

St Marys North Public School Annual Report



2018



4205

Introduction

The Annual Report for **2018** is provided to the community of St Marys 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.

Lisa Parrello

Principal

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School background

School vision statement

St Marys North Public School is a community with expectations of achievement and success.

We believe students learn in a happy, safe, supported and inclusive environment where active engagement and cooperative learning are valued. We work together as a whole school community to develop a strong sense of pride and belonging. We are committed to ensuring every student is known, valued and cared for in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 26% of our school identifies as Aboriginal. All students participate in a cultural program taught by an Aboriginal community member.

With over 20% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North Public School is a safe and respectful place of learning.

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.

Through the process of the School Excellence Framework – Self Assessment it has been identified that of the 14 elements, our school is excelling in 1, sustaining and growing in 8, and delivering in 5 across the three domains of Learning, Teaching and Leading.

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

For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaged Accountable Learners

Purpose

To develop engaged accountable learners who demonstrate the ability to connect, succeed, thrive and learn by setting achievable, realistic and challenging goals with high expectations of themselves. Self driven resilient learners exhibit the ability to be adaptive and responsive.

Students at St Marys North Public School will be engaged and challenged to be life-long learners.

Teachers at St Marys North Public School will take a shared responsibility for student achievement and contribute to a transparent learning culture.

Overall summary of progress

Continued implementation of the Early Action for Success and Continued Action for Success initiatives involved regular collection and analysis of student learning data. A significant focus remained on consistent judgements and practices when using data to design literacy and numeracy programs that were aimed at meeting the needs of all students. Visible learning practices are evident in learning spaces with students celebrating their learning goal achievements across the school. Teaching staff continued to strengthen their understanding of Learning Progressions. A focus on teacher accountability to improve student outcomes remained high with an emphasis on explicit teaching practices.

Whole school attendance procedures and practices were examined with a need to ensure consistency of practices. Teaching staff utilised digital record keeping to ensure consistency and validity in attendance data and follow up.

Our partnership with the Australian Chamber Orchestra continued this year with an entire Year 1 class learning to play the violin or cello. The project seeks to significantly improve the emotional, physical, social and cognitive development of our students through the teaching of a musical instrument from a young age. Specialist music educators provided individual and group instruction weekly. They also facilitated a daily program via the use of videos. The Year 1 students were afforded the opportunity to perform on stage with Richard Tognetti's ACO at their annual fundraising event. Teaching staff have been provided with high quality professional learning delivered regularly across the year by Dr Anita Collins. This initiative will continue in 2019.

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">80% of students in Kindergarten, Year 1 and Year 2 will achieve school EAFS benchmarks	<p>Early Action for Success 1.4 Instructional Leaders</p> <p>K–2 intervention teachers and student learning support officers</p> <p>Stage and grade planning days</p>	<p>Kindergarten:</p> <ul style="list-style-type: none">62% achieved benchmark with 23% above benchmark in additive strategies <p>Year One:</p> <ul style="list-style-type: none">58% achieved benchmark with 40% above benchmark in reading levels60% achieved benchmark with 14% above benchmark in additive strategies <p>Year Two:</p> <ul style="list-style-type: none">77% achieved benchmark with 67% above benchmark in reading levels56% achieved benchmark with 51% above benchmark in additive strategies
<ul style="list-style-type: none">30% of ATSI students will achieve in the top two bands of NAPLAN in reading and numeracy	<p>Equity funds utilised to:</p> <p>Increase Premier's Priority Literacy/Numeracy Initiative Instructional Leader 0.4 to 1.0</p> <p>Reduce class sizes by creating 2 additional classes</p>	<p>Year 3 ATSI students achieved:</p> <ul style="list-style-type: none">23% in top 2 bands in numeracy16% in top 2 bands in reading <p>Year 5 ATSI students achieved:</p> <ul style="list-style-type: none">20% in top 2 bands in reading <p>A significant improvement has been achieved over the last 3 years with an increase of 13% from 2017.</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"> • 30% of ATSI students will achieve in the top two bands of NAPLAN in reading and numeracy 	Employ K–6 intervention teachers and student learning support officers	Year 3 ATSI students achieved: <ul style="list-style-type: none"> • 23% in top 2 bands in numeracy • 16% in top 2 bands in reading Year 5 ATSI students achieved: <ul style="list-style-type: none"> • 20% in top 2 bands in reading A significant improvement has been achieved over the last 3 years with an increase of 13% from 2017.
<ul style="list-style-type: none"> • Increase the proportion of students in the top 3 bands of NAPLAN in reading and numeracy 	Equity funds utilised to : Increase Premier's Priority Literacy/Numeracy Initiative Instructional Leader 0.4 to 1.0 Reduce class sizes by creating 2 additional classes Employ K–6 intervention teachers and student learning support officers Engage in grade and stage planning days	An increase in the number of students achieving top 3 bands in NAPLAN was achieved in: <ul style="list-style-type: none"> • Year 5 reading – increase to 40% • Year 5 numeracy – increase to 25% • Year 3 numeracy – increase to 41% Value added across years 3 to 5 is assessed as excelling. The percentage of students achieving in the top 2 bands in reading and numeracy has more than doubled since 2017.
<ul style="list-style-type: none"> • Increase whole school attendance to 93% 		An increase has been seen since 2017, however, we have not yet achieved our target. <ul style="list-style-type: none"> • all students 88% attendance • ATSI students 87% attendance Targeted ATSI students, Premier's Priority Literacy/Numeracy Initiative, consistently achieved attendance rates above the whole school average.

