

Padstow Heights Public School

Annual Report



2018



3958

Introduction

The Annual Report for **2018** is provided to the community of Padstow Heights 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.

Lindy Bryant

Principal

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Message from the Principal

Usually principals report on the academic success and growth in performance in literacy and numeracy. While this is very important, our biggest success this year has come from the growth in our students' soft skills. The teachers and students have worked hard to develop skills in goal setting. To set a meaningful goal, teachers and students need to understand what they can and can't do and what they need to do next to achieve the next step. This is a very individualised process.

To support the skill of goal-setting and self-evaluation we have introduced the Learning Powers and we are improving the consistency of the language used about learning. The weekly class awards are now mostly about student attitude and approach to learning. The idea behind the learning powers is to develop the skills needed to be effective learners in any subject area and in any situation for the rest of their lives. If you are a Brave learner then you won't give up when something is hard at the start. Your growth mindset will kick in – it will remind you that some things are very hard to start with but if we continue to practise, it will get a little bit easier each time.

Some of our more capable students have the most trouble with this. They know that they can do the average level work easily; they will get it all correct and that keeps them comfortable. When challenged with higher level work some quickly lose confidence in themselves and they pull back. So you can see the importance of all students developing bravery in learning.

Each learning power has an associated colour and a character to remind us. Teachers have seen a significant change in our students' willingness to have a go at more challenging activities. Students use the language of learning to reflect on their goals. We have been impressed with the insight the children are showing into their learning and how they are setting relevant goals. Our younger students are also learning to reflect. We continue to encourage student voice in their learning styles. By allowing them to sometimes choose where they sit or how they present a task is very empowering for them. Explaining what you have learnt to an audience of your teacher and peers is the most effective learning any of us will ever do. It is no longer enough to get a question right– you must be able to explain how and why.

More and more at Padstow Heights PS the students are advocating for themselves, speaking up if they don't understand or asking important questions about the topic. To educators – this is the goal we are leading all students towards. This is the sort of learner that Mark Scott, the Secretary of Education for NSW, has been speaking about in the media. – preparing your children for the future. Of course the development of what are now referring to as soft skills– cooperation, resilience, critical and creative thinking and so on, are not easy areas to assess in a statistical way and are not reflected in NAPLAN and PAT results. The impact on their academic performance is usually over the longer term.

We hope you are beginning to notice a change in your children's approach to challenging situations. Your child may struggle with reading comprehension or with fractions but if they are showing a higher degree of independence or of resilience– that growth and development is equally important. If you have noticed these kinds of changes, we'd love to

hear about them. So in 2019 we will continue to develop the learning powers in your children and their ability to speak about their learning–, and to provide opportunities to reflect and discuss what they need to do next to improve. We can only do that because we have such a collaborative and dedicated teaching team at Padstow Heights. They too have had to make sure they have a growth mindset– they have had to challenge their own learning powers. I'm thankful every day for my team of educators.

Message from the school community

The P&C meets on the first Wednesday of each month during school terms at 7pm. At the meetings we hear about what is going on around our school. These meetings are a great way to be involved in the education of our children and the overall decision making within the school community. I would like to take this opportunity to thank everyone who attended meetings in 2018 and volunteered their time, making our school a great place for our children to learn and play.

The P&C are involved in many things throughout the school. We run the Uniform Shop, help with the running of the band and paying for buses to transport students to events, organise working bees, cake days, the Interrelate sex education program and helping lost items of clothing find their way back to their owners. We also assist with organising the Year 6 Farewells. We volunteer to be on panels when new members of staff are needed and attend School Finance Committee meetings. We sponsor awards for Presentation Day, provide iTunes vouchers to band students and also donate Easter Eggs when the Easter Bunny comes to school.

2018 was a big year for fundraising. We held cake stalls, Mothers' Day and Fathers' Day events, a disco, a hot cross bun and Christmas drive, Ninja warrior course, the sale of the K–2 Concert DVDs and of course our fabulous Twilight Christmas Fair. With all of these activities we raised in excess of \$20,500. Our Twilight Fair raised \$15,423. These fundraisers would not have been successful without the ongoing support from the families and friends of Padstow Heights, so thank you! In 2018 our fundraising focus was raising money to be able to refurbish the library which will begin next year.

I would like to take this opportunity to thank the very hard–working P&C committee. Mel & Leanne the Vice Presidents, Suzy the Secretary, Catherine the Treasurer, Donna the Uniform Shop Coordinator, Bettina the Fundraiser and Sylvia the Band coordinator. A special mention must also go to Jacqui and Thelma for being part of the fundraising team and to Marieke, Dora, Marie and Ray for helping out in the uniform shop. I appreciate all the support you have all shown me as President and I hope we can continue this again in 2019.

