

# John Palmer Public School

## Annual Report



2018

## Introduction

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

Chris Herbert

Principal (Relieving)

### School contact details

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### Message from the school community

Throughout the school year, the P&C have organised many fundraising events such as the disco, mother's day and father's day stalls just to name a few. These events would not be a success without our amazing volunteers.

Substantial involvement of parent volunteers is the backbone of any P&C, and we are blessed at John Palmer Public School to have such a great support network amongst our parents. I personally feel a great sense of achievement through my involvement with the P&C and have found it to be very rewarding in taking part in my child's education.

This year we have also had the pleasure of organising in collaboration with the teachers, our school's 10 Year Celebration Movie night, Education Week morning tea, Kindergarten Orientation morning tea and crunch & sip. This provides the P&C and volunteers an opportunity to work with the teachers, and further strengthen relationships within our school community.

This has been a major focus of the P&C and our School in 2018.

We could not achieve all that we do without our fabulous team all working together. It takes a team of many dedicated people, all with different strengths and talents to build our great community, deliver our amazing events and foster our wonderful partnership with the school.

I would like to take this opportunity to honour the school leadership team and staff for their unceasing commitment to work with us constructively and proactively for the betterment of our students and John Palmer as a whole. Whilst the hours are long and the challenges can be many, it has been so rewarding to come alongside as one team.

I would also like to sincerely thank my fellow P&C Office Bearers and Executive members for their invaluable contribution in 2018. It has truly been a pleasure to work with such a strong team.

In 2019 and beyond, our continued focus will be to foster a wonderful and inclusive school community spirit and to assist with the resourcing needs of our great school.

We invite all members of our school community to join with us on this journey. We hope to welcome many of you at our meetings and events next year.

Thank you!

Michelle Tipton

P&C President

# School background

## School vision statement

Aspiring beyond what we thought possible through Integrity, Excellence and Innovation.

We do this by:

- building character, resilience and a growth mindset as a school community;
- supporting all students and teachers to strive for excellence in all that they do;
- learning individually and collectively, skills that will prepare us for the future.

## School context

John Palmer Public School was established in 2008 with a student group of 44 children. The last ten years has seen significant growth in the student population and the number of classes. We now have 33 classes and over 880 students. We also have 16 students in our Early Intervention support class.

Fifty-seven percent of our students have a language background other than English, with 41 different language groups represented. Almost 20% of our students speak either Hindi or Punjabi at home. Significant numbers of other students regularly speak Indonesian, Dari, and Arabic.

This rapid growth has begun to stabilise, with 2017 seeing only a 6% increase in student numbers and 2018 seeing a 3% decrease.

Our 2015–2017 School Plan was the first step in a six year process to transform learning based around Evidence Based Teaching strategies. This 2018–2020 plan will see the consolidation of these strategies into a sustainable school wide system focused upon every student, every teacher and every leader improving every year.

## 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.

### **Learning– the school's on-balance judgement for this element is: Sustaining and Growing**

*There is demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and students support clear improvement aims and planning for learning.*

*The school collects and analyses information to inform and support students' successful transitions. The school seeks to collaborate with parents of students whose continuity of learning is at risk.*

*Every student can identify a staff member to whom they can confidently turn for advice and assistance at school.*

*The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning.*

*Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.*

*The school's curriculum provision and evidence-based teaching practices provide a high expectations framework, within which all students effectively develop their knowledge, understanding and skills.*

*The school monitors and reviews its curriculum provision to meet changing requirements of the students.*

*Teaching and learning programs describe expected student progression in knowledge, understanding and skill and the assessments that measure them.*

*Teachers differentiate curriculum delivery to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge. Most students can articulate their learning and understand what they need to learn next to enable continuous improvement.*

*Teachers collect and use assessment data that monitors achievements and identifies gaps in learning to inform planning for particular student groups and individual students.*

*Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students.*

*Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning.*

*Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.*

*The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.*

*The school has explicit processes to collect, analyse and report specific internal and external student and school performance data, on a regular basis.*

*Student reports contain personalised information about individual student learning progress and achievement, and preview plans for meeting future learning goals.*

*Parents are presented with clear information on what and how well their children are learning and receive regular information in accessible formats about how to support their children's progress. The school solicits feedback on its reporting from parents.*

*Teachers directly and regularly engage with parents to improve understanding of student learning and strengthen student outcomes. Reporting to parents has been enhanced in response to feedback received.*

*The school's value-add trend is positive.*

*At least 35% of students achieve in the top two bands for NAPLAN reading, writing and numeracy.*

*Students are aware of – and most are showing – expected growth on internal school progress and achievement data.*

*School data shows that student progress and achievement on external measures is consistent with progress and achievement on internal assessments.*

### **Teaching– the school's on-balance judgement for this element is: Sustaining and Growing**

*Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.*

*Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.*

*A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.*

*All classrooms and other learning environments are well managed within a consistent, school-wide approach. Well planned teaching is taking place, so that all students can engage in productive learning, with minimal disruption.*

*Teachers model and share a flexible repertoire of strategies for classroom management and promotion of student engagement and responsibility for learning.*

*Teachers' Professional Development Plans are supported by a coordinated whole school approach to developing professional practice, informed by research. Whole school analysis of the teaching staff identifies strengths and gaps, with planning in place to build capabilities and source teachers with particular expertise to improve student learning outcomes.*

*The school monitors the accreditation status of all staff and encourages the pursuit of higher levels of accreditation.*