Next Steps

- The school will continue to fund the 3–6 Instructional Leader to work with staff and students. The 3–6 IL and EaFS ILs will deliver high quality PL and work shoulder to shoulder with teachers to improve teaching practices
- A whole school focus on English Concepts, with rigorous reflection and analysis of teaching and learning practices that are explicit and consistent across the school, maintaining a strong focus on syllabus
- Review pedagogies in ES1 – introduction of play based learning
- Develop whole school consistency in formative assessment practices
- Introduce PAT testing across years 2–6
- Staff to continue to track data using Learning Progressions
- Review and refine school attendance policies and practices to improve student attendance rates. Attendance awards to be introduced
- Strengthen transition to school programs in partnership with Mission Australia and pre–school
- Continue partnership with Australian Chamber Orchestra and develop protocols for delivery of strings program across entire Year 1 cohort

Strategic Direction 2

Informed Responsive Practitioners

Purpose

To create a school-wide approach driven by evidence based practices catering for diverse learners through personalised learning. Effective and positive quality learning environments ensure strong educational outcomes for all.

Staff at St Marys North Public School will be critically reflective practitioners who have ownership and accountability for their impact on student achievement, underpinned by high expectations of improvement.

Overall summary of progress

Continued implementation of Early Action for Success and Continued Action for Success initiatives involved regular opportunities for teachers to undertake professional learning in relation to school priority areas. Teachers were provided with planning time in stage groups across each term to collaborate on developing consistent programs and assessment practices. The analysis of data to ensure consistent teacher judgements will remain a focus in 2019. Examining explicit evidence based practices, that lead to strong syllabus outcomes, was a priority and has led to changes in pedagogy in certain areas of the school. Instructional leaders ensured data conversations focused on differentiated teaching and learning programs being developed. Tiered interventions targeted high priority needs. Further development in effective feedback is required.

Professional development plans were reviewed mid year and at the end of the year, in line with the Performance and Development Framework. Staff were provided with opportunities to model best practice for colleagues. A focus on whole school music practices will see a change to music delivery in classrooms next year with classroom teachers ensuring music is explicitly taught across the entire year. Professional learning was delivered by Dr Anita Collins to all staff.

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">All staff have individual professional development plans that demonstrate reflective teaching practice, are linked to the Australian Professional Standards for Teachers and guide their professional learning, practice and capacity to improve student learning	QTSS staffing allocation Professional learning funds utilised to support individual and whole staff PL	<ul style="list-style-type: none">100% of teaching staff have professional development plans which reflect school priority areas and are supported by evidence and reflection100% of teacher's PDPs showed reference to the Australian Professional Standards for Teachers100% of administrative staff and SLSOs have PDPsProfessional learning records show evidence of training for teachers which reflect school areas – literacy, numeracy and innovative practice
<ul style="list-style-type: none">Data informed, differentiated and personalised learning experiences that demonstrate syllabus content are highly visible in all staff teaching and learning programs	1.4 EAfS ILs 0.6 DP to make 1.0 IL in 3–6 Stage and grade planning days	<ul style="list-style-type: none">Students requiring supplementary or substantial adjustments to learning have documented appropriate personalised learning strategies in placeSchool processes for storing and accessing student learning profiles for those with additional needs are evidentIEPs are collaboratively written and monitored by class teachers, LaST and ILs

Next Steps

- Professional learning delivered to ensure a whole school focus on English Concepts, with rigorous reflection and analysis of teaching and learning practices that are explicit and consistent across the school, maintaining a strong focus on syllabus
- Visible learning practices continued and strengthened across the school
- Formative assessment and explicit, specific and timely feedback to be embedded in school pedagogy
- Planning days to include grade only sessions as well as stage planning days. Additional planning days for music

integration planning

- Illustrations of practice will share quality and innovative teaching and learning
- Opportunities to collaborate with staff across Colyton Learning Community to be enhanced
- Executive staff to develop work plans that milestone an area in school plan



Strategic Direction 3

Sustained Effective Leadership

Purpose

To develop responsive innovative leaders who demonstrate a clear vision for our school within a supportive, open and inspirational environment fostering high levels of critical and creative thinking and digital connectedness.

Students at St Marys North Public School will be provided the platform to reach their full potential as informed responsible global citizens.

To ensure a self-improving community that will continue to support the highest levels of education as active participants in our students' learning.

Overall summary of progress

At St Marys North Public School parents and community members have the opportunity to engage in a wide range of school activities, which help to build a cohesive community. Many opportunities are provided to parents and the community to participate in school life. Community engagement with fundraising opportunities, which saw our first Colour Run event, enabled the school to purchase coding and robotics resources that will provide for explicit technology lessons across all grades in 2019. Increased participation by community members with the P&C was celebrated. Community partnerships with United Way and Mission Australia continue to flourish. The Paint the Town REaD initiative facilitates our philosophy that reading is central to effective learning. Rooby Roo continues to visit with us and share a love of reading with our students.

Future focused learning and the inclusion of digital literacies in teaching and learning programs remains a priority. Expert staff are utilised to model best practice to colleagues. Opportunities for staff to participate in a range of leadership opportunities across the school in order to build capacity has been identified as an area of future growth.

