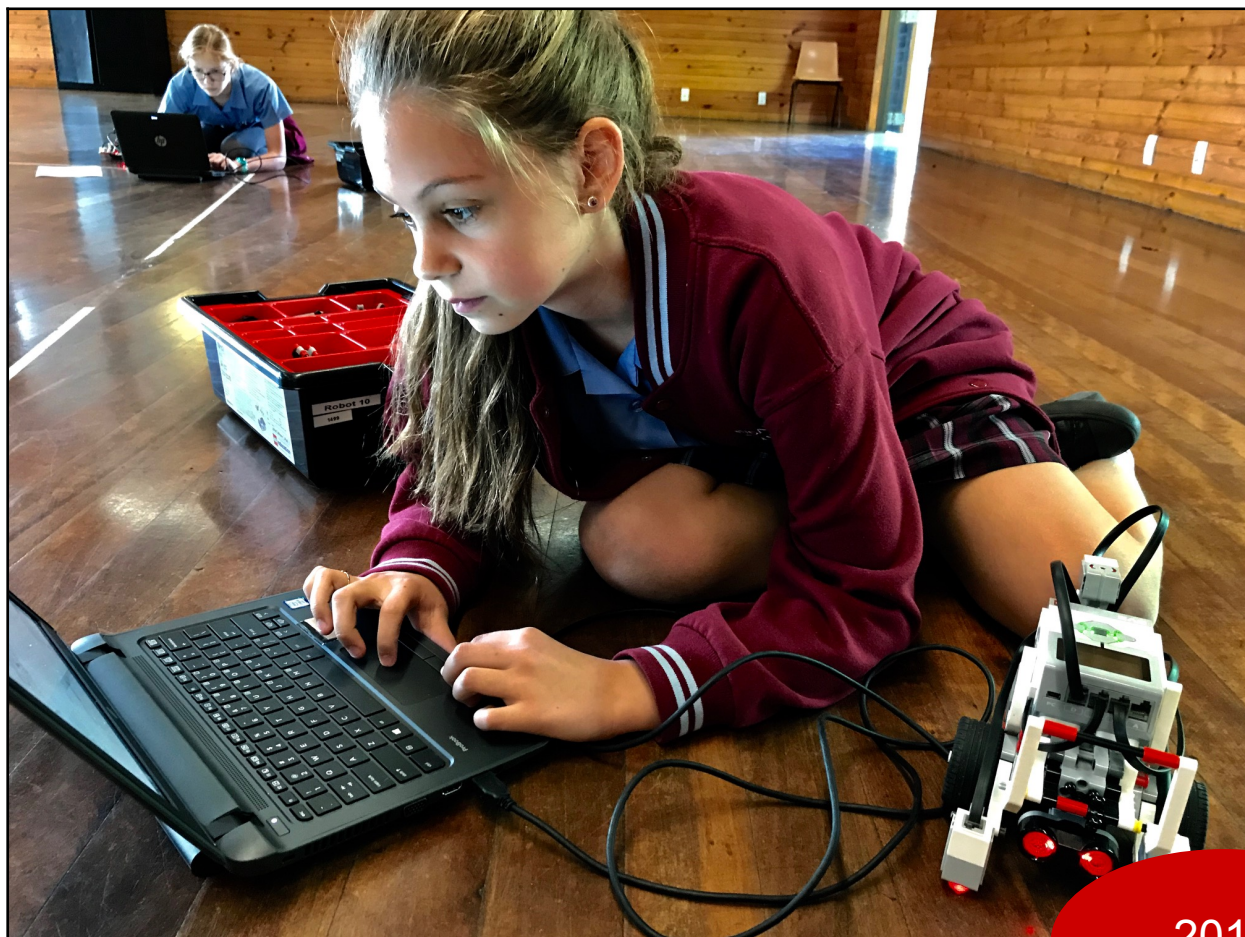


# Niagara Park Public School

## Annual Report



2018



4427

## Introduction

The Annual Report for **2018** is provided to the community of Niagara Park 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.

Adam Boulus

Principal

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## School background

### School vision statement

Niagara Park Public School is a dynamic, innovative, engaging learning community committed to providing quality learning experiences and supporting students in their educational journey of 'Learning for Life'.

### School context

Niagara Park Public School is located on the Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. The school has a highly supportive community and P&C, with a current enrolment of 576 students. Student enrolment includes 4.6% Aboriginal and Torres Strait Islander and 6.1% EALD.

Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes including three multicategorical classes for students with disabilities. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support to Aboriginal students. L3, Focus On Reading, Big Write, Focused Phonics and Spelling Mastery are priority programs.

The dedicated staff consists of a mixture of early career and experienced teachers who provide students with a variety of innovative programs to enhance student learning and engagement.

Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. There are currently 90 iPods, 360 iPads, five 3D printers, a Maker Space and 90 laptops within the school, providing students with ample opportunity to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance are offered. Environmental Education and sporting opportunities are encouraged.

## 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 and participated in an external validation. 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. During the external validation process, an independent panel of peer principals considered our evidence and assessment of the school's progress, aligned with the standards articulated in the School Excellence Framework.

