Paddington Public School

Annual Report

2018

7432

Introduction

The Annual Report for **2018** is provided to the community of Paddington Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self–assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

Lisa Larkin

Relieving Principal

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Paddington Public School

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Message from the Principal

Paddington Public School is proud to provide quality education in a happy and caring environment. This is demonstrated by a culture of continuous improvement, focusing on high expectations of teaching and learning. Teachers are committed to academic excellence for all, where every student has the opportunity to reach their potential through personalised learning. Throughout the second semester there has been a focus on students having a 'growth mindset' when thinking critically and solving problems. Attention has also been given to establishing collective efficacy around what an 'effective learner' looks like within our school context. During 2018 in response to rigorous self–assessment, all staff participated in professional learning aligned to the school's three strategic directions. An affiliation with the Community of Schools in the Eastern Suburbs (CoSiES), once again supported the staff's commitment to life long learning. The school's friendly atmosphere encouraged all children, staff, parents and members of the community to feel welcomed and valued.

Student wellbeing programs have continued to improve school–wide processes for quality learning in our classroom settings. A focus on developing the 'You Can Do It' keys to success and the school's core values of respect, responsibility, resilience and kindness have been a major factor in encouraging respectful relationships amongst students both in the classroom and outside in the playground. Emphasis in 2018 was to improve students sense of belonging. In order to address this the staff initiated the return of the peer support program and lunch time multi–age activity groups.

Paddington Public School has enjoyed commitment, dedication and support of the whole school community. Thanks must go to the teachers, non–teaching staff and office administration staff for their professionalism, compassion, dedication and expertise in the task of teaching the children.

Thank you to our dedicated and committed P&C executive and members, who have worked so hard on the many projects undertaken this year, most notably being the raising of funds to begin our playground upgrade and increasing the connection between parents and staff through more informal social community events.

School background

The community of Paddington Public School strives for responsible global citizens and engaged life–long learners who demonstrate responsibility, respect, kindness and resilience for themselves and others.

Through strategic practices the school strives to achieve the vision statement; 'Every child is known, valued, understood and cared for with their individual potential reached.'

School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 300 students, our student enrolment originates from thirty nine different nationalities.

This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A wide range of extracurricular and language activities are provided to cater for the diversity of languages spoken at home and the needs of our families.

A carefully designed innovative 'makerspace' is available to all students. It is a collaborative and creative learning environment where learning goals are flexible. Students identify, communicate, design and create solutions to projects.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES) along with Corwin our external Visible Learning Partner.

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.

In the domain of Learning, Paddington Public School has a strong focus on formative assessment, wellbeing and curriculum. Professional development focused on visible learning strategies in order to make learning more personalised and improve student progress. Embedding explicit systems of collaborative planning drove on–going school–wide improvement in teaching practice within a safe and engaging learning environment. A highly effective Learning Support Team increased opportunities for students to access the curriculum and achieve success by assisting teachers in making learning adjustments and differentiating programs.

Within the Teaching domain, our main strength has been collaborative practice opportunities for all staff members by developing a culture of classroom observations, reflection and feedback aligned to the NSW Teaching Standards. This has also been supported with instructional leadership, coaching and mentoring practices. Increased collaborative practice across the school has had a positive impact on student learning and engagement. Improved collection and analysis of data in stage meetings has resulted in greater consistency of judgement and monitoring of progress by teachers.

In the domain of Leading, our priority has been to develop effective instructional leadership to facilitate whole school improvements.The leadership team has been successful in leading the initiatives outlined in this report, building the capabilities of staff to create a dynamic learning culture.

Our self–assessment process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.For more information about the School Excellence Framework:

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

Strategic Direction 1

Engaged and valued, self–directed learners

Purpose

To develop individual capabilities and potential in all learners so they become successful masters of their own learning and wellbeing, ensuring they have the necessary skills to make informed contributions as learners, citizens and leaders.

