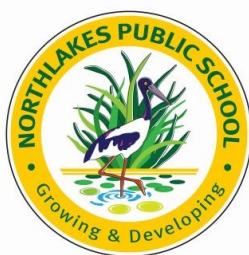


# Northlakes Public School

## Annual Report

2018



4588

## Introduction

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

Mr Larry Micevski

Principal

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## School background

### School vision statement

Northlakes Public School is committed to the provision of a quality education in a nurturing, supportive and innovative learning environment so that all students can become successful learners and develop into confident, creative and informed citizens who will be prepared to play their part as active, engaged citizens and leaders of their community.

### School context

Northlakes Public School is located on the NSW Central Coast serving the township of San Remo with a current enrolment of 371 students, 51 of whom, acknowledge an Aboriginal or Torres Islands background. The school pays respect and acknowledges the traditional custodians, the Darkinjung people, of the land on which it is situated.

The school takes pride in providing a high degree of tiered intervention to every student at their point of need from individual, small group to whole class support based on every student's individual need so that every student can reach their potential. As an EAfS and an AVID school for more than 3 years we are committed to this claim.

There are 33 teaching staff, spanning the broad spectrum of experience from early to later career, and 15 ancillary and support staff working as a team to provide educational excellence and support for every student in every classroom at their point of need throughout the school day.

Northlakes Public School houses Jabiru Cottage, a Schools as Community Centre on site. The school receives School Based Allocation Resource (SBAR) funds for low level adjustment for disability, Aboriginal and socio-economic backgrounds, quality teaching successful students (QTSS), teacher mentoring and support for beginning teachers. Utilising the additional funding Northlakes Public School implements a number of research-based Literacy and Numeracy programs and student wellbeing initiatives, ensuring the school is well equipped for future-focused learning opportunities.

Northlakes Public School offers a variety of quality extra curricular experiences to its students.

Northlakes Public School enjoys strong alliances with the Wallarah Learning Community of schools, University of Newcastle (UoN), AVID Australia, a range of various non Government agencies and local support services, including long standing partnerships with the Epicentre and the Local AECG – Muru Bilbi. The Northlakes P&C are a very supportive community group who strive to ensure timely resourcing and support is provided to enhance the learning opportunities for all.

## 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 a sustained strong focus on high expectations and a culture of lifelong learning, the school has reached a point where students are more engaged than ever before.

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

### Quality Learning

#### Purpose

To support and nurture all students to be confident, creative, successful life-long learners by developing skills in: reflection, goal setting, growth mindset, resilience and persistence..

Major SEFV2 links (not limited to this SD):

- Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Resources

#### Overall summary of progress

Overall progress in SD1 for this year has been about continuing the momentum from the previous year. The school has maintained similar staffing levels and committed to the same intervention model which served our students well in 2017.

Early Action for Success (EaFS) now in the 5th year of implementation has continued to provide differentiated professional learning(PL) to all teachers at their point of need in L3K, L3S1, Building Numeracy Leaders (BNL) and writing. All of this ongoing PL translates into quality learning for students and confidence for teachers in monitoring their students' progress, knowing where their students are at and what needs to be done to move them on. Students are learning, being challenged, and succeeding. Every student in our school is known, valued and their learning needs are being met more thoroughly than ever before. The introduction of PL on number talks and intentional talk have been a success in helping teachers see quickly where students are at and what's needed to move them on. Feedback from staff indicates that they feel students responded well to the new challenges of articulating how they arrived at their answer, and this is having a positive impact on student progress and confidence.

Advancement Via Individual Determination (AVID) was in the 3rd year of implementation and had been rolled out into all S2 and S3 classrooms. The remaining classroom teachers (CRTs) who were yet to receive AVID training attended the Winter Institute in June. Our AVID Coordinator was invited to complete a 3 day course to be accredited as Lead Teacher by Victoria University which she undertook in early June. By the end of term 3 the remaining teachers were trained on site by our Lead Teacher and the NSW AVID trainer over two days. The school received the AVID Certification as **AVID highly certified** in December 2018, reaching level 3 in all four essentials with only three indicators measured at level 2. At the time of submitting the site plan for certification, and the school certification visit, the school had over 75% of staff trained in AVID methodologies and philosophies and by the end of the of term 3 2018 this percentage was up to 100%.

EaFS and AVID have dovetailed perfectly as both have a strong focus on teacher quality as the foundation for quality learning and improving student achievement. The implementation of these two initiatives is changing school culture and the school community view to gradually recognising and valuing learning as the means of empowering and enabling students to better their futures. The NPS school staff, students and community are committed to EaFS and AVID being a part of the long term school plans moving forward.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
85% K–2 will be reading at or above these levels: K–9, Yr1–18 and Yr2–22 by the end of 2020 (2017 K 60%, Yr1 80% and Yr2 82%). Top two bands in NAPLAN Reading for Yrs3, 5&7 increase by 10% to 39%, 25% & 10% respectively by the end of 2020.	<ul style="list-style-type: none"><li>• Quality Teaching Successful Students \$12,500</li><li>• Low level adjustment for disability \$10,500</li></ul>	Week 38 data indicates that 67% of K, 67% of Yr 1 and 81% of Yr 2 students reading at the expected level for their cohort.  In NAPLAN Reading for 2018 indicates that 46% of Yr 3 and 16% of Yr 5 students achieved the top two bands.
85% of students K–1 and 90% in Yr2 are competent in Flexible strategies by the end of 2020	<ul style="list-style-type: none"><li>• QTSS \$12,500</li><li>• Low–socio economic \$10,500</li></ul>	EaFS targets still to be determined with the implementation of the NNLP.

## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
(baseline 2018). Top two bands in NAPLAN Numeracy for Yrs3,5&7 increase by 15% to 26%, 28% & 17% respectively by the end of 2020.		<p>Number talks and intentional talk which were brought back to staff by the BNL team were accepted and implemented into classroom practice readily with positive results.</p> <p>In NAPLAN Numeracy for 2018, 36% of Yr 3 and 7% of Yr 5 students achieved the top two bands.</p>
100% of students K–6 will make progress in Writing as indicated by the Creating Texts sub–element in the National Literacy Learning Progression.		<p>Both AVID and EAfS have a strong focus on Writing and the school also is implementing Seven Steps to Writing Success.</p> <p>The school has considerable ground to make up in writing and while all students have made progress in the Creating Texts sub–element in NLLP there is still some way to go.</p> <p>With continued implementation of EAfS and AVID, the progress in writing should map similarly to the progress being achieved in reading and numeracy.</p>

## Next Steps

- EAfS and AVID will continue to be implemented in 2019 as great progress has been achieved in Literacy and Numeracy and, while somewhat more modest, in Writing.
- Now that the Leadership and Maths Coach training have been completed, the Myer Maths trial will be implemented over the 2019 and 2020 school years with a report due to the school by the end of 2020 or early 2021.
- Seven Steps to Writing Success PL will continue to support CRTs in improving student progress in writing in 2019.
- The major focus for 2019 will be on improving progress in writing whilst maintaining the momentum in reading and numeracy.
- Continue to support staff with PL on NLP, LLP and PLAN 2 for monitoring and reporting on student progress and providing up to 2 hrs individual support for CRTs who still need that level of support.

## Strategic Direction 2

### Quality Teaching

#### Purpose

Highly skilled, motivated staff who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students in a culture of continual improvement.

Major SEFV2 links (not limited to this SD):

- Learning – Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching – Effective Classroom Practice, Professional Standards, Data Skills and Use, Learning and Development
- Leading – Educational Leadership, School Resources, Management Practices and Processes

#### Overall summary of progress

The school's strong focus on quality teaching and raising levels of competence and confidence in teachers continued in 2018. Once again this was closely driven by the school plan, staff consultation and appropriate levels of support not only via school based experts to run PL on a needs basis but also commit appropriate levels of funding to enable shoulder to shoulder support for new learning e.g. The National Learning Progressions for Literacy and Numeracy (NLP, LLP) and PLAN 2 data entry. The school has, over a number of years, had a strong focus on quality teaching since the beginning of National Partnerships initiatives but it was with the Gonski funding review and NERA where the level of funding has allowed schools such as Northlakes to commit to a high level of differentiated PL to cater for teachers of widely varied needs and career time frames.

The past four years have seen marked improvements in teacher quality, confidence and consistency in best practice across classrooms. More importantly this improvement has been sustained over a number of years which has led to improvement in student progress maintaining an upward trend over that period.

AVID, EAfS and the intervention model of support implemented in 2018 was based on the previous year and has served the students of NPS very well in terms of support at each of the three tiers and this is reflected in the level of student progress of all students and in particular, those on IEPs.

The school has been successful in riding the wave of change and new learning which schools have been experiencing since 2010 when the school first became a National Partnerships REI 2 school. The focus has always been on improving the quality of teaching and learning that caters for the individual needs of students. The last 2 years and especially 2018 is the closest the school has come to achieving these goals. The challenge for the school will be to continue to build on the momentum in the coming years and maintain consistency in educational delivery in all classrooms.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
By the end of 2020 increase the percentage of Year 5 and 7 students achieving expected growth in NAPLAN: <ul style="list-style-type: none"><li>• reading to 69% and 55% respectively (baseline 55.2% and 45.7% in 2017)</li><li>• numeracy to 80% for both (baseline 76.6% and 75.6% in 2017)</li></ul>	<ul style="list-style-type: none"><li>• TPL funds \$ 28,722</li></ul>	With the transition of data to Scout, Year 5 is the only data available to us. <ul style="list-style-type: none"><li>• reading had dropped to 42.6%</li><li>• numeracy had dropped to 28.3%</li></ul>
By the end of 2020 maintain the Years 3–5 value added data at excelling and move the Years 5–7 value added data from sustaining and growing to excelling.	<ul style="list-style-type: none"><li>• Literacy and Numeracy \$11,424</li></ul>	The value added data which has broadened in scope is as follows: <ul style="list-style-type: none"><li>• K–3 sustaining and growing (spans 4 years)</li><li>• 3–5 delivering with an upward trend (spans 8 years)</li><li>• 5–7 sustaining and growing trending upward in last 3 yrs (spans 8 years)</li></ul>

## Next Steps

As the first year of the 2018–2020 planning cycle, the school is committed to continue building on the momentum throughout the next two years. As predicted in 2017, the focus on NLP and LLP did present the school with substantial new learning and in fact this led to some statewide alterations to the implementation and reporting timelines.

Northlakes PS has continued to meet this challenge through strategically planned school based PL supporting whole staff and also differentiated support where required by committing sufficient funds to provide one on one support in entering data on PLAN 2. The school is still committed to maintaining this level of support to individual CRTs. This is based on the school's decision to expand by one the number of elements being reported in 2019 both in the NLP and LLP. It is expected that an additional 2 hour allocation per teacher, of shoulder to shoulder support, should go a long way to building upon the impressive progress in PL achieved in 2018. This was a strength in the school's first year of familiarisation and partial monitoring and reporting using both NLP and LLP and with expanding number of elements to be reported in 2019, it makes sense to continue with what has worked well in the first year.