The results of this process indicated:

#### Learning

Our on-balance judgement is that we are **Excelling** in the elements of **Learning Culture** and **Wellbeing**. Our evidence demonstrates the school fosters a climate of caring for students through a planned approach to wellbeing. High expectations, differentiation and individualised learning is supported through effective and consistent classroom management. There is a learning culture of effective classroom practice and programs such as KidsMatter, Worry Woos, Resilience Donut and Bounce Back have made improvements to wellbeing and engagement. Student, parent and staff feedback indicate that welfare and discipline procedures are fair and equitable. TTFM surveys indicate that the school is below the state norm for victims of bullying and the school supporting positive behaviour and safety at school is greater than state norm. Genuine partnerships within the local management group, Central Coast schools and the Niagara Park Public School community are well established. The school engages parents as partners in learning and provides meaningful professional learning to improve the capacity of others to support students' learning. Attendance and transition processes are identified as strengths.

Our on-balance judgement is that we are **Sustaining and Growing** in the elements of **Curriculum, Assessment and Reporting**, based on the evidence from teaching and learning programs, curriculum implementation, student data and communication to parents regarding student progress. There is consistency in the delivery of differentiated, evidence-based literacy programs; Spelling Mastery, Big Write, Focused Phonics and L3, and ongoing assessment of learning that informs future lesson content and focus. There is ongoing observation, evaluation and feedback of teaching

against the Australian Professional Teaching Standards for Teachers. Teachers use reliable assessments to capture and record information about student learning and goals are developed for students. Changes to student reports were made in 2018 as a result of feedback from parents, leading to greater differentiation and highlighting next steps of learning.

Our on-balance judgement is that we are **Delivering** in the element of **Student Performance Measures**. This was based on 90% of students achieving at or above national minimum standards on NAPLAN reading, writing and numeracy, and that the school identifies growth targets for individual students in Big Write and Focused Phonics. The school's value added trend is on a positive incline and the school's internal Big Write data is comparable to NAPLAN writing data.

## Teaching

Our on-balance judgement is that we are **Sustaining and Growing** in the elements of **Effective Classroom Practice, Data Skills and Use, Professional Standards and Learning and Development**. Teachers collaborate and discuss student progress in spelling and mathematics to differentiate and create student groupings for targeted learning. Analysis of Big Write, Mathematics and Focused Phonics data informs next steps, and outcomes of learning goals in Big Write and Focused Phonics provide information of student progress and achievement and have resulted in changes to marking rubrics and scope and sequences. QTSS funding has enabled professional learning, lesson observations, modelling and feedback in Focus on Reading, Big Write and Focused Phonics. Teachers provide explicit feedback to students using rubrics, data walls, written feedback on goals and conferencing to support student learning. All classes utilise a classroom and a playground behaviour flowchart and implement the school welfare and discipline policy, resulting in a consistent school wide approach to managing student behaviour; the outcome being a 3 year average of 95% of students attending end of term reward days. Assessments are clearly developed, implemented and analysed across the school, guiding teaching practices. Data analysis results in differentiation of delivery and fluid and flexible groupings in mathematics, reading and spelling. Growth is monitored in Big Write and Focused phonics and student progress is tracked on PLAN. NAPLAN, PLAN and internal school data is analysed, and support and extension is provided. A goal for the school is to share planning and data analysis more effectively with the school community. Teacher professional learning plans are underpinned with a whole school approach to improving feedback to students. Collaborative practices support explicit program development and differentiation. Lesson observations provide opportunities for colleagues to identify strengths and areas for development and staff are provided with opportunities to self-reflect on their teaching following constructive feedback. Staff have been encouraged to pursue higher levels of accreditation, with two teachers recently experiencing success in attaining Assistant Principal positions through merit selection. Mentors support beginning teachers to attain their accreditation and meet proficiency through structured induction processes. Niagara Park Public School coordinates the Valley Schools Leadership Network to develop the skills of leaders and aspiring leaders and have developed the capacity of teachers in the Valley Community of Schools and Central Coast schools in the implementation of technology, writing and phonemic awareness. The school is considered a leader on the Central Coast due to its innovative and extensive technology programs.

## Leading

Our on-balance judgement is that we are **Excelling** in the elements of **Educational Leadership, School Resources and Management Practices and Processes**. Distributive instructional leadership is developed and managed across the school with professional learning opportunities to build capacity. Teachers model Focused Phonics, Technology, Big Write and Focus On Reading lessons to facilitate school improvement. Two teachers leading the professional learning of these initiatives have recently achieved promotion based on their ability to lead the implementation of programs to bring about positive change. The school has sought feedback from the entire school community, with results analysed and the data reported back. TTFM parent and teacher feedback is greater than the state norm in all areas and the 360 Customer Satisfaction Survey identified the school and administration as meeting or exceeding community expectations in the areas of communicating effectively, commitment to customer service, working collaboratively and consistently and vision and planning. There are effective and efficient communication platforms used by the school and it is recognised as excellent and responsive by the community. Staff planning, timetabling and deployment are well supported with learning opportunities and technology to effectively meet the needs of students. Financial planning is used to maximise the resources available to implement the school plan effectively and school finances have enabled the development of a maker space and the redesign of the computer room to provide a location for coding and robotics. Technology is integrated into all lessons by teachers, is a component of the RFF program and the school has a BYOD for students in Years 3–6. There is an extensive robotics and coding program K–6, learning is supported with 360 iPads and Google Classroom is used throughout Stages 2 and 3.