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 parent participation in all school activities representing and inclusive of all school community cultural groups		<ul style="list-style-type: none">Parent attendance at breakfast meetings has proven most successfulWhole school activities were well attended by parents, siblings and extended family membersCultural information sessions run for community by AEO
<ul style="list-style-type: none">Increased number of staff using inquiry based learning and digital technologies in teaching and learning programs		<ul style="list-style-type: none">Increase in staff using digital portfolios for student assessmentsIncrease in staff utilising digital teaching and learning programsPL delivered to all staff in using One NoteResources purchased for 2019 coding and robotic program

Next Steps

- Leadership opportunities to be provided to staff who aspire to leadership roles. Project leaders will lead self-identified areas of the school plan
- Promote participation in Tell Them From Me surveys by school community
- Develop parent action groups to support community needs and ensure authentic parent voice is evident in school directions
- Multicultural dance group to be formed and led by community members
- Student voice projects to be established that empower students to make informed decisions
- Team teaching that focuses on technology integration and inquiry based learning – expert teacher to facilitate weekly lessons

- Continue partnership with Australian Chamber Orchestra and develop protocols for delivery of strings program across entire Year 1 cohort



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Aboriginal Education Officer \$67,042 Flexible Funding \$60,811	<ul style="list-style-type: none"> • A FTE Aboriginal Education Officer (AEO) was employed to support ATSI students (24%) • AEO provided cultural lessons to all classes each term • AEO worked closely with community to raise attendance rates for ATSI students • 100% of Aboriginal students have Personalised Learning Pathways • Aboriginal Education Worker employed to support targeted Aboriginal students in literacy and numeracy • Intervention teacher employed to support targeted Year 4–6 Aboriginal students, as identified by Premier's Priority Instructional Leader • ATSI students in Years 4–6 participated in joint program with Western Sydney University to engage in opportunities to develop future pathways beyond school years • Aboriginal dance group provided with weekly lessons. Performed at NAIDOC day and invited to perform at local schools • Year 3 Aboriginal students – 15.9% achieved top 2 bands in NAPLAN in reading, 22.2% in numeracy • Year 5 Aboriginal students – 20% achieved top 2 bands in NAPLAN reading and 7.69% in numeracy • Significant improvement over last three years in top 2 bands in NAPLAN, with a 12.3% increase from 2017 • Teaching resources to support the teaching of Aboriginal perspectives across the school
English language proficiency	Flexible Funding \$50,188	<ul style="list-style-type: none"> • EAL/D teacher employed 2 days each week to implement language support programs for targeted students • Students were supported in individual, small group and whole class programs K–6 • Class teachers were supported by EAL/D teacher to develop and implement programs to increase English proficiency for targeted students
Low level adjustment for disability	1.9 LaST allocation \$197,815 Flexible Funding \$87,566	<ul style="list-style-type: none"> • LaST increased to FTE 2.2 to support students with academic, behaviour, social and emotional needs • Individual learning programs were developed to support students K–6 • LaST worked with classroom teachers to facilitate, develop and implement IEPs, BSPs, RAs and Health Care Plans • 'Fun and Games' developed to support students at breaks in the playground and supervised by SLSOs • 'Thursday Club' continued to provide afternoon activities for ASD students outside of school hours • LaST liaised with agencies providing support for Out of Home Care students • Additional SLSO time to support teachers with the implementation of IEPs resulting in an increase for targeted students ability to access the curriculum

<p>Low level adjustment for disability</p>	<p>1.9 LaST allocation \$197,815</p> <p>Flexible Funding \$87,566</p>	<ul style="list-style-type: none"> • LaST sought and liaised with external agencies to provide support for students and their families with additional learning needs • LaST increased to FTE 2.4 to support students with academic, behaviour, social and emotional needs • Individual learning programs were developed to support students K–6 • LaST worked with classroom teachers to facilitate, develop and implement IEPs, BSPs, RAs and Health Care Plans • LaST liaised with agencies providing support for Out of Home Care students • Additional SLSO time to support teachers with the implementation of IEPs resulting in an increase for targeted students ability to access the curriculum • Resources purchased to assist additional learning needs of students • Professional learning in supporting ASD students for teachers and families • Students receiving integration funding directly supported by SLSOs
<p>Quality Teaching, Successful Students (QTSS)</p>	<p>Staffing allocation \$70,380</p>	<ul style="list-style-type: none"> • Executive staff provided time to mentor and coach teachers covering a range of support with programming, assessment and behaviour management • All staff accessed collaborative planning time twice a term in stage teams
<p>Socio–economic background</p>	<p>0.6 Staffing Allocation \$62,468</p> <p>Flexible Funding \$607,572</p>	<ul style="list-style-type: none"> • Class sizes reduced across school by employing additional teachers to create 2 additional classes • 0.6 Instructional Leader/DP employed to support Years 3–6 students and staff in delivering explicit teaching instruction, data analysis, program support and professional learning • Class teachers and students were supported by SLSOs in delivering IEPs resulting in an increase for targeted students ability to access the curriculum • Intervention staff employed to assist with tier 2 and 3 intervention strategies. Intervention staff targeted students identified by Early Action for Success Instructional Leaders and school funded Years 3–6 Instructional Leader. • Tracking and analysis of student data, by ILs and class teachers, used to drive planning ensured consistent practices across grade and stage groups • Additional collaboration time for grades twice a term ensured syllabus delivery and consistent teacher judgement in assessment practices remained a focus • Life Skills lessons in mindfulness provided to all students across 2 terms • Gymnastics program funded across a term for all students • Excursions and classroom resources subsidised for all students to ensure equitable access to school programs • Technology investment in robotics program to ensure technology outcomes enhanced for all students • 0.4 Community Liaison Officer supported

<p>Socio-economic background</p>	<p>0.6 Staffing Allocation \$62,468</p> <p>Flexible Funding \$607,572</p>	<p>the development of positive relationships between parents and the school and assisted in various activities, including our Breakfast Club</p> <ul style="list-style-type: none"> • Speech therapist employed one day each week to work with students identified by the Learning and Support team • School office efficiency enhanced through employment of additional School Administrative Officer days
<p>Support for beginning teachers</p>	<p>\$27,536</p>	<ul style="list-style-type: none"> • Beginning teachers provided with additional release time to work with their mentor • Mentors supported early career teachers with professional learning, development of curriculum knowledge and the accreditation process • 100% of early career teachers evaluated the mentor time as highly supportive during their beginning years



Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	216	219	198	192
Girls	216	204	194	194

Student attendance profile

Year	School			
	2015	2016	2017	2018
K	93.6	90.3	91.2	90.6
1	90.3	91.6	89.7	90.2
2	90.5	89.9	91.3	90.5
3	90.2	91.6	90.2	92.5
4	90	88.7	90.7	87.1
5	91	91.1	90.9	88.7
6	88	90.5	90.1	90.8
All Years	90.6	90.5	90.6	90.1
Year	State DoE			
	2015	2016	2017	2018
K	94.4	94.4	94.4	93.8
1	93.8	93.9	93.8	93.4
2	94	94.1	94	93.5
3	94.1	94.2	94.1	93.6
4	94	93.9	93.9	93.4
5	94	93.9	93.8	93.2
6	93.5	93.4	93.3	92.5
All Years	94	94	93.9	93.4

Management of non-attendance

Student attendance is monitored by class teachers and administration staff. Unexplained absences are regularly followed up with families. Identified students who are recognised as having consistent non-attendance are targeted by our Aboriginal Education Officer. Concerns for student attendance are directed to executive staff and the Learning and Support Team for possible escalation to the Home School Liaison Officer. Each fortnight, attendance meetings are held with the Assistant Principal responsible for coordinating school attendance and the Home School Liaison Officer, to closely monitor at risk students and follow up meetings are arranged with families to put strategies in place to improve attendance. Applications for extended leave are

school terms.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.65
Teacher of Reading Recovery	0.63
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.12

*Full Time Equivalent

Our school employs one full-time Aboriginal Education Officer and one School Learning Support Officer who are 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	36

Professional learning and teacher accreditation

During 2018, a range of professional learning was completed at St Marys North PS. All staff completed mandatory compliance training including; Code of Conduct, Child Protection, Cardio Pulmonary Resuscitation (CPR) and Anaphylaxis training. Professional learning was delivered at stage meetings, whole staff meetings and staff development days with internal and external presenters and online training. Participation in PL that linked to individual teacher Professional Development Plans occurred throughout the year.

A significant proportion of teacher professional learning focused on improving teaching practice in literacy and numeracy. Stage teams were allocated collaborative planning time for one half day and one full day each term. Teams worked closely with Instructional Leaders

to revise teaching and learning in the areas of literacy and numeracy, analyse student assessment data, ensure consistent teacher judgement and identify areas of strengths and scope for improvement. Teaching staff continued to develop their deep knowledge in visible learning pedagogies and strong practices in student wellbeing supported by the KidsMatter framework.

Additionally, whole school professional learning opportunities and programs included:

- Learning Progressions
- New Science and Technology syllabus
- Number Sense
- Anti-Bullying
- Music and Brain Development with Dr Anita Collins
- Working with ASD students with Sue Larke
- Running Records
- Creating Digital Portfolios
- School Excellence Framework
- School Planning

School Administration staff attended professional learning related to the systems and processes of LMBR.

In 2018, three teachers were working towards achieving accreditation at Proficient, with one successful in gaining this career level. 100% of staff provided evidence to support their Professional Development Plans.

	2018 Actual (\$)
Opening Balance	872,106
Revenue	4,849,595
Appropriation	4,670,757
Sale of Goods and Services	64,734
Grants and Contributions	105,055
Gain and Loss	0
Other Revenue	0
Investment Income	9,049
Expenses	-4,541,814
Recurrent Expenses	-4,541,814
Employee Related	-4,054,278
Operating Expenses	-487,537
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	307,781
Balance Carried Forward	1,179,887

Financial information

Financial summary

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

The school budget is prepared by the Principal in consultation with the school executive and school administration manager. The budget closely aligns spending with the school's strategic directions in the 3 year school plan. Priority areas funded the delivery of high quality programs supporting students and addressing areas if identified need.

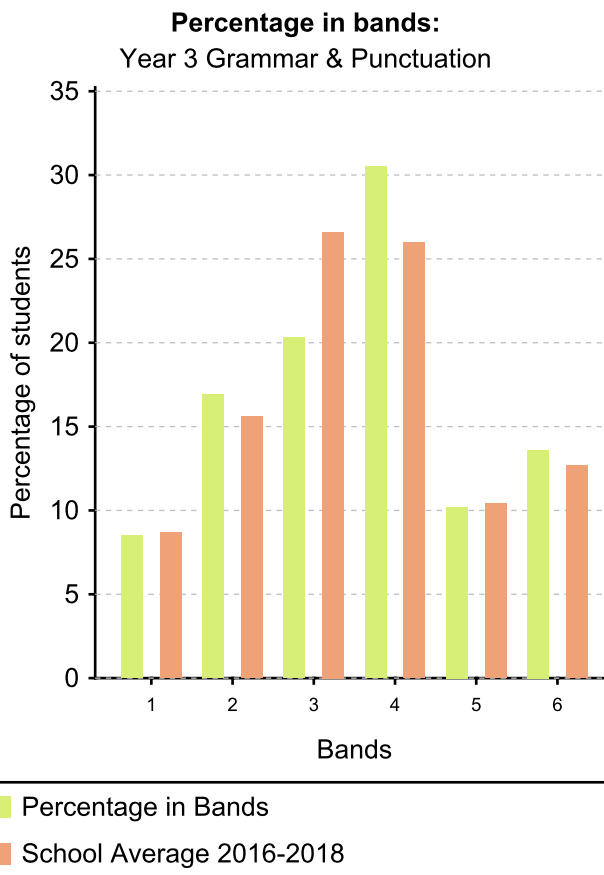
In 2018, funds were budgeted to upgrade school facilities. A new outdoor learning area was constructed and existing awnings replaced. Playground improvements saw the installation of new soft fall around our play equipment and artificial turf was installed to reclaim previously unused areas.