Overall summary of progress

As part of our Personalised Learning project, all teaching staff participated in a series of professional learning workshops presented by Corwin, centred around 'Visible Learning'. The collection and analysis of internal and external data resulted in 'Growth Mindset' being a targeted school program for 2018 and an imperative first step to meeting the school vision. Unpacking the 'Wellbeing Framework' allowed staff to engage with the dynamic concept of wellbeing. A need to improve 'students' positive sense of belonging' was identified and became a whole school focus for 2018.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Every student achieves expected or higher than expected growth as identified by the school on internal and external literacy and numeracy measures.	• Professional Learning – Formative Assessment and differentiated curriculum. – Collaborative Programming. • $3500	School students' growth exceeded the State in Grammar /Punctuation, Reading, Spelling and writing. NAPLAN Value Added Years 3 – 5 results indicate the school is Sustaining and Growing. Numeracy Years 3 – 5 will be a focus for 2019.
• Improved student engagement and wellbeing survey data.	• Peer Support Program –$1240 • You Can Do It – $600 • Review of Scope and Sequence and analysis of wellbeing data – $800	Tell Them From Me (TTFM)student survey data between 2017 and 2018 showed that there was an increase of 5% on the indicator – "Students feel accepted and valued by their peers". A 4% increase in 'students experiencing positive relationships' and a 6% decrease in the number of students who had experienced a form of physical, social or cyber bullying. 75% of students report that they were interested and motivated in their learning during 2018.
• Improved Corwin visible learning data from Term 1 2018 baseline.	Corwin Visible Learning Professional Learning – See Corwin funding below.	Comparison findings from Corwin – School Capabilities Assessment include • Shared understandings across the school moved from "only existing in small pockets" to "this is common place and systematically embedded in the school".
• Improved teacher survey data on formative assessment knowledge, skills, understanding and use.	Corwin – $10 000 Cosies PL – $2400	Triangulation of internal and external measures indicates improved teacher understanding and implementation of formative assessment strategies in classroom practice. • Tell Them From Me (TTFM)teacher comparison data 2017 to 2018 "school leaders have helped me create new learning opportunities for students" moved from 6.8 to 7.7 points. • The Corwin – School Capabilities Assessment 2019 highlighted that extensive teacher professional development in the area of formative assessment resulted in a *'shared understanding of assessment at Paddington Public School'*" and revision of the assessment scope and sequence document. It was further noted that student progress data was being *'gathered and used more*

Progress towards achieving improvement measures		
Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• Improved teacher survey data on formative assessment knowledge, skills, understanding and use.		*effectively in planning next steps". The use of assessment strategies, tools and actions moved from: 'Where this exists in the school , it is in very small pockets', to 'This exists in the school and is moving to be considered common–place.The use of assessment strategies, tools and actions moved from:*

Next Steps

Throughout 2019 there will be a continued focus on "Visible Learning". This will be supported by our external learning partner 'Corwin' and through instructional leadership. Emphasis will be on developing a whole school community understanding of what an effective learner is within our Paddington context and explicitly teaching students a set of 'Learning Powers' to use when they face a challenge. Staff professional learning will focus on using feedback to support goal setting for both students and staff in order to improve student progress.

		effectively in planning next steps". The use of assessment strategies, tools and actions moved from: 'Where this exists in the school , it is in very small pockets', to 'This exists in the school and is moving to be considered common–place.The use of

Strategic Direction 2

Aspirational pedagogy

Purpose

To achieve high levels of collective teacher efficacy through the delivery of evidence–based, reflective and collaborative best practice that meets the learning needs of all students.

Overall summary of progress

There has been excellent progress towards the ongoing achievement of explicit teaching practices and the use of formative assessment. This has been achieved through: ongoing professional learning; collaborative planning; professional dialogue; and shared lesson observation and mentoring opportunities. The delivery of future focused teaching practices is underway. Project based learning in the 'Maker Space' has provided the opportunity for staff to focus on building students' critical thinking skills, collaborative work habits and communication of ideas.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• The school achieves above average value–added results compared to state and equivalent school averages.	Beginning Teacher Funding to support improved quality teaching – Literacy including spelling. $10 000	School students' growth exceeded the State in Grammar /Punctuation, Reading, Spelling and writing. NAPLAN Value Added Years 3 – 5 results indicate the school is Sustaining and Growing. Numeracy Years 3 – 5 will be a focus for 2019.
• Increased number of students in top 2 bands of NAPLAN in literacy and numeracy.		Year 5 spelling results show an increase by 8% of the number of students performing in the top two bands of Naplan. In Writing, Year 3 results show a 17% increase in the number of students performing in the top two bands of Naplan. In most other areas student performance remained the same. However, Year 5 writing and Year 5 Numeracy results are an area to focus on in 2019.
• Students achieve expected growth against the general capabilities learning progressions	Professional Learning Project Based Learning and general capabilities – $1300	Student measures against the general capabilities learning progressions are yet to be collected. Utilising this measure will be investigated during 2019.
• Improved teacher satisfaction survey data		'Tell Them From Me' – Teacher Survey data showed improvement in teacher satisfaction results. Under leadership: *'school leaders have helped me create new learning opportunities for students'* 2017 results were 6.8 whereas 2018 results were 7.7. For 'collaboration': 2017 results were 7.0 where as 2018 results were 8.4.