Thank you to all the parents, grandparents and friends who have volunteered in some way over the past 12 months, without your help we wouldn't achieve such great fundraising results. I would also like to take this opportunity to thank Daystar Real Estate, Club Rivers, Padstow RSL, Rockdale Tennis Club, Padstow Mc Donald's and Revesby Workers who again generously donated money to the P&C in 2018. Thank you must also go to Ms Bryant, Ms Fair, Mrs Dwyer and Mr Godkin, all the teaching staff (including support staff) for their continuous support, the office staff for always going above and beyond and Chris Coleman, the general assistant, for always being willing to help the P&C out.

Janine Simons, P&C President

School background

School vision statement

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. We aim to develop resilient students who confidently strive for challenging goals in every endeavour.

School context

Padstow Heights Public School is a P2 level school with 390 students and 16 classes. 53% of students come from homes with language backgrounds other than English.

Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes. The demography is changing as the area is impacted by above average affordability of real estate.

The school provides diverse opportunities for students with extra-curricular activities in dance, band, chess and sport. All students take part in Drama lessons with a specialist teacher and sport programs delivered by external providers through the Sporting Schools Program. A whole-school focus on building resilience, bravery, curiosity, collaboration, reflection and a growth mindset is supported by opportunities for students and teachers to work in STEM projects, building skills in creative and critical thinking and problem-solving.

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.

The self-assessment for the Learning Domain showed that we are Excelling in Learning Culture, Wellbeing, Curriculum, Assessment and Reporting. We are Sustaining and Growing in Student Performance measures. While we are excelling according to the descriptions of each theme there remains room to strengthen in some of the areas. Areas to improve on include: Ways to assess improvements in wellbeing and engagement; a whole school community approach to improving attendance; deeper consultation with parents about student learning; further professional learning for teachers on formative assessment and further work on informing parents about assessment processes. For Student Performance Measures we need to continue to improve student performance and academic growth.

The self-assessment in the Teaching Domain showed that we are Excelling in Effective Classroom Practice with room to strengthen teacher practice around knowing and planning for individual student growth and development and for our newer teachers to strengthen their explicit teaching techniques. We are Sustaining and Growing for Data Skills and Use; Professional Standards and Learning and Development. The main focus areas for strengthening and improvement include: data analysis and data use in teaching and planning; encouraging teachers to attain accreditation at higher levels and the use of teachers with particular expertise to coach others.

The self-assessment for the Leading Domain showed that we are excelling in Educational Leadership; School Planning, Implementation and Reporting; School Resources and Management Practices and Processes. The areas to strengthen include: processes for reviewing teacher practice; widening the range of feedback sought and gathered from school community; developing the collection of wellbeing data; expertly integrating technology into classroom practice; closer sharing of data with parents.

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

Excellence in Learning

Purpose

The purpose is to provide a whole school approach for our students to meet or exceed national benchmarks in literacy and numeracy as self-directed and reflective learners.

Overall summary of progress

In 2018 we were working towards the 3 year goal of moving our brighter students to higher levels of attainment. We are tracking that through the top 2 bands in NAPLAN. In numeracy, there was a 16% increase in numbers of students in top 2 bands and a 10% increase in Reading. Year 3 data hasn't shown an increase. Year 3 were beset by a vomiting virus during the NAPLAN testing and 30% of students did not sit the tests. The improvement measures are also looking for an increase in the number of students exceeding expected growth. All grades achieved average or higher growth in PAT results except for years 4 and 5 which were just below average. There are 2 more years of the plan to achieve the goal. Years 1 and 2 achieved 3 and 4 times the expected growth in reading and maths. The third measure was to increase the number of students reporting high skills/high challenge. There has been a pleasing 8% increase this year after several years of below state norms in this area.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>1. Increased percentage of students exceeding national benchmarks NAPLAN*– top 2 bands</p> <p>*NAPLAN – National Assessment Program Literacy and Numeracy</p>	<p>\$4500 spent on casual relief days to facilitate stage and executive planning and for the purchase of a Gifted & Talented Screening tool.</p>	<p>The percentage of students performing in the top 2 bands has significantly increased in Year 5 in both Reading and Numeracy (from 33% in 2017 to 43.6% in 2018 for Reading and 27.45% in 2017 to 43.6% in 2018 for numeracy). Year 3 were badly impacted by a vomiting virus during the NAPLAN testing week and only 68% of students did the test. This makes the results less than reliable. The results overall are reflecting the success of work on improving the differentiation of teaching programs to cater for more advanced students. The introduction of the explicit learning around soft skills of resilience, academic bravery, curiosity and reflection are also beginning to show an impact on the top 2 bands.</p> <p>End of year self evaluation examples indicate students reflecting on learning to a quite sophisticated level in years 5 and 6. All students are writing a learning reflection twice a year 1–6. Years 5 & 6 write in a reflection journal daily.</p>
<p>2. Increased percentage of students meeting or exceeding expected growth as shown by NAPLAN and PAT* data</p> <p>**PAT– Progressive Achievement Tests – standardised tests Yrs 1–6*</p>	<p>\$3600 spent for teacher release time for assessing and tracking students and for the subscription to ACER for Progressive Achievement Testing.</p>	<p>The percentage of students showing at or above expected growth in NAPLAN– in Reading 2018– 14.7% increase; in maths 0.9% decrease. In writing 72.7% of students achieved at or above expected growth– 40.7% increase! There was a 10% increase in spelling and a 15% drop in grammar. These results reflect the work that has gone into improving student performance through explicit feedback in writing in particular. The next area for focus is on Spelling and Grammar.</p> <p>PAT results– For years 1 to 3 the percentage at or above expected growth as assessed using the Visible Learning formula shows exceptional growth between Nov 2017 and Nov 2018 in reading and maths. (scoring between 71% and 89% of</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
<p>2. Increased percentage of students meeting or exceeding expected growth as shown by NAPLAN and PAT* data</p> <p>**PAT– Progressive Achievement Tests – standardised tests Yrs 1–6*</p>		<p>students). Results for years 4 to 6 are weaker.</p>
<p>3. Increased number of students reporting High Skills/High Challenge in Tell Them From Me survey</p>	<p>\$0</p>	<p>There was a pleasing improvement in Social–emotional outcomes around Skills–challenge. For a number of years the results have reflected a lower than state average number of students feeling their skills are challenged. This year we are above the state norm.</p> <p>55% of students had scores that placed them in the desirable quadrant where they considered that they had a high level of skills and they felt a high level of challenge. The state norm is 53%</p>