*All teachers use professional standards and PDPs to identify and monitor specific areas for development or continual improvement.*

*Teachers are proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage.*

*Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.*

*The school uses embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, the modelling of effective practice and the provision of specific and timely feedback between teachers. This drives ongoing, school-wide improvement in teaching practice and student results.*

*Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided to teachers who request it or are identified as in need of support.*

*Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice.*

*The school identifies expertise within its staff and draws on this to further develop its professional learning community. Areas for development in teacher expertise are identified and addressed. Teachers are supported to trial innovative or evidence based, future-focused practices.*

### **Leading– the school's on-balance judgement for this element is: Sustaining and Growing**

*Professional learning in the school emphasises developing effective instructional leadership, management skills and leadership attributes to facilitate whole school improvement and build a strong pipeline of leaders.*

*The leadership team develops processes to collaboratively review teaching practices to affirm quality and to challenge and address underperformance.*

*Teaching and non-teaching staff proactively seek to improve their performance. The school supports collaborative performance development and efforts to continuously monitor improvement.*

*The school regularly solicits and addresses feedback on school performance from students, staff, parents and the broader school community.*

*The leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored.*

*The leadership team embeds clear processes, with accompanying timelines and milestones, to direct school activity towards effective implementation of the school plan.*

*Staff understand what they need to do to help address the school plan's strategic directions and meet the school's improvement measures.*

*The school uses research, evidence-based strategies and innovative thinking in designing and implementing a school plan that successfully delivers ongoing, measured improvement in student progress and achievement.*

*In the annual report, the school reports on the alignment of resource allocation, professional learning, and the monitoring of student data with the plan's strategic priorities.*

*The leadership team allocates non-educational administrative tasks to appropriate non-teaching staff. All staff use technology available to streamline the administrative practices of the school.*

*Physical learning spaces are used flexibly to meet a broad range of student learning interests and needs.*

*The leadership team takes a creative approach to use of the physical environment to ensure that it optimises learning, within the constraints of the school design and setting.*

*Technology is effectively used to enhance learning and service delivery.*

*Technology that supports learning is available and expertly integrated into lessons by teachers. Administrative staff are expert users of available technology and systems.*

*Use of school facilities by the local community delivers benefits to students.*

*The school collaborates with the local community where appropriate on decisions about and access to school assets and resources, delivering benefit to both the school and the community.*

*Strategic financial management is used to gain efficiencies and to maximise resources available to implement the school plan.*

*Longer-term financial planning is integrated with school planning and implementation processes to address school strategic priorities and meet identified improvement goals.*

*The school makes informed choices about administrative practices and systems in place, based on cost effectiveness, evidence, and in response to local context and need.*

*The school evaluates its administrative systems and processes, ensuring that they are delivering anticipated benefits to the school community, and makes changes when required.*

*The leadership team collects information about the school's administrative practices in order to ensure their effectiveness.*

*Streamlined, flexible processes exist to deliver services and information and to support parental engagement and satisfaction.*

*Management practices and processes are responsive to school community feedback. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.*

*The leadership team analyses responses to school community satisfaction measures.*

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

For more information about the School Excellence Framework:

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

## Strategic Direction 1

### LEARNING

#### Purpose

To enhance strategies that strengthen student learning within the class in ways that enable them to become increasingly capable of engaging in their academic, social and emotional growth.

#### Overall summary of progress

- All students completed personal goal sheets in collaboration with parents & their teacher. Information from goal sheets was used by students to write their reflection in their school report.
- Simplified Behaviour Expectations matrix developed and staff trained in its implementation. Weekly target behaviours closely linked to analysis of behaviour referral data. Behaviour Expectations and Bounce Back resilience program teaching plan also linked to behaviour referral analysis.
- Improved transition processes to Kindergarten, to high school and from grade to grade implemented. Learner profile tracking introduced for high needs students.
- Improved capacity of staff to implement assessments utilising diagnostic, formative and summative assessment strategies. Utilised Progressive Achievement Test (PAT) data for analysis of student growth and cohort learning needs.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students meet or exceed NSW Govt. norms for both girls and boys in sense of belonging, positive relationships and interested/ motivated.	Staffing: \$4000 Professional Learning: \$8000	Tell them from Me survey indicates that 93% of students in year 4 have a positive sense of belonging compared with the NSW Govt Norm of 83%. 90% of students in year 4 to year 6 indicate they have positive relationships at school compared to the NSW Govt Norm of 85%. 82% of year 4 students indicate they are interested and motivated in their learning.
Increased Value-add data results reflected through SCOUT analysis	Staffing: \$ 4000 Resources: \$ 16000 Professional Learning: \$7000	Best start to NAPLAN 3 is excelling as the data displays increased value added across year K – Yr3. NAPLAN Value added across Yr3 – Yr5 is sustaining and growing whilst in Yr5 – Yr7 is delivering.

#### Next Steps

- Key Focus initiative implemented K–6 targeting students identified as not making expected progress in a particular Key Learning Area.
- New Positive Behaviour for Learning/ Bounce Back lessons/ information taught K–6 and school expectations embedded across the school community.
- Consolidation of student goal setting processes and the use of "I can" statements, enabling students to better identify where they are in their learning, where they need to get to and how they will get there.
- Review newly implemented transition practices for future refinement.

## Strategic Direction 2

### TEACHING

#### Purpose

For all staff to engage in continuous improvements in their capacity to individualise learning and adapt strategies based upon quality assessments and data analysis.