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	2,770,095
Base Per Capita	75,801
Base Location	0
Other Base	2,694,295
Equity Total	1,133,461
Equity Aboriginal	127,853
Equity Socio economic	670,040
Equity Language	50,188
Equity Disability	285,381
Targeted Total	20,596
Other Total	465,579
Grand Total	4,389,731

In Year 5 – 21.5% achieved top 2 bands in Reading and 20.5% in Spelling



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

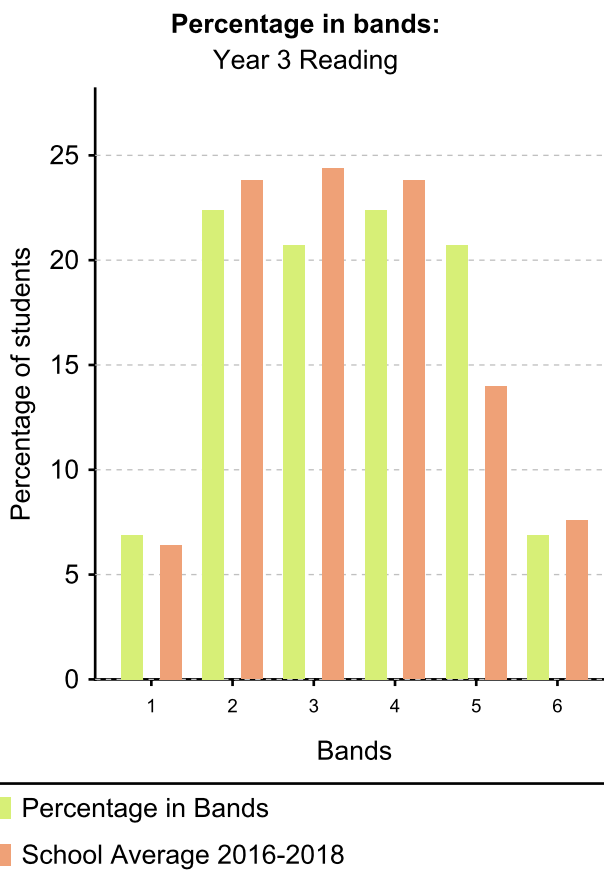
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

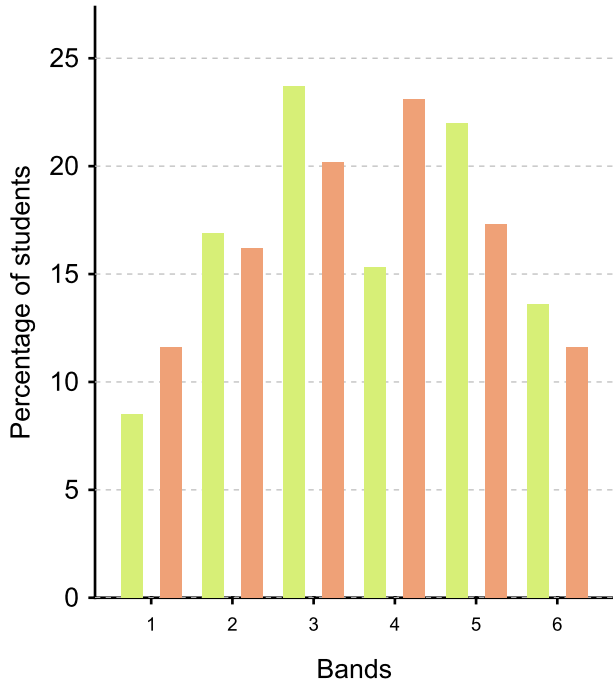
Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should take into consideration the different test formats and are discouraged during these transition years.

Literacy data shows that in 2018, more students achieved proficiency in all areas except writing, when compared to the school average over the past 3 years.

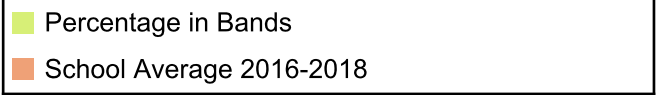
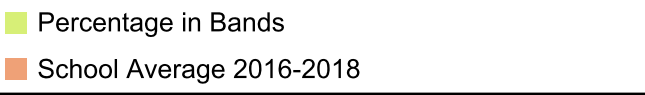
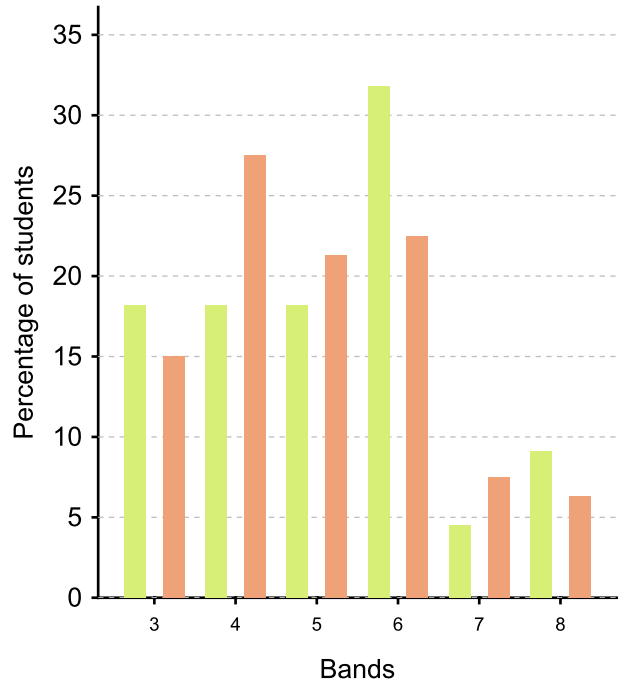
In Year 3 – 23.8% achieved top 2 bands in Grammar & Punctuation, 27.6% in Reading, 35.6% in Spelling and 27.6% in Writing



