festival, Pagefest, was a success with over 600 people watching the inaugural film festival. Likewise, the contributions to the cook book and the Bunnings sausage sizzle demonstrated that many parents are contributing and wanting to contribute to the school in a variety of ways.

The parents, school community and students provided positive feedback with regards to the Wellbeing homework. Wellbeing homework grid was sent home with every student in Week 8 of each term. Teachers asked students to complete and share their wellbeing activities they did during Wellbeing week.

The school was cleaner and the bins were emptier after the Clean Food Day was hosted.

The tender process for the Pagewood OSHC has begun. Parents have indicated that they would like the next OSHC vendor to provide holiday care on site at Pagewood Public School.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Enhanced engagement of parent community in volunteer roles, school events and P&C meetings.	Welcome BBQ Mother's and Father's Day stalls Morning teas for community events Pagefest Bunnings sausage sizzle Cookbook	see above
Effective communication practices are consistently used between school and home.		see above
Results from the parent TTFM survey are enhanced in relation to supporting learning at home and parents are informed.		see above

Next Steps

The tender process for the Pagewood OSHC has begun and will be continued in Term 1 2019. Parents have indicated that they would like the next OSHC vendor to provide holiday care on site at Pagewood Public School. In the TTFM survey, 60% of parents have indicated that they would like more information to assist their children's learning at home. The aim of the School Plan will be to reduce this percentage by engaging parents in the learning of their children. The plan to conduct open writing lessons in classrooms was not possible due to a busy schedule in Term 4. The staff see this as a useful activity to engage parents in the teaching and learning of writing and therefore, it is to occur early in 2019.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	969	All three students who identify as Aboriginal have personalised learning plans. This funding enabled classroom teachers to be released to update and develop personalised learning plans.
English language proficiency	40,186	Employment of an EALD teacher for two days per week. The focus of this role was on the transition to the EALD progressions and working with EALD students on writing skills.
Low level adjustment for disability	94,491	Employment of five SLSOs covering students with high needs to support learning and behaviour. Personalised learning plans were updated and developed for each student receiving integration funding.
Quality Teaching, Successful Students (QTSS)	46,226	Allocation of QTSS teacher to work with teachers in their classrooms similar to an instructional leader. This position was used to implement '7 Steps for Writing', 'Bump it up Walls', behaviour management, key messages of Visible Learning, key messages of formative assessment.
Socio-economic background	7,376	These funds were used to provide access to the curriculum and extra-curricular activities for all students.
Support for beginning teachers	13,786	These funds supported a beginning teacher to be released each week for the purpose of STEM programming and implementation in Stage 3, technology implementation in classrooms K-6 and to meet accreditation.
Targeted student support for refugees and new arrivals	0	

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	124	138	119	133
Girls	127	146	134	152

Student attendance profile

School				
Year	2015	2016	2017	2018
K	97.5	96.9	96.9	95.7
1	96.8	95.7	96.3	96.1
2	95.2	95.4	96.2	96.2
3	94.5	95.5	96.3	95.7
4	95.8	93.8	94.6	95.1
5	95.9	95.4	94.6	94.3
6	96	96	94.1	94.6
All Years	96.1	95.6	95.8	95.5
State DoE				
Year	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is monitored by classroom teachers and team leaders. Emails requesting absence explanation are sent weekly to parents and carers. Students who have unjustified absences recorded are monitored and referred to the principal.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.45
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

There are no teachers who identify as Aboriginal at Pagewood Public School.

Teacher qualifications

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

Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	39

Professional learning and teacher accreditation

Professional learning at Pagewood PS has embedded a culture of discussion, collaboration, modelling and reflection. Data from the TTFM survey, NAPLAN and PLAN indicated that professional learning had a positive, measurable impact on delivering the academic and practical wellbeing skills to prepare students for their futures. In addition, the TTFM survey showed that every teacher wanted additional time per week devoted to professional learning and that they would like to learn from the expertise of staff at the school. This has occurred with the planning and delivery of differentiated and innovative professional learning. Some achievements so far have included quality, staff-led training in evidence-based teaching practices such as feedback, classroom management, Visible Learning, formative assessment, Seven Steps for Writing and use of technology in the classroom.