Next Steps

Explicit learning around soft skills of resilience, academic bravery, curiosity and reflection will continue to be embedded into everyday practice. Daily opportunities to reflect on lesson understanding will continue to be promoted. Teacher professional learning around the literacy and numeracy progressions (a tracking tool which provides next steps) will continue. This will help teachers to provide students with clear feedback on where to next. Student goal setting and evaluation will continue to be a focus in the pathway to student engagement in their learning.

Strategic Direction 2

Excellence in Teaching & Leading

Purpose

The purpose is for teachers and leaders to set explicit professional goals, work collegially and adapt teaching and learning styles to improve student performance.

Overall summary of progress

The goal for all teachers to set explicit professional goals is being achieved. Supervisors are conducting regular meetings with individual staff to develop the goal-setting further. Another long-term purpose of this strategic direction is for teachers to work collegially and adapt teaching and learning styles to improve student performance. Teachers are all working as teams and they are collaborating with grade planning to make sure the curriculum is presented in a similar way in each class. Staff take part in professional learning and engage in professional discussions about educational research and philosophy. All teachers are including learning intentions and success criteria as part of their key concepts lessons. Some teachers have changed their teaching style to a more student-centred approach allowing students greater 'voice' in how they present their work to the class, where they sit or who they work with. Stage 3 classes are learning to ask their own questions about topics that help them to delve more deeply into topics from their own starting point.

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"> Increased percentage of students exceeding national benchmarks NAPLAN– top 2 bands 	\$20000 spent on a staff member to facilitate teacher release for observations of colleagues. <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$20000.00) 	<p>The percentage of students performing in the top 2 bands has significantly increased in Year 5 in both Reading and Numeracy (from 33% in 2017 to 43.6% in 2018 for Reading and 27.45% in 2017 to 43.6% in 2018 for numeracy). Year 3 were badly impacted by a vomiting virus during the NAPLAN testing week and only 68% of students did the test. This makes the results less than reliable.</p> <p>The common language is working well. Student reflections show widespread use of the terminology around the learning dispositions. Samples of student reflections from K to 6 have been kept for comparison. Years 5 & 6 are showing a high level of understanding around self-evaluation and are setting realistic goals</p>
<ul style="list-style-type: none"> Increased percentage of students meeting or exceeding expected growth (PAT & NAPLAN) 	\$500 for release day to analyse data	<p>The percentage of students showing at or above expected growth in NAPLAN– in Reading 2018– 14.7% increase; in maths 0.9% decrease. In writing 72.7% of students achieved at or above expected growth– 40.7% increase! There was a 10% increase in spelling and a 15% drop in grammar. These results reflect the work that has gone into improving student performance through explicit feedback in writing in particular. The next area for focus is on Spelling and Grammar.</p> <p>PAT results– For years 1 to 3 the percentage at or above expected growth as assessed using the Visible Learning formula shows exceptional growth between Nov 2017 and Nov 2018 in reading and maths. (scoring between 71% and 89% of students). Results for years 4 to 6 are not as strong.</p>
<ul style="list-style-type: none"> Improved ratings in student 	\$500 casual relief to	<p>The two Tell Them from Me student surveys show</p>

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
and teacher Tell Them from Me surveys	release teacher to analyse data	<p>an increased Sense of Belonging, Expectations for Success and Advocacy at School from 2017 to 2018 for years 4, 5 and 6. Our focus on well-being and its connection to learning is impacting their self awareness. An increased focus on student voice should continue to positively impact student growth in these areas.</p> <p>The teacher survey provided by Tell Them From Me show significant improvement every year since 2015. Teachers have again rated above state norms in every area. They rate highest for Inclusive School (catering and awareness of students with learning needs), Collaboration (willingness to work with others to improve their teaching), Learning Culture(providing feedback, high expectations and efforts to engage students).</p>