Our on-balance judgement is that we are **Sustaining and Growing** in the element of **School Planning and Reporting**. Professional learning is identified as a school strength and improves the capacity of school staff, parents and staff in the Valley Community of Schools and across schools on the Central Coast. The school's data has been analysed and programs demonstrating excellence such as The Big Write, Focused Phonics and Technology, have been adopted by other Central Coast schools. Data analysis, professional learning and school finances have led to the development of the School Plan and accompanying milestones by the school staff and the community, along with the Annual Report.

Our self-assessment and the external validation 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

Reflective, critical thinkers and lifelong learners.

### Purpose

To engage students in rich, evidence based learning experiences and to work in partnership with parents and the wider community to support the learning and wellbeing of all students and to develop their capacity as life long learners and informed citizens.

School Excellence Framework Links–Learning Domain: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

### Overall summary of progress

School rule focus each fortnight and revision every term reflected on Star Cards to share with students and parents. Special awards for following school rules introduced K–6 and awarded weekly to reflect the fortnight's focus rule. Whole school focus on re-visiting school rules Weeks 1 and 2 of each term.

Student wellbeing monitored against The Wellbeing Framework for Schools to identify areas for improvement/concern and action through policy and procedural change where necessary.

Additional avenues/programs of support for students frequently referred to the Planning Room and include the use of structured play, playground cards, monitoring by SLSO and alternate play settings leading to improved behaviour.

The Resilience Doughnut Program and resources have been made available to support identified students and relationships enhanced with families through the Chaplaincy Program.

Increase in parent attendance at Parent Information Evening (from 53% in 2017 to 56% in 2018) and Grade Information Package sent home to every parent in Term 1 Week 5.

Filmpod added to the school's communication platforms in addition to Facebook, the website, the newsletter, email, phone/text, electronic signage, dojo, seesaw and written correspondence/notes to parents.

New Scope and Sequence for Focused Phonics and for Red Flag/High Frequency words was developed and shared through staff Professional Learning K–2.

Marking rubrics for Big Write used consistently as the basis for CTJ within and across grades K–6. All teachers develop and share individual learning goals with students in 'Big Write'. These are based on student work samples, demonstrated skills transfer of Vocabulary, Connectives, Openers and Punctuation (VCOP) knowledge into writing and collected and analysed cold write data. Learning goals are linked to marking rubrics, where appropriate.

Student assessment data for Big Write (K–6), Focused Phonics (K–2) and Spelling Mastery (3–6) recorded at regular intervals on Google Docs in addition to PLAN data entered on a 5 weekly basis for literacy and numeracy K–2.

Fluid and flexible groupings of students and differentiated learning opportunities are evident in all classrooms through L3, FoR pedagogies, Maths Groups, Spelling Mastery and intervention programs.

Students in Years 4 and 6 are invited to assess their own personal learning, motivation and wellbeing at school through the 2018 TTFM Surveys. Reports received provided information on areas for improvement.

Opportunities for students to track their own progress toward their learning goals and share their journey with parents.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By 2020 the % of all students in top 2 bands in NAPLAN will increase by 9% (based 2015, 2016 & 2017 data): Yr 3 Reading	\$309051 Equity Loading \$282624 Integration Funding Support	Year 3 Reading – 69% (exceeded 3 year target) State – 51.5%



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
– 43% to 52%, Yr 5 Reading – 32% to 41%, Yr 3 Writing – 42% to 51%, Yr 5 Writing – 12% to 21%, Yr 3 Numeracy – 33% to 42% , Yr 5 Numeracy – 19% to 28%		<p>Year 5 Reading – 28.8%</p> <p>State – 36.2%</p> <p>Year 3 Writing – 56.4% (exceeded 3 year target)</p> <p>State – 45.2%</p> <p>Year 5 Writing – 7.6%</p> <p>State – 15%</p> <p>Year 3 Numeracy – 46.8% (exceeded 3 year target)</p> <p>State – 40.8%</p> <p>Year 5 Numeracy – 9.1%</p> <p>State – 20.1%</p>
<p>Student TTFM survey indicate satisfaction levels equal to or greater than the state norm, 2017 – Valuing School 96% – 96%, Positive Behaviour 91% – 83%, Effort 84% – 88%. Parent responses on the parent TTFM Partners indicate satisfaction levels greater than the NSW School Norm 2017 in aspects of Parents are Informed 6.7 – 6.6, School Supports Positive Behaviour 8.8 – 7.2, Parents Support Learning at Home 7.2 – 6.3 and school Supports Learning 7.4 – 7.3</p>	<p>\$309051 Equity Loading</p> <p>\$282624 Integration Funding Support</p>	<p><b>Average Score TTFM Student Surveys 1 &amp; 2 2018:</b></p> <p>Valuing School 90.5% (NPPS) / 96% (SN) , Positive Behaviour 91% (NPPS) / 83%(SN), Effort 85% (NPPS) / 88% (SN)</p> <p><b>Parent Feedback (October 2018)</b> – Parents are Informed 7.2 – 6.6 (SN), School Supports Positive Behaviour 8.6 – 7.7 (SN), Parents Support Learning at Home 5.8 – 6.3 (SN) and School Supports Learning 7.4 – 7.3 (SN),</p> <p><b>Attendance at reward days</b></p> <p>94.3% Term 1, 94.8% Term 2, 94.2% Term 3 and 97% Term 4</p>