#### Overall summary of progress

- Development of programming review checklist in line with NESA requirements and school expectations around quality learning practices.
- Programming checklist implemented by the Curriculum Team where teaching programs K–6 were reviewed and refined following feedback.
- Professional learning in assessment and differentiation built the capacity of Curriculum Team members to provide targeted feedback.
- Commenced training in 21st Century Learning Design with Microsoft, building the knowledge and skills of staff to better prepare students for future working environments.
- All kindergarten staff successfully completed their first year of training for Language, Learning and Literacy (L3), a research-based Kindergarten classroom intervention, targeting text reading and writing.
- Targeting Early Numeracy (TEN) training for new and existing K–2 staff consolidated through professional development.
- TEN trainer consistently collated and analysed Numeracy data, enabling staff to be supported in the differentiation of learning for all students in their class.
- All staff completed SMART Spelling training and programs were created to support consistent whole school implementation.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
Increased proportion of students in the top two NAPLAN bands for reading and numeracy.	Staffing: \$ 25000 Resources: \$ 31000 Professional Learning: \$19000	Year 5 students achievement of the top 2 bands in NAPLAN numeracy increased by 7% from the previous year. Year 3 students achievement of the top 2 bands in reading increased by 4% from the previous year.

#### Next Steps

- All staff to engage in curriculum review meetings, either through the Curriculum Team or within Stage teams to evaluate and improve teaching and learning programs
- Consolidation and refinement of digital programming, ensuring all staff are supported in the development and sharing of quality units of work.
- Develop sustainable processes to ensure all new staff engage in relevant professional learning in line with school's current strategic directions (L3, TEN, SMART Spelling, 21CLD, digital programming)
- Creation and trial of an i-Space (flexible learning environment). Identification of relevant professional learning for staff and regular opportunities for student and staff feedback.

## Strategic Direction 3

### LEADING

#### Purpose

To improve systems and practices that support a shared responsibility for instructional leadership, development of aspiring leaders and educational transparency.

#### Overall summary of progress

- 100% of teaching staff using Microsoft Teams and Microsoft OneNote for digital programming.
- Digital programming structure created allowing for greater support and transparency in programming and evaluations.
- Support provided to a number of schools across Western Sydney in the Curriculum Team and Digital Programming practices developed at John Palmer PS
- Ongoing support for staff in the use of digital programming available through weekly 'Tech Bootcamp'.
- Programming and curriculum reviews occur regularly through digital access, in order to improve teaching and learning, and program supervision streamlined and easily accessible to all Executive staff.
- Aspiring Leaders program implemented, building the capacity of identified staff in Instructional Leadership, knowledge of DoE Policy and management practices.
- Executive staff engage in quality professional learning opportunities (Primary Principal's Association Principal Credentials program and GROWTH Coaching) to deepen their leadership skills.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
All staff are able to evidence improvements in the implementation of evidence based teaching strategies through their online programs.	Staffing: \$ 110000 Resources: \$ 52000 Professional Learning: \$18700	100% of teaching staff use OneNote for digital programming and Microsoft Teams for collegial collaboration. All executive staff are able to supervise evaluations in real time. Curriculum Team established and unit reviews completed for 47 stage programs school wide.

#### Next Steps

- Consolidate Curriculum Team and Digital Programming processes, enabling all teachers to have the skills to develop and evaluate teaching and learning programs
- Expand Aspiring Leaders program to develop and consolidate curriculum leadership skills within the school.
- Continue Executive staff development to build leadership skills at all levels.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Flexible Funding \$6044– School Learning Support Officer employed	100% of Aboriginal students have Individual Education Plans (IEPs) in place that promote academic, social and emotional success.  Access to educational support ensured through the use of available funds.
<b>English language proficiency</b>	Staffing \$41645– English as an Additional Language Teacher  Flexible Funding \$42141– School Learning Support Officer employed	In 2018 we have implemented the MiniLit Early Literacy Program (Kindergarten to Year 2) and the MultiLit Program (Year 3 to Year 6) targeting students who are below grade expectations.  Students who have completed the program have become more self–confident and motivated towards their learning, are actively engaged in class discussions and have demonstrated an increased willingness to have a go at tasks presented to them.  Ongoing connections with The Hills EALD Network, along with additional professional development courses, our EALD teacher has increased her capacity to upskill classroom teachers in identifying students' English literacy levels.  An adjusted program based on the MiniLit Program was created and implemented by SLSOs and the LaSTs with 26 students (16 EALD) identified from Kindergarten.  These students were selected as they were below grade level in Literacy based on data collected.  After one term of intensive intervention, results indicated that 77% of them reached grade level expectation in reading.
<b>Low level adjustment for disability</b>	Staffing \$114524– Learning and Support Teacher  Flexible Funding \$72125– School Learning Support Officer employed	Students who were identified as below grade expectations in literacy accessed the MiniLit Program.  Over a twelve month period, 13 students have participated in the program, with an average reading level increase of 8 levels with 85% of these students achieving 6 or more levels of growth.
<b>Quality Teaching, Successful Students (QTSS)</b>	Staffing \$158876	All teaching staff engaged in a coaching and mentoring program with a focus on Evidenced Based Teaching practices.  Staff received ongoing observations, feedback and coaching tailored specifically to their PDP.  Over the teaching year 97% of staff recognised that the program was a benefit to their classroom practice and in supporting their own Professional Development.
<b>Socio–economic background</b>	Flexible Funding \$23083– School Learning Support Officer employed	The MultiLit Reading Tutor Program has continued to operate in 2018 to support students who have been identified with