In 2018, three teachers were accredited as proficient teachers. All pre-2004 teachers are now accredited and have logged their professional learning hours with NESAs.

All mandatory training was conducted as part of compliance. This included Anaphylaxis, CPR, Child Protection, Code of Conduct training and WHS induction training.

Financial information

Financial summary

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

	2018 Actual (\$)
Opening Balance	199,491
Revenue	2,567,756
Appropriation	2,388,468
Sale of Goods and Services	4,970
Grants and Contributions	170,418
Gain and Loss	0
Other Revenue	0
Investment Income	3,899
Expenses	-2,567,607
Recurrent Expenses	-2,567,607
Employee Related	-2,208,721
Operating Expenses	-358,887
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	149
Balance Carried Forward	199,639

Below is a record of the school's financial management. This report is required to meet financial policy requirements and is tabled at the P&C AGM as part of the school's governance procedures.

Financial summary equity funding

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

	2018 Actual (\$)
Base Total	2,082,530
Base Per Capita	48,922
Base Location	0
Other Base	2,033,607
Equity Total	104,575
Equity Aboriginal	969
Equity Socio economic	7,376
Equity Language	40,186
Equity Disability	56,045
Targeted Total	77,228
Other Total	47,492
Grand Total	2,311,824

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 Literacy and Numeracy, 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.

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.

LITERACY 2018

Year 3 – Writing in top 2 bands 88%

Year 3 – Reading in top 2 bands between 61%–74%

Year 3 – Spelling in top 2 bands 75.7%

Year 5 – Reading in top 2 bands between 28.1%

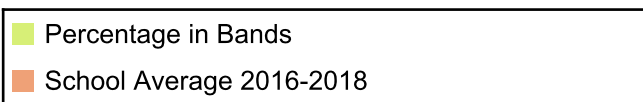
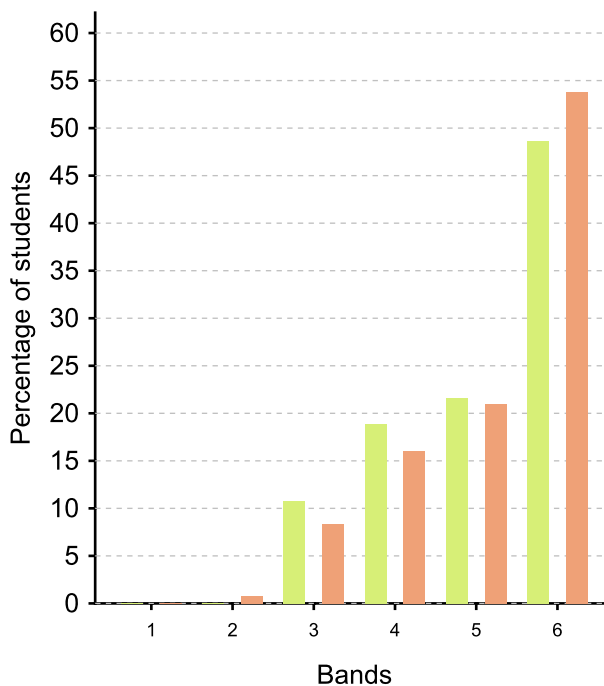
Year 5 – Writing in top 2 bands 15.6%