Next Steps

Teachers will be supported to develop explicit goals around improving teaching practice and professional learning opportunities to strengthen practice will be facilitated. Collegial planning days will continue and the executive will build more explicit protocols around the Professional Development Plans to ensure regular observations and check-ins about teacher goals. Continued professional learning on using data to inform practice will be part of 2019 stage meetings. Supervisors to closely monitor students not making desired growth. There will be a focus on improving the teaching of spelling and grammar and a move towards the use of the numeracy and literacy progressions in a few areas only as teachers become more familiar with the markers and how to track students.

Strategic Direction 3

Excellence in Student and Community Engagement

Purpose

The purpose is for students to build engagement through developing resilience and adaptability. It is also to create a well-informed, engaged community through establishing meaningful connections.

Overall summary of progress

The long term goal is to build student and parent engagement. In 2018 the school increased the number of direct parent information sessions. Parents were invited to sessions on how to improve learning conversations with their children, what future-focused learning looks like and why it is important. Parents were also invited to be a part of the new learning dispositions project– Learning Powers– on launch day. Pamphlets explaining the 5 key powers was provided and information included on the website. A new school Facebook page was developed to help with communication. All classes adopted the use of an app to share classroom learning directly with parents (SeeSaw) and parents were encouraged to subscribe. There were increased numbers attending information sessions, 266 students had a family member join up to SeeSaw. 175 people have joined the school's Facebook page, 515 followers on Instagram. Students have embraced the Learning Powers and they are learning about themselves and the ways to engage more effectively with the curriculum. The students are using growth mindset language in their learning reflections.

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">Improved results in Tell Them From Me Surveys in all areas for parents and for Engagement in student survey	<p>\$10000 spent on building community connections including signage, teacher release days, catering. We received a Community consultation grant which covered most of this expense.</p> <ul style="list-style-type: none">Community consultation grant (\$10000.00) <p>\$1800 spent on graphic designer for learning powers characters, teacher release days and the 5 learning power capes for each room.</p>	<p>The TTFM Student survey shows that our students in years 4 to 6 are Socially and Institutionally engaged with scores above the state norms in all areas except for Positive Homework Behaviours. With Intellectual Engagement they are above state norms for their perception of Effort and Quality Instruction but below for Interested and Motivated.</p> <p>TTFM also assessed the levels of Perseverance. The students scored strongly with this aspect. The learning powers and growth mindset work has built this capability. In Year 6, 63% of students rated themselves as having a high level of perseverance (State norm 51%); Year 4 were 3% above state.</p> <p>There was a pleasing improvement in Social-emotional outcomes around Skills-challenge. For a number of years the results have reflected a lower than state average number of students feeling their skills are challenged. This year we are above the state norm. Students have positive behaviour at school, put in high level of effort and have positive relationships. According to TTFM survey, too many students in years 4 & 5 however, are feeling uninterested and unmotivated. This isn't obvious at school, in fact, the opposite is shown, so this requires investigation.</p> <p>As a result of parent feedback regarding Seesaw, teachers annotated posts to further clarify what and how students were learning. Parents requested curriculum term overviews which were added to the website each term.</p> <p>The TTFM parent survey shows a pleasing improvement from 2017 results in all areas (except</p>

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"> Improved results in Tell Them From Me Surveys in all areas for parents and for Engagement in student survey 		<p>below the norm however, for Parents are informed, school supports learning and for being an inclusive school.</p>
<ul style="list-style-type: none"> School–designed student survey shows 100% (by 2020) of students can identify the learning power characters and the learning dispositions they represent 		<p>Data collected to measure growth in student understanding of learning dispositions. The data clearly shows growth in understanding of the meaning of the learning dispositions for students K–6. There is Observational data is very positive with 7 –10 students every day wearing a cape which shows that classes are using the language with the students and when questioned the students can all explain why they had been given the cape to wear. The students are using the language of the learning powers and the growth mindset language in their learning reflections.</p> <p>Across all learning powers K–6, 79% of students can identify each learning power, the colour, the character and what it means for their learning.</p>
<ul style="list-style-type: none"> An increase in the number of parents attending information events and connecting with the school through social media 		<p>There were increased numbers attending information sessions, 266 students had a family member join up to SeeSaw. 175 people have joined the school's Facebook page, 515 followers on Instagram. These figures all represent an increase on the number of parents involved in 2017.</p> <p>There has also been an increase in the number of parents helping with reading through the Multilit program and for the exchange of home readers.</p>