## Strategic Direction 3

### School Community Wellbeing

#### Purpose

Promote and support academic, physical, emotional and spiritual wellbeing of all students through a strong wellbeing framework and quality community partnerships.

Major SEFV2 links (not limited to this SD) –

- Learning – Learning Culture, Wellbeing, Reporting
- Teaching – Data Skills and Use
- Leading – Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes

#### Overall summary of progress

Following the previous year's successful PBL launch 2018 was a year of focusing on playground behaviours, and focusing on being Safe Respectful Learners in all parts of the playground. 2018 was a year of focus on consolidation of expected behaviours, supported by fortnightly lessons on those behaviours and some video lessons produced by our senior students. Feedback on the end of semester reward days was they proved very popular and proved to be a fun way to finish off each semester.

Jabiru Cottage (Schools as Community Centres), has experienced a year of record numbers of partners keen to run programs for our community and these have been well attended. On the wellbeing front, the Family Referral Services In Schools pilot was implemented and proving to be a success and the high number of referrals are indication of the level of need for this great service.

Parents/carers of 3–6 student were invited to an AVID training session on Cornell note taking, an AVID writing strategy from WICOR. There were 9 parents/carers in attendance and the feedback was very positive and all noted how challenging the activity was. Other comments included what a great support it would provide for their children heading into High School and even further on into Tertiary Education.

Our Christmas event in collaboration with the Epicentre had a change of format so that it wasn't purely about an audience sitting in the hall but instead it was an afternoon/evening of stalls, service providers, open air performances by students and it had a carnival atmosphere about it which proved a real success.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Attendance improves to 91% or above by the end of 2020 (baseline 89.51% in 2017).		Attendance data for 2018 is at 90.46 (up 0.95%) and is on track towards the 2020 target of 91%.
TTFM survey data indicates that students feel supported, respected and they belong in their school and will be at levels equal to or above state levels in these indicators(baseline data 2017 equal to in most indicators and 0.5% below state in 3 aspects).		The three measures from the TTFM survey are as follows • Advocacy at school State 86%, SSSG 83%, School 88% • Expectations for Success State 95%, SSSG 93%, School 96%. • Sense of belonging State 78%, SSG 73%, School 77%.
TTFM survey data of parents/carers indicates they feel welcome and are respected as key stakeholders in their school community and the parents/carers satisfaction levels will be equal to or better than		Parent satisfaction remains around the 80% of those who responded. However, our response rate continues to be rather low.



## Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
state on similar indicators (baseline 2017 parent/carer satisfaction was at 80%).		Parent satisfaction remains around the 80% of those who responded. However, our response rate continues to be rather low.

## Next Steps

- Positive feedback from Parents/carers who attended AVID training on Cornell note taking was encouraging and will run at least 2 in 2019.
- All school events continue to be well attended with numbers maintained or even increasing. There has been a marked increase in the number of dads attending the Kindergarten Father's day activities morning barbecue.
- The Year 6 farewell moved to an off site venue for the first time as a trial to the function room at Halekulani Bowling club. This idea had been raised on a number of occasions previously without success and in 2018 there was an agreement for a one off trial. The farewell went off without any incidents and it was even better attended than those at the school. The feedback suggests that it may be the new venue for the Year 6 farewell.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	0.2FTE \$25,000 flexible funding	<ul style="list-style-type: none"> <li>• Attending the Making it Best workshop at the beginning of the year, as a team of 6 including one of our parents, was a great start to the year and how the team focused and shared their learning with the whole school staff.</li> <li>• NAIDOC celebration day was a great success in terms of responding to recommendations of students, staff and community. First time that community members and volunteers were recognised for their contributions to culture in the the school.</li> </ul>
<b>Low level adjustment for disability</b>		<ul style="list-style-type: none"> <li>• The last two years the school has been in a position to best support individual students at their point of need. This is largely to do with the NERA funding being targeted to those most in need.</li> <li>• When a school is in a position to fund more than 4 FTE teachers to intervene where students needs the most support changes will be noticeable.</li> <li>• Our teachers are working hard but they are seeing results from their efforts and when the conversation turns to monitoring no responds with when are we supposed to teach?</li> <li>• Teaching is being informed by the 5 weekly data entries, student work samples and teacher observations so that planning is in response to all of this data.</li> </ul>
<b>Quality Teaching, Successful Students (QTSS)</b>		<ul style="list-style-type: none"> <li>• QTSS loading is proving to be a much needed enhancement to school funding. Staff are being supported at their point of need and the feedback says they are feeling supported and confident in their classroom.</li> <li>• Focused,sustained PL at individual point of need is being delivered by experts on NPS staff and it is able to be delivered when it is needed and can be targeted as needed.</li> </ul>
<b>Socio-economic background</b>		<ul style="list-style-type: none"> <li>• K-6 teachers have entered 5 weekly data on PLAN 2 in numeracy and literacy using the NNLP and NLLP.</li> <li>• Staff PL has been planned in response to teacher need as identified by staff themselves and has been consistent, tailored and presented to suit individual professional needs.</li> <li>• Achievement data has been positive.</li> <li>• Socio-economic funding has had the greatest impact in allowing the school to sustain focus on teachers quality, student learning and intervention to support individual student learning needs better than ever before.</li> <li>• The data is beginning to reflect the sustained focus on PL and the implementation of research based programs and strategies which are having a positive impact on student learning. The level of staff and student support is intensive and effective.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	197	213	208	213
Girls	166	167	177	169

The school started off 2018 with a total enrolment of 382 students. The total number has not changed greatly but the emerging pattern over the past four years has been the number of boys has been greater than the total of girls by between 31 and 46. The school still has a relatively high number of leaving the area and a similar number of families moving into San Remo.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	93.1	94.5	92.8	93.1
1	92	90.8	92.5	92.2
2	92.8	93.3	88.2	92.3
3	90.5	92.9	88.9	88
4	91.3	91.1	91.8	90.2
5	93.6	91.4	90.7	92.1
6	93.2	91.7	91	89.9
All Years	92.3	92.2	90.8	91.1
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

In 2018 we are seeing somewhat of a move in the right direction in terms of attendance. Despite the focus on improving attendance the school is struggling to make a significant increase to the attendance rates. The SWT publishes some important facts about attendance and there is always the risk of a student being placed on an attendance improvement plan and what this means. PBL has placed a positive focus on good attendance reminding students and parents/carers that the attendance is not simply a check for the school but the Home School Liaison Officer and what role they play in monitoring student attendance.