Year 5 – Spelling in top 2 bands 37.5%

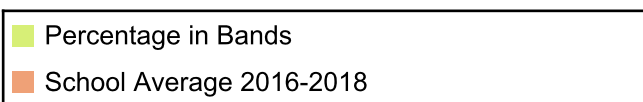
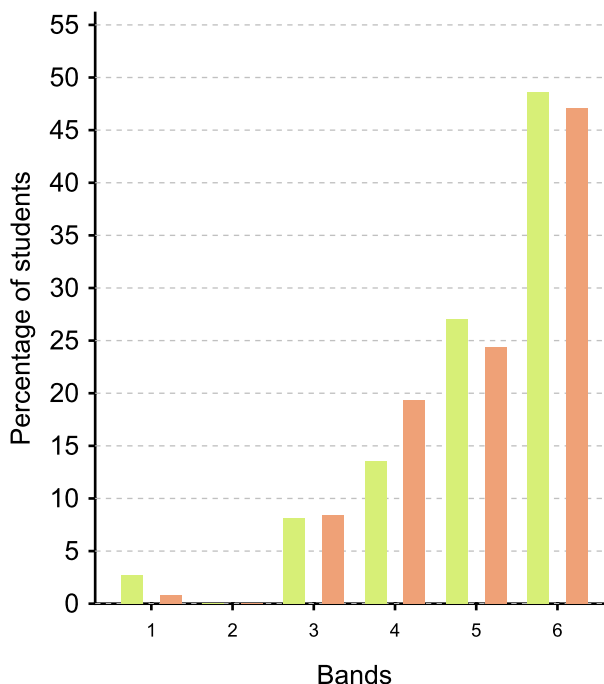
Year 5 – Growth in reading 79.8%

Year 5 – 100% achieved above expected growth in at least 1 domain, 62% achieved expected growth in 3 or more domains.

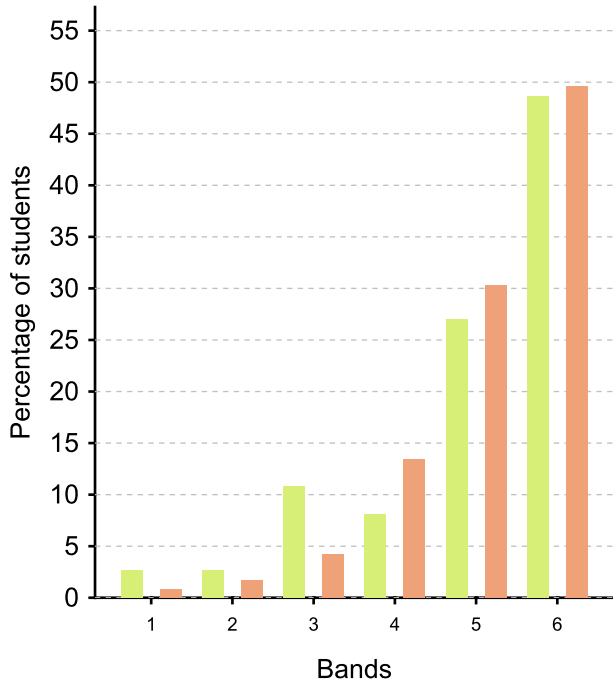
Percentage in bands:
Year 3 Grammar & Punctuation