Next Steps

Further exploration is needed of how to close the information gap between what we do and what parents perceive and understand about what we do. Investigations about why students now in years 5 and 6 were feeling unmotivated and uninterested. Tell Them From Me survey 1 results to be monitored to see if there has been a change of attitude for these cohorts and if not then a change of teaching and learning strategies will be needed.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<ul style="list-style-type: none"> Aboriginal background loading (\$2 800.00) 	<p>Student 1 had an effect size growth value of 1.35 in reading (3 times expected growth) and 2.81 in maths (7 times expected growth).</p> <p>Student 2 had an effect size growth value of 1.83 (4 times expected growth) in reading and 0.10 in maths. Student achieved high score in initial maths test of 129.3 which limited potential growth indicated by the test (130.8)</p>
English language proficiency	<p>\$45000 for teacher 2 days a week and extra time for resourcing</p> <ul style="list-style-type: none"> English language proficiency (\$ 45000.00) English language proficiency (\$45 000.00) 	<p>All targeted students have made satisfactory progress. Three phase 1 ESL students have all progressed beyond the ESL scales.</p> <p>Increased number of ESL students across the school is noticeable in spelling and grammar results. This has been identified as a focus for 2019.</p>
Low level adjustment for disability	<p>\$105000 for 1 Learning and Support teacher– 0.7 \$74000 and 1 SLSO \$33000</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$ 107000.00) Low level adjustment for disability (\$107 000.00) 	<p>Impact of teacher directed intervention was evaluated. The data shows an increase in student performance, with a 43% increase in reading levels from mid–kindergarten to end of kindergarten. In class learning support K–3 for students who have been identified through LST with 70% of students reaching or exceeding expected growth. Five out of six Year 4 students targeted for Intensive Reading Course have achieved exceptional growth in reading according to PAT results. 102 students were identified on the NDDC in June 2017. 23 students were discontinued in 2018.</p>
Quality Teaching, Successful Students (QTSS)	<p>Teacher 3 days a week \$60000</p> <p>\$8000 for executive release planning days</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$ 68000.00) Quality Teaching, Successful Students (QTSS) (\$68 000.00) 	<p>Impact of QTSS initiatives were evident in student improvement data as listed under strategic directions. TTFM teacher results showed positive results across all aspects. Improvements have been made every year in all aspects from 2014–2018. All areas are recording above the state norms.</p>
Socio–economic background	<p>SLSO support \$30 000</p> <ul style="list-style-type: none"> Socio–economic background (\$ 30000.00) Socio–economic background (\$30 000.00) 	<p>General student performance data shows that most children have made expected growth from 2017 to 2018– growth is clearly above expected levels in all areas for Kindergarten to Year 3. Years 4 & 5 show weak growth in reading, spelling and grammar; year 6 shows expected growth in literacy and numeracy. Low socio–economic students are not formally identifiable so no direct data on individual performance can be determined.</p>
Support for beginning teachers	<p>\$53000 spent on 2 hours release each week and for course fees and casual release days so 4 beginning teachers could attend professional learning</p> <ul style="list-style-type: none"> Support for beginning teachers (\$ 53000.00) Support for beginning 	<p>Teacher induction program was led by an existing member of staff. Online program 'Strong Start, Great Teachers' was completed. Demonstration lessons with Stage 1 AP. Classroom observations with verbal and written feedback from their mentors. Beginning teachers received 2 hours a week extra release time. Mentors were released to work with them. Professional learning at</p>

Support for beginning teachers	teachers (\$53 000.00)	beginning teacher conferences, literacy and numeracy professional development courses were completed. Targeted professional learning at stage meetings to assist their professional growth.
Targeted student support for refugees and new arrivals	<p>\$10000 funding for new arrival program was used to employ a teacher 1 day a week for 2 terms to facilitate the program.</p> <ul style="list-style-type: none"> • Targeted student support for refugees and new arrivals (\$ 10000.00) • Targeted student support for refugees and new arrivals (\$10 000.00) 	All new arrivals achieved developing.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	214	214	211	213
Girls	191	183	177	165

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.5	96.1	94.9	92.8
1	96.1	96.6	94.7	93.7
2	94.1	95	95	93
3	95.7	95.9	95.3	94.3
4	95.4	96.1	94.6	92.1
5	94.6	95	94.9	94.4
6	96.2	95.5	93.7	93.3
All Years	95.5	95.7	94.8	93.4
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

Non-attendance of students is followed up by each class teacher on the day the student returns after an absence. A letter is requested from the parent/caregiver explaining the absence. If a note is not provided, a letter is sent by the teacher asking them to explain the absence. Parents are also able to report an absence using the school app or by completing a proforma at the reception counter.

The Home School Liaison Officer checks class rolls each term for regular or unexplained absences and contacts parents if there is concern with a student's attendance rate. Teachers keep a Leave and Attendance Monitoring Proforma LAMP sheet for students to closely monitor attendance for students

causing concern. If attendance is unsatisfactory a referral is made to the principal for formal contact with parents and then an application for support is made to the Home School Liaison Officer.