Next Steps

In 2019 all teachers will continue to participate in Professional Development around embedding visible learning strategies into classroom practices in order to inform the impact of their own teaching and learning activities on student improvement. Focus strategies will include learning intentions, success criteria and feedback. Staff will begin to utilise the newly formed Paddington Public School's programming and assessment guidelines. School resourcing systems will continue to support opportunities for staff to engage in professional dialogue, plan collaboratively, gather and analyse data. Shared teacher observations will continue to be aligned to school priority areas and Teacher Professional Standards.

Strategic Direction 3

High Expectation, Continuous Improvement Culture

Purpose

To ensure high expectations of progress and achievement for all students are met with a focus on instructional leadership, effective partnerships for learning and ongoing individual and school–wide improvements.

Overall summary of progress

At Paddington Public School our aim has been to create and sustain a learning environment and conditions under which students, teachers and staff have high expectations of progress and value the genuine integration of community partnerships into the learning process.

Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Funds Expended (Resources)	Progress achieved this year
• School performance data shows that student progress and achievement is greater than that for students in SSSG on external measures consistent with internal measures.		Student growth data in most areas of Naplan analysis was similar to that of students in SSSG schools. With the exception of Year 5 Writing which was below students in SSSG schools.
• Improved parent satisfaction survey data.	Education Week 2018 Open Day – Growth Mindset Challenge activity. – $500	Tell Them From Me Parent survey results, Semester Two, 2018, "My child is encouraged to do his or her best work". 7.6 out of 10. Parent challenge day exit slip response indicates that families are happy with the current school priorities. " Please teach (my child) to keep having a go and not to get upset or embarrassed when they can't do something." (Year 2 Parent)
• Improved high skills / high challenge data in student surveys.	Growth Mindset Professional Learning... Visible Learning Professional Learning Formative Assessment CoSies	'Tell Them from Me' student survey data improved from 2017 where 27% of students felt they were *not challenged* to only 19% in 2018. 60% of students in the school had scores that placed them in the desired quadrant with high skills and high challenge. The NSW Govt Norm in this area was 53%. 19% of students were confident of their skills but did not find classes challenging. This was below the Govt Norm for this category of 26%.

Next Steps

Continue with professional learning on evidence–based teaching practices and utilising data to program according to personalised needs. A focus on improving timelines for gathering evidence and the implementation of a 6 week cycle of learning will be trialled. The leadership team will have an ongoing commitment to resourcing and maintaining a visible learning culture throughout the school. We will also encourage greater community and parent involvement in authentic partnerships to learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	$1318	Writing of personalised learning plans for indigenous students and implementation of an art therapy program specifically designed to support indigenous students.
English language proficiency	$42 224	Students from a language other than English were supported in small groups from experienced staff according to need two days per week.
Low level adjustment for disability	$17 815	Students were supported through extensive learning and support programs organised by the learning and support teacher and supported by the Learning and Support Team. The most significant program implemented across Year 1 and 2 was MiniLit. 94% of students who undertook the program reached grade expectation in 2018. Other initiatives included: • SLO playground support. • LST social skill programs.
Quality Teaching, Successful Students (QTSS)	$57 366	Stage planning days were planned to bring about quality teaching programs that focused on differentiation and collaboration. An instructional leader worked with class teachers to design and implement lessons in Growth Mindset.
Socio–economic background	$1895	Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.
Support for beginning teachers	$11 000	Beginning teacher funds used to provide time for teachers to liaise with mentors and observe colleagues, program appropriately for students and engage in professional dialogue. Beginning teachers also used this time to work on meeting requirements for accreditation.

Student information

Student enrolment profile

Students	Enrolments			
	2015	2016	2017	2018
Boys	154	173	178	150
Girls	132	137	151	129

Paddington Public School has maintained a consistent enrolment intake.