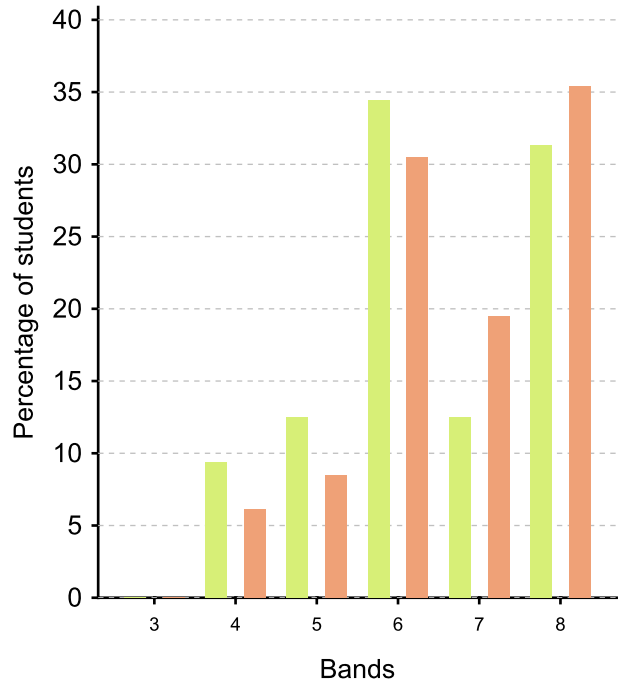
Percentage in bands:
Year 3 Reading



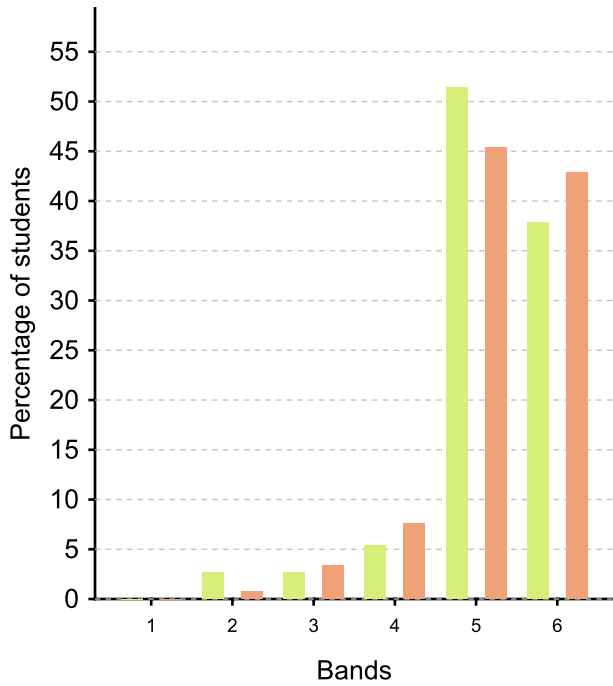
Percentage in bands:
Year 3 Spelling



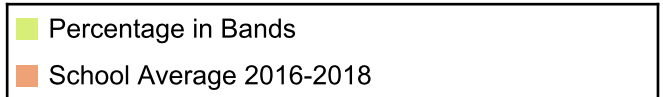
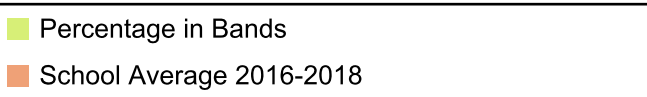
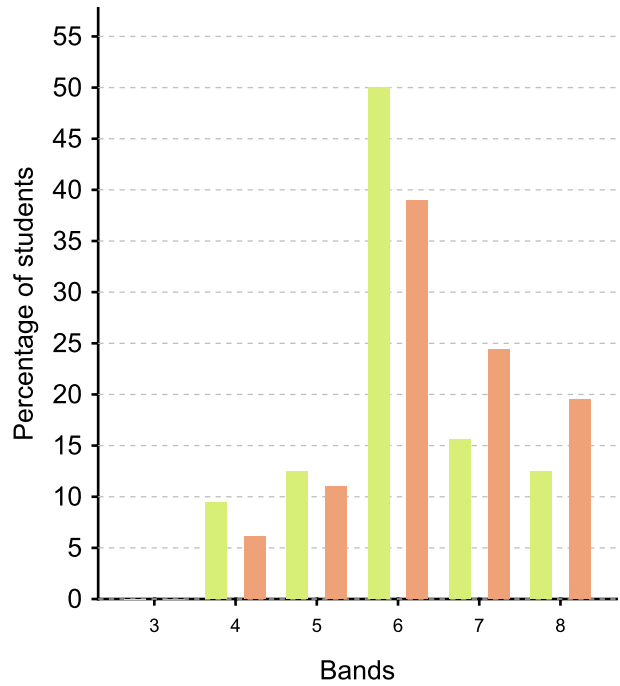
Percentage in bands:
Year 5 Grammar & Punctuation