<p><b>Socio-economic background</b></p>	<p>Flexible Funding \$23083– School Learning Support Officer employed</p>	<p>additional learning needs.</p> <p>As a result of the program, these students have become more confident in their ability to decode text and improve reading fluency.</p> <p>Over approximately a period of 9 months on the program, the 6 students improved their reading ability by an average of 5 levels.</p>
<p><b>Support for beginning teachers</b></p>	<p>\$68302– Staffing</p>	<p>Beginning teachers had access to additional RFF for the purpose of observing other classes and to support them in their first years of teaching. They also received an increased opportunity for support with in-school teacher mentors providing feedback on their own classroom practice and developing professional goals.</p> <p>All beginning teachers engaged in staff Learning Walks and were able to discuss classroom strategies with their mentor.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	385	425	441	450
Girls	385	420	454	427

The number of students at John Palmer Public School has begun to stabilise after ten years of rapid growth. Our diverse student group comprises of children born in around 27 different countries and speaking 37 different languages. The main languages spoken are English, Hindi and Punjabi.

### Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.2	95.5	94.8	95.8
1	94.5	95.9	94.6	95.4
2	95.5	94.7	94.1	94.6
3	94.5	95.4	95.5	94.8
4	95.2	94.9	95.1	92.7
5	94	95.4	95.1	94.6
6	94.7	94.9	94.7	92.9
All Years	94.9	95.3	94.8	94.4
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

school staffing structures and programs.

Non-attendance is managed through:

- regular monitoring of class rolls;
- sms, phone contact and /or interviews with parents and carers of students with attendance that is causing concern; and
- referral to the Home School Liaison program when improvement in attendance is not evident

### Management of non-attendance

Attendance rates at John Palmer Public School exceed Department of Education schools across the state in every grade. There are a number of students who are absent at the beginning of the school year and/or the end of the school year due to overseas holidays. This has a negative impact on student learning and disrupts

## Class sizes

Class	Total
K YELLOW	22
K RED	20
K ORANGE	22
K GREEN	21
K BLUE	21
1 GREEN	24
1_2 LIME	24
1 YELLOW	23
1 RED	24
1_2 WHITE	23
1 ORANGE	23
1_2 TEAL	24
2 RED	25
2 ORANGE	26
2 GREEN	24
2 YELLOW	25
3 RED	31
3 ORANGE	31
3 GREEN	31
3 YELLOW	31
4 YELLOW	29
4 RED	30
4 ORANGE	31
4 GREEN	28
5 RED	27
5 ORANGE	29
5 GREEN	29
5 BLUE	29
5 YELLOW	29
6 YELLOW	26
6 RED	28
6 ORANGE	26
6 GREEN	27

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.4
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.4
Teacher ESL	0.4
School Counsellor	2
School Administration and Support Staff	5.67

\*Full Time Equivalent

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. At present, less than 2% of staff at John Palmer Public School identify as being Aboriginal.

The School Counsellor allocation includes a full time Senior Psychologist (Education) based at John Palmer Public School. This resource is shared across all schools in the John Palmer counselling network. Our school is also a base school for a school counsellor who is shared with a neighbouring school.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	100
Postgraduate degree	0

### Professional learning and teacher accreditation

All staff at John Palmer Public School continually update their skills and knowledge through face to face training, mentoring and online professional learning opportunities. All teaching and administrative staff develop a Performance and Development Plan (PDP) in consultation with their supervisor which outlines specific goals for continuous improvement of teaching and leadership practice and the learning outcomes of students.. Progress towards achievement of goals is evaluated at several points throughout the year,

demonstrated through the collection of and discussion around evidence of learning. All teachers have three or more goals specifically linked to system priorities and the School Plan 2018–2020, personal teaching and career aspirations.

Every member of staff completed mandatory training in code of conduct, child protection, work health and safety, anaphylaxis, emergency care and CPR as required. School Development Days focused on the introduction of the SMART Spelling program with Michelle Hutchison, and on developing resilient and capable learners with renowned clinical psychologist and researcher, Dr Judith Locke.

All staff participated in the Growth Mindset workshops, where they gained an insight on fixed vs growth mindsets and how it can impact student learning. Teachers acquired an understanding of how students with a growth mindset do better in school, and that effort and dedication make a difference in the formula for success,

A team of 20 teachers engaged in 21CLD training with Microsoft expert, Megan Townes. Teachers learned to develop 21st century skills among our students, and about innovative teaching practices that can support student learning to develop the skills of collaboration, knowledge construction, self-regulation, problem-solving and innovation, information and communications technology (ICT) for learning, and skilled communication.

A large number of teachers worked through the Educator Impact framework. Educator Impact is an innovative, evidence-based 360 degree feedback tool that provides teachers with individualised professional development plans supported by readings and videos to help improve teaching practice to enhance student learning outcomes.

Our Kindergarten teachers were all involved in L3 training this year. Language, Learning and Literacy (L3) is a research-based intervention program for Kindergarten students, targeting reading and writing. Kindergarten teachers completed professional learning throughout the school year, which included participation in workshops, demonstration lessons, supervised practice and on-the-job support.