## Next Steps

Reflect on successes/shortcomings of the Bounce Back Program with critical evaluation of and necessary changes to lessons/available resources to ensure continuity of quality program implementation.

Continue with whole school focus on re-visiting school rules Weeks 1 and 2 of each term and consider a special weekly award for following school rule of the fortnight.

Introduce the 'Getting on Track in Time' Program to support students and their families K–2. Train all staff in Getting on Track in Time and consider as a replacement for Bounce Back Program.

Regular and ongoing analysis of student welfare data, early identification of 'at risk' students and monitoring of staff consistency in managing student welfare across the school to maintain the current high level of student support structures and wellbeing.

Increase in parent attendance at 2019 Parent Information Evening (from 53% in 2017 and 56% in 2018) and Grade Information Package sent home to every parent in Term 1 Week 5.

Parents feedback on 2019 TTFM surveys will continue to inform future planning and practices.

Target for 2019–2020 – whole staff Professional Learning on Learning Progressions scheduled for Term 2, 2019. Staff members attended introductory training in May and September 2018.

All teachers continue to develop and share individual learning goals with students in 'Big Write'. These are based on

student work samples, demonstrated skills transfer of VCOP knowledge into writing and collected and analysed cold write data. Learning goals are linked to marking rubrics where appropriate.

'I Can' document modified and shared across the school to link learning progressions to individual learning goals and to inform student feedback.



## Strategic Direction 2

Informed, committed and purposeful leadership.

### Purpose

To build strong, strategic and effective leadership practices fostering a school wide commitment to improving student outcomes, establishing a culture of high expectations for student success and forging genuine relationships with the wider school and learning communities, leading to increased opportunities for student participation in school, community and local industry related initiatives.

School Excellence Framework Links—Learning Domain: Learning Culture, Wellbeing, Curriculum. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

### Overall summary of progress

Electronic Program Supervision Checklist developed in line with NESA requirements.

One–Note programming – programming template up–dated to reflect revised program supervision checklist. Ongoing staff training provided in using One–note for programming, as required.

Processes for referral to the Learning Support Team and generation of Condition Reports documented and communicated to all staff via PL session.

Expert teachers leading key initiatives within the school utilising QTSS /Special programs allocations to conduct lesson studies and demonstration lessons. Professional learning used to upskill teachers in priority areas in the form of in–class support.

Classroom support timetabled, provided K–6 and funded through Special Programs/QTSS for FoR, Reading, Focused Phonics/MSL, Big Write and Numeracy.

Demonstration lessons, lesson observations, feedback and mentoring provided for staff by curriculum leaders in targeted literacy and numeracy programs, including K–2 staff attending targeted professional learning in implementing Focused Phonics in the classroom.

All teaching and non–teaching staff developed a PDP. All staff PDPs are based on the Australian Teaching Standards and are informed by the School Plan 2018–2020. Setting learning goals and providing quality feedback to students is a K–6 shared professional learning goal and features as a common focal point for lesson observations and feedback.

Differentiated and personalised learning is evident in 100% of teaching and learning programs, with evidence of ongoing assessment and analysis of assessment data sighted by supervisors.

NPPS school executive are active members of the Valley Schools Learning Community and contribute to the planning and delivery of workshops to all school staff in the learning community at the T3 SDD evening at Lisarow HS.

NPPS Student Leadership Team participate in the VSLC Leadership Forum and are provided with opportunities to work with other school leaders in developing their leadership skills and to plan and lead a project within the school.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Percentage students achieving greater than or equal to expected growth in Yrs 5 & 7 NAPLAN Reading, Writing and Numeracy increased by 9% averaged over 2015, 2016 & 2017 – Yr 5 Reading 54.2%–63%, Yr 5 Writing 56.7%–65%, Yr 5 Numeracy 42%– 51%,	\$309051 Equity Loading \$282624 Integration Funding Support \$99948 QTSS	<b>Expected Student Growth 2018</b> Year 5 Reading – 64.1% – State 58.5% Year 5 Writing – 62.5% – State 52.7% Year 5 Numeracy – 60.3% – State 55.3% Year 7 Reading – Not available

