

Padstow North Public School

Annual Report



2018



4088

Introduction

The Annual Report for **2018** is provided to the community of Padstow North Public School as an account of the school's operations and achievements throughout the year. It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Genevieve Dennis Principal

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Message from the school community

The P&C Community at Padstow North Public School comprises of dedicated, positive and hardworking volunteers, including parents, grandparents, extended family and friends as well as staff. This community has been extremely successful in raising funds to improve the school environment and has been growing from strength to strength.

2018 was another exceptional year for the P&C. Even without a major fundraiser, the P&C were able to raise over \$21,000 through its fundraising activities.

The canteen, through the leadership of our canteen manager – Franca Casacchia raised over \$10,000 in 2018. On top of this, canteen funds were used to improve the canteen through the installation of 2 ceiling fans and an extra exhaust fan. Online ordering has worked a treat for our community, especially working parents who are able to order their kids lunches in advance. Amazingly, the canteen set a single day trading record of \$984 on Friday 16th November. We have never seen numbers like that and it is a testament to Franca and our volunteers that the quality of the food they are serving to our children have these kids coming back for more.

The P&C planned and managed over a dozen fundraisers including sausage sizzles, stalls, raffles and food and drinks for school discos. We have found that with the great organisation of activities, the great quality of food that we produce to sell and the inclusiveness of the activities that are being organised by the school, has helped our fundraisers be successful and profitable.

Throughout 2018 the P&C have been at the forefront of the Fundraising efforts at our school and during this time we have organised and facilitated school banking every Tuesday, Scholastic Book Club, the Easter raffle, Mothers & Father's Day raffles and stall, Father's Day breakfast, Family Portraits, sold Entertainment Books, facilitated Loose Change Friday every term, Carol's night raffle, personalised Christmas gifts and ran sausage sizzles at the athletics carnival, district cross country and Carols night.

The P&C ran a very successful Bunnings BBQ at Bankstown Airport on Sunday 20th May. We had 15 volunteers who managed our stand from 7am to 4pm. Just to give you an idea of how busy lunch was, from 7am to 11am, we sold around 250 sausages however between 11am to 1pm, we sold around 350 sausages! Overall we sold just under 900 sausages and raised \$1,450 profit!

The funds that the P&C have raised was used to fund half of the cost of the purchase and installation of 11 interactive whiteboards for classrooms. These donations cost the P&C \$23,000. We are always looking to support and improve the school environment.

The P&C meetings were held on every Tuesday of the month, interchanging between morning meetings at 9:15am and evening meetings at 6:30pm. The meetings were attended by the Principal and/or Assistant Principals, which allowed the P&C community to have direct contact with the Executives of the school and have input to parent and community related issues within the school.

Jaime Wong *P&C President for 2018*

School background

School vision statement

Our Vision

Padstow North Public School is a learning community aspiring for excellence where individuals are

Collaborative

Actively engaged

Resilient

Encouraged

Our purpose is to provide a school of excellence, where students are respected, valued and supported. The inclusive, multicultural environment delivers a future focussed, quality education within a safe and caring community. Through innovative and flexible teaching and learning experiences, staff are committed to preparing students to be critical, creative and confident learners.

School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 372. The school grounds, including expansive playgrounds, cover a large area. Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. We also have strong creative and performing arts, sporting and technology programs. Current technologies have allowed our staff to provide extended learning opportunities for students. Our students use educational technologies to engage, apply knowledge to new situations, analyse information, collaborate and problem solve. Our P&C, families and community are actively involved in all aspects of school life. The school has an increasing number of children from language backgrounds other than English; 66% are from a Language Background Other Than English (LBOTE) and 57% speak a Language Other Than English (LOTE). The school has two classes for students with a primary diagnosis of Autism.

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.

At Padstow North Public School we continue to grow in the Learning, Teaching and Leading Domains. The school culture is focused on learning, the building of high expectations and ongoing performance improvement throughout the school community. All teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Student assessment data are regularly being collected and used school-wide to identify student achievements and progress. The school plan continues to be at the core of continuous improvement efforts, with the school's vision and strategic directions evident in its activities. The plan is used to drive whole school professional learning and support resource allocations.

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 for the future

Purpose

To develop vital literacy and numeracy skills for now and in the future, to make best practice common practice.

Overall summary of progress

The Making Best Practice Common Practice project was implemented to create whole school approaches to programming and planning that incorporated best practice to drive literacy and numeracy outcomes. Throughout the first part of 2018, the team explored current research and developed a shared understanding of the What Works Best document. This led to the development of several professional learning opportunities for the school. Staff were provided with professional learning around best practice in programming in Term 3, 2018.

Team members were released to evaluate how current programming practices aligned with best practice across the school. Teachers provided feedback through a survey, with these results being presented to staff early in term 1 2019. This project continues into 2019.