Student attendance profile

School				
Year	2015	2016	2017	2018
K	95.7	96.4	95.4	96.6
1	93.1	94.9	94.4	95.8
2	95	95.5	93.9	95.7
3	95.6	95.7	95.1	94.7
4	95.9	96.6	95.7	95.1
5	94.8	96.6	96.1	94.9
6	94.3	94.4	94.4	96.2
All Years	95	95.8	94.9	95.5
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

Our school has a strong emphasis on positive student attendance. Home School Liaison support was accessed during 2018 to address attendance concerns for two students.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.56
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
Teacher ESL	0.4
School Administration and Support Staff	2.52

*Full Time Equivalent

There are no Aboriginal staff members currently working in our 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	20

Professional learning and teacher accreditation

In 2018, all staff participated in regular professional development.

These include:

- Visible Learning
- Formative Assessment
- Literacy and Numeracy Learning Progressions
- Naplan Online
- Science and Technology Syllabus implementation.

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

Financial information

Financial summary

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

	2018 **Actual** ($)
Opening Balance	-39,934
Revenue	2,851,271
Appropriation	2,423,687
Sale of Goods and Services	28,545
Grants and Contributions	395,480
Gain and Loss	0
Other Revenue	2,382
Investment Income	1,177
Expenses	-2,576,132
Recurrent Expenses	-2,576,132
Employee Related	-2,100,429
Operating Expenses	-475,703
Capital Expenses	0
Employee Related	0
Operating Expenses	0
SURPLUS / DEFICIT FOR THE YEAR	275,139
Balance Carried Forward	235,206

The Financial Summary for 2018 shows a positive carry over surplus for the year. This is not a true indication of the school's financial statement as two purchase orders were awaiting payment. One for new interactive panel boards for each classroom, $70 000 and an electrical upgrade account of $25 000.

Financial summary equity funding

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

	2018 **Actual** ($)
Base Total	2,120,276
Base Per Capita	63,618
Base Location	0
Other Base	2,056,657
Equity Total	156,954
Equity Aboriginal	1,318
Equity Socio economic	1,895
Equity Language	83,869
Equity Disability	69,872
Targeted Total	36,605
Other Total	57,701
Grand Total	2,371,535

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

School performance

NAPLAN

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

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

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

Growth in reading continued with 71% of students in Year 5 reaching at or above expected growth levels. In spelling 81% of Year 5 students were at or above expected growth compared to only 45% in 2017. Year 3 reading results show 56% of students scored in the top two bands and 61% of students scored in the top two bands for grammar and punctuation.
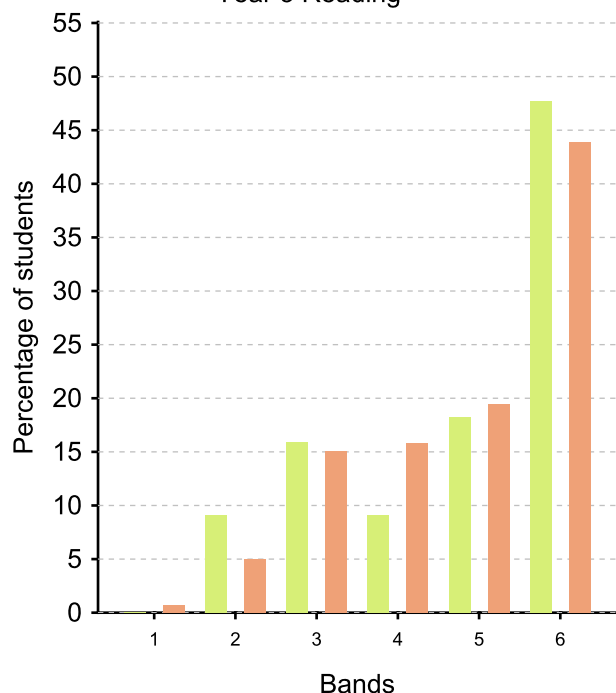
Percentage in bands:
Year 3 Grammar & Punctuation
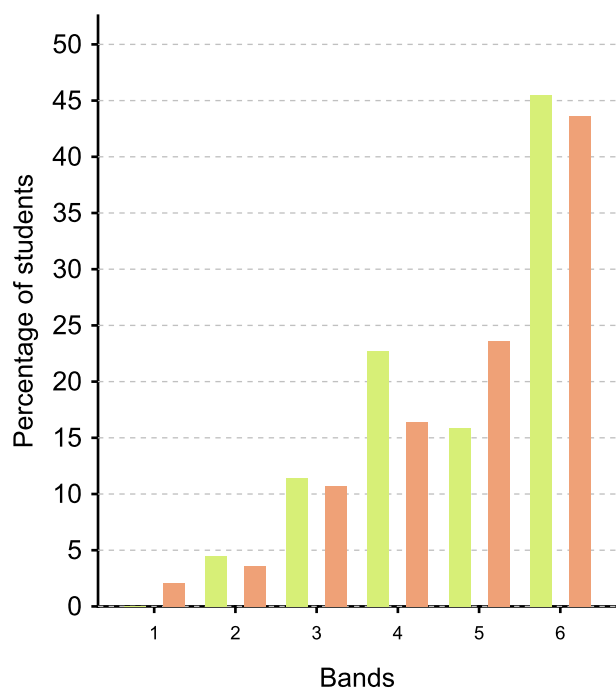
- Percentage in Bands
- School Average 2016-2018