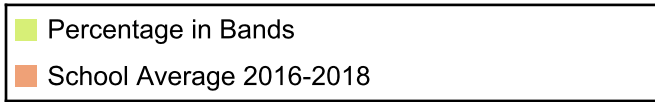
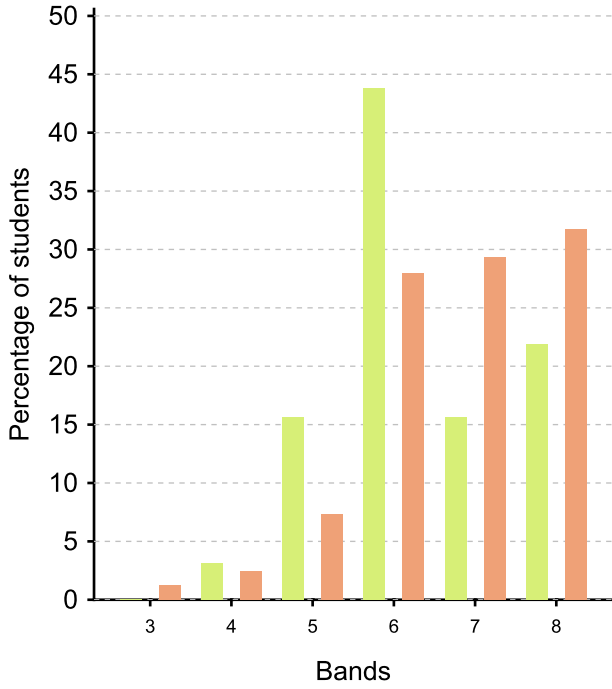
Percentage in bands:
Year 3 Writing



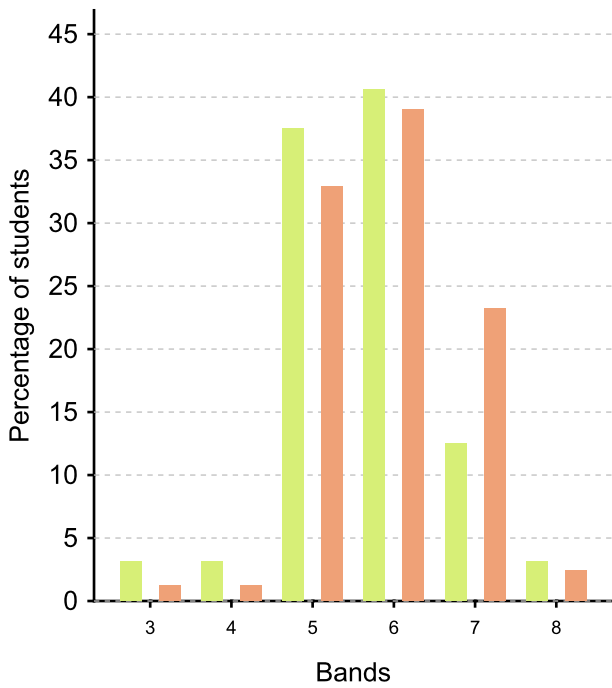
Percentage in bands:
Year 5 Reading



Percentage in bands:
Year 5 Spelling



Percentage in bands:
Year 5 Writing



NUMERACY 2018

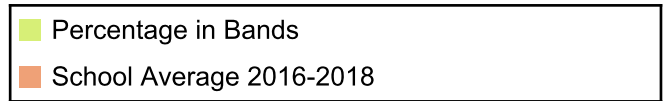
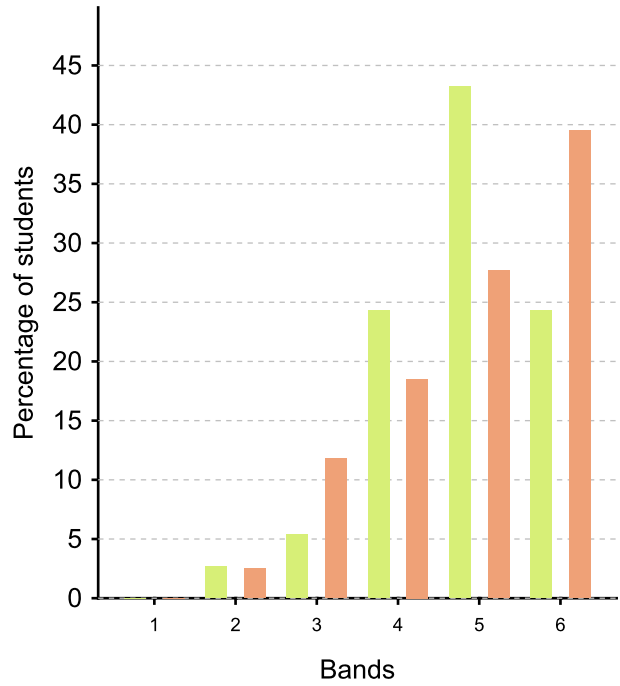
Year 3 – Numeracy in top 2 bands between 67.6%