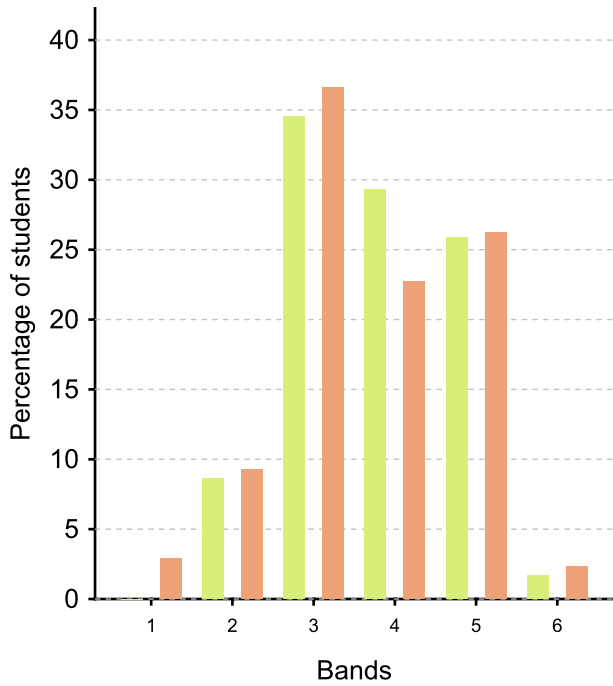
Percentage in bands:
Year 3 Spelling



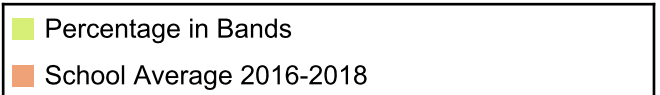
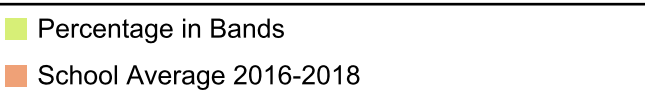
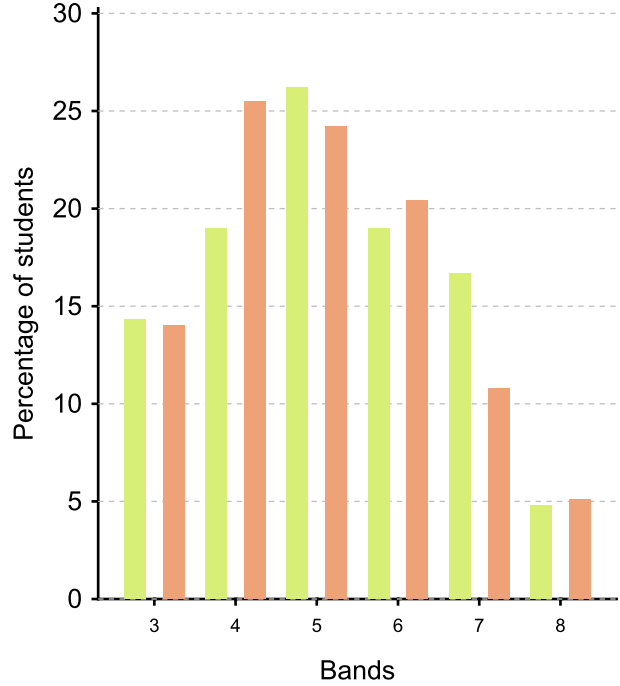
Percentage in bands:
Year 5 Grammar & Punctuation



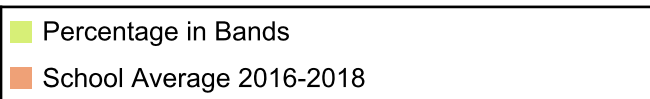
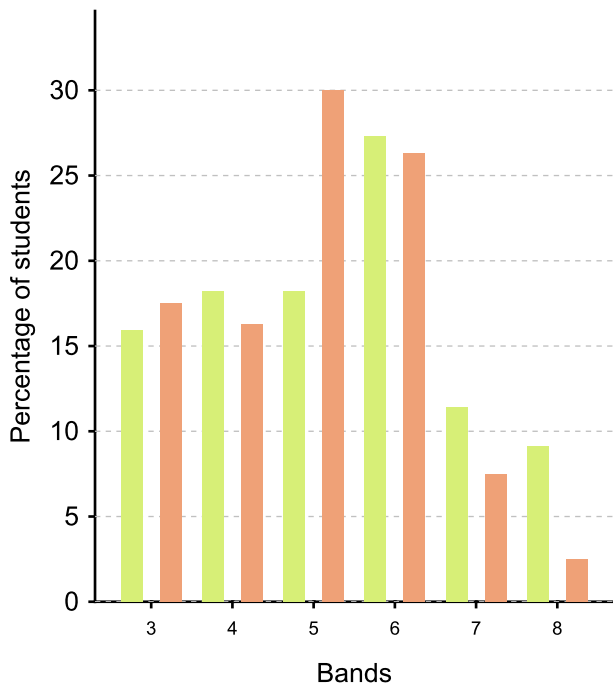
Percentage in bands:
Year 3 Writing