The second project, Wellbeing for Learning, has been slowed to allow for other school initiatives to be developed into common practice. This has allowed the team time to work with the first project; ensuring all teaching staff are able to develop quality teaching programs. The TTFM survey was completed and data from 2017 was analysed.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
An increased proportion of students achieving through the schools literacy and numeracy programs measured by: <ul style="list-style-type: none">• 35% or more of students consistently achieving top two bands in NAPLAN – band 5 and 6 for Year 3, and band 7 and 8 for Year 5; as per sustaining and growing in Student Performance Measures Learning Domain.• Yearly % increase in student achievements in annual PAT testing; one years worth of growth or better for one years worth of teaching.	Budget was expended to release teachers to explore research and develop PL	Conducted classroom walkthroughs to gather data on teacher practice.
Teachers confidently use explicit, specific and timely feedback to improve learning outcomes for students measured by: <ul style="list-style-type: none">• Increase of student feedback showing an understanding of success criteria and how feedback assists their learning• Achieving Sustaining and Growing in <i>Explicit Teaching</i> and <i>Feedback</i> in Effective Classroom Practice within the School Excellence Framework (SEF)• Achieving Excelling in Instructional Leadership• Achieving Sustaining and Growing in <i>Data use in Teaching</i> with the SEF	Budget was expended to release teachers to explore research and develop PL	Teachers were provided with Professional Learning to explore and develop a shared understanding of explicit programming. This process will continue into 2019.

Project 1– Making best practice common practice

The team will continue to develop understanding of building explicit programs to deliver concepts and further develop skills in Literacy and Numeracy across the school. The team will increase understanding of quality inclusions in programming and develop a shared understanding of the components of programs which enable best practice, creating a Padstow North Program Criteria document. In 2019, staff will become more familiar with EAL/D strategies so they can be embedded into programming as the project continues.

Project 2– Wellbeing for Learning

The team will continue to collect data from the Tell Them From Me surveys and to analyse the wellbeing of students, staff and the community through these results. This project will develop further in 2019 with implementation probable late 2019 and into 2020.

Strategic Direction 2

Leading with a growth mindset

Purpose

Staff demonstrate the abilities to lead with a growth mindset making best practice common practice.

Overall summary of progress

The *Instructional Leadership* project began with Executive research in term 2, 2018 delivered as whole school professional learning in term 3, 2018. The project team reviewed research on Quality Teaching Round Models and other current models led by the school Principal. The project team determined the project should begin with peer classroom observations around the delivery of Literacy lessons in learning spaces. Additional team research reviewed the Learning Walks model as a tool for gathering current school practice data, and this was presented to the whole school staff in term 3, 2018. Learning Walks were conducted in term 3 and the strategic direction team analysed the data against a set of identified criteria linked to the projects improvement measures. Results were shared with teaching staff to build a collaborative approach to improving literacy instruction using best practice.

The *Performance Management and Development* project was implemented in term 2, 2018 in line with DoE guidelines and the School Excellence Framework, for permanent and temporary non-teaching staff to have the opportunity to develop a PDP with support from the leadership team. The school Performance and Development Framework policy was reviewed and updated to include guidelines and timeline for the development of the PDP, as well as a pro-forma to reflect the goals for non-teaching staff. Professional learning (PL) was delivered to non-teaching staff to inform them of the PDP process, and in term 3 they met with their supervisors and Assistant Principals to develop one goal for 2018. In term 4 non-Teaching staff reviewed their 2018 goal and completed their annual review.

The *Digital Technologies* project began in term 2, 2018 by reviewing the current digital technology available across the school, and how this was being used to impact on student outcomes. Staff were surveyed around their current practice and factors which inhibited their use of digital technology. The project team reviewed the survey results, sought PL from outside the school and visited identified high performing schools to plan future directions for improving the use of Digital Technologies to drive student results at PNPS. The ICT team conducted whole school PL on current technologies.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
% increase in student achievements in: <ul style="list-style-type: none">• annual PAT testing• SENA• Soundwaves	Leaders Strategic Direction budget expended for 2018 to develop and deliver professional development to staff across all processes and to evaluate and report on milestones \$7000.00	School Executive representatives attended PL on evaluative thinking and re-evaluated the school against the School Excellence Framework to amend the direction of this project. Data was collected to develop an understanding of literacy instruction at PNPS which resulted in classroom observations to formalise the data represented through programs. This was delivered to all staff through whole school PL.
In the SEF, the school will move to sustaining and growing in Performance Management and Development, and Sustaining and Growing in Technology measured using: <ul style="list-style-type: none">• School evaluation according to SEF• Staff surveys regarding confidence using technology .• % increase of students reporting the use of a device for school work at school 'every day or almost every day' in the Tell Them From Me survey.		DoE policies were reviewed and expected dates for completion of PDP goals, self-assessment and annual review for non-teaching staff were recorded. Professional learning for non-teaching was delivered and PDP's created & reviewed. PNPS whole school professional development framework was revised to include timeline, policy & PDP format for non-teaching staff and teaching staff.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Improve the school mean in the TTFM to be at or above the state mean in: <ul style="list-style-type: none">• 'Students who are interested and motivated'• Relevance – 'Students find classroom instruction relevant to their everyday lives'• Rigour – Students feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn		<p>The School Excellence Framework was reviewed to determine areas for whole school development aligning with this strategic direction.</p> <p>Staff were surveyed and the result's used to drive PL for teaching staff around improved confidence with using existing technologies at PNPS. A new computer booking roster system was introduced to increase the number of staff utilising the 'tech hub'.</p> <p>The team secured access to a DoE STEMshare kit for term 1, 2019.</p>

Next Steps

Project 1:

- PL to be delivered on feedback and success criteria and learning intentions
- Modelled, Guided and Independence: This will be done through 'Learning Walks' with a focus on classroom delivery in Literacy. The IL Team will evaluate "where to next" in Term 4 2019. From here, staff will form small groups and participate in lesson studies to continue to strengthen and develop their delivery of Literacy in the classroom throughout 2020.