The school has made the change to a third party provider for attendance again as this is a more user friendly software with easier to read, follow and generate reports on student attendance. The greatest and most immediate impact on attendance tends to be

the attendance improvement plan but this does require resources, meetings to be set up and close monitoring over a 20 day period. While effective it does take time to set up.

For 2019 the school is looking to be more proactive in promoting attendance through Positive Behaviour for Learning and better rewarding good attendance. To be effective this rewards need to be researched more thoroughly for student impact i.e. what will get students making sure they come to school on time everyday? Watch this space.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.82
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.52

\*Full Time Equivalent

The school still has a need to employ a number of teachers under temporary engagement to provide additional support so that we can provide tiered intervention to support EAfS implementation and ensure that students' support needs are being met comprehensively.

The school was fortunate enough to finally appoint a replacement for our Aboriginal SLSO for the year and she has built a rapport with our Aboriginal students very quickly. She has proven to be a good fit for the school and is happy to be at NPS on a long term basis.

The school has found it difficult to access and retain tutors for our Aboriginal groups (both boys and girls) and have been catering to these groups by collaborating with Northlakes HS to provide some of their students with the appropriate skill set and cultural backgrounds with the opportunity, to run these groups. This has proven to be a successful initiative. However, changes to cohorts and staff changes make this a year to year proposition at best.

### 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	5

### Professional learning and teacher accreditation

All teachers are now accredited at proficient and are working at maintaining their required hours of professional learning. The strong focus of the school on the implementation of research, evidence based programs and associated PL has meant that staff are not at risk of not meeting their required hours of accredited PL.

All staff undertook PL in L3 (K/S1), TEN, Seven Steps in Writing Success, FoR, and AVID, the NNLP and the NLLP. All Northlakes PS staff by the end of 2018 had taken part in either Winter Institute, Summer Institute or AVID on site training days. Every NPS teacher has been trained in the AVID Primary Foundations strand as a minimum. The full TPL allocation of \$28 722 was expended and enhanced by almost \$100 000 of additional funds from RAM. This is an indication of how much new learning is being undertaken as per the school plan and part of it also driven by systemic changes and changes to student monitoring by DoE and NESA e.g. the move from Literacy/Numeracy Continuua to the National Learning Progressions in Literacy and Numeracy. This has meant a great deal of support from ILs who, have had the greatest PL in the NNLP and NLLP, to be supporting the implementation with whatever level of support teachers need from whole staff to one on one where needed. This has underpinned new learning and staff feedback tells us that they feel supported.

In 2018 we had two teachers complete their training in the Seven Steps to Writing Success which has added to our pool of expertise on staff in our aim to ensure our sustainability in the area of PL so that we can support/provide our own PL in EAfS and AVID strategies and now in writing. The now has accredited trainers in the writing, our 1.2 ILs who are continually updating their training in EAfS strategies, AVID Lead Teacher also accredited to provide PL in the AVID strands and with the school taking part in the AVID Myer Maths trial (2019 and 2020) the school also has an AVID Maths coach. Looking forward, the school is well placed to respond to our PL needs as they arise.

## 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>	528,184
<b>Revenue</b>	4,836,331
Appropriation	4,743,472
Sale of Goods and Services	25,511
Grants and Contributions	63,770
Gain and Loss	0
Other Revenue	0
Investment Income	3,579
<b>Expenses</b>	-4,826,068
Recurrent Expenses	-4,826,068
Employee Related	-4,434,247
Operating Expenses	-391,821
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	10,264
<b>Balance Carried Forward</b>	538,448

The allocated budget for 2018 shows a surplus of approximately \$10,000 which largely due to the SASS sick leave who are on temporary engagement being reimbursed to the school. The salaries and reimbursements generally take up to one month to catch up and as such the small surplus figure shown means that the 2018 budget was almost fully expended in the course of 2018.

As reported in last year's Annual Report, the Majority of playground installations are now dated and at a stage where considerable refurbishment, repair or replacement is needed. Late in 2017 the school has begun the process of seeking quotations for the refurbishments. The process has continued to be long, slow and at times frustrating. In 2018 the P&C had submitted a Community Funding Grant application to go towards the refurbishment of the playground installations and in particular the soft fall areas and the synthetic turf around and under these installations. Later in 2018 the P&C received the good news that they've been successful in receiving a \$27,000 grant which they have generously committed towards this project. Yet again by the time quotations are received and forwarded to AMS due to the size of the project, the year has ended and we are still to see work commence on this. However, this project now under management by our local AMS team will be completed sometime in 2019. The combinations of school funds and the successful grant by the P&C will see the cost of this project covered and we are optimistic completed by mid 2019.

Over the past few years since the NERA agreement the

equity aspects of our RAM have been on the increase and have enabled the school to focus on quality teaching, PL with appropriate support for teachers at their point of need, and most importantly address individual student needs in a much more comprehensive manner so that we are closer than ever to supporting the needs of every individual student under our care. We are indeed at a point where each of our students and their individual needs are known and being addressed and supported by qualified teachers which is really beginning to show an impact on their learning.

