

Tower Street Public School

Annual Report



2018



4151

Introduction

The Annual Report for 2018 is provided to the community of Tower Street 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.

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School background

School vision statement

*We promote and maintain high standards and expectations across all learning.

*We are committed to providing an atmosphere that is caring, co-operative and respectful, ensuring that students have a strong sense of self-worth and personal identity.

*We are committed to ensuring that students have access to experiences that develop them as active and engaged learners.

*We are inclusive of the whole school community in the preparation of our students for responsible, active citizenship.

*We encourage tolerance and harmony through the development and understanding of belonging, community and diverse cultures

School context

Tower Street Public School has an enrolment of approximately 200 students. We provide a positive learning environment where all students are given the opportunity to succeed. The school has a focus on developing literacy and numeracy programs, student welfare and Information and communication technology skills.

The staff are a professional, dedicated team committed to creating a quality teaching and learning environment. Tower Street is renown in the local area for its exceptional performing arts programs, technology programs and high level of community support.

The school is set on a large site of 6.549 hectares, offering extensive open, grassed playing areas for sporting and other recreational activities.

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.

We regularly reviewed both our School Plan and the milestones in order to collect data and identify both our achievements and provide directions on where to next. This work included:

- develop a school-wide understanding of the intent of the SEF;
- align our three strategic directions, their milestones and impact measures with the relevant elements of the SEF and determine those elements that our plan most strongly addressed;
- develop a common understanding and strengthen the use of data as an evidence base;
- examine different types of evidence; and
- determine how to use evidence to inform self-assessment and validate against the SEF.

In the domain of Learning we have focused on wellbeing and curriculum and learning. Quality teaching and professional practice are evident in every learning environment, providing students with opportunities to succeed. There is a positive respectful relationship among students and staff, promoting student wellbeing and ensuring good conditions for student learning. Teachers involve students and parents in planning to support students as they progress through the stages of education. Teachers have participated in a successful Community of Schools project on Visible Learning. This initiative proved extremely successful in developing a culture of student-centred learning.

Our major focus in the domain of Teaching has been on collaborative practice and data skills and use. Teachers regularly use student performance data and other student feedback to evaluate the effectiveness of their own teaching practices. Teachers work together in planning high quality teaching/learning programs ensuring differentiation of the curriculum and providing for students' individual needs. We have an excellent system for collaboration, classroom observation, the modelling of effective practice and feedback to drive and sustain ongoing improvement in student

outcomes. Professional learning has focussed on improved teaching methods in literacy and numeracy building on teachers understanding of effective teaching strategies in these areas.

In the domain of Leading, our priorities have been leadership and professional standards. Teachers work beyond their classroom to contribute to broader school programs and are actively engaged in planning their own professional development to improve their performance. The school leadership team creates an organisational structure that enables management systems, structures and processes to work effectively and in line with legislative requirements and obligations.

The school has links with other schools and educational providers and other organisations to support the improvement of students outcomes.

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

Active and engaged learners

Purpose

To provide a student-centred learning environment that inspires, challenges and guides students to become successful citizens who contribute to a thriving community.

Overall summary of progress

This year Tower Street Public School has concentrated efforts in Professional Learning across the school in the areas of literacy and numeracy. The aim has been to implement evidence-based programs in literacy and numeracy to improve student outcomes. The school has employed an Instructional Leader 1-day per week to support the implementation of programs across the school and support teachers through ongoing professional learning.

The staff have continued their work on Visible Learning engaging in professional learning with colleagues within and across schools. Stage teams have worked on embedding this professional learning into classroom practice.

Positive Behaviour for Learning continues to be a focus across the school.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
100% of students demonstrate individual growth/progress in Literacy as identified in a pre and post school based K-6 assessment program.	Instructional Leader employed 1-day per week to provide Professional Learning to K-2 teachers on the implementation of L3. Cost: \$27 000	L3 implemented in K-2 classrooms. FoR utilised across 3-6 classrooms. Teachers aware of literacy progressions to assess student's literacy development.
100% of students demonstrate individual growth/progress in Numeracy as identified in a pre and post school based K-6 assessment program.	Instructional Leader employed 1-day per week to provide Professional Learning on the implementation of TEN and TOWN across the school. Cost: \$27 000	Teachers aware of numeracy progressions to assess students numeracy development. Progressive Achievement Test Data in Year 5&6 TEN/TOWN data Walls evident.
TTFM survey data indicates yearly growth in active engagement in learning and positive teacher-student relationships	No funds expended	Implemented strategies to foster positive teacher-student relationships including interest groups.
Formative Assessment-Students can explain their learning intentions and how they achieve their success criteria	Support from School Services in this area. Staff attended Visible Learning Professional learning with Community of Schools. Cost: 1860.07	Data from School Services teacher surveys. Staff reported increased confidence in using formative assessment / visible learning strategies in the classrooms across the school.

Next Steps

The school will continue to strive for the improvement of all students learning outcomes in meeting their needs in a

supportive and productive learning environment. Student learning outcomes will continue to be effectively evaluated and this data will be used to inform future practice.

Specific improvements include:

- continue the implementation of L3 across K–2
- consolidate TEN/TOWN programs across K–6.
- CESE Creative and Critical Thinking Writing Project in Years 3–6.
- Formative assessment and tracking student progress consistently across the school.
- Review the Learning and Support Team procedures to strengthen and streamline school processes.



Strategic Direction 2

High quality staff

Purpose

To create an environment that will allow teachers to provide quality teaching and inspire learning.

Overall summary of progress

Tower Street Public School continues our commitment to help all students realise their full potential. We believe that it is the quality of the teachers and leaders that makes the difference. We continue to provide professional learning that ensures that all of our staff are effectively equipped to meet the Australian Professional Standards for Teachers and strive to improve and meet their individual professional development goals.

The staff continue to work collaboratively with supervisors and mentors to achieve their professional goals.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff develop and apply their Performance and Development Plan based on their individual professional goals.	QTSS funding utilised to release stage leaders to conduct classroom observations and round-table feedback sessions with staff. Cost: \$35 323	All staff have achieved their professional goals or are continuing to work towards them. All non-teaching staff completed PDP process.
100% of teachers report increased confidence in teaching STEM and Digital technologies.	Educhangemakers Professional Learning for Executive team \$3000 Casual Release for staff to attend PL \$4000	Executive developed implementation plan for STEM project throughout 2019. This will be an ongoing focus in 2019 and 2020.
The Australian Professional Standards for Teachers at Highly Accomplished and Lead level and the Australian Principal Standard are evident in PDP professional goals.	No funds expended	Teachers look beyond their current level of Accreditation when selecting appropriate teaching standards to work towards in their PDP.
Evidence of Quality Teaching and Learning in classrooms based on data and differentiation.	Staff released in stage teams once a term to work collaboratively to ensure consistency of curriculum delivery. Stage teams reflect on student data to inform their future practice.	All teachers use assessment data to determine learning needs of individual students.

Next Steps

The school will continue to support staff professional learning to ensure we have a high quality staff that is continuing to strive for improvement and professional development.

Specific improvements include:

- Aspiring leaders encouraged to look beyond proficient level standards when setting goals for their PDPs.
- A formalised program targeting aspiring leaders to provide leadership development opportunities – Agile Leadership Program
- Implement STEM project that was developed during the Educhangemakers program.
- Continue working with School Services on Formative Assessment Project to support staff in delivering quality teaching and learning practices based on formative assessment practices.



Strategic Direction 3

Positive Partnerships

Purpose

To strengthen parent participation with student learning and to promote connections within the wider school community.

Overall summary of progress

Tower Street Public School has continued to work collaboratively with the wider community and continues to form positive partnerships. We have continued through the Community of Schools initiative to provide teachers with excellent professional learning opportunity.

The 'Leaders of Today and Tomorrow' student leadership initiative included schools from across the region providing the school with opportunities for productive relationships with external agencies and schools across the network.

We continue to have an active parent community that continues to attend events at school – Open Day, Grandparents Day and Book Week activities.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased number of parents and caregivers engaging school activities and in supporting their child's education.	No funds expended	We continue to provide opportunities for the school community to be involved in school events.
Within the School Excellence Framework – to be achieving at the excelling level in the domain of Leading – Educational Leadership for Community Engagement.	No funds expended	This area continues to be a focus. We regularly request and address feedback on school performance from students, staff, parents and the broader community.
An increase in the range and number of community members participating in school activities.	Worked collaboratively with the Deadly Arts – Song Room program as well as the Smith Family, to engage with the community. Resources: \$500	Community Mural Project. Parents, Community members, students and staff worked together to complete a community mural that represents the local Aboriginal history of the area.
Tell Them From Me Survey indicates continued annual growth in student overall school social and emotional wellbeing.	No funds expended	84% of students feel accepted and valued by their peers and by others at their school. 7.8 on a 10 point scale: Students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

Next Steps

Community participation and engagement continues to be a strong focus with the goals of increasing the engagement of parents and carers and increasing the school-wide collective responsibility for student learning and success.

Specific improvements include:

- Collate, compare and evaluate communication channels to engage parent and community with the school. Explore the use of new communication tools and revitalise existing tools.

- Develop and regularly meet with focus groups to gain feedback regarding school direction.
- Collect data by tracking and recording parent participation and attendance at school events throughout the year.
- Increase participation in the P&C.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6138	<p>All students have a Personal Learning Pathway and are making progress in literacy and numeracy.</p> <p>All students participated in the Deadly Arts program—helping students to understand and identify with Indigenous culture. As part of the Deadly Arts program a community mural was completed.</p> <p>All students participated in an Aboriginal incursion. Aboriginal perspective evident in programs.</p>
English language proficiency	\$42735	<p>A temporary teacher employed to provide EALD support.</p> <p>As evidenced in student work samples, PLAN data and in school assessment data targeted EALD students improved in their literacy and numeracy skills.</p>
Low level adjustment for disability	\$82165	<p>The learning support program providing support for students with learning needs. This will be continually assessed to provide support to the students with highest needs.</p> <p>The support provided included Multilit, in-class and small group support.</p> <p>2 x SLSOs were employed to support students with special needs.</p>
Quality Teaching, Successful Students (QTSS)	\$35919	<p>Instructional Leader</p> <p>Executive release for AP's to support the implementation of numeracy programs.</p> <p>Completed PLP's, PLAN data, school based assessment data</p>
Socio-economic background	\$47158	<p>Occupational Therapist employed for one day per week to support students and staff in the development of fine and gross motor skills.</p> <p>Both Assistant principals released one day a week to support staff— demonstration lessons, team teaching and other Professional Learning.</p> <p>SAS Staff employed 1 day per week.</p> <p>An extra student funded to participate in the Reading Recovery program</p> <p>Speech Pathologist and OT post program assessments.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	91	96	104	97
Girls	83	93	96	100

Student enrolment remains steady.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	92.6	95.1	95.1	92.7
1	87.9	94.7	93.8	93.6
2	93.9	93.9	94.1	92.9
3	95.1	94.6	91.4	94.7
4	93.4	92.6	93.8	91.8
5	89.8	95.3	94.2	92.4
6	94.9	94.3	92.2	95.5
All Years	92.6	94.4	93.6	93.3
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

Attendance is recorded electronically each morning, as early as possible by the classroom teacher or paper copy by a casual teacher. Office staff are then required to enter these absences.

Students are marked absent in the case of late arrival or early departure, the precise times of arrival or departure must be recorded.

All leave from school for any reason other than medical must be approved by the principal.

For all extended absences from school, permission must first be applied for before the leave commences. This is a legal requirement. Parent/carers must speak with the school principal before they plan any type of leave. It is always recommended that families use the school holiday period to take leave or family holidays. Taking leave during the school term can leave gaps in the child's education. Attending school everyday is important.

The Home School Liaison Officer monitors classroom rolls to manage student non-attendance at school. Teachers use (LAMP) – Late Arrivals Management Program for both attendance and lateness to school. Attendance is closely monitored.

Students are rewarded for excellent attendance every term.

Our focus is providing quality programs which promote high levels of student engagement in all areas.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	2
Classroom Teacher(s)	6.98
Teacher of Reading Recovery	0.32
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

*Full Time Equivalent

There are no teachers with an Aboriginal background currently working at the school.

There is a full time School Administrative Manager, a five day School Administrative Officer, 2 School Learning Support Officers who work five days a week.

The school's Reading Recovery teacher is also the Release from Face to Face teacher. There are eight classes– including one job share. The two Assistant Principals are both teaching full loads.

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	40

Professional learning and teacher accreditation

Significant amounts of professional learning were undertaken by Tower Street Public School staff in 2018. As part of the Community of Schools initiative teachers attended effective professional learning in Visible Learning, which includes much of the work of John Hattie and also focusses on student-centred learning. Teacher and student feedback was a focus.

Staff continued to attend Professional Learning in new syllabus documents.

Staff also completed mandatory training in Child Protection and CPR.

Professional Learning in Positive Behaviour for Learning continued to be a priority in 2018 with all staff implementing the program. Beginning teachers continued to be given support by their supervisors and mentors in completing their accreditation. All staff completed their Professional Learning Plans and were given opportunities to attend Professional Learning to achieve their goals.

One teacher completed accreditation at proficient level.

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	126,935
Revenue	1,997,177
Appropriation	1,891,210
Sale of Goods and Services	6,808
Grants and Contributions	97,281
Gain and Loss	0
Other Revenue	400
Investment Income	1,478
Expenses	-1,911,957
Recurrent Expenses	-1,911,957
Employee Related	-1,665,720
Operating Expenses	-246,237
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	85,219
Balance Carried Forward	212,154

With the introduction of new financial planning tools such as the eFPT budgeting tool the school was conservative with it's spending during this transition period. As a consequence the school has carried over unspent funding into 2019.

In 2019 the school intends to spend funds to upgrade learning environments as well as invest in technology and learning resources across the school.

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	1,497,182
Base Per Capita	38,674
Base Location	0
Other Base	1,458,509
Equity Total	178,196
Equity Aboriginal	6,138
Equity Socio economic	47,158
Equity Language	42,735
Equity Disability	82,165
Targeted Total	64,966
Other Total	71,316
Grand Total	1,811,660

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.

In 2018, 31 Year 3 students completed the literacy and components of the National Assessment Program. The literacy results for Year 3 indicate:

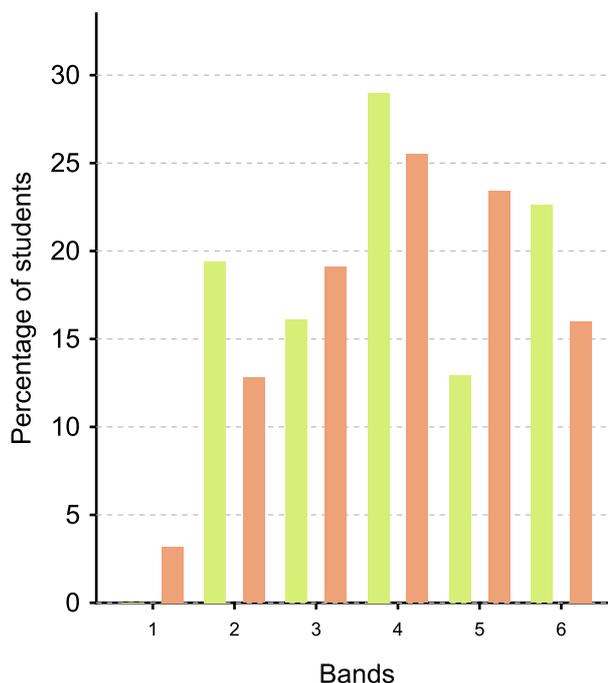
- In the areas of grammar and reading we increased the number of students reaching Band 6 compared to 2017.
- 100% of students are at or above the national minimum standard in reading.

- 71% of students achieved in the top three skill bands in grammar and punctuation.

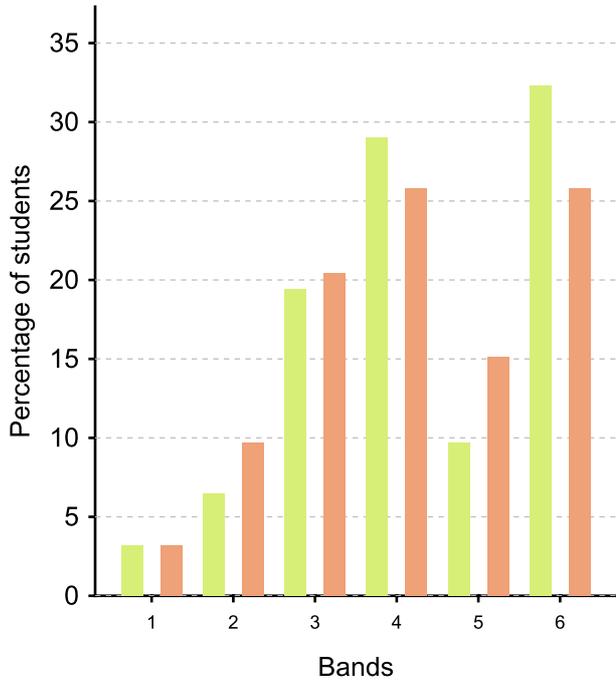
In 2018, 29 Year 5 students completed the literacy and numeracy components of the National Assessment Program. The literacy results for Year 5 indicate that:

- In the areas of Grammar, Reading, Spelling and Writing we increased the number of students reaching Band 8 compared to 2017 in all areas of literacy.
- The growth of our students from Year 3 to Year 5 that are receiving results at or above expected growth in spelling is above the State average.
- 100% of students are at or above the national minimum standard in reading.

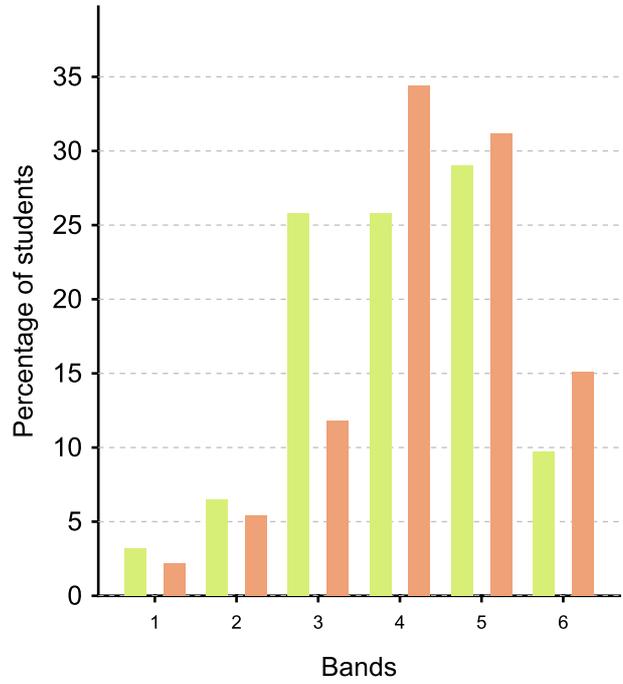
**Percentage in bands:
Year 3 Reading**



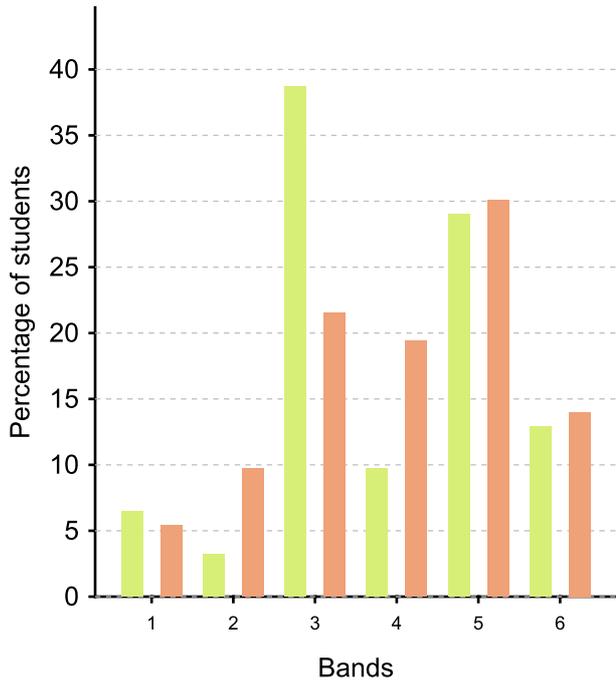
Percentage in bands:
Year 3 Grammar & Punctuation



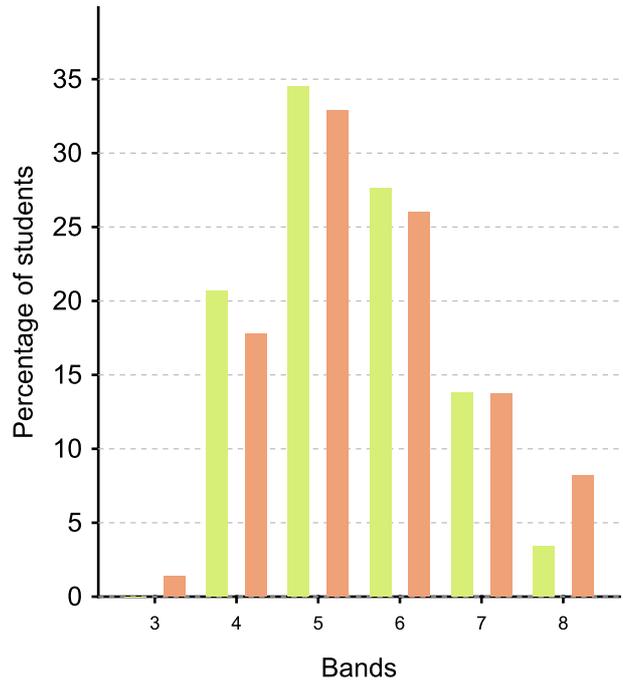
Percentage in bands:
Year 3 Writing



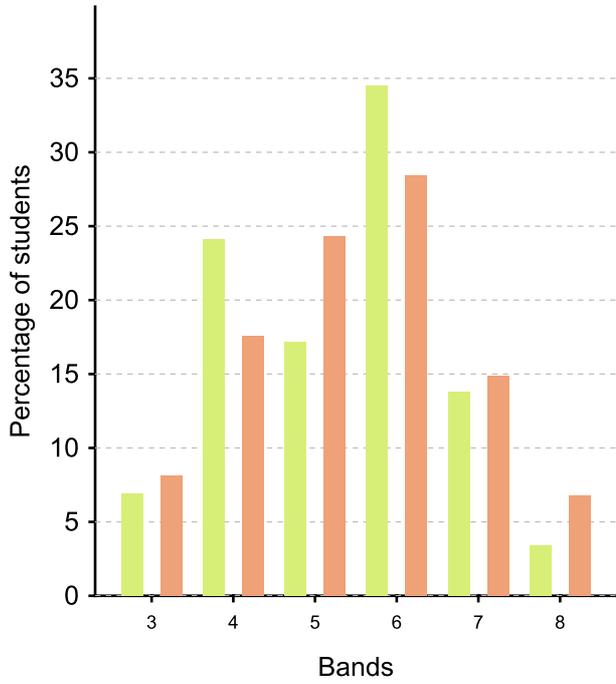
Percentage in bands:
Year 3 Spelling



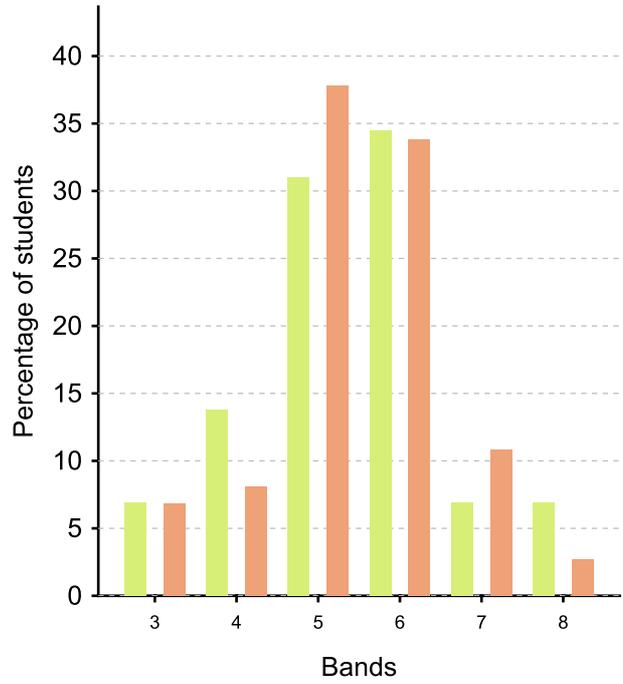
Percentage in bands:
Year 5 Reading



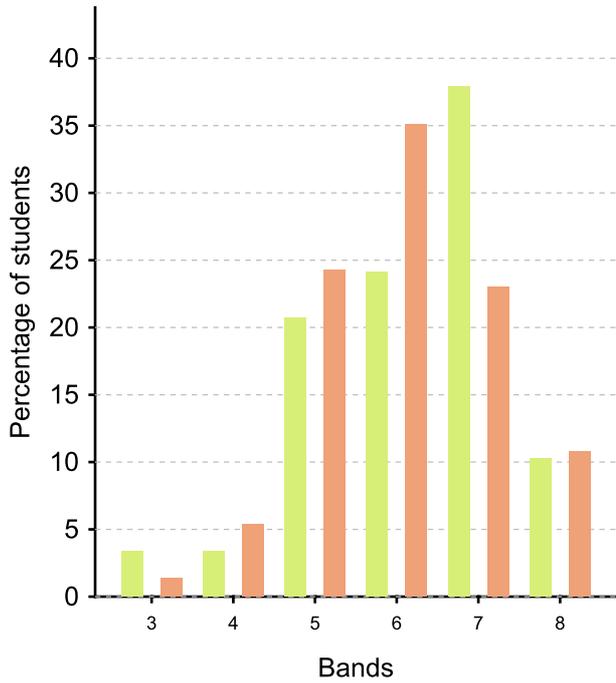
Percentage in bands:
Year 5 Grammar & Punctuation



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Spelling



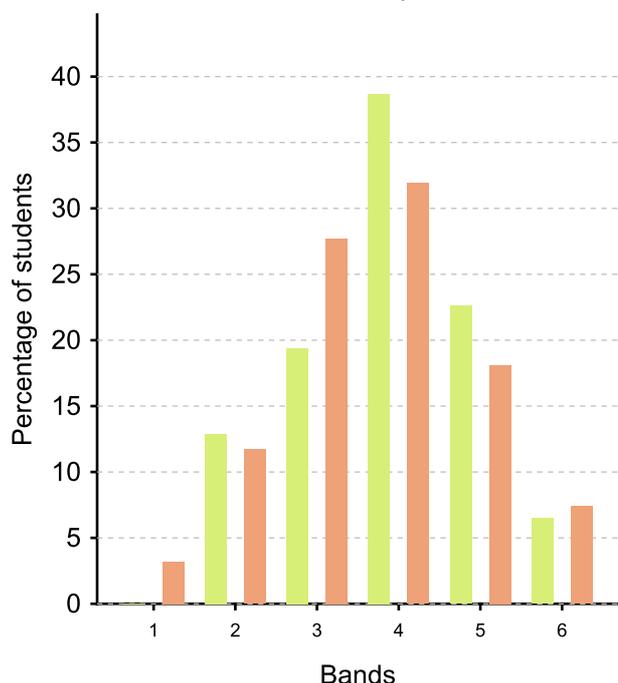
In 2018, 31 Year 3 students completed the numeracy and components of the National Assessment Program. The literacy results for Year 3 indicate:

- 100% of students are at or above the national minimum standard in numeracy.

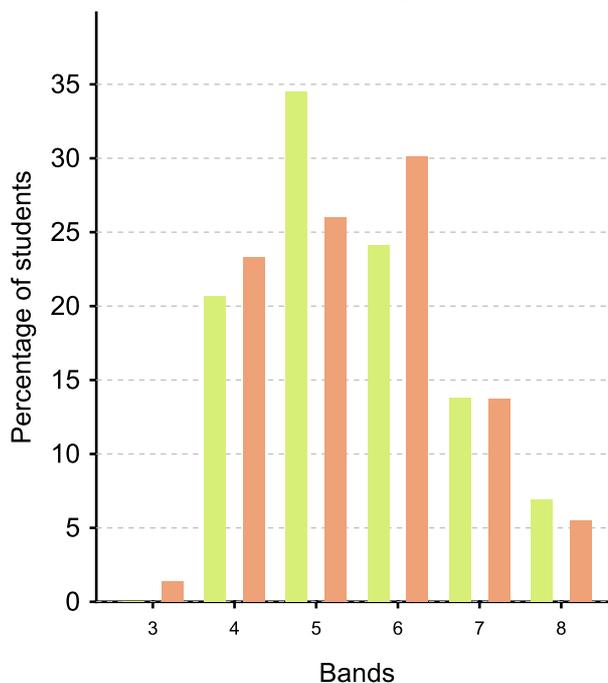
In 2018, 29 Year 5 students completed the literacy and numeracy components of the National Assessment Program. The literacy results for Year 5 indicate that:

- The growth of our students from Year 3 to Year 5 that are receiving results at or above expected growth in numeracy is above the State average.
- 100% of students are at or above the national minimum standard in numeracy.

**Percentage in bands:
Year 3 Numeracy**



**Percentage in bands:
Year 5 Numeracy**



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

In 2018, one student of Aboriginal background sat the Year 3 and one student of Aboriginal background sat the Year 5 NAPLAN. A clearer focus on Aboriginal Education will take place and we are working towards achieving the Premier's targets.

In 2018 we had an average of 25.83% of students in the top 2 NAPLAN bands, this is an increase from 2017 but still below the State average. We are focused on moving more students into the top two NAPLAN bands in line with the Premier's target.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. In 2018 parents participated in community forums. Students completed the Tell Them From Me survey. The school also conducted staff surveys in the area of professional learning and considered the information presented in the People Matters Survey.

Parents and caregivers of students were invited to provide feedback via a parent focus group. Discussions were focused on community engagement opportunities. The feedback indicated that 100% of parents valued the opportunity to participate in community projects such as the mural project. Parents indicated that they would like to participate in more community focused

projects. They also indicated that parent information sessions and workshops throughout the year were a useful way of acquiring a better understanding of curriculum. Parents felt that these sessions were important but are difficult to attend due to parents work commitments.

Teacher responses to a survey conducted by School Services, indicate that teachers value professional learning as a way of improving practice. Teachers feel more confident using formative assessment strategies following the professional learning conducted throughout the year. Staff felt that they had improved their knowledge of formative assessment strategies due to the professional learning completed with School Services.

In an analysis of the Tell Them From Me surveys indicated that:

- 88% of students have positive relationships with peers.
- 84% of students have a positive sense of belonging at Tower Street PS.
- 91% of students have positive behaviours at school.

We will continue to focus on our Positive Behaviour for Learning program to maintain our positive student results.



Policy requirements

Aboriginal education

Tower Street Public School is committed to ensuring that Aboriginal perspectives are integrated into our teaching and learning programs and across a range of KLAs. Acknowledgement of Country is performed at each assembly and at formal events throughout the year.

In collaboration with parents and caregivers a Personalised Learning Program is developed for each Aboriginal student. These help form closer links between home and school and support the students' strengths as well as areas of need.

In 2018, Tower Street Public School continued to be a part of 'The Song Room – Deadly Arts' program sponsored by the Smith Family. This weekly program gives students the opportunity to participate in music

and the arts to enhance their education, personal development and community involvement while also connecting students more deeply with Indigenous culture and heritage. An Aboriginal teaching artist leads the Song Room's Deadly Arts program. Each student participates in the program for two terms.

In 2018 the Deadly Arts program was expanded to include a community engagement project. A group of parents, students and staff worked together with the Aboriginal teaching artist to create a whole school mural reflecting the Aboriginal heritage of the local area.

Tower Street students participated in an incursion to celebrate NAIDOC Week. The students enjoyed a performance of 'Wadjiny' by Troy Allen. Troy Allen is a Bundjalung Goori and he used song, music, didgeridoo, dance, artefacts, examples of ancient rock and cave paintings and fire making demonstrations to tell the stories of his people.



Multicultural and anti-racism education

Students from non-English speaking backgrounds form 50% of the school population. Students are supported in classrooms with extra resources and SLSO support to enhance their attainment of English language.

Our significant language groups, apart from English, are Arabic and Greek. Our EAL/D program supported students individually, in small groups and in-class depending on the level of need.

Our focus is on building a culture which promotes cultural awareness, diversity and respect. As a whole school we participated in annual Harmony Day activities including wearing orange as a symbol of harmony. We have a strong whole school based anti-racism and anti-bullying program. Multicultural perspectives are incorporated into teaching and learning programs and across all KLAs.

A staff member is appointed as Anti-Racism Contact Officer (ARCO) each year. The role is to listen to complaints from students, parents and staff at the school based on race discrimination. The ARCO then follows strict procedures to resolve the matter.