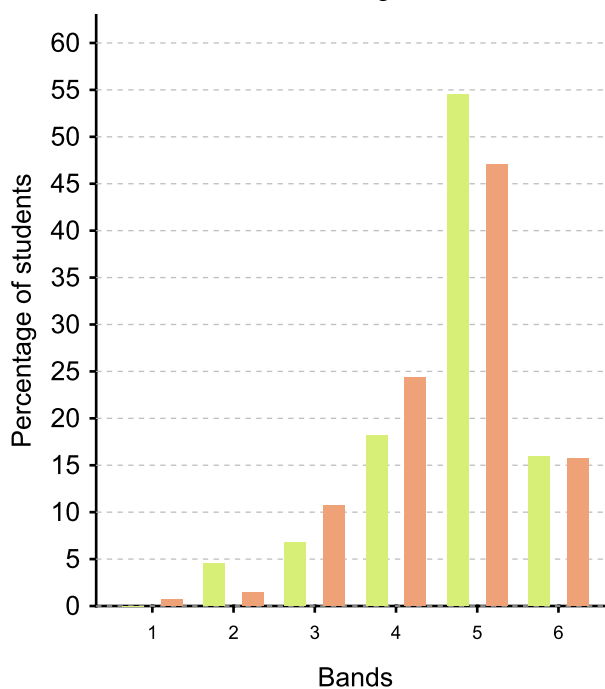**Percentage in bands:**
Year 3 Spelling
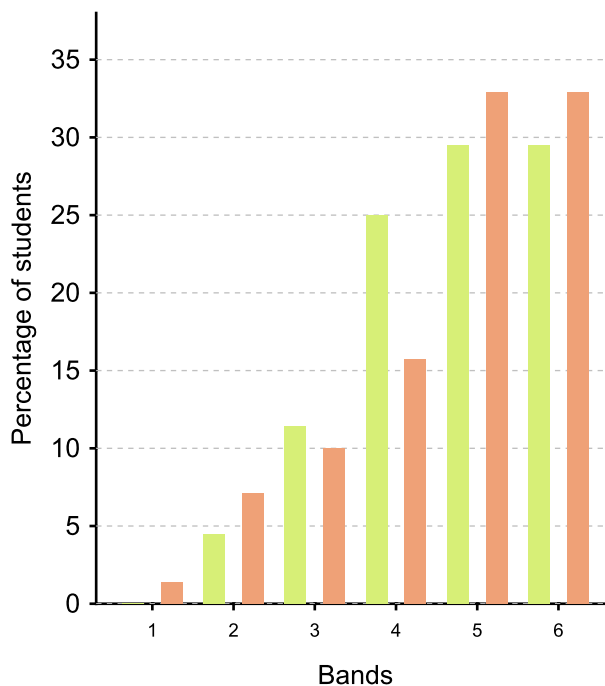
- Percentage in Bands
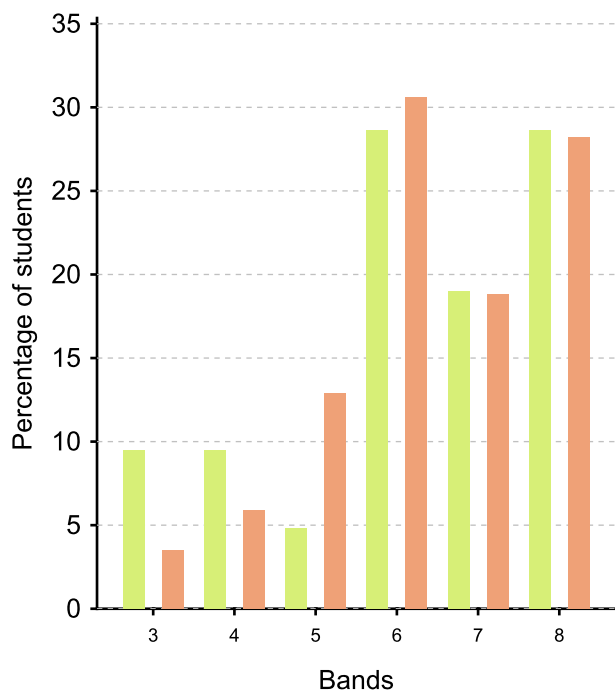- School Average 2016-2018

