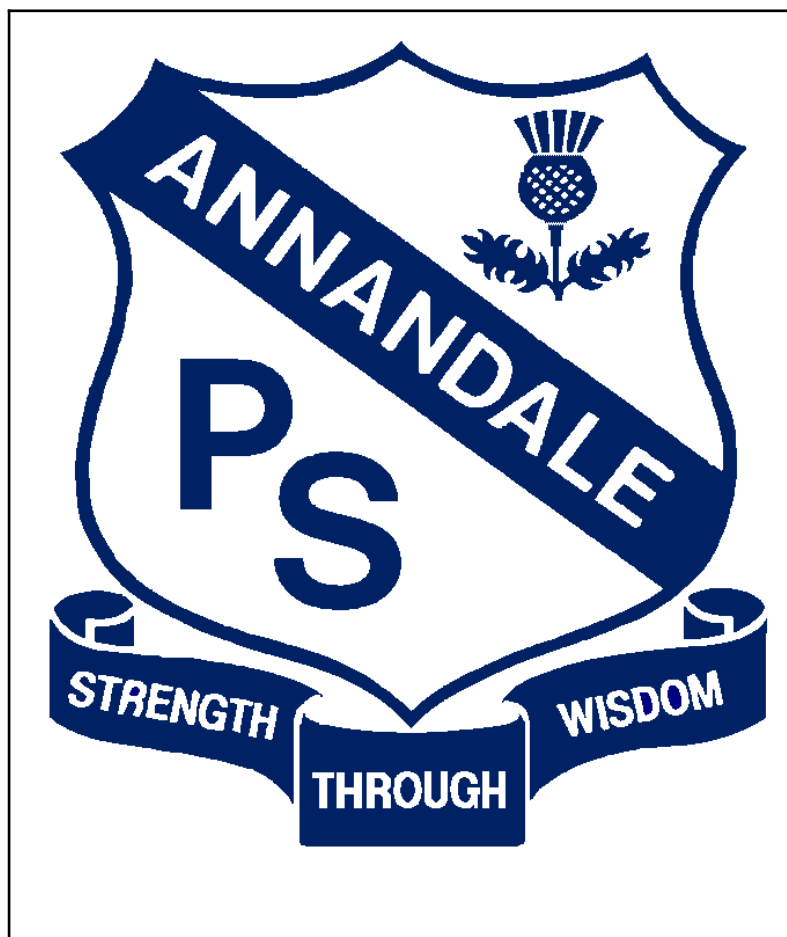


Annandale Public School

2019 Annual Report



Introduction

The Annual Report for 2019 is provided to the community of Annandale 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.

School contact details

Annandale Public School
25 Johnston St
Annandale, 2038
www.annandale-p.schools.nsw.edu.au
annandale-p.school@det.nsw.edu.au
9516 3711

Message from the principal

As I reflect on the school year as a newly appointed substantive principal to Annandale PS at the start of Term 2, I would like to thank the students, staff and community for their positive contributions to our school.

As we work towards the goals of our school plan, there has been much to celebrate. Two members of staff were recognised in the Iron Cove Schools Network awards for outstanding contributions to Public Education. Congratulations Jillian Wolfe and Lucia Cavadini-Bell. An additional two members of staff were also recognised in the annual Deadly Kids Awards which recognises achievement of Aboriginal and Torres Strait Islander students and contributions of staff. Congratulations to Mr Forbes who received the *Aunty Fay Carroll Memorial Award* and to Mrs Ferres for receiving the *Gamarada Award* this year.

I would like to thank the staff of Annandale PS for their continued effort in supporting the learning and wellbeing of our students, led by Assistant Principals Mrs Wolfe, Mrs Maher, Ms Zec, Mrs Derwent, Ms De Angelis and Mrs Elliott. The staff have engaged positively in professional learning opportunities and I congratulate the Stage 2 team, Mrs Maher, Miss Robinson, Mr Burnell, Ms Zec and Miss Stapleton for their graduation from Sydney University STEM Teacher Enrichment Academy.

My sincere thanks to our dedicated P&C for their outstanding work in fundraising initiatives and community events to support the students in our school, and to also bring our community together. In particular, I congratulate the P&C on a successful My Community Project application in securing a \$82,483 grant for our playground upgrade. A terrific team effort.

Finally, I congratulate our students on a positive year of learning. Many of our students excelled in the performing arts, sport, public speaking and community events. I thank our Captains; Oscar and Maya, and Vice Captains; Robert and Olivia for being wonderful ambassadors for our school and I wish all Year 6 students a successful transition to Secondary School.