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Reading 54.2%–63%, Yr 7 Writing 47.8%– 56%, Yr 7 Numeracy 67%–76%		Year 7 Writing – Not available  Year 7 Numeracy – Not available
<b>Staff Feedback:</b> TTFM teacher survey satisfaction levels greater than NSW School Norm on Leadership 7.8 School – 7.1 NSW Norm <b>Parent Feedback:</b> TTFM Partners in Learning Survey satisfaction levels greater than the NSW School Norm in aspects of Parents Feel Welcome 7.9–7.4, Safety at School 7.5 – 7.4, and Inclusive School 7.4 – 6.7	\$309051 Equity Loading  \$282624 Integration Funding Support	<b>Parent Feedback 2018</b>  Parent responses on the parent TTFM – Partners in Learning Survey indicate satisfaction levels greater than the NSW School Norm (SN) in aspects of: Parents Feel Welcome 8.1–7.4 (SN), Safety at School 7.9–7.4 (SN) and Inclusive School 7.7–6.7 (SN)

## Next Steps

New NESA processes for accreditation at proficient level and maintaining accreditation at proficient level through eTams introduced at the end of 2018 are understood and shared with staff by school executive, with guidance, support and supervision provided for all staff seeking accreditation.

Time for professional dialogue, feedback on practice and reflection scheduled during staff PL afternoons each term for supervisors to build team capacity.

Reciprocal teaching and transition programs Year 6–7 between NPPS and feeder high schools are strengthened through improved communication between schools as well as between home and school, early identification of students requiring additional support and increased opportunities for students to participate in joint activities organised between the primary and high school.

Transition programs to Kindergarten include visits and exchange of information between parents, pre-schools and NPPS to ensure smooth transition to Kindergarten. In 2018 parents were asked to complete a survey on aspects of the NPPS Kstart and transition to school programs. As a result of the survey, some changes to the Kstart program timeframe are planned, along with an additional parent information session offered in the evening and increased advertising of the program within the school community earlier in the year. The focus remains on early identification of students with additional behaviour and learning needs, along with providing parents with information and supporting them in establishing networks within the school community.

School subscription to Clickview, World Book, Maths seeds/Mathletics, Reading Eggs/Reading Express and History Mystery renewed in 2019 to provide students with access to current information and curriculum-based literacy and numeracy programs differentiated to meet the needs of the learner.

Program content and resources have been shared through teacher professional learning and used to support implementation of STEM/STEAM across K–6. Whole school STEAM focus day organised. Focus on expansion of technology across the school, ensuring the makerspace is utilised by all classes and increasing the number of students engaged in 3D projects, utilising 3D software applications for design and printing.

## Strategic Direction 3

Dynamic, innovative and reflective quality teachers.

### Purpose

To build staff capacity to plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning strategies and to evaluate the effectiveness of teaching practices using evidence based criteria and feedback to improve student learning outcomes.

School Excellence Framework Links–Learning Domain: Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Resources

### Overall summary of progress

Staff PL schedules developed to reflect ongoing and changing directions for professional learning across the school. Individual professional learning needs are addressed through networking, on–line PL, mentoring, lesson observations and demonstrations and attendance at external workshops and conferences.

Ongoing commitment to train new staff (Yrs 2–6) in FoR Phases 1 and 2 as required to sustain the integrity of the program.

Year 1 staff provided with TPL on FoR–summary overview of the super six strategies and the application in Yr 1 classrooms for students achieving RRL16 or above with a focus on building inferential comprehension skills. This focus resulted from a needs analysis of 2017 reading/comprehension data.

Subscriptions to Reading Eggs / Mathletics /Maths Seeds/World Book and Clickview support differentiated and inquiry–based learning across all KLAS.

Whole staff engage in item analysis of NAPLAN data and analyse school data to identify trends in student learning and address areas of need.

Staff teams analyse grade data to inform planning for teaching and learning and to identify areas where amendments to program content and/or implementation are required leading to improved results.

Demonstration lessons in implementing targeted programs and mentoring by instructional leaders provide staff with opportunities to refine practices and to reflect on their own classroom practices and make adjustments as required.

Personal reflection on planning for learning and on teaching practice is evident in some teaching learning programs. Supervisors conference with teachers and provide written feedback as an integral part of program supervision.

Lesson observations are conducted by teachers and by supervisors to promote best practice and share teaching points. Focus areas for observation are identified and agreed through mutual consultation and reflect PDP professional goals. Quality constructive feedback is provided following the observations to encourage teacher self–reflection and to refine targeted practices.

Staff members aspiring to leadership are provided opportunities to relieve in executive positions as they become available and are encouraged to focus on developing skill sets reflecting teaching standards at Highly Accomplished and Lead.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Overall student growth Big Write data K–6 increase: 2018–19% to 24%, 2019–24% to 31%, 2020–31% to 41%. Percentage students achieving grade level in Focused Phonics by 2020: K – 76% to 87%, Yr 1 – 51% to 87%, Yr 2 – 85% to 87%	\$309051 Equity Loading \$282624 Integration Funding Support	Overall % of student growth Big Write data K–6 to increase each year:  2018–K–6 growth – 21%  Students achieving grade level in Focused Phonics 2017–2018: K – 76% to 84.75%, Year 1 – 51% to 75.12%, Year 2 – 69%