Project 2:

Through the school executive, the SD project team will monitor that the whole school professional development framework timeline, guidelines and template are being complied with.

Project 3:

- Expose staff to tech hub equipment from the STEM share program through access to programs online that link with equipment. The team to create a timetable for equitable and relevant use of the equipment for each stage.
- The team to deliver purposeful PL for the new Science & Technology syllabus to assist staff with the implementation of the content in alignment with the new Science Scope and Sequence for PNPS.

Strategic Direction 3

Teaching for tomorrow

Purpose

To develop comprehensive knowledge of the curriculum to make best practice common practice.

Overall summary of progress

The *Comprehensive Curriculum Knowledge* project began in Term 3 2018. Prior to this, the focus was on developing our school plan. This project was developed to ensure best practice through a comprehensive knowledge of the NSW English and Mathematics syllabuses and the learning progressions; and an understanding of the relationship between them to drive teaching, learning and assessment. Students and teachers will be given time to engage with the learning process, ask questions and receive clear feedback. Effective practice will allow students to know what is expected of them and what they need to learn from tasks. During the initial stages of this project we identified a need to develop consistent scope and sequences for all syllabus with focus on inquiry questions and content. Science, Geography, History and Mathematics were completed in 2018.

The *Data Informs Practice* project was designed to strengthen teachers' ability to use data to inform effective teaching practice. This includes teachers having a deep understanding of the English and Mathematics syllabuses and the ability to respond constructively to what the data is telling them, changing their practice where required. Best systems use quality assessment tasks and data to drive school improvement. Teachers will design classroom assessments that are frequent, high quality and have clear consistent scoring criteria. A spreadsheet was developed for teachers to enter data defined by the school assessment schedule that tracks students across their schooling. Teachers use this information to develop an understanding of their students, so they can best cater for their needs. Staff and students were surveyed at the end of 2018 showing that 34.6% of students indicated that teachers always help them with their work with a further 66% indicating sometimes. 43% of students indicated that teachers always give them feedback on their work. Feedback for students will continue to remain a focus for the school but not a priority in the action plan.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Teachers consistently demonstrate explicit teaching techniques and knowledge of the curriculum leading to improved student outcomes. This may be measured by: <ul style="list-style-type: none">• Consistent improvement in Spelling results across K–6• An increase of students in the top two bands using Sound Waves diagnostic testing• Using PAT data to show % of students achieving a minimum 1 year growth in learning with 1 year's worth of teaching• Improved consistent teacher judgement of common assessment tasks through increased use of rubrics and standardised criteria	Teaching for Tomorrow Strategic Direction budget expended for 2018 to develop and deliver professional learning to staff across all processes and to evaluate and report on milestones – \$7000.00	Professional learning surrounding the new Science curriculum (external). Professional learning delivered to all staff (internal) surrounding each key component of the new Science syllabus. Worked collaboratively with staff to create explicit scope and sequences for Science, Mathematics, History and Geography. New scope and sequences cross checked with the syllabus, shared and ready to use in Term 1 2019.
Improved teacher knowledge on how to plan and program with a focus on student engagement, high expectations and building student ability to adapt and become responsible citizens. This may be measured by:		In preparation for 2019, the whole school common assessment schedule will promote consistent and comparable judgement of student learning progress, and identify skills gaps for improvement and areas for extension. This will include common assessment tasks with relevant and explicit marking criteria.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
*Teaching and learning programs that purposefully incorporate future focussed skills as determined by the Department		Research was undertaken to determine current methods for data collection being implemented by other schools. From this, staff members were released to design an assessment and reporting template in which all staff members will enter their class results for PAT, Sound Waves, TEN, SENA and Benchmarking results. Data will be stored by staff using this platform by the end of Week 10 Term 4 2018.
<ul style="list-style-type: none">• Increased number of students in the top two bands in NAPLAN reading and writing.• Increased number of students in the top two bands in NAPLAN numeracy.		Harvested data to use as baseline data to measure growth for Naplan, PAT and Sound Waves. Surveyed staff and students to determine their level of understanding and/or confidence using feedback and success criteria to improve student outcomes.

Next Steps

Comprehensive Curriculum Knowledge

In 2019, the focus for this project will be developing a consistent approach to engaging with the English syllabus and providing professional learning and an understanding of the new PDHPE syllabus which is to be implemented in 2020.