Four of our teachers have provisional or conditional accreditation as they are in their first two years of teaching. They are working their way through the process of accreditation from graduate teacher to proficient teacher. Thirty-six teachers are accredited at proficient level and are involved in professional learning activities and reflections over a five year period to maintain accreditation at this level.

## 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>	1,083,130
<b>Revenue</b>	6,875,516
Appropriation	6,519,028
Sale of Goods and Services	31,033
Grants and Contributions	311,632
Gain and Loss	0
Other Revenue	100
Investment Income	13,723
<b>Expenses</b>	-6,967,614
Recurrent Expenses	-6,967,614
Employee Related	-5,968,241
Operating Expenses	-999,374
Capital Expenses	0
Employee Related	0
Operating Expenses	0
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	-92,099
<b>Balance Carried Forward</b>	991,031

Significant expenditure for 2018:

- Technology– additional devices and the replacement or upgrade of computers, interactive whiteboards and network hardware.
- School Improvements– includes air-conditioning of the entire school, digital signage, stage curtains, extension of the bike rack, upgrades to the data cabling infrastructure and additional fencing for student safety.
- Professional Learning– includes additional staffing to support curriculum development and mentoring, course fees and training materials.
- Additional Staffing– school funded Assistant Principal (Quality Teaching).

2018 surplus for the year will supplement 2019 revenue to fund the following:

- Unpaid salaries and orders.
- Technology– cyclical replacement of devices and STEM resources.
- Professional Learning– continued focus upon curriculum development and mentoring.
- Establishment of a shared Flexible Learning Space within the library.
- Additional Staffing (school funded)– Assistant Principal (Quality Teaching), Teacher Mentor, Learning Support staff (extra 4 days a week).

## Financial summary equity funding

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

	2018 Actual (\$)
<b>Base Total</b>	5,352,308
Base Per Capita	173,065
Base Location	0
Other Base	5,179,243
<b>Equity Total</b>	299,562
Equity Aboriginal	6,044
Equity Socio economic	23,083
Equity Language	83,786
Equity Disability	186,649
<b>Targeted Total</b>	215,422
<b>Other Total</b>	402,145
<b>Grand Total</b>	6,269,438

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.

Year 3: from Band 1 to Band 6 (highest for Year 3)

Year 5: from Band 3 to Band 8 (highest for Year 5)

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.

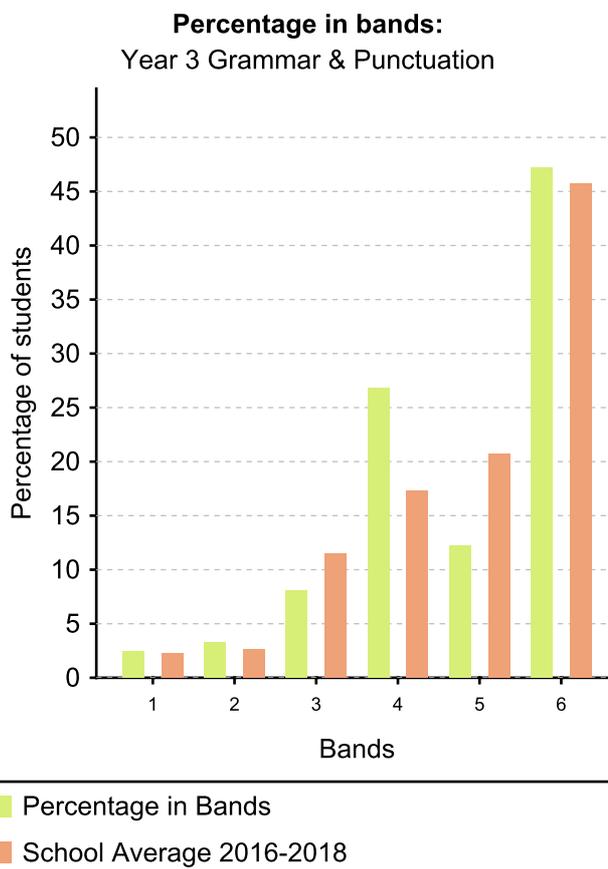
Percentage of students at or above expected growth in the 4 key areas of literacy are as follows;