Percentage in bands:
Year 3 Reading

- Percentage in Bands
- School Average 2016-2018
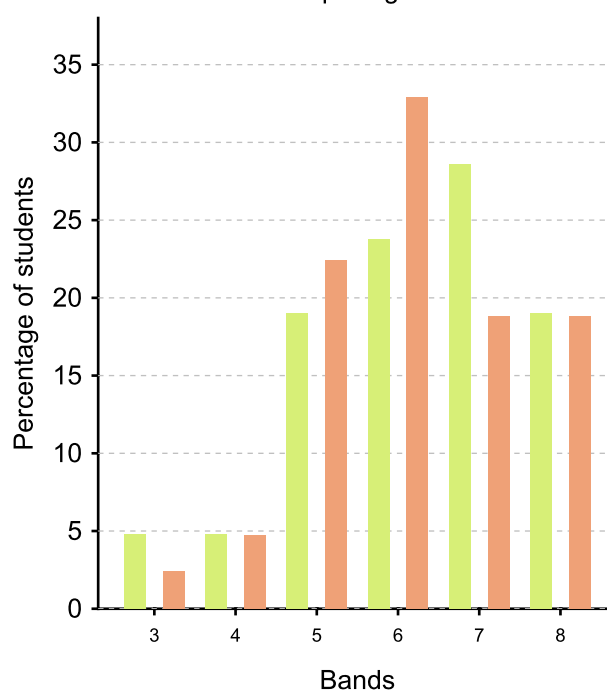
Percentage in bands:
Year 3 Writing

- Percentage in Bands
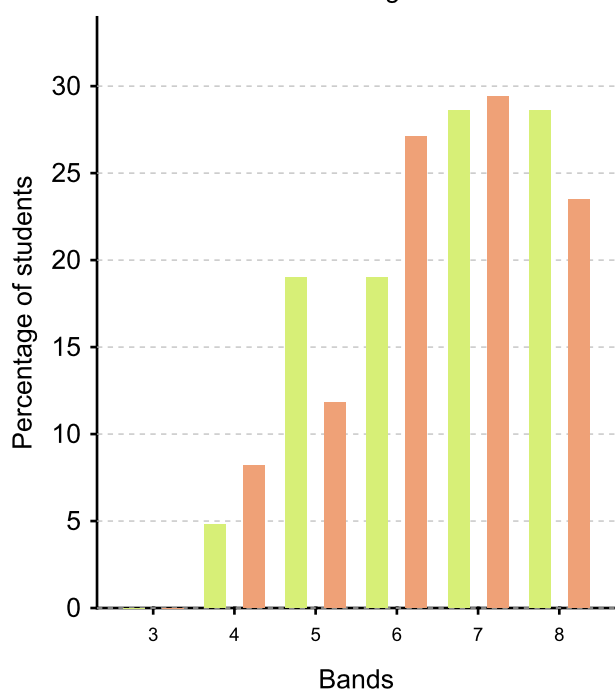- School Average 2016-2018
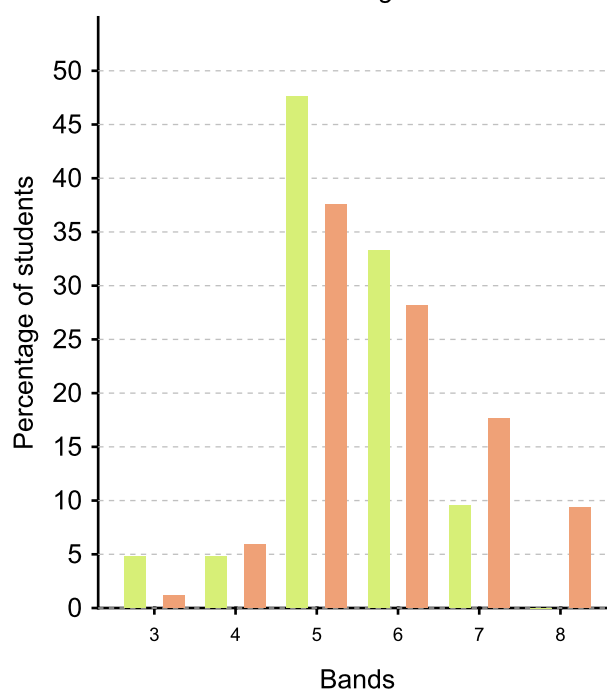
Percentage in bands:
Year 5 Grammar & Punctuation