### 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>	2,536,289
Base Per Capita	78,106
Base Location	0
Other Base	2,458,183
<b>Equity Total</b>	733,080
Equity Aboriginal	54,207
Equity Socio economic	485,633
Equity Language	0
Equity Disability	193,240
<b>Targeted Total</b>	781,520
<b>Other Total</b>	617,632
<b>Grand Total</b>	4,668,521

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.

The highlights in our NAPLAN results for 2018 continue to be in the area of value added across years. This data

looks at student improvement between milestone years; **K–Yr 3, Yr 3 –Yr 5 and Yr 5 –Yr 7**. Of important note here is that although the Yr 3 –Yr 5 value added for 2018 has moved from Sustaining and Growing back to Delivering, for the other two sets of value added data it has remained at Sustaining and Growing for the last two years. At the same time Value Added Across Schools has been above the state average line for the last three years in the data sets where it has been available for that period (Yrs 3–5 and Yrs 5–7).

From 2018 to 2020 NAPLAN is moving from a paper test to an online test. Individual schools are migrating to the online test, with some schools attempting NAPLAN on paper and others online.

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

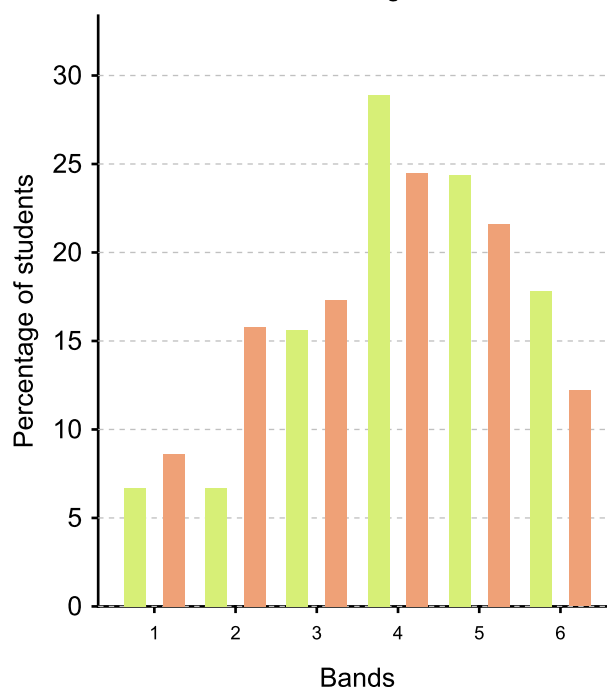
The percentage of Year 3 and Year 5 students achieving the top two bands in NAPLAN literacy 2018 was as follows:

Year 3 Reading **41.3%**, Writing **29.2%**, Spelling **33.3%**, G & Pun **35.4%**.

Year 5 Reading **16.0%**, Writing **2.0%**, Spelling **21.6%**, G&Pun **17.6%**

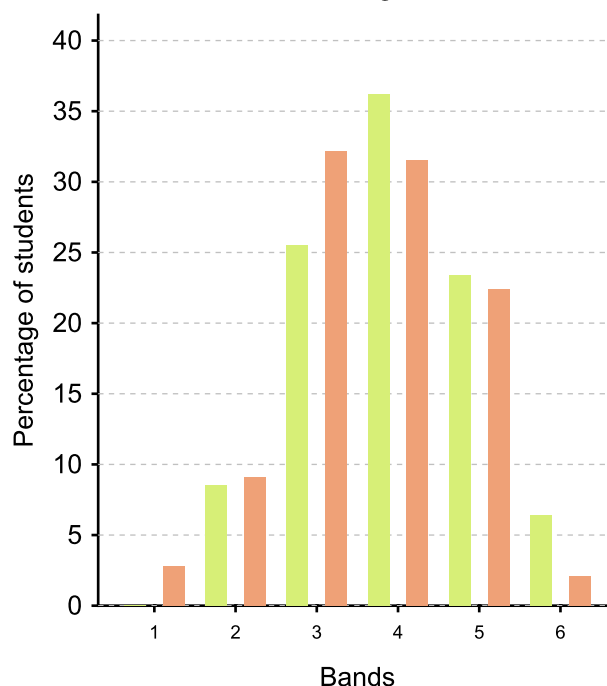
- The Year 3 target in reading for 2020 has already been reached and surpassed by 2.1% which is well worth celebrating however, we wish to continue to build on that momentum and hopefully will do so through our commitment to the continued implementation of programs and strategies the school currently has in place which are working for our students in our context.
- Whilst there were no targets set for the other aspects of NAPLAN, they are worth celebrating as these are percentages in the top two bands that have not often been achieved by our students historically.
- The Year 5 target in reading has not been achieved however, it appears to be an achievable target as there are still two years left in the current planning cycle.
- The percentage of Year 5 students in the top two bands in Writing is a cause for concern and it is hoped with our new focus on Seven Steps to Writing Success will go some way to addressing this issue.