Reading – 66.7%

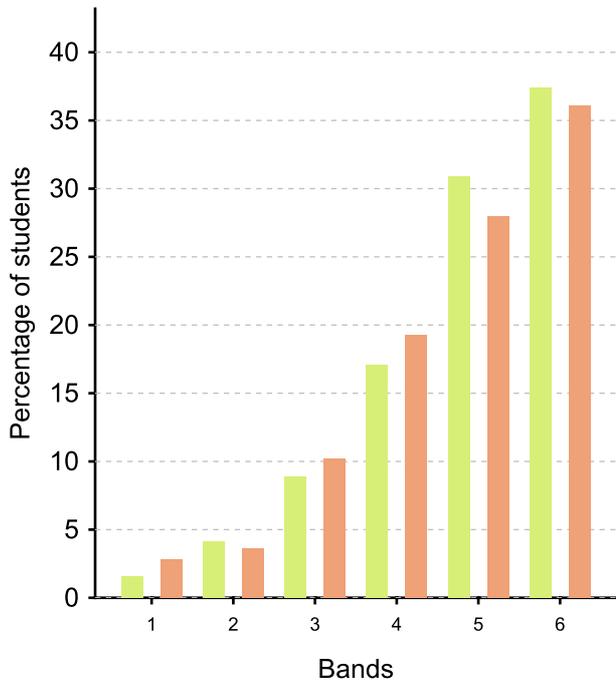
Spelling – 76%

Writing – 71.9%

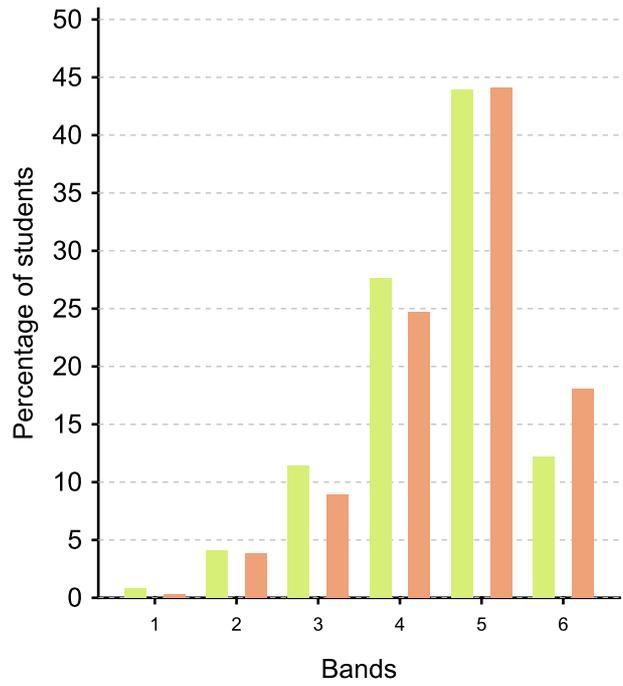
Grammar & Punctuation – 48.1%



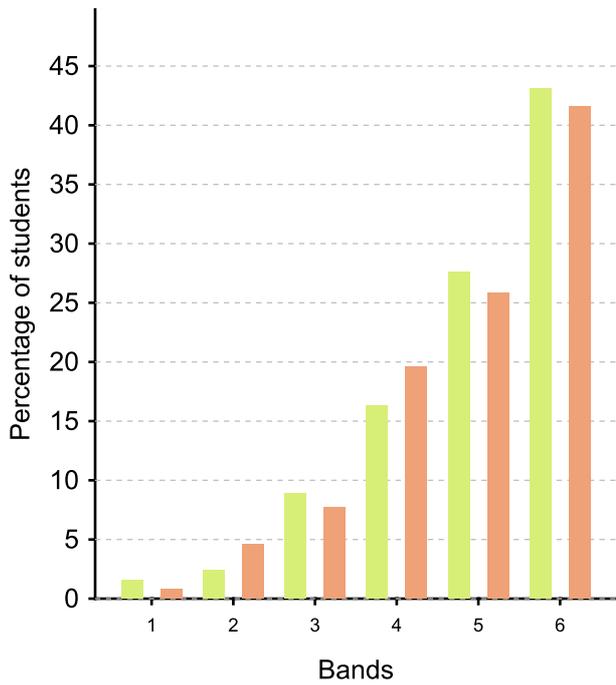
**Percentage in bands:**  
Year 3 Reading



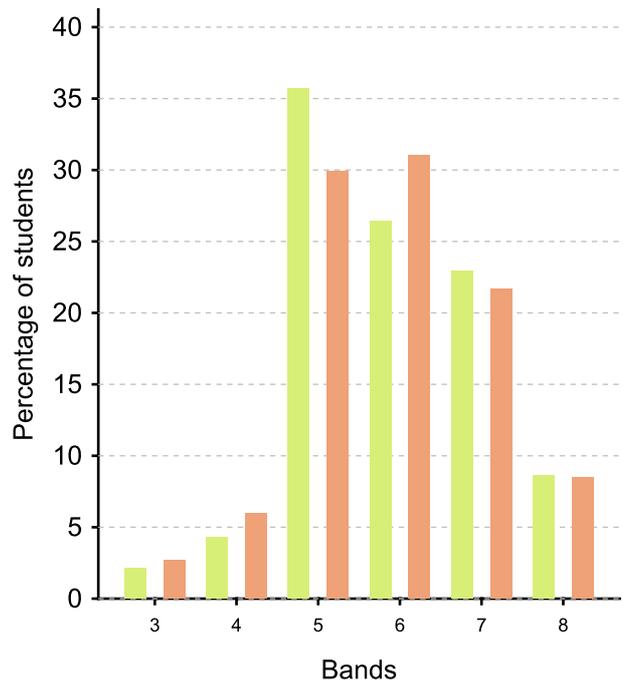
**Percentage in bands:**  
Year 3 Writing



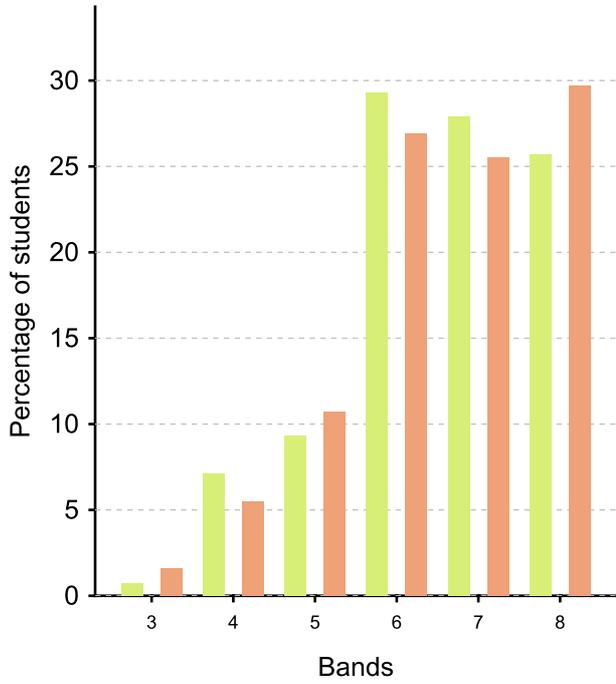
**Percentage in bands:**  
Year 3 Spelling