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
		<p>Overall % of student growth Big Write data K–6 to increase each year:</p> <p>2018–K–6 growth – 21%</p> <p>Students achieving grade level in Focused Phonics 2017–2018: K – 76% to 84.75%, Year 1 – 51% to 75.12%, Year 2 – 69%</p>
<p>TTFM Student Survey –teacher satisfaction levels greater than the NSW in 2017 – Effective Learning Time 7.9 School – 8.2 NSW Norm, Relevance 7.8 – 7.9, Rigour 8.9 – 8.2, Victims of Bullying 31% – 36%, Advocacy at School 7.2 – 7.7, Positive Teacher Relationships 7.9 – 8.4, Positive Learning Climate 7.0 – 7.2, Expectations for Success 8.2 – 8.7</p>	<p>\$309051 Equity Loading</p> <p>\$282624 Integration Funding Support</p>	<p><b>Feedback to Staff from TTFM Student Survey 1 (March 2018)</b></p> <p>Effective Learning Time 8.3 – 8.2 (SN), Relevance 7.8 – 7.9 (SN), Rigour 7.9– 8.2 (SN), Victims of Bullying 35% – 36% (SN), Advocacy at School 7.4 – 7.7(SN), Positive Teacher Relationships 8.4 – 8.4 (SN), Positive Learning Climate 6.9 – 7.2 (SN), Expectations for Success 8.1 – 8.7 (SN)</p>

## Next Steps

Ongoing commitment to train new staff (Yrs 2–6) in FoR Phases 1 and 2, Big Write and Focused Phonics as required to sustain the integrity of the program.

Provide professional learning in Multi Sensory Learning Mathematics and track student data.

Data analysis informed by the Learning Progressions in 2019.

Demonstration lessons in implementing targeted programs and mentoring by instructional leaders provide staff with opportunities to refine practices and to reflect on their own classroom practices and make adjustments as required.

Lesson observations are conducted by teachers and by supervisors to promote best practice and share teaching points. Focus areas for observation are identified and agreed through mutual consultation and reflect PDP professional goals. Quality constructive feedback is provided following the observations to encourage teacher self-reflection and to refine targeted practices.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	\$18712	Personalised Learning Pathways were developed in consultation with parents to target individual student needs based on student data. All Aboriginal students were actively involved in setting their learning goals and reflecting on their progress throughout the year. Aboriginal student progress was tracked and monitored, students not reaching benchmark were targeted for inclusion in specialist intervention programs in literacy – Multilit, Focused Phonics and Focus on Reading were delivered by School Learning Support Officers and the Learning and Support Teacher.
<b>English language proficiency</b>	\$22696	English as a Second Language or Dialect(EAL/D) Progression scales were completed and targeted students identified. An EAL/D program was implemented by a specialist teacher to support EALD students in their learning.
<b>Low level adjustment for disability</b>	\$188115	Additional SLSOs were employed to support students in classrooms and to implement Multi-lit, Rip It Up, Focused Phonics and additional reading programs. Support plans were developed and specialist intervention programs were implemented by School Learning Support Officers and the Learning and Support Teacher.
<b>Quality Teaching, Successful Students (QTSS)</b>	\$99948	Classroom observations and demonstration lessons were conducted. Provision for feedback and reflection was provided. Targeted programs were strengthened in the classroom with support.
<b>Socio-economic background</b>	\$79527	Additional Learning and Support Teacher time was engaged to differentiate learning, coordinate social skills programs and support students in improving literacy and numeracy. Funds enabled professional learning in The Big Write, Focus on Reading, Technology and Focused Phonics and resources were purchased.
<b>Support for beginning teachers</b>	\$45522	Professional learning was provided for Beginning Teachers in Technology, Focus On Reading, Big Write, Focused Phonics and assessment and reporting. Beginning teachers participated in professional learning on the Performance and Development Framework. They also participated in lesson observations and received feedback to improve their practice. Supervisors supported the development of teaching programs, modelled classroom practice and implemented structured induction programs.

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	243	252	268	283
Girls	269	274	279	272

Student enrolment is increasing with a total of 576 students in 2018. There were 4.6% Aboriginal and 6.1% English as an Additional Language or Dialect.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	96.6	95.8	96.1	94.6
1	95.4	94.9	94.1	95.1
2	94	94.1	94.7	94
3	94.9	94.6	94.5	94.3
4	95.7	94	94.1	93.2
5	95.4	94.2	93.3	93.3
6	94	94.7	93.4	91.6
All Years	95.2	94.6	94.3	93.7
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

Niagara Park Public School attendance is greater than that of the state. Attendance is managed weekly, phone calls are made in relation to attendance concerns and the Home School Liaison Officer is engaged to support students experiencing attendance issues.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.04
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.06

\*Full Time Equivalent

There are two members of staff at Niagara Park Public School who acknowledge Aboriginality.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	90
Postgraduate degree	10