**Percentage in bands:**  
Year 3 Reading



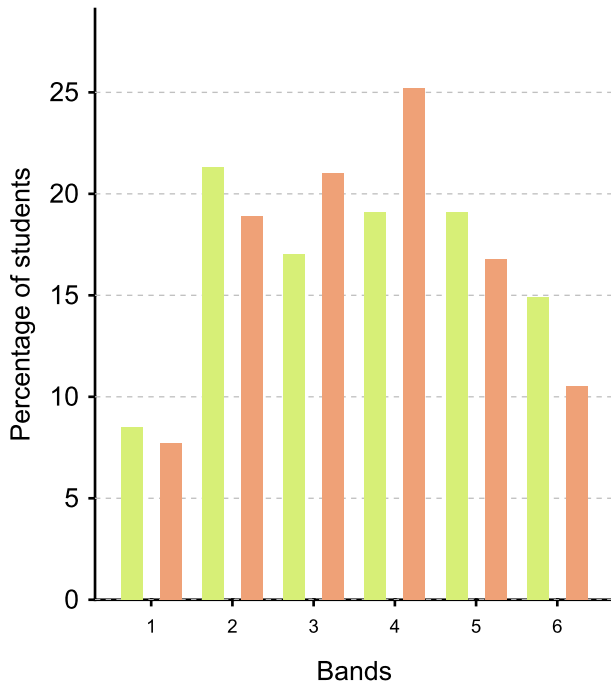
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Writing



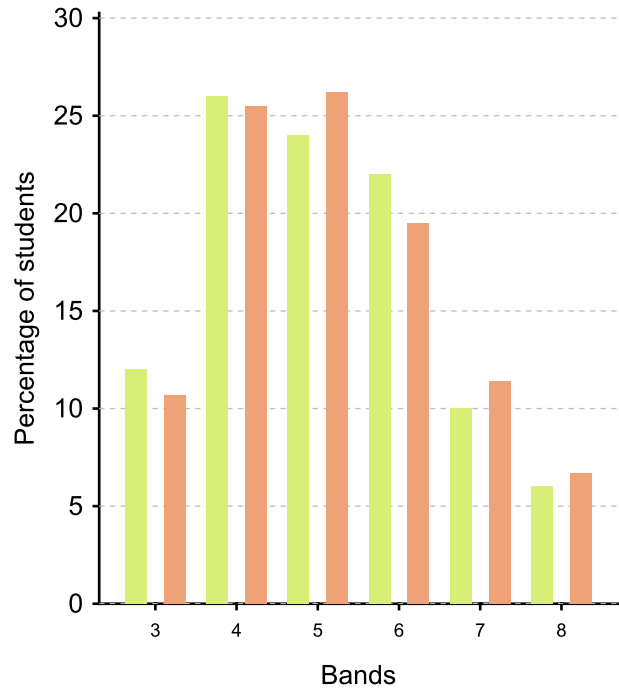
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Spelling



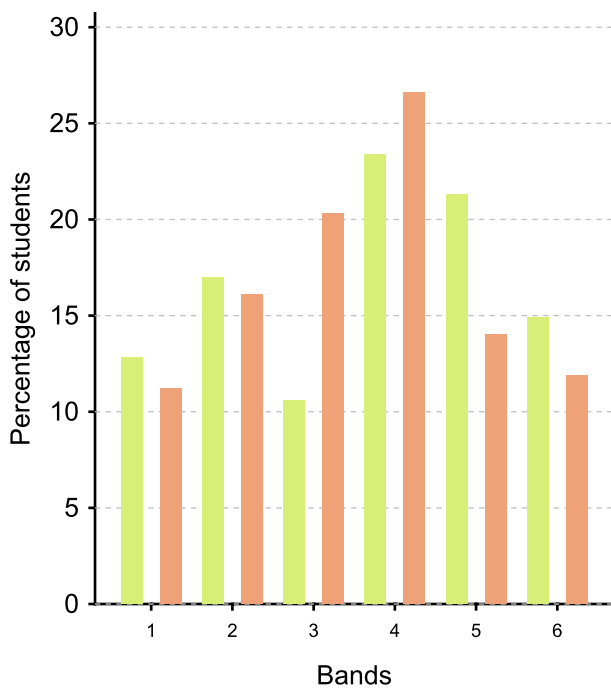
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Reading



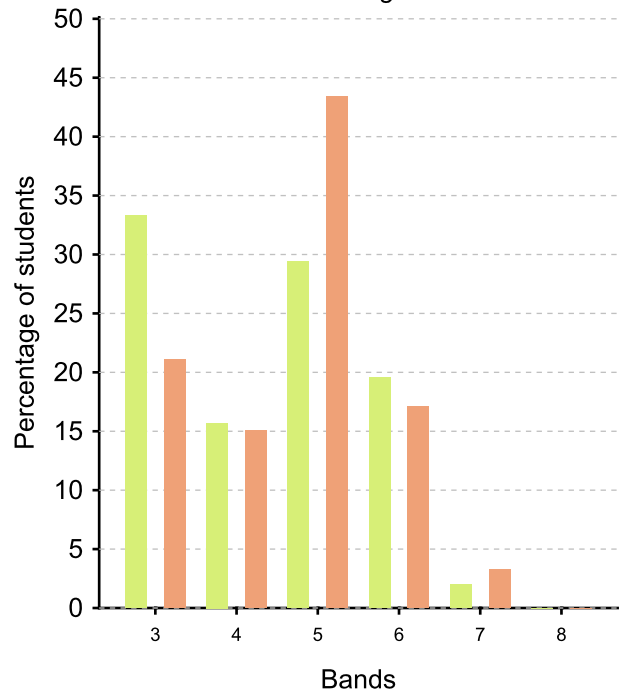
Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 3 Grammar & Punctuation



Percentage in Bands  
School Average 2016-2018

**Percentage in bands:**  
Year 5 Writing



Percentage in Bands  
School Average 2016-2018

The percentage of Year 3 and Year 5 students achieving the top two bands in NAPLAN numeracy in 2018 was Year 3 **31.9%** and Year 5 **7.8%**.