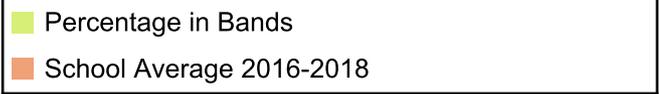
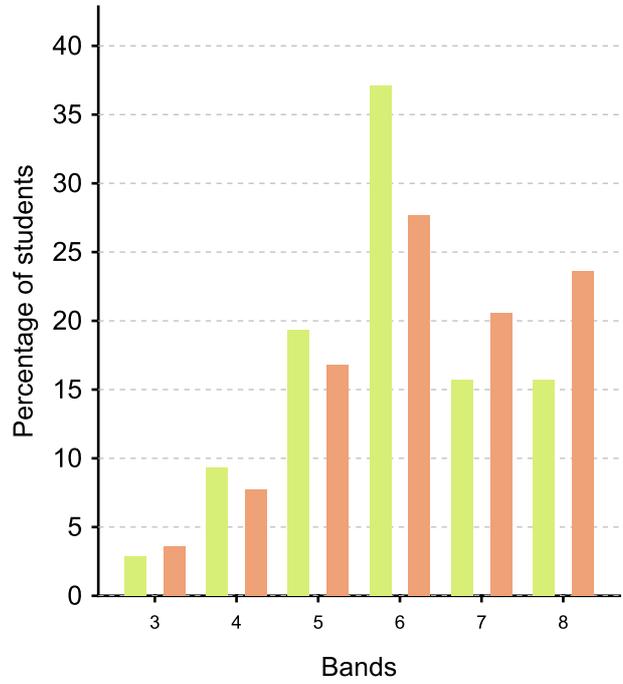
**Percentage in bands:**  
Year 5 Writing



**Percentage in bands:**  
Year 5 Spelling



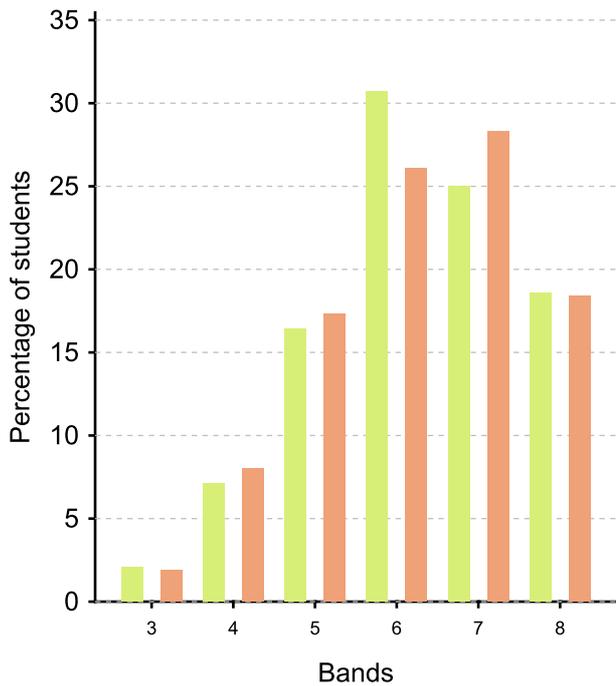
**Percentage in bands:**  
Year 5 Grammar & Punctuation



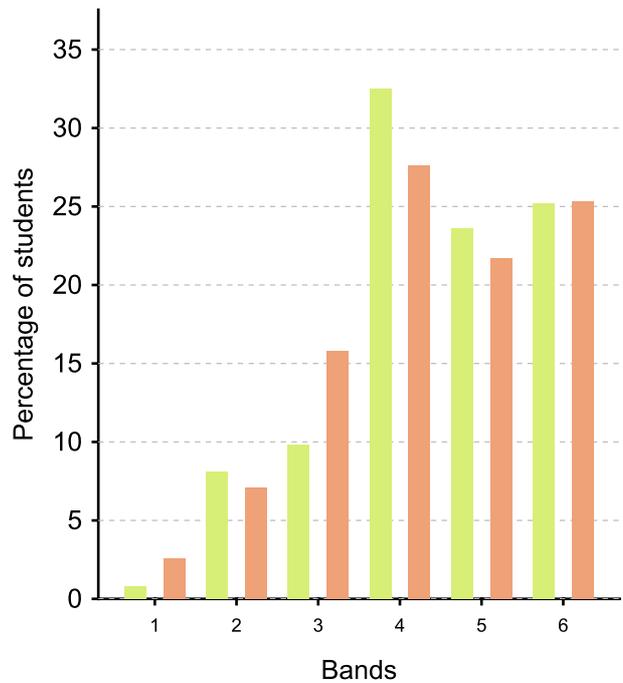
Percentage of students at or above expected growth in numeracy.