Data Informs Practice

The spreadsheet will continue to record data for use in driving teaching and learning and school priorities. Executive have and will continue to prepare collaborative assessment tasks with clear success criteria and opportunities for moderation. This will become a part of common practice.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Combine flexible equity funding – Socio-economic background, Aboriginal Background (\$3,423.00), and Low level adjustment for disability – to better support the needs of students through our schools LaST program	<p>In 2018, 1% of our student population were Aboriginal or Torres Strait Islander. These students and their parents and caregivers were involved in the development of Personalised Learning Pathways in order to identify the student's strengths and interests and set individual learning goals to promote improved learning outcomes and wellbeing. To ensure improved educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population flexible equity funding was combined – Socio-economic background, Aboriginal Background, and Low level adjustment for disability – to better support the needs of Aboriginal students through our schools Learning and Support program. Most Aboriginal students involved in saying the Acknowledgement of Country at assembly each week. Two kindergarten students have had it sent home to practise and say when ready. We initiated a ATSI mentoring program with Sir Joseph Banks High School. This group of 14 students meet fortnightly for an hour and have a younger peer buddy. The group have been involved in a variety of research projects on famous indigenous Australians and are now working towards making and publishing a book on either a traditional story or symbols.</p> <p>We promoted improvement toward Aboriginal student awareness of local community events, school events and willingness to work with community members and parents from the school through participation at NAIDOC week events including Aboriginal performance for all students K-6. Padstow North PS will continue to provide appropriate and relevant training and resources to staff to assist with the implementation of quality teaching and learning activities that promote excellence in all students.</p>
English language proficiency	\$92,475.00	In 2018 approximately 208 students with English as an Additional Language/Dialect received support. Improvement in English language proficiency enabled our EAL/D learners to develop their knowledge, understanding and skills in literacy and numeracy.
Low level adjustment for disability	Combine flexible equity funding – Socio-economic background, Aboriginal Background, and	Ongoing use of funding to increase Learning and Support Teacher entitlement by 0.1 to 0.8 (4 days) and employ a School Learning and Support Officer five days per week, to support delivery of programs designed to support the

Low level adjustment for disability	Low level adjustment for disability (\$116,993.00) – to better support the needs of students through our schools LaST program	needs of students who have additional needs with or without a formal diagnosis of disability. Minilit Intervention Program continued for Stage 1 students and evidence of student growth was measured with pre and post testing. Weekly Learning Support Team meetings continue to be held to identify and support students with additional learning and support needs. Learning Support Team participants include Principal, Learning and Support Teacher and School Counsellor. Classroom Teachers, their supervisors, and EAL/D specialist teacher attendance is dependant on the personalised circumstances of the student referred. Annual Review meetings for students that have a Disability Confirmation Sheet were conducted over 2 days in Term 3 in consultation with parents, carers, outside agencies, LaST and the School Counsellor. Annual Review meetings for students in the Autism class are held in Term 4.
Quality Teaching, Successful Students (QTSS)	\$64,758	<p>In 2018 QTSS funding was allocated to release two Assistant Principal's one day a week each, allowing them to:</p> <p>mentor and coach other teachers</p> <p>observe teachers in their classrooms and demonstrate and model effective teaching strategies</p> <p>monitor student performance data across the school and ensure teachers are focused on areas of need</p> <p>lead an area of school improvement</p>
Socio-economic background	Combine flexible equity funding – Socio-economic background (\$30,206.00), Aboriginal Background, and Low level adjustment for disability – to better support the needs of students through our schools LaST program	Ongoing use of funds to increase Learning and Support Teacher entitlement by 0.1 to 0.8, and employ a School Learning and Support Officer five days per week, to support delivery of programs designed to support the needs of students who have additional needs with or without a formal diagnosis of disability; and to explore innovative practices that support continuous improvement in student achievement.
Support for beginning teachers	\$20,511	<p>In 2018 we had 3 beginning teachers. Support for beginning teachers enabled:</p> <p>Beginning teachers to receive a high quality induction program to support their entry into the teaching profession</p> <p>Beginning teachers to receive high quality support to enhance their teaching skills during their first year of teaching</p>

Student information

Student enrolment profile

	Enrolments			
Students	2015	2016	2017	2018
Boys	202	185	187	199
Girls	159	155	166	175

Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.3	93.2	95.3	92.8
1	95.9	94.5	93.9	94.9
2	94	94.6	96	93.1
3	93.4	94.7	94.3	94.7
4	94.1	94.1	95.7	94.3
5	95.8	95	94.2	93.7
6	95	95.1	92.4	92.5
All Years	95	94.5	94.6	93.8
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

At PNPS we gain the support of the HSLO to manage non-attendance concerns.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.98
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.6
School Administration and Support Staff	4.87

*Full Time Equivalent

No current staff member identifies as Aboriginal or Torres Strait Islander.

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

Padstow North Public School promotes a collaborative and supportive workplace committed to a positive culture of learning by individuals and teams. We acknowledge all teachers have a right to be supported in their professional learning that facilitates professional growth and the provision of quality teaching and learning, consistent with the NSW Department of Education policies, aims and strategic directions, and our school plan. Individual Performance and Development Plans (PDPs) and our whole school professional learning plan guided the work of the principal, executive and teachers in 2018.

All staff completed training and certification outlined in the Departments' School Staff Training Guide which included Child Protection Update 2018, Recognition and Management of Anaphylaxis Training, and Cardio-Pulmonary Resuscitation.

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	475,681
Revenue	3,509,325
Appropriation	3,302,038
Sale of Goods and Services	7,249
Grants and Contributions	194,631
Gain and Loss	0
Other Revenue	0
Investment Income	5,407
Expenses	-3,405,484
Recurrent Expenses	-3,405,484
Employee Related	-2,980,189
Operating Expenses	-425,296
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	103,841
Balance Carried Forward	579,522

In 2018 funds were spent on various school improvements including: updated interactive whiteboards in every learning space including classrooms, refurbishment of the 'tech space', internal and external painting, new carpet in every classroom, K-2 Playground markings and updated 'pencils' with the school values in the playground.

In 2019 funds will be allocated to updating classroom furniture, ground maintenance and ultimately, a covered walkway from the north to the south end of the school (approximately 400 metres).

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	2,452,418
Base Per Capita	70,255
Base Location	0
Other Base	2,382,163
Equity Total	243,097
Equity Aboriginal	3,423
Equity Socio economic	30,206
Equity Language	92,475
Equity Disability	116,993
Targeted Total	370,900
Other Total	112,021
Grand Total	3,178,436

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.