In NAPLAN numeracy in 2018 the 2020 target has been achieved and surpassed by our Year 3 students. The Year 5 target has not been achieved however, it appears that it is still achievable with almost two years



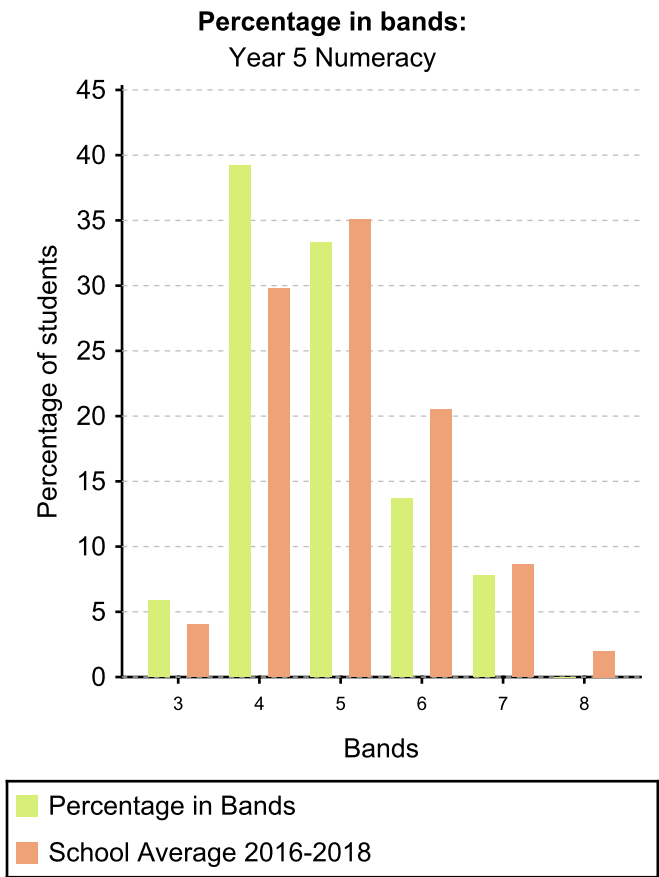
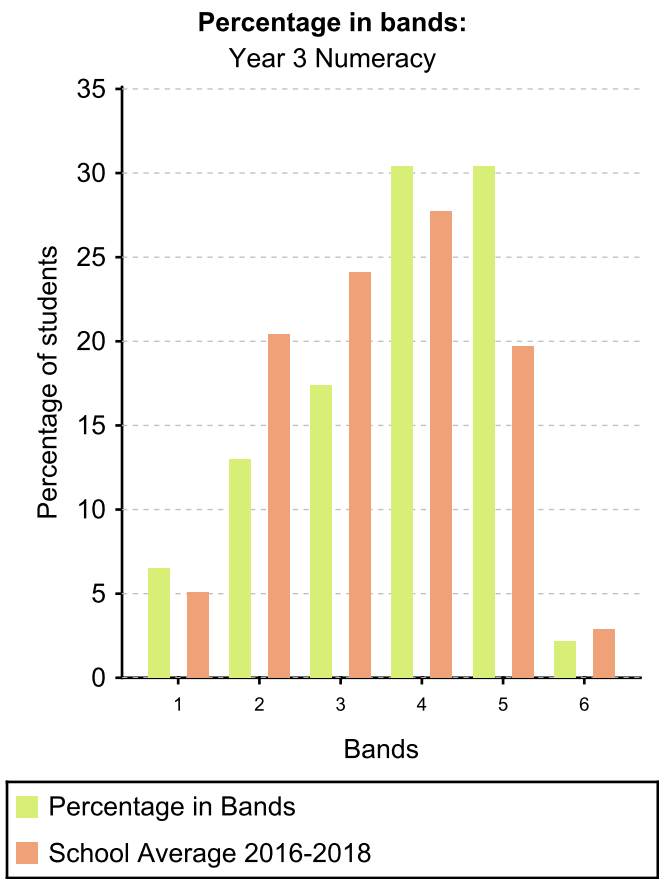
to go in this planning cycle.

*Premier's Priorities: Improving education results and State Priorities: Better services – Improving Aboriginal education outcomes*

Because of the small cohorts of Aboriginal students in our NAPLAN results, the school has aggregated the results to provide an average for the percentage of Aboriginal students in the top two bands of NAPLAN. They are as follows:

Year 3 Reading **31.4%**, Writing **20.0%**, Spelling **20.0%**, G & Pun **10.6%**, Numeracy **5.9%**.

Year 5 Reading **10.0%**, Writing **0.0%**, Spelling **6.7%**, G & Pun **6.7%** and Numeracy **9.7%**.



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.



## Parent/caregiver, student, teacher satisfaction

The parents/carers surveys have not had great numbers of responses for a number of years however, short surveys at particular events have received good numbers of responses which are very positive about any events which invite parents/carers these include but are not limited to:

100 days of school for Kindergarten students they dress up and make groups of 100. Parents/carers all seem to get involved in the costume making and creatively making groups of 100.

Grand parents day attendance continues to grow each year and the critiques are all very positive about how wonderful it is to see the modern classrooms and share in the activities with the students.

The year 6 farewell was something that has been brought up for discussion on a number of occasions and parents/carers have been reluctant to change venue in the past. This year the organising committee were brave and an agreement was reached to trial a change in venue so it was moved to the function room of the Halekulani Bowling club. The feedback on the night and in the last few days of the year was very positive both with the venue and the overall feel of the night.

The Christmas event was hosted at the school again this year in partnership with the the Epicentre and again crowd numbers were huge. This year the format of the event changed considerably so that it was not purely focused on student performances in the hall but rather they were pop up performances under the COLA which had market stalls, displays, Santa photos and a variety of other services which gave it more the feel of a fair rather than a concert. When a group of students performed, the audience came to them under the COLA and while the performances were not the main focus they were well supported. The extremely positive feedback suggests this may be the way of the future as far as the Christmas event goes.