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Spelling

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Reading

Legend:
- Percentage in Bands
- School Average 2016-2018

Percentage in bands:
Year 5 Writing

Legend:
- Percentage in Bands
- School Average 2016-2018

The greatest number of Year 5 students, 28.6% compared to 27.4% for the state, were placed in Band 5 for numeracy. We had a significantly greater percentage of students than the State in Band 7, 23.8% compared to 17.4%. In Year 3, 32.6% of students achieved band 5 which was 8.8% more than the state.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to http://www.myschool.edu.au to access the school data.
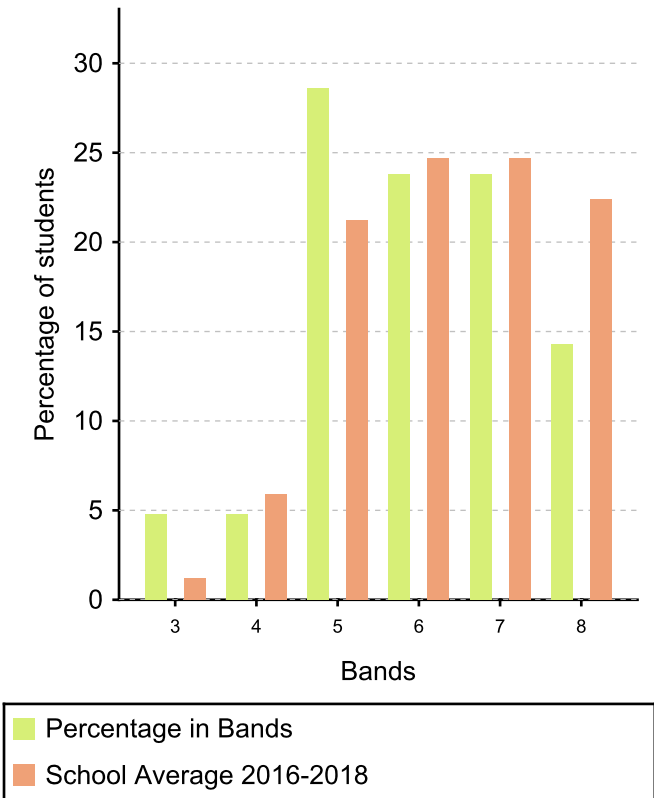
In Numeracy, results for students in the top two bands for Naplan were, Year 3 55.9% and Year 5 38.1%.

In Reading, Year 3 65.9% and Year 5, 57.2% of students were working in the top two bands of Naplan.