Numeracy – 71.1%

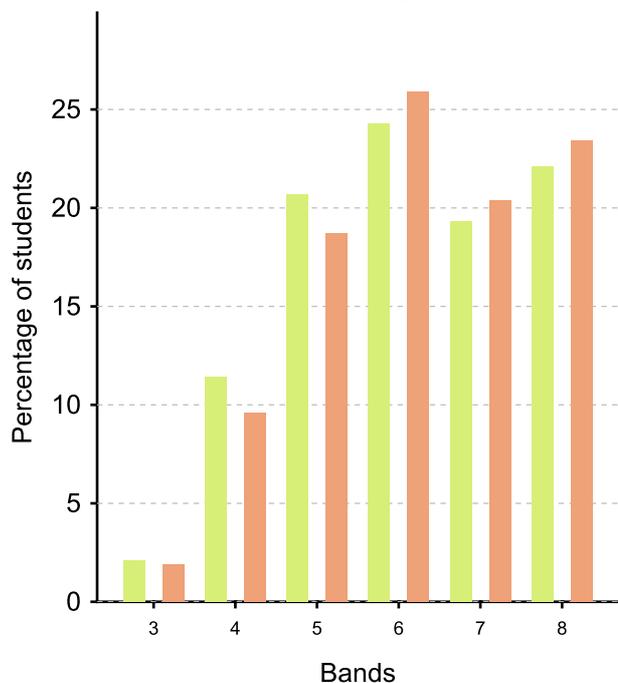
**Percentage in bands:**  
Year 5 Reading



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



Percentage in Bands  
School Average 2016-2018

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.>

### Premier's Priorities

In accordance with the *Premier's Priorities: Improving education results* and *State Priorities: Better services – Improving Aboriginal education outcomes*, the percentage of students in the top two NAPLAN bands at John Palmer Public School is as follows. The state result is shown in parentheses.

Year 3 Grammar and Punctuation 59.4% (44.1%)

Year 3 Reading 68.3% (48.6%)

Year 3 Spelling 70.7% (48.1%)

Year 3 Writing 56.1% (43.3%)

Year 3 Numeracy 48.8% (39.6%)

Year 5 Grammar and Punctuation 31.4% (32.9%)

Year 5 Reading 43.6% (34.8%)

Year 5 Spelling 53.6% (35.2)

Year 5 Writing 30.2% (18.1%)

Year 5 Numeracy 30.8% (14.5%)

Information for improving Aboriginal education outcomes is not provided due to the small number of Aboriginal students in Years 3 and 5 and the

implications related to their privacy.

## Parent/caregiver, student, teacher satisfaction

During 2018, our school sought the opinions of parents/caregivers and students through the suite of *Tell Them From Me* online surveys. Our staff were involved in a series of feedback workshops. The responses from each group are summarised below:

### Students

Two hundred and eighty four students from Years 4 to 6 completed the *Tell Them From Me* student surveys early in the year and then again in October. The results from the October survey are summarised below:

- 89% of Year 4 students are interested and motivated in their learning.
- 92% of students reported that they do not get in trouble at school for disruptive or inappropriate behaviour.
- 79% students feel accepted and valued by their peers and by others at their school.
- 88% of students believe school staff emphasise academic skills and hold high expectations for all students to succeed.
- 77% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

### Teachers

All teaching staff were involved in a series of feedback workshops where they had the opportunity to comment on the strengths and areas for development of the school. These are summarised below:

#### Strengths

- transition practice for students entering and exiting John Palmer.
- high expectations for student learning continue.
- Student goal setting processes.
- Collaborative programming systems.
- Range of extra-curricular opportunities for students.
- Implementation of technology to support and enhance learning.

#### Areas for development

- Build upon and enhance existing feedback practices.
- Strengthen data collection and analysis practices to better inform teaching and learning.

### Parents

All parents were invited to complete the Tell them From Me Partners in Learning Survey. Unfortunately less than 5% of parents completed the survey which does not allow us to draw any statistically valid conclusions or identify opportunities for improvement.

# Policy requirements

## Aboriginal education

*Aboriginal Education Contexts* is used to guide planning and implementation of the cross-curriculum priority of Aboriginal and Torres Strait Islander histories and cultures. A strong focus on Aboriginal education is provided within the History syllabus where students learn about aspects of Aboriginal Australia, including the significance of culture, language, history and traditions.

In acknowledging Aboriginal people as the first owners of our land, custodianship is recognised through the Acknowledgement of Country at all formal assemblies and the flying of the Aboriginal flag alongside the Australian flag.

Less than 1% of our students identify as being Aboriginal. Personalise Learning Plans (PLPs) are developed and monitored for each of our Aboriginal students in consultation with their families. Equity funding for 2018, as well as additional school funds, were used to support all Aboriginal students in accessing the curriculum and ensuring participation in all school activities.

## Multicultural and anti-racism education

58% of students at John Palmer Public School have a language background other than English, with 41 different language groups represented. Almost 20% of our students speak either Hindi, Punjabi, Gujarati or Urdu at home. Significant numbers of other students speak Indonesian, Dari and Arabic.

To cater for the diverse range in student language proficiency in English, a specialist teacher is employed to support students in developing competence in using the English language in both spoken and written form. Support most usually occurs within the classroom setting although a small number of students are withdrawn from class for more intensive work.

Cultural diversity is recognised at John Palmer PS through a range of activities including the wearing of traditional costume for Harmony Day, multicultural public speaking competitions, Bollywood and Bhangra dance groups and NAIDOC week celebrations.