The demand on teacher willingness and capacity to get on board and undertake new learning does not appear to be diminishing as changes beyond school control continue to roll out and accumulate onto the staff to do lists. With the school's continued commitment to the implementation of EAfS and AVID as our two major drivers of quality teaching and learning, staff are still managing to take on the growing list. Once again staff were provided with the opportunity for one on one interview with the Principal following the positive feedback from the previous year. Responses from those meetings can be summarised as follows:

- The high quality school based, differentiated PL to support teachers at the point of need still seen as the key to sustainability of quality teaching/learning, improving teacher capacity and confidence, improving student achievement, learning stamina, resilience and engagement as

well as ownership and accountability for their learning.

- High level of funds committed to tiered intervention being accredited for the improvement in student achievement and in particular for those students with additional learning needs in mainstream classrooms.
- There is belief in EAfS and AVID as the two initiatives having the greatest influence on student learning and teacher quality and confidence and many express that the school needs to remain firm in its commitment to the future implementation of these.
- Many staff expressed a level of exasperation and weariness of the great amounts of new learning seemingly imposed on schools without great forethought as to its impact on staff wellbeing, workloads and eventually the possible diminished goodwill in supporting and running the many extra curricular activities, which we all agree are great for students but, rely on so much goodwill from staff.
- The feeling that they are working harder than ever in the past but at the same time feeling as though they are doing so much more to support individual student needs.
- Feeling optimistic that as the school continues with the implementation of current initiatives and programs over a sustained period that improvements and achievements that teachers are seeing will be reflected and maintained in the standardised data sets such as NAPLAN.

Students participated in the Tell Them From Me survey. The Skills–Challenge aspect of Social–Emotional Outcomes is about students feeling challenged in their English and Maths and feel confident of their skills in these subjects. The TTFM survey indicated:

- 54% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge. The NSW Govt norm for this category is 53%.
- 19% of students were confident of their skills but did not find classes challenging. The NSW Govt norm for this category is 26%.
- 21% of students were not confident of their skills and found English or Maths challenging. The NSW Govt norm for this category is 14%.
- 6% of students lacked confidence in their skills and did not feel they were challenged. The NSW Govt norm for this category is 7%.

The TTFM survey also indicated that Northlakes PS is above or equal to the NSW Gov norms in the following drivers of student outcomes:

- Effective Learning time – important concepts are taught well, class time is used efficiently, homework and evaluations support class objectives.
- Advocacy at school – students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- Expectations for success – school staff emphasise academic skills and hold high expectations for all students to succeed.

These drivers are important to improving student

outcomes and for all staff working with students the importance of these drivers is that what is happening in our classrooms is supporting students in improving, being accountable for and expect to succeed in, their learning.

## Policy requirements

### Aboriginal education

In 2018 the school sent a team of 6, comprised of five staff and one community member to a PL day at Wyong PS called Making it Best. This was a large team to send but it was a sign of the school's recognition of the importance of Aboriginal education and to ensure that Aboriginal perspectives are embedded across all areas of the curriculum.

The Acknowledgement of Country workshop is now conducted each year with our senior students and student leaders then use their personal acknowledgement developed by them during the workshop.

Late in the year, term 4 NPS was invited by our partner Northlakes HS to attend their inaugural Aboriginal Awards day assembly. Our students sat through the assembly as the achievements of both the Secondary and Primary students were recognised in a combined assembly which was well attended by community and Aboriginal service agency representatives.

Our 3 way PLP interviews are run in Term 1 and participation rates are continuing to grow at over 85%. This consultation process sets the year off to a positive start. Parent/carer feedback recommended that the term 3 meetings were not needed so they only occur in term 1. AVID diaries go home every night and these provide regular feedback and record of what is being done in the classrooms and is a big part of being organised.

Again, our Aboriginal students Yrs 3–6 attended the Bilby Bash at Budgewoi PS. As usual, the day was once again a success and the students look forward to attending the event.

The initiative of using HS students as tutors for our boys and girls Aboriginal groups, was continued and will continue into the future while Northlakes HS continues to have students willing to pass on their knowledge in Didj and Dance to our students. This has been a wonderful partnership between our schools as it ensured the groups would be trained on a regular basis.

The school has had a number of staff complete training in 8 Ways pedagogy and they still lead staff in PL each year to ensure that this is also being embedded into classroom practice to support our Aboriginal students.

NAIDOC celebrations continue to be a highlight on the school's events calendar and this is largely due to the highly engaging learning activities, guest speakers and program which culminate in our day of celebration which is tweaked each year in response to student,

staff and community feedback. The theme for NAIDOC 2018 was 'Because of He We Can'. Each class chose to study a famous Aboriginal woman over a number of weeks culminating in a display for the Gallery Walk in the Hall. The Gallery proved to be extremely popular not only with visitors but students and staff all wanted to wander through the hall taking their time to view each display.

### Multicultural and anti-racism education

Multicultural perspective is embedded into units of work throughout the school. Each year tolerance, celebrating difference and respect tend to be recurring themes. This year the school booked a cultural incursion which promised stories, culture, costumes and activities for students on a rotation. Leading up to Harmony Day classes chose their country of study. During the term they greeted visitors in their country's language, they had also learned population, area, customs, geography and history. By Harmony Day the Hall was buzzing with interest and activity. It was one of the best Harmony Day celebrations that staff could remember and students were engaged, interested and excited to have their turn in the hall. This could very well become a regular occurrence for Harmony Day as the countries do vary from year to year.