Too many students are taken out of school to go on holidays to avoid the higher cost of trips during school holidays. This type of leave is recorded as Unacceptable.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.89
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*Full Time Equivalent

There are no teachers of aboriginal background.

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	0

Professional learning and teacher accreditation

17 out of 18 teachers have achieved Proficient level as required. 1 beginning teacher is working towards accreditation. 1 teacher is working towards accreditation at Lead level and 2 teachers have completed the Principal credential modules as required for aspiring principals.

All teachers took part in professional learning in 2018. Over 5 Staff Development Days, teachers completed 30 hours of learning in using PLAN data to track learning, differentiation strategies, numeracy progressions, the 3 strategic directions of the school plan, developing learning dispositions and PLAT writing program.

During the year all teachers took part in weekly staff or stage meetings where part of each session was about improving teaching practice. All teachers did online training in their own time in health and safety compliance, anaphylaxis, code of conduct, child protection and SCOUT– a data analysis program. Face to face training occurred for CPR, anaphylaxis, identifying a need for speech therapy and asthma training. Individual teachers attended a number of courses in a variety of areas including Oliver – a library admin program, anti–racism, flexible learning spaces, public speaking, sport, art, music, literacy and numeracy progressions and mindfulness. Three teachers travelled to northern NSW on a Saturday at their own expense to attend the Eye on the Future conference. The principal attended numerous training sessions for Department of Education policy compliance and department reforms. The office staff and the learning and support officers also attended training courses in health & safety compliance areas, finance and autism support.

The allocated budget entitlement was \$21,000. However, \$29,000 was spent on professional learning.

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	149,996
Revenue	3,445,722
Appropriation	3,164,031
Sale of Goods and Services	18,357
Grants and Contributions	258,785
Gain and Loss	0
Other Revenue	1,500
Investment Income	3,050
Expenses	-3,355,536
Recurrent Expenses	-3,355,536
Employee Related	-2,963,919
Operating Expenses	-391,617
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	90,186
Balance Carried Forward	240,181

These subheadings are very broad. Grants and Contributions represents all money that comes in and out of the school that is not provided by the government– school fees, PSSA, camps and excursions etc.. The Balance Carried Forward represents the balance in December. There were 6 major invoices that had not yet been paid– upgrade of the staff room kitchen, flooring, the purchase of two new photocopiers and a library printer, repairs to the back playground, signage and the removal of trees. Money also needs to be kept aside for utilities and wages through December /January period. Once these items have been accounted for, the working balance carried forward to February 2019 was closer to \$130,000. Of this, the school has flexibility in using approximately \$60,000. Money has been saved mostly from the hire of our facilities over the last few years. It has been earmarked for improvements to the oval.

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	2,547,356
Base Per Capita	75,027
Base Location	0
Other Base	2,472,329
Equity Total	183,292
Equity Aboriginal	2,689
Equity Socio economic	30,190
Equity Language	45,139
Equity Disability	105,274
Targeted Total	62,666
Other Total	71,679
Grand Total	2,864,992

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. In 2018, the Year 3 NAPLAN tests were impacted by the absence of a third of the students due to a vomiting virus. Padstow Heights students completed the paper testing this year. We will move to the online testing in 2020.

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.

Year 3 reading results showed that 57% of students scored in the top 2 bands which is well above state average and also above SSSG (Statistically Similar Schools Group). Only 11% of students were in the lowest 2 bands which was desirably lower than the stage average of 13%. Similar results were achieved in spelling. Grammar and punctuation results were above state for the top 2 bands but with slightly more students falling in the lowest 2 bands. In writing fewer students achieved in the top band with the majority of students scoring in Bands 4 and 5.

Year 5 reading results were above state and SSSG in the top 2 bands (bands 7 and 8) with no students recorded in bands 1 to 3 and band 4 also recorded a lower number of students than the state norm which is a pleasing result. Spelling results show slightly lower than state for the top 2 bands with most students scoring in the average range. At the lower end there were many fewer students scoring in the lowest 3 bands than the state norm.. This is an improvement on previous years. Similar results were achieved in grammar and punctuation except that most students scored in bands 6 and 7 which is above the State and SSSG norms. Writing results were impressive and a big improvement on 2017 results. The students' hard work paid off and they scored well above the state and SSSG norms in the top 3 bands with far fewer students in the lowest 3 bands.