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.

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 percentage of students who performed in the top two bands in NAPLAN Literacy:

*Year 3 Reading 54.8%

*Year 5 Reading 28%

*Year 3 Writing 43.6%

*Year 5 Writing 10%

*Year 3 spelling 65.3%

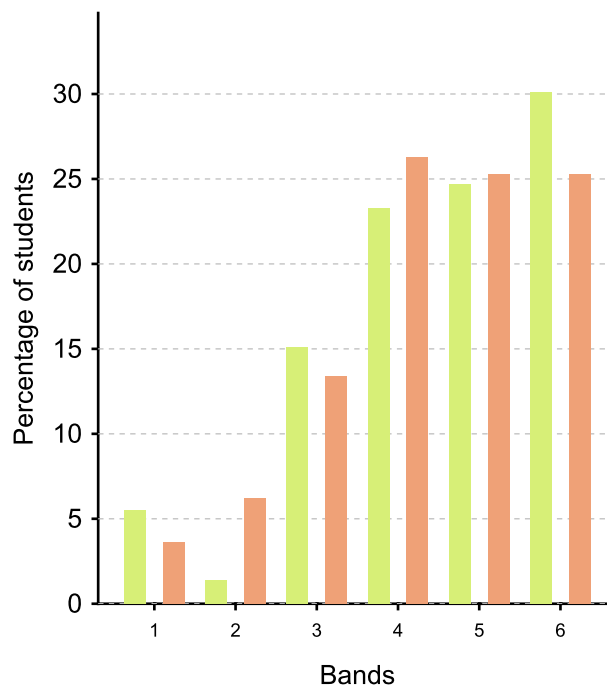
*Year 5 spelling 37.2%

*Year 3 Grammar & Punctuation 41.6%

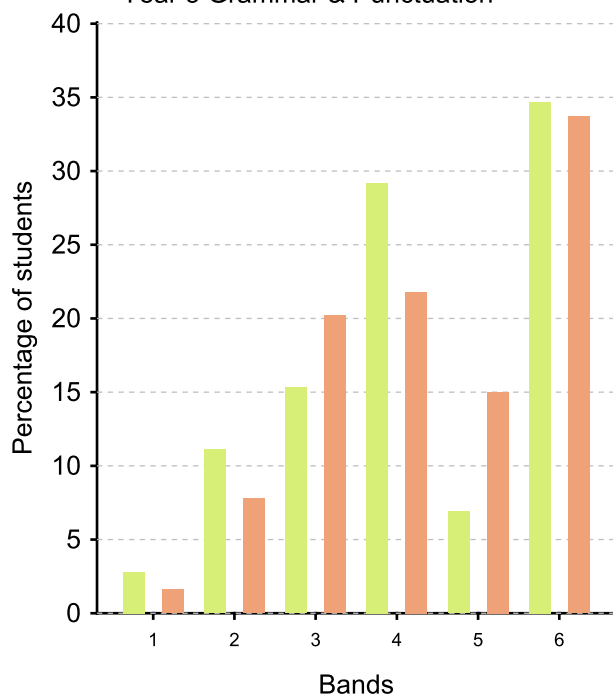
*Year 5 Grammar & Punctuation 25.4%

Percentage in bands:

Year 3 Reading



Percentage in bands: Year 3 Grammar & Punctuation

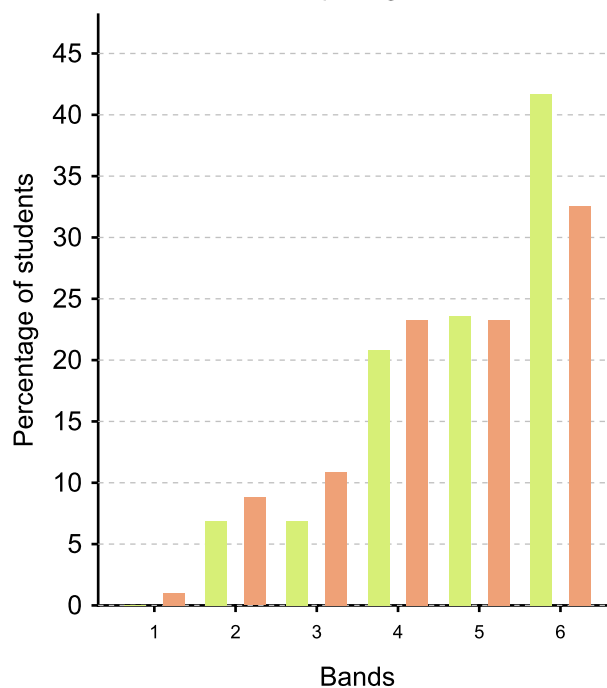


Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	2.8	11.1	15.3	29.2	6.9	34.7
School avg 2016-2018	1.6	7.8	20.2	21.8	15	33.7

Percentage in bands:

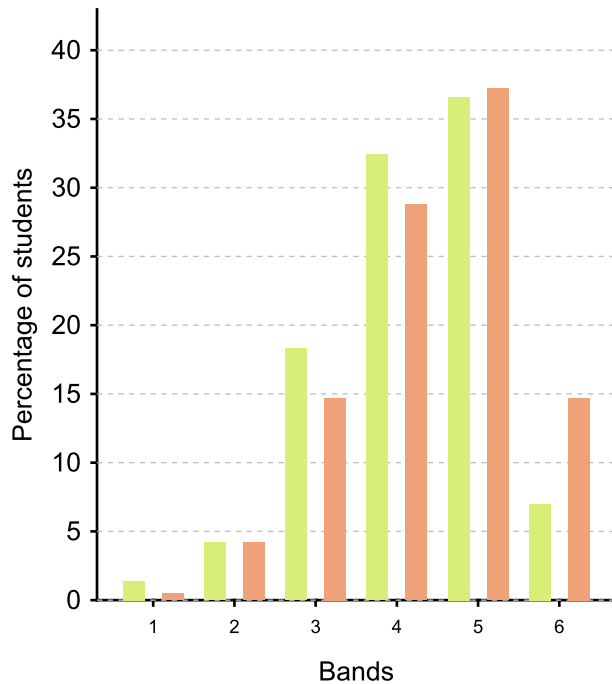
Year 3 Spelling



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	0.0	6.9	6.9	20.8	23.6	41.7
School avg 2016-2018	1	8.8	10.9	23.3	23.3	32.6

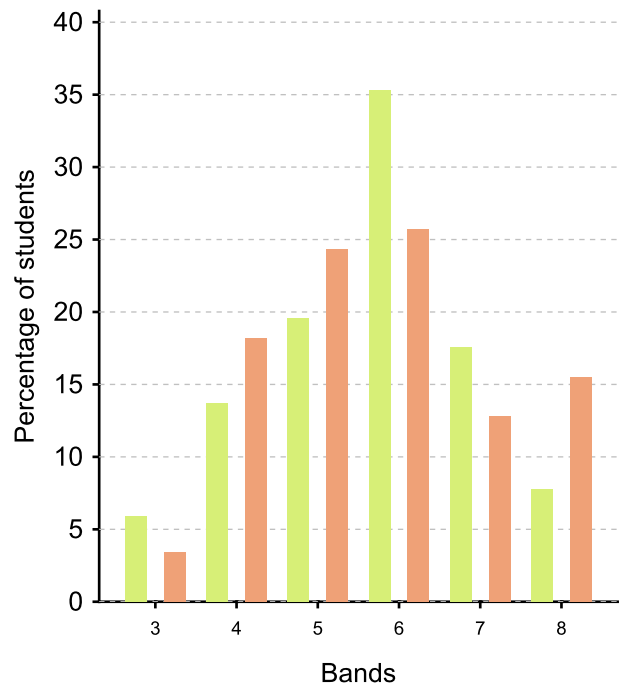
Percentage in bands:
Year 3 Writing



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	1.4	4.2	18.3	32.4	36.6	7.0
School avg 2016-2018	0.5	4.2	14.7	28.8	37.2	14.7

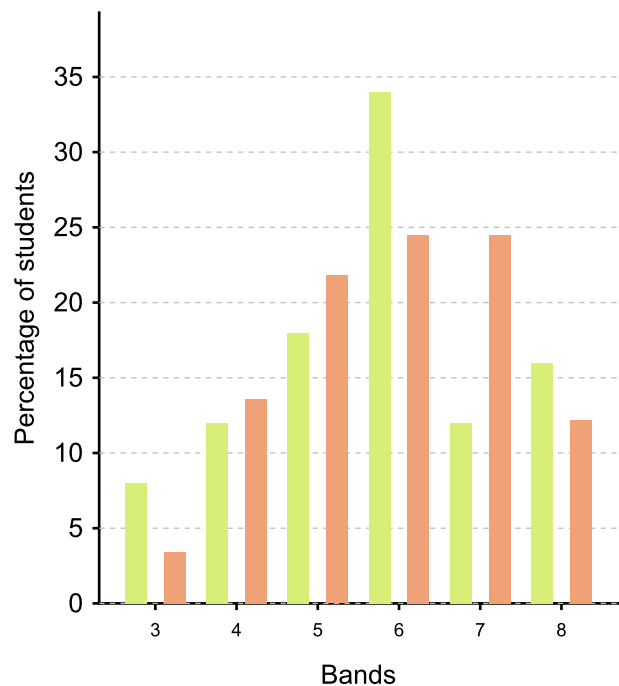
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	5.9	13.7	19.6	35.3	17.6	7.8
School avg 2016-2018	3.4	18.2	24.3	25.7	12.8	15.5

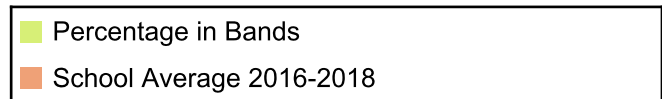
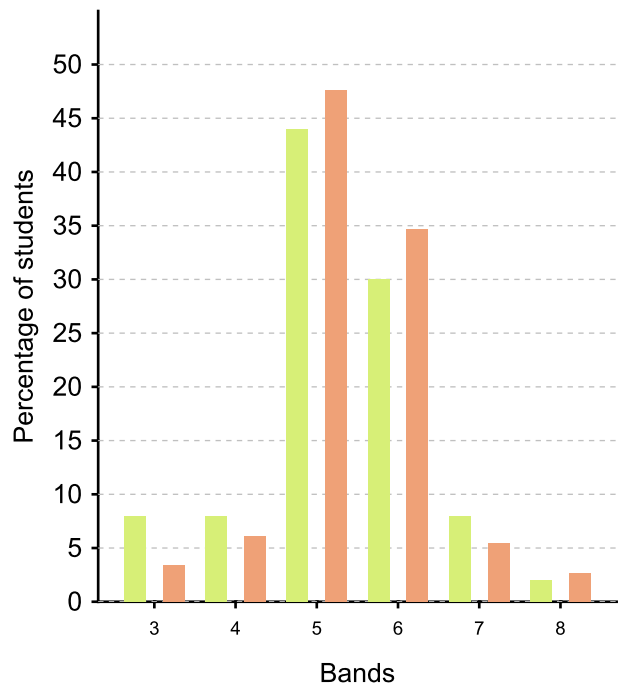
Percentage in bands:
Year 5 Reading