Percentage in bands:
Year 5 Reading

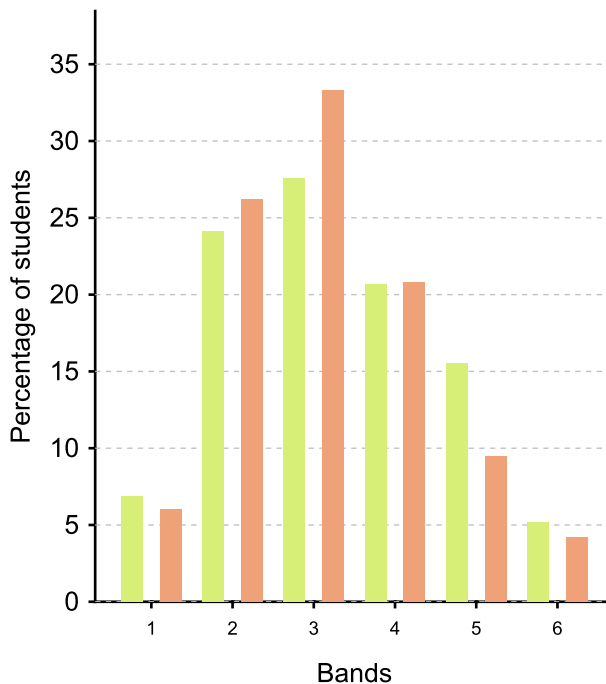


Percentage in bands:
Year 5 Spelling

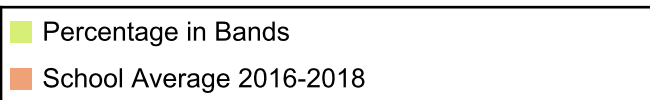
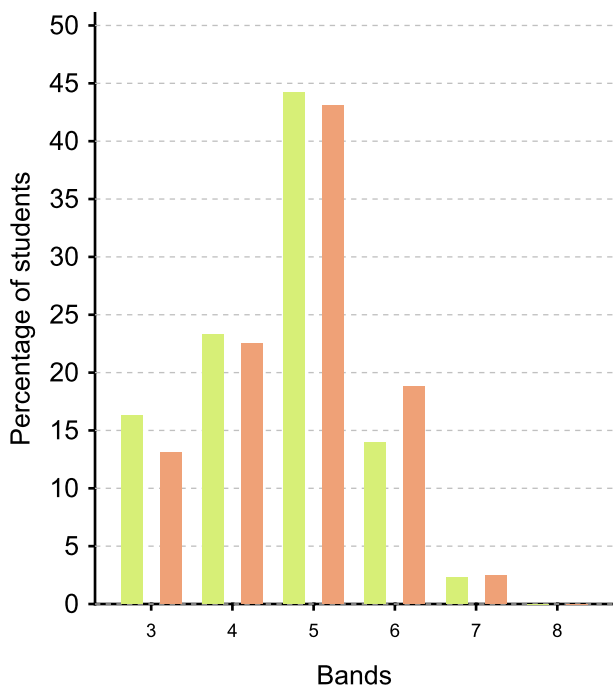


compared to 9.7% in 2017

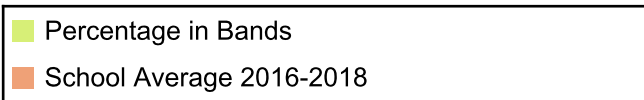
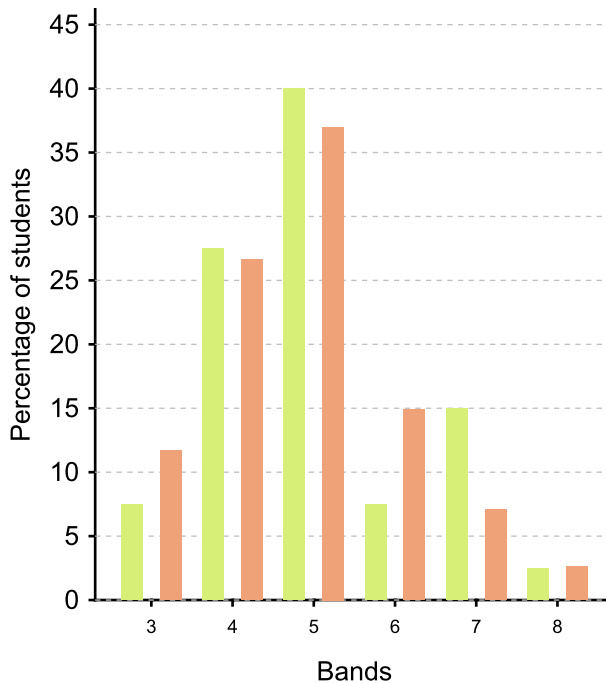
Percentage in bands:
Year 3 Numeracy



Percentage in bands:
Year 5 Writing



Percentage in bands:
Year 5 Numeracy



Numeracy data shows that in 2018, more students achieved proficiency in Year 3 and 5 when compared to the school average over the past 3 years.

In Year 3 – 20.7% achieved in the top 2 bands compared to 13.7% in 2017

In Year 5 – 17.5% achieved in the top 2 bands

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 accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes* for students in the top two NAPLAN bands:

Year 3 Aboriginal students – 23% achieved in the top 2 bands in Numeracy and 16% in Reading

Year 5 Aboriginal students – 20% achieved in the top 2 bands in Reading

A significant improvement has been achieved over the last 3 years with an increase of 13% since 2017.