Percentage in Bands:

Year 3 - Grammar & Punctuation

Band	1	2	3	4	5	6
Percentage of students	8.5	6.4	2.1	29.8	21.3	31.9
School avg 2016-2018	4.1	2.9	10.6	19.4	26.5	36.5

Percentage in Bands:

Year 3 - Reading

Band	1	2	3	4	5	6
Percentage of students	2.9	8.6	8.6	22.9	25.7	31.4
School avg 2016-2018	2.5	4.5	12.1	20.4	21.7	38.9

Percentage in Bands:

Year 3 - Spelling

Band	1	2	3	4	5	6
Percentage of students	2.1	8.5	14.9	17.0	27.7	29.8
School avg 2016-2018	1.8	5.3	11.8	17.1	27.1	37.1

Percentage in Bands:

Year 3 - Writing

Band	1	2	3	4	5	6
Percentage of students	2.1	6.4	19.1	27.7	36.2	8.5
School avg 2016-2018	0.6	3.6	12.4	22.5	43.8	17.2

Percentage in Bands:

Year 5 - Grammar & Punctuation

Band	3	4	5	6	7	8
Percentage of students	5.3	10.5	17.5	33.3	22.8	10.5
School avg 2016-2018	2.5	10.6	23.6	28	22.4	13

Percentage in Bands:

Year 5 - Reading

Band	3	4	5	6	7	8
Percentage of students	0.0	10.9	20.0	25.5	23.6	20.0
School avg 2016-2018	1.3	11.9	18.2	29.6	23.9	15.1

Percentage in Bands:

Year 5 - Spelling

Band	3	4	5	6	7	8
Percentage of students	1.8	12.3	10.5	43.9	14.0	17.5
School avg 2016-2018	1.2	6.8	13.7	42.2	21.7	14.3

Percentage in Bands:

Year 5 - Writing

Band	3	4	5	6	7	8
Percentage of students	5.4	8.9	25.0	37.5	14.3	8.9
School avg 2016-2018	5	11.9	35.6	32.5	9.4	5.6

Year 3 numeracy results show fewer students scored in the top band than state and SSSG (Statistically Similar Schools Group)– possibly as a result of the high number of absences. A higher percentage scored in bands 4 and 5. No students scored in band 1. So still a strong result despite missing students from the test.

The Year 5 numeracy results showed that students performed well above the state and SSSG in the top 2 bands (44% compared to 19% state and 30% SSSG). There were no students in Bands 1 to 3 and fewer students in Band 4 than the state which is a great result.

Percentage in Bands:

Year 3 - Numeracy

Band	1	2	3	4	5	6
Percentage of students	0.0	13.9	16.7	27.8	33.3	8.3
School avg 2016-2018	1.3	8.2	19	25.3	20.9	25.3

Percentage in Bands:

Year 5 - Numeracy

Band	3	4	5	6	7	8
Percentage of students	0.0	9.1	20.0	27.3	27.3	16.4
School avg 2016-2018	0.6	8.8	23.3	31.4	21.4	14.5

One major focus of our school plan for the last 4 years has been to increase the number of students scoring in the top 2 bands as measured by NAPLAN. In 2015 the school's combined average of Year 3 and 5 results for reading and numeracy was 38% of students in the top 2 bands. Each year the average has grown and in 2018, despite many of our more capable Year 3 students missing from the test, this result has climbed to 46%. This is just one indication that our programs to set higher expectations and provide more opportunities to engage our students in higher order thinking are beginning to show positive results.

Another state initiative is to increase the number of aboriginal students achieving in the top 2 bands. The very small number of aboriginal students at the school means that reporting of these results isn't appropriate.

Parent/caregiver, student, teacher satisfaction

In 2018 students, parents and teachers took part in the Tell Them From Me surveys. 20%, 65 parents completed the independently run survey– a higher number of replies than last year.

The Partners in Learning Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at

home and school. The survey includes eight separate measures, which were scored on a ten–point scale. The scores for the Likert–format questions (i.e., strongly agree to strongly disagree) have been converted to a 10–point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree). The full report was presented to the Parents and Citizen's Association and is available for viewing. The following is a summary of the results:

Parents feel welcome: 7.6 (NSW norm 7.4)

Highest: I can easily speak with my child's teachers 8.4

Lowest: Parent activities are scheduled at a time when I can attend 6.0

Parents are informed: 6.3 (6.6)

Highest: If there were concerns with my child's behaviour at school, the teachers would inform me immediately 7.1

Lowest: I am informed about my child's social development 5.7

Parents at PHPS support learning at home: 6.8 (6.3)

Highest: Encourage your child to do well at school 8.0

Lowest: Discuss how well your child is doing in his or her classes 5.5

School supports learning: 7.1 (7.3)

Highest: My child is encouraged to do his or her best work and teachers expect my child to work hard 7.4

Lowest: Teachers take account of my child's needs, abilities, interests 6.7

School supports positive behaviour: 7.9 (7.7)

Highest: My child is clear about the rules for behaviour at school 8.5

Lowest: Teachers devote their time to extra–curricular activities 6.9

The results were an improvement on 2017. The data has been analysed and discussions had about the impact on our systems. In 2019 we will work on improving communication with parents about how we teach and how students learn. We will also better inform parents about how we support students and how we make sure all students are known valued and cared for.

Student Survey

The students also took part in the Tell Them From Me Survey (TTFM). The student survey measures 20 indicators based on the most recent research on school and classroom effectiveness. These are compared with

NSW DoE norms, which are based on the results for all students who participated in the TTFM DoE survey in 2018 at the year levels found in this school. Students in Years 4, 5 and 6 took part. This report was very positive with almost every area rating at, above or well above state norms. The following is a summary:

Students play sports with an instructor at school, other than in a gym class.