Percentage in Bands
School Average 2016-2018

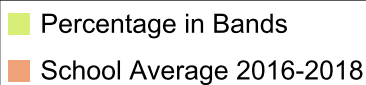
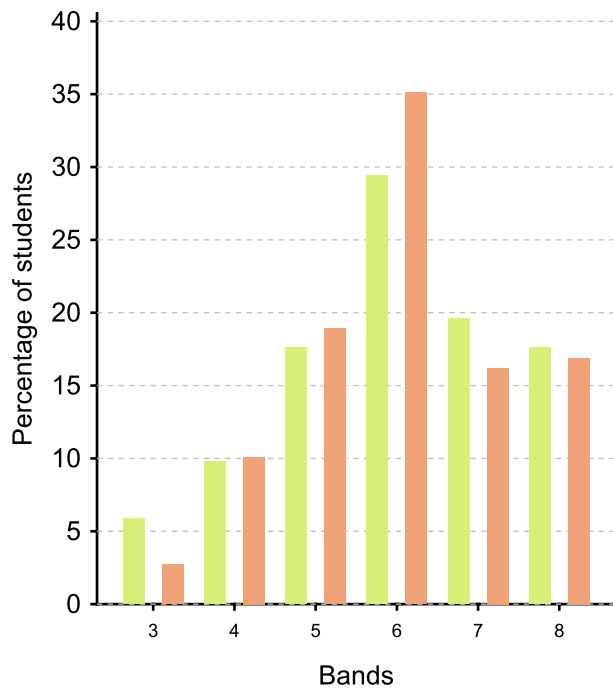
Band	3	4	5	6	7	8
Percentage of students	8.0	12.0	18.0	34.0	12.0	16.0
School avg 2016-2018	3.4	13.6	21.8	24.5	24.5	12.2

Percentage in bands:
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	8.0	8.0	44.0	30.0	8.0	2.0
School avg 2016-2018	3.4	6.1	47.6	34.7	5.4	2.7

Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	5.9	9.8	17.6	29.4	19.6	17.6
School avg 2016-2018	2.7	10.1	18.9	35.1	16.2	16.9

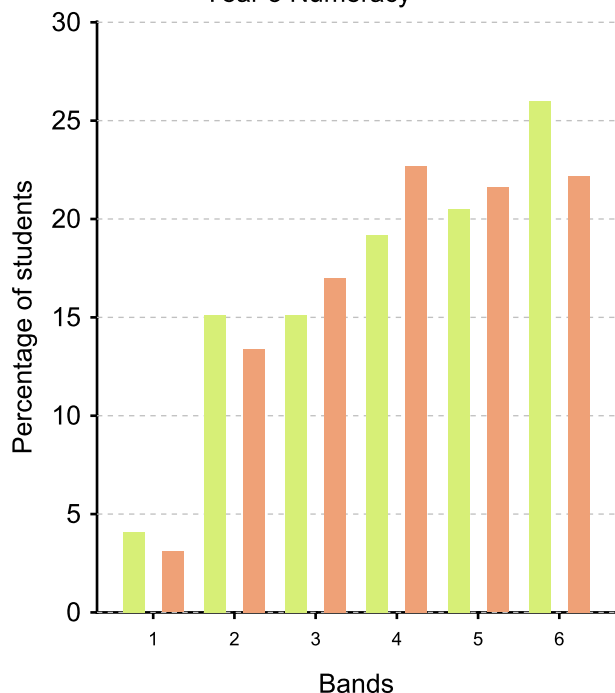
The My School website provides detailed information and data for national literacy and numeracy testing. Go to <http://www.myschool.edu.au> to access the school data.

The percentage of students who performed in the top two bands in NAPLAN Numeracy:

*Year 3 Numeracy 46.5%

*Year 5 Numeracy 26%

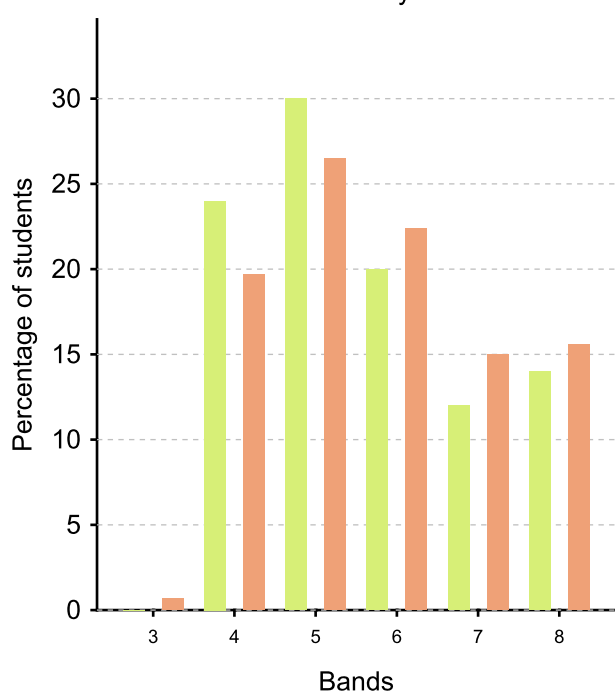
Percentage in bands:
Year 3 Numeracy



Percentage in Bands
School Average 2016-2018

Band	1	2	3	4	5	6
Percentage of students	4.1	15.1	15.1	19.2	20.5	26.0
School avg 2016-2018	3.1	13.4	17	22.7	21.6	22.2