### Professional learning and teacher accreditation

The expenditure of Teacher Professional Learning funds were aligned to our school's targets and strategic priorities. Specific training areas included Literacy, Numeracy, Information Technology, Beginning Teachers and Syllabus Implementation. During 2018, the school spent approximately \$31688 for the professional development of staff. Additional funds of \$45522 provided professional learning opportunities for five beginning teachers. Whilst some professional learning occurs in school time, a significant amount occurs after school and on school development days. Professional learning included: Focused Phonics, Focus On Reading, CPR, Child Protection, Performance and Development, Career Development, Syllabus Implementation, Consistent Teacher Judgement, Filmpod, Self Organised Learning Environments, Learning and Support, KidsMatter and The Big Write. The Valley Schools Network also provided professional learning in accreditation at Lead and Highly Accomplished for school executive. Eight teachers completed their Accreditation for Proficient Teacher. The Beginning Teacher allowance was used for mentoring, lesson study, participation in Professional Learning and support with assessment



and report writing.

## Financial information

### Financial summary

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

	2018 <b>Actual</b> (\$)
<b>Opening Balance</b>	735,342
<b>Revenue</b>	5,491,894
Appropriation	5,233,143
Sale of Goods and Services	3,105
Grants and Contributions	211,921
Gain and Loss	0
Other Revenue	34,411
Investment Income	9,314
<b>Expenses</b>	-5,275,402
Recurrent Expenses	-5,275,402
Employee Related	-4,706,840
Operating Expenses	-568,562
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	216,492
<b>Balance Carried Forward</b>	951,834

Annual budgeting is prepared in line with the school plan and in accordance with the Finance in Schools Handbook.

Funds available will be used to replace 16 interactive whiteboards with LED interactive screens, desk top computers and to facilitate speech pathology programs in K–2. Funds will also provide 2 additional in class support positions in infants and 2 positions in primary for targeted support and instructional leadership. Funds will also be allocated for stage planning days for each term and air conditioning units will be replaced.

### Financial summary equity funding

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

	2018 <b>Actual</b> (\$)
<b>Base Total</b>	3,698,120
Base Per Capita	107,935
Base Location	0
Other Base	3,590,186
<b>Equity Total</b>	309,051
Equity Aboriginal	18,712
Equity Socio economic	79,527
Equity Language	22,696
Equity Disability	188,115
<b>Targeted Total</b>	829,169
<b>Other Total</b>	193,957
<b>Grand Total</b>	5,030,298

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.

### Proficiency

By 2020 the % Non–Aboriginal and Aboriginal students in top 2 bands in NAPLAN will increase by 9% (based on 3 year average) to:

Yr 3 Reading – 43% to 52%

Yr 5 Reading – 32% to 41%

Yr 3 Writing – 42% to 51%

Yr 5 Writing – 12% to 21%

## 2018

Year 3 Reading – 69% (exceeded 3 year target)

State – 51.5%

Year 5 Reading – 28.8%

State – 36.2%

Year 3 Writing – 56.4% (exceeded 3 year target)

State – 45.2%

Year 5 Writing – 7.6%

State – 15%

Year 3 Grammar and Punctuation – 66%

State – 38%

Year 5 Grammar and Punctuation – 25.8%

State – 34.8%

Year 3 Spelling – 51.6%

State – 50.3%

Year 5 Spelling – 14.3%

State – 35.8%

## At or Above Expected Student Growth 2018–2020

Percentage of students achieving greater than or equal to expected growth in Yrs 5 and Year 7 NAPLAN Reading, Writing and Numeracy increased by 9% averaged over 2015, 2016 & 2017.

Yr 5 Reading 54.2% to 63%

Yr 5 Writing 56.7% to 65%

Yr 7 Reading 54.2% to 63%

Yr 7 Writing 47.8% to 56 %

## 2018

Yr 5 Reading – 64.1% – State 58.5%

Yr 5 Writing – 62.5% – State 55.1%

Yr 5 Grammar and Punctuation – 53.1% – State 52.4%

Yr 5 Spelling – 59.4% – 53.8%

Yr 7 Data – Unavailable

## Proficiency

By 2020 the % Non–Aboriginal and Aboriginal students in top 2 bands in NAPLAN will increase by 9% (based on 3 year average) to:

Yr 3 Numeracy – 33% to 42%

Yr 5 Numeracy – 19% to 28%

## 2018

Year 3 Numeracy – 46.8% (exceeded 3 year target)

State – 40.8%

Year 5 Numeracy – 9.1%

State – 20.1%

Year 7 Numeracy 67% to 76%

## At or Above Expected Student Growth 2018–2020

Percentage of students achieving greater than or equal to expected growth in Yrs 5 and Year 7 NAPLAN Reading, Writing and Numeracy increased by 9% averaged over 2015, 2016 & 2017.

Yr 5 Numeracy 42% to 51%

## 2018

Yr 5 Numeracy – 60.3% – 55.3%

Yr 7 Data – Unavailable

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. As schools transition to NAPLAN online, the band distribution of results is not directly comparable to band averages from previous years. While the 10 band distribution available to schools who completed NAPLAN online is a more accurate reflection of student performance, caution should be taken when considering results relative to what was formerly a six band distribution. As the full transition of NAPLAN online continues, the most appropriate way to communicate results for NAPLAN online is by scaled scores and scaled growth. This is the reporting format agreed by state and territory education ministers, and is reflected on the myschool website.