Parent/caregiver, student, teacher satisfaction

Parents

In 2018, parents and carers were invited to complete the Tell Them From Me parent survey. Responses were calculated as a score from 0 (low) to 10 (high). Average scores were above state norm in all areas. Results indicated parents:

- feel teachers listen to my concerns (8.1)
- believe written information from school is in clear, plain language (8.2)
- can speak easily with my child's teacher (8.1)
- believe the school helps prevent bullying (8.0)
- feel the school's administration staff are helpful (9.0)
- believe teachers have high expectations for my child to succeed (8.1)
- believe my child is clear about the rules for school behaviour (9.0)
- feel teachers take account of my child's needs, abilities and interests (8.3)

Students

Students in Years 4–6 were invited to complete the Tell Them From Me student survey. Results indicated:

- 82% of students feel accepted and valued by their peers and by others at school
- 81% of students have friends at school they can trust and who encourage them to make positive choices
- 98% of students believe schooling is useful in their life and will have a strong bearing on their future
- 89% of students feel they do not get in trouble for inappropriate behaviour
- 94% of students try hard to succeed in their learning
- Students rated learning time as effective and believe important concepts are taught well as 8.8 out of 10
- Students rated they understand the school has high expectations for all students to succeed as 9.0 out of 10
- Students rated they believe they have someone who shows encouragement and they can turn to for advice at school as 8.6 out of 10

Teachers

Teachers were invited to complete the Tell Them From Me teacher survey. Results indicated:

- 86% of teachers discuss their learning goals with other teachers
- 90% of teachers believe they try to link new concepts with previously mastered skills and knowledge
- 94% of teachers believe they have well-established expectations for classroom
- 86% of teachers seek advice about the learning difficulties of particular students with other teachers

100% of teachers value the opportunities to be involved in data conversations, half and full day planning sessions. They believe that collaborative practices have a positive impact on their teaching.

Policy requirements

Aboriginal education

St Marys North Public School acknowledges that the school is built upon the traditional lands of the Darug People. We acknowledge and pay our respects to the Elders, both past and present, and are committed to improving the learning outcomes for all Aboriginal and Torres Strait Islander students who reside on Darug land.

The school has effectively implemented programs that reflect the *Aboriginal Education and Training Policy* by:

- providing all students with opportunities to develop deeper understandings of Aboriginal histories and cultures through cross-curriculum content and perspectives
- encouraging Aboriginal students to pursue personal excellence and a strong commitment to life-long learning
- continuing a strong 'Culture Class' initiative that is taught by our Aboriginal Education Officer. Aboriginal perspectives were integrated purposefully and formed the basis of the program that was delivered on a fortnightly basis, strengthening the outcomes and knowledge of Aboriginal culture and history for all students.
- strengthening transition to high school processes through involvement with the Clontarf Academy at the local high school. Transition processes invest in the long term success of our students.
- the continuation and refinement of Personalised Learning Pathways (PLPs) for all Aboriginal students. PLPs were developed in consultation with students, parents and teachers.
- providing Aboriginal students and non-aboriginal students, with opportunities to participate in extra-curricular activities such as NAIDOC Week a school Aboriginal Dance Group, called 'Marayong Dreaming' was established in 2018. Students have lessons each week and perform at our NAIDOC Day assembly. They have also performed at our local High Schools during NAIDOC and Multicultural events.
- offering community cultural sessions to our parents and community members to share

information on Aboriginal culture linked to the content delivered to our students. The sessions were led by our AEO.

- providing Stage 2 Aboriginal students with the opportunity to visit the University of Western Sydney to experience career option workshops in the areas of Health and Science.

In 2018, the school was again provided with a 0.4 Instructional Leader as part of the Premier's Priority Literacy and Numeracy Strategy for Aboriginal students to increase the percentage of students achieving in the top two bands in NAPLAN. Students across Years 4–6 were targeted who achieved middle bands in NAPLAN. Increases in the proportion of students in the top 3 bands of NAPLAN were achieved in both reading and numeracy by Year 5 students and increases in numeracy were achieved in Year 3. An improvement over the last 3 years has occurred with a significant increase of 12.3% since 2017. An increase in attendance was also seen across all Aboriginal students. The initiative will continue in 2019.

At St Marys North Public School, where one in four students identify as Aboriginal, staff have established and maintained effective and respectful culturally inclusive relationships with Aboriginal parents and community members.

Multicultural and anti-racism education

St Marys North Public School values the diversity of cultures within our community and encourages tolerance and acceptance of all cultures. The school has ensured our practices and programs reflect the *Multicultural Education Policy* and *Anti-racism Policy* by focusing on:

- providing teaching and learning programs that develop intercultural understanding
- completing the annual language survey to provide accurate information to the Department of Education for resourcing purposes
- providing programs that support students learning English as an additional language or dialect to develop their English language and literacy skills

Teachers address intercultural understanding as part of the learning across the curriculum content outlined in syllabus documents and incorporated in learning experiences. Our school held its annual Harmony Day celebrations, where students showed support for cultural harmony by wearing orange and participating in a range of activities aimed at developing understanding of diversity and tolerance. Our school has a trained Anti-racism Officer (ARCO) who is used to provide professional development to staff and educate students where necessary.

The EAL/D teacher, employed 2 days each week, undertook regular student assessments and worked closely with families to compile accurate data about all students learning English as another language or dialect. Our school utilised the experienced EAL/D teacher to implement programs, both in class and withdrawal, with targeted students across K–6. 21% of students are from a non-English speaking background.

Programs focused on school priority areas of literacy and numeracy, as well as student wellbeing needs.