Percentage in bands:
Year 5 Numeracy



Percentage in Bands
School Average 2016-2018

Band	3	4	5	6	7	8
Percentage of students	0.0	24.0	30.0	20.0	12.0	14.0
School avg 2016-2018	0.7	19.7	26.5	22.4	15	15.6

Students achieving at or above expected NAPLAN growth – School Compared to State

Numeracy at or above expected growth was higher than state average by 11.9%.

Reading at or above expected growth was higher than state average by 4.9%.

Writing at or above expected growth was higher than state average by 0.4%.

Parent/caregiver, student, teacher satisfaction

Tell Them From Me is an evaluation system that includes dynamic web-based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes.

Data collected from the survey responses are compiled into reports for school leaders. The reports provide information that can help schools in their annual planning and reporting activities, by helping to identify emerging issues and plan for improvement.

Teachers report they:

- Work with school leaders to create a safe and orderly school environment
- Talk with other teachers about strategies that increase student engagement
- Use two or more teaching strategies in most lessons

Parent feedback indicates:

- Parents are well informed when it comes to their child's learning and behaviour
- Teachers take an active role in making sure all students are included in school activities
- Their child is encouraged to do his or her best work

Students report they:

- 92% are 'socially' engaged and are involved in sports or other extra-curricular activities.
- 90% value schooling outcomes and are 'institutionally' engaged.
- 93% are intellectually engaged in their learning.

Policy requirements

Aboriginal education

The NSW Department of Education is committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population. Padstow North PS values, respects and appreciates Aboriginal Culture and through the implementation of the NSW Syllabus for the Australian Curriculum, aim to increase knowledge and understanding of the histories, cultures and experiences of Aboriginal and Torres Strait Islander people as the First Peoples of Australia. Padstow North PS values and acknowledges the identities of Aboriginal students and provides supportive and culturally inclusive learning environments. In 2018, 1% of our student population were Aboriginal or Torres Strait Islander. These students and their parents and caregivers were involved in the development of Personalised Learning Pathways in order to identify the student's strengths and interests and set individual learning goals to promote improved learning outcomes and wellbeing. To ensure improved educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they have the opportunity to match or better the outcomes of the broader student population flexible equity funding was combined – Socio-economic background, Aboriginal Background, and Low level adjustment for disability – to better support the needs of Aboriginal students through our schools Learning and Support program. Most Aboriginal students involved in saying the Acknowledgement of Country at assembly each week. Two kindergarten students have had it sent home to practice and say when ready. We initiated a ATSI mentoring program with Sir Joseph Banks High School. This group of 14 students meet fortnightly for an hour and have a younger peer buddy. The group have been involved in a variety of research projects on famous indigenous Australians and are now working towards making and publishing a book on either a traditional story or symbols.

We promoted improvement toward Aboriginal student awareness of local community events, school events and willingness to work with community members and parents from the school through participation at NAIDOC week events including Aboriginal performance for all students K–6. Padstow North PS will continue to provide appropriate and relevant training and resources to staff to assist with the implementation of quality teaching and learning activities that promote excellence in all students.

Multicultural and anti-racism education

Padstow North PS is a culturally, linguistically and religiously diverse school committed to providing opportunities that enable all students to achieve equitable education and social outcomes, and

participate successfully in our culturally diverse society. Our student composition includes 67.4% from a language background other than English (LBOTE) and 56% who speak a language other than English (LOTE).

In 2018 we continued our journey to review and improve programs that enable students learning English as an additional language or dialect (EAL/D) to develop their English language and literacy skills so that they are able to fully participate in schooling and achieve equitable educational outcomes. As a result the progress of EAL/D learners is a shared responsibility for all staff.

Approximately 208 students with English as an Additional Language/Dialect received support. Improvement in English language proficiency enabled our EAL/D learners to develop their knowledge, understanding and skills in literacy and numeracy.

Success for these learners is attributed to:

- Explicit teaching and differentiation in the classroom
- RAM allocation of 0.6 of a full-time teacher was provided to support our EAL/D learners (3 days).
- Introduction of a whole school approach to teaching our EAL/D learners
- Employment of a School Learning and Support Officer (SLSO) to assist with the implementation of EAL/D programs

In 2018 we continued to promote positive community relationships through effective communication with parents and community members from diverse cultural, linguistic and religious backgrounds by providing opportunities for their active engagement in the life of the school.

All teaching and non-teaching staff contribute to the eradication of racism by promoting acceptance of Australia's cultural, linguistic and religious diversity, challenging prejudiced attitudes and ensuring that consequences are applied against racist and discriminatory behaviours in line with our school's Welfare and Discipline Policy.