Year 5 – Numeracy in top 2 bands between 38.7%

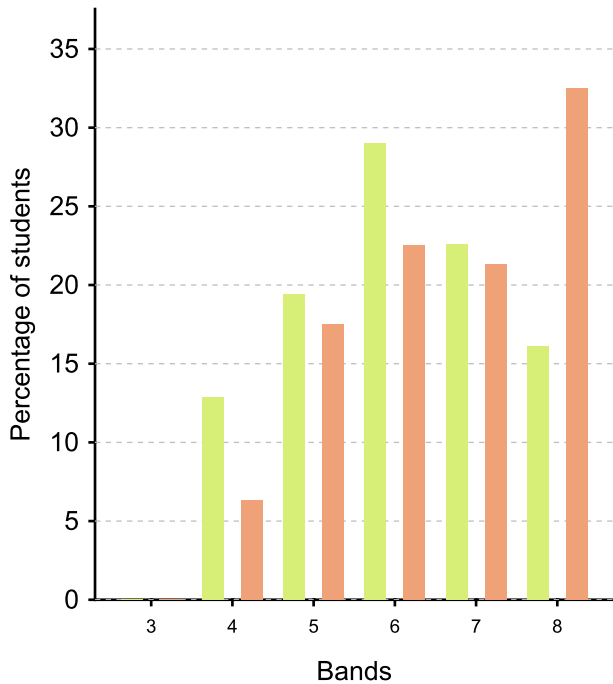
Year 5 – Growth in numeracy 80.8%

Year 5 – 100% achieved at or above expected growth in at least 1 domain, 62% achieved at or above expected growth in 3 or more domains.

Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Numeracy



■ Percentage in Bands
■ School Average 2016-2018

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.

The premier's priority is to increase results in the top 2 bands for reading and numeracy.

Year 3 Reading top two bands – 75.7%

Year 3 Numeracy top two bands – 67.6%

Year 5 Reading top two bands – 28.1%

Year 5 Numeracy top two bands – 38.7%

Average % NAPLAN Reading and Numeracy Results in top 2 bands 54%

Parent/caregiver, student, teacher satisfaction

Student responses from Tell Them From Me survey 2018

92% sense of belonging (State 78%)

100% expectations of success (State 95%)

95% Advocacy (State 86%)

96% of students indicated they display 'positive behaviours at school'

97% participation in school sports

20% above state norm participating in extra curricular activities

18% victims of bullying (State 36%)

90% of students with positive relationships

75% perceive a lack of challenge in their learning

Teachers responses from Tell Them From Me survey 2018

80% of teachers indicated that professional learning has impacted positively on their teaching practice.

80% 'I discuss my assessment strategies with other teachers'

85% 'When students' formal assessment tasks or daily classroom tasks fail to meet expectations I give them an opportunity to improve'

78% 'Students receive feedback on their work that brings them closer to achieving their goals'

50% 'I use computers or other interactive technology to give students immediate feedback on their learning'

Parents/Caregivers responses from Tell Them From Me survey 2018

85% 'I feel welcome when I visit the school'

86% 'I can easily speak with my child's teacher'

86% 'I am well informed about school activities'

86% 'I can speak easily with the principal'

Policy requirements

Aboriginal education

Pagewood Public School has three students who identify as Aboriginal. These students are all achieving at or above the expected level for their cohort. All three students have personalised learning plans. This year, one student received a Deadly Award for their outstanding progress in their learning and their contribution to school life. All students at Pagewood Public School have an understanding of and respect for the Bidjigal land the school stands on. This is acknowledged each week at assembly.

Multicultural and anti-racism education

Pagewood Public School has a diverse culturally diverse student and parent population. 42% of students have a Non English Speaking Background. All NESB students have access to the EALD program. A strong wellbeing program supports and values multicultural and anti-racism education. In the TTFM survey, 92% of students reported positive behaviours and a sense of belonging at Pagewood Public School.