Another reporting requirement for the state prioritises improving Aboriginal Education outcomes. Schools with significant numbers of Aboriginal students are required to report on the percentage of Aboriginal students in the top two NAPLAN bands. Niagara Park Public School has less than ten Aboriginal students in Years 3 and 5, therefore data is not required.

## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Parents, students and teachers were surveyed and their responses are presented below.

### **Student Average Score TTFM Student Surveys 1 and 2 2018:**

Valuing School 90.5% (NPPS) – 96% (SN), Positive Behaviour 91% (NPPS) – 83%(SN), Effort 85% (NPPS) – 88% (SN)

### **Average Score TTFM Student Surveys 1 and 2 2018:**

Effective Learning Time 8.0 (NPPS) – 8.2 (SN), Relevance 7.5 (NPPS) – 7.9 (SN), Rigour 7.8 (NPPS) – 8.2 (SN), Victims of Bullying 35% (NPPS) – 36% (SN), Advocacy at School 7.3 (NPPS) – 7.7(SN), Positive Teacher Relationships 8.1 (NPPS) – 8.4 (SN), Positive Learning Climate 6.7 (NPPS) – 7.2 (SN), Expectations for Success 8.0 (NPPS) – 8.7 (SN)

### **Parent Feedback October 2018:**

Parents are Informed 7.2 (NPPS) – 6.6 (SN), School Supports Positive Behaviour 8.6 (NPPS) – 7.7 (SN), Parents Support Learning at Home 5.8 (NPPS) – 6.3 (SN) and School Supports Learning 7.4 (NPPS) – 7.3(SN)

Parent responses on the parent TTFM Partners in Learning Survey indicate satisfaction levels greater than the NSW School Norm (SN) in aspects of: Parents Feel Welcome 8.1 (NPPS) – 7.4 (SN), Safety at School 7.9 (NPPS) – 7.4 (SN) and Inclusive School 7.7 (NPPS) – 6.7 (SN)

86% of parents indicated they would recommend Niagara Park Public School to new families moving into the area and 78% indicated a high or very high level of satisfaction of the school.

### **Staff Feedback 2018:**

TTFM teacher surveys indicate satisfaction levels greater than the NSW School Norm (SN) in all aspects: Leadership 8.8 (NPPS) – 7.1 (SN), Collaboration – 8.9 (NPPS) – 7.8 (SN), Learning Culture – 8.7 (NPPS) – 8.0 (SN), Data Informs Practice – 8.6 (NPPS) – 7.8 (SN), Teaching Strategies – 8.6 (NPPS) – 7.9 (SN), Technology – 8.1 (NPPS) – 6.7 (SN), Inclusive School – 8.6 (NPPS) – 8.2 (SN), Parent Involvement – 7.8 (NPPS) – 6.8 (SN), Challenging and Visible Goals – 8.4 (NPPS) – 7.5 (SN), Planned Learning Opportunities – 8.7 (NPPS) – 7.6 (SN), Quality Feedback – 8.2 (NPPS) – 7.3 (SN), Overcoming Obstacles to Learning – 8.8 (NPPS) – 7.7 (SN)

91% of staff indicated school leaders lead improvement and change and that school leaders clearly communicate the strategic vision and values of the school. 100% of teachers indicated a high or very high level of teacher satisfaction.

Aboriginal perspectives have been embedded in our K–6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues. 8 Ways of Learning pedagogy is integrated into units of work in key learning areas. Personalised Learning Pathways were developed in consultation with parents and students to target individual student needs based on data. Aboriginal Education RAM funding supported the implementation of Multilit and Rip It Up and SLSOs were employed to provide small group and individual instruction in reading. During NAIDOC Week all students K–6 enthusiastically participated in Indigenous music and storytelling. Our Aboriginal students were also provided with opportunities to participate in the Valley Schools Cultural Day at the Gosford Learning Centre. Our Year 1 and Year 3 students participated in excursions to Girrakool and Bulgandry. They had the opportunity to participate in a range of activities, visit Aboriginal engravings and go on a bushwalk through Brisbane Water National Park observing native foods and studying traditional Aboriginal lifestyles. Aboriginal students attended a cultural art day at Rumbalara. Staff attended AECG Meetings regularly and reported back to NPPS staff on current Aboriginal education programs and initiatives.

### **Multicultural and anti-racism education**

The school maintained a focus on Multicultural Education by providing perspectives in learning that developed the knowledge, skills and attitudes for a culturally diverse society. During Harmony Day the students participated in a variety of culturally diverse activities and learnt about multicultural Australia and students represented Niagara Park Public School at the Multicultural Public Speaking competition. English Language Proficiency funding was used to assess students using the EAL/D Proficiency Scales and to implement programs with students requiring support and New Arrivals Program Funding was used to support students with language and literacy development. Staff participated in Professional Learning on the EALD Progression Scales to provide knowledge and understanding for the development of learning goals for EALD students.

## **Policy requirements**

### **Aboriginal education**