Lisa Lupton

Principal

Message from the school community

APS P&C Annual Report 2019

It's been a very busy and productive year for the P&C as we've continued to work together with the school, led by our principal Lisa Lupton, acting principal Jillian Wolfe and the parent/carers community to provide input and carry out one of our key objectives: to raise funds and provide tools and resources to benefit our school, teachers and students.

Fundraising and Community Events

We started off 2019 with the ever-popular disco to welcome our new families followed by two Election Day fetes and several other key fundraising events throughout the year including: cake stalls, Disco Bingo, art auction, mothers' and fathers' day gifts and Christmas tree and pudding fundraiser. We are also fortunate to have an in-house uniform shop run by wonderful APS parent volunteers, which keeps pricing low for APS families and ensures all profits come back to the school.

Additionally, the P&C and Lisa Lupton were successful in obtaining over \$80 000 in funding for the my community project NSW government grant which was based on public votes. The funding has been used to upgrade the K-2 playground into a more inclusive and accessible play space.

We also supported numerous school activities throughout the year including Easter Hat Parade, Book Week, Athletics Carnival Sausage Sizzle, Big Night Out supper, Kindy Orientation Morning Tea and presentation day prizes.

Financial & Learning Support

Over the past year, we have used the funds raised to support:

The Learning Garden and Kitchen Program

Home Readers

Year 6 presentation books

Music Bursary Program

School maintenance – decking, air conditioning

Wish wall items – classroom resources

TerraCycle

Showcase video

Volunteer Contributions

It would not be possible to achieve such an outstanding fundraising result without the support of key P&C members: our outgoing P&C president Hannah Richardson and a great 2019 executive team – Rebecca Wainscoat (Vice President), Peter Bestel (secretary) and Rosemary Donald (treasurer). Additionally, we would like to acknowledge a number of outgoing parents who have contributed significantly to the school and P&C, we would like to extend a special thanks to:

Lucia Cavadini-Bell

Leticia Tarabay

Deanna Rhule

Simon Bass-Tracy

Rachael Beckett

The P&C are looking forward to another great year working together with Lisa Lupton, the teaching staff and parent/carer community to help our community grow and provide the input and resources to assist the needs of the children and the school.

Thank you.

Minh Huynh

APS P&C President 2019

Message from the students

Being a part of The Student Representative Council (or SRC) in 2019 was a fun, educational and most definitely worthwhile experience for all the members who were lucky enough to take part.

We kicked off the year with the annual SRC Easter Show which was a huge success. We had many exciting stalls made for all age groups such as; an obstacle course made by George and Mishka, an underwater splash stand made by Olivia B, Ruby N and Maddie, and a ping pong bounce game made by Jackson, Preston and Oscar T. All the students had loads of fun and came home with a complete sugar high from all the lollies they'd been given. We managed to raise a whopping fifteen hundred dollars and we all had a really awesome day.

Another event that we organised was the Wear It Purple day where students and teachers brought \$2 to purchase a purple wristband to support the LGBTIQ community to feel accepted within our community.

The highlight of the year for me was the National Young Leader's day which took place on the 4th March. We heard from a selection of influential people in our community who inspired us to be better people and give back.

To finish things up the SRC organised the Basket Brigade where we asked students to donate non-perishable food items and toys. The SRC then collected these items and sent them off to be packaged and delivered to kids who need it the most. We all enjoyed giving back to the community.

In conclusion, I'd like to thank all the House Captains, Class Reps and the Executive Team for making this year's SRC the best yet. I would also like to thank Miss Pretty for running all the meetings and making the dream of being in the SRC a reality.

Oscar T

SRC President

School background

School vision statement

As a community, we are committed to ongoing growth in learning and the wellbeing of every student. We provide an inclusive environment dedicated to nurturing resilient, creative and active learners.

School context

Annandale Public School is located in the inner western suburbs of Sydney and serves socially and linguistically diverse community of learners from preschool to year 6 including an Early Intervention Unit. It has a long and proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

We are a growing and vibrant school with a population of over 470 students. At Annandale Public School we are committed to developing confident and independent lifelong learners by providing all students with a range of varied and effective teaching and learning programs in an inclusive, creative and supportive environment. Each child is given opportunities to maximise their academic, emotional and social potential. Student learning is supported by Reading Recovery, Pre-Lit, Mini-Lit and MACQLIT, EAL/D and G&T support. The school offers a range of extracurricular activities including music, drama, dance, public speaking and Maths Olympiad. A range of after-hours activities are also offered including music tuition, language classes and visual art lessons.

The teaching staff at Annandale Public school are committed to ongoing professional learning to improve their practice and improve outcomes for students. The teaching and learning programs are based on