* 93% of students had a high rate of participation in sports; the NSW DoE norm for these years is 83%.

Students take part in art, drama, or music groups; extracurricular school activities; or a school committee.

* 65% of students in this school had a high rate of participation in extracurricular activities; the NSW DoE norm for these years is 55%.

Students feel accepted and valued by their peers and by others at their school.

* 81% of students in this school had a average sense of belonging; the NSW DoE norm for these years is also 81%.

Students have friends at school they can trust and who encourage them to make positive choices.

* 89% of students had positive relationships; the NSW DoE norm for these years is 85%.

Students who do not get into trouble at school for disruptive or inappropriate behaviour.

* 94% of students had positive behaviour; the NSW DoE norm for these years is 83%.

Students are interested and motivated in their learning.

* 74% of students were interested and motivated; the NSW DoE norm for these years is 78%

Students try hard to succeed in their learning.

- 93% of students try hard to succeed in their learning; the NSW DoE norm is 88%.

Padstow Heights students perceived the school to be above state norms in all areas of the Drivers of Student Outcomes. These are: Effective Learning Time, Relevance, Rigour, Advocacy (students have someone at school who always provides encouragement and support), Positive Teacher–Student Relationships, Positive Learning Culture and High Expectations for Success.

The students indicated that our school is well below the state norm for bullying, including incidents of online bullying. School mean 26%, NSW norm is 36%. This one area we want to be below the state norm!

One area for improvement this year has been around skills–challenge. For the 1st year we have

surpassed the state norm for students who feel they are developing a high level of skills and are challenged to a high level.

* 55% of students. The NSW DoE norm is 53%.

Area to work on is student motivation and interest.

Staff Survey

Staff completed the fifth year of their Tell Them From Me survey showing continuing improvement in all areas. Not only are the teachers ranking their views higher in each area but the scores are above the state norm. The evaluation of this result has deemed that there has been an increase over the last few years in teachers collaborating closely and a strong culture of professional discussions and sharing has developed. A summary of the results are shown below: The scores for the Likert format questions (i.e. strongly agree to strongly disagree) have been converted by Tell Them From Me in the same manner as the Parent Survey.

Eight Drivers of Student Learning

1. Leadership 8.1 (NSW norm 7.1)
2. Collaboration 8.5 (7.8)
3. Learning Culture 8.5 (8.0)
4. Data Informs Practice 8.4 (7.8)
5. Teaching Strategies 8.5 (7.9)
6. Technology 7.8 (6.7)
7. Inclusive School 8.7 (8.2)
8. Parent Involvement 8.2 (6.8)

Four Dimensions of Classroom and School Practices

Again all areas showed improvement from 2017.

1. Challenging and Visible Goals 8.4 (NSW norm 7.5)
2. Planned Learning Opportunities 8.4 (7.6)
3. Quality Feedback 8.2 (7.3)
4. Overcoming Obstacles to Learning 8.4 (7.7)

The results show that staff at Padstow Heights are highly engaged in their profession.

Policy requirements

Aboriginal education

An Aboriginal perspective is included in teaching and learning programs across K– 6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues.

Three students (identified as Aboriginal) received information about local events and initiatives that are available. Participation is actively encouraged.

Acknowledgement of Country occurs at all assemblies and major functions, including P&C meetings.

All identified students have individual learning pathways (ILP) written and implemented by the classroom teacher in consultation with the parents.

In 2018 we continued our school assembly Aboriginal Education sessions. Regularly, an aspect of Aboriginality was presented, along with a multi-modal presentation.

Teachers or the principal took part in the local AECG meetings once a term (Aboriginal Education Consultative Group).

Our students entered an art competition with the AECG and 2 students' works were displayed at Bankstown council.

Multicultural and anti-racism education

The school implements a culturally inclusive curriculum. Teaching and learning programs are developed to ensure understanding of cultural diversity from Kindergarten to Year 6.

The school ensures that multicultural education is implemented into all school practices ensuring a racism-free learning environment.

The school's Anti-Racism policy forms an integral part of the Student Welfare policy and is committed to eliminating all forms of discrimination. The Anti-Racism Contact Officer (ARCO) ensures the policy is implemented. A new teacher completed the ARCO training this year and has taken over the role.

Teaching units addressing multiculturalism are taught as part of all Key Learning Areas, Anti-Bullying and Child Protection programs and incorporate cultural, linguistics and religious activities.

The school has 52% of students from a non-English speaking background.

The school's English as Another Language or Dialect (EAL/D) teacher provides individual, small group and whole class support to EAL/D students across K-6 on a needs basis. Four students required the New Arrivals Program (NAP).

The school celebrated Harmony Day in March with a number of students proudly wearing national dress and all classes discussed the theme that Everyone Belongs.