Percentage in bands:
Year 3 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018
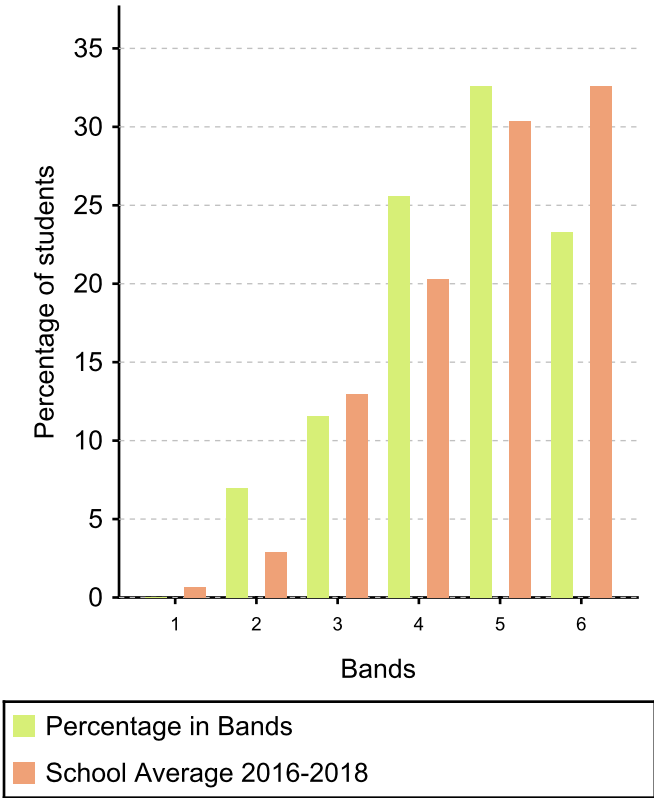
Percentage in bands:
Year 5 Numeracy

Legend:
- Percentage in Bands
- School Average 2016-2018

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the 'Tell Them From Me' survey during 2018. The survey showed that 98% of students at Paddington Public School compared to the NSW Government norm of 83% of students participated in school sports. They also feel they are motivated to learn, knowing what they are learning is relevant to their lives and that classroom instruction is well organised.

Student survey results included:

– 88% of students felt that behaviour in the school was positive compared to the State norm of 83%.

– 89% of students try hard to succeed in their learning.

– 89% of students felt they had friends they could trust compared to the State norm of 85%.

– 35% of students either agreed or strongly agreed that the peer support program helped them feel more connected to other students in our school.

Overall the school will need to focus on student sense of belonging and have a more consistent approach regarding clear rules and behaviour expectations in areas other than the classroom.

Parent survey results included:

The 'Tell Them From Me' Parent survey was completed by 102 parents which was an encouraging increase form 76 respondents in 2017. The results are scored out of 10.

– Parents feel welcome when visiting the school scoring 8.1. whilst 8.6 out of 10 parents felt they can easily speak with their child's teacher compared to the State norm of 7.4.

– 7.5 out of 10 parents felt that their children's progress reports were easy to understand and they were immediately informed about their children's behaviour at school, whether positive or negative (7.0 out of 10 parents) as compared to the State norm of 6.6.

– Parents who identified as actively encourage their children to do well at school scored 6.2 compared to the State norm of 5.8.

– Parents also felt that teachers expect their children to be attentive in class, 8.1 compared to the State norm of 7.8

Teacher survey results included:

The "Tell them From Me' survey was completed by 16 teachers on the eight drivers of student learning. The results are scored out of 10.

School leadership – 7.6 compared to the State norm of 7.1, Collaboration– 7.9 compared to 7.8, I set high expectations for learning 9.0 compared to State norm of 8.0.

88% of teachers agree or strongly agree that school leaders lead improvement and change in our school and 76% of teachers believe the strategic directions are clearly communicated.

76% of teachers agree or strongly agree that mentor – mentee observation sessions improved the effectiveness of shared learning.

Data informs practice was an area highlighted by staff for further consideration in 2019 compared to State norm of 7.8.

Policy requirements

Aboriginal education

Students commenced all official assemblies with Acknowledgement of Country. Staff also commenced formal education gatherings with this acknowledgement.

Students engaged in classroom activities and participated in units of work based on Aboriginal culture.

The school continued to purchase Aboriginal resources to be used in literacy activities in all classes to further enhance student awareness of Aboriginal issues.

Multicultural and anti-racism education

We celebrated our multicultural community with a variety of learning experiences throughout the year. Students celebrated Harmony Day, which aims to bring people together to promote Australian values and to celebrate the Australian way of life. Students participated in classroom activities to celebrate the diversity of Australian culture.

All students participate in 45 minute lessons in French each week as part of our school RFF program. Greek and Mandarin are optional language programs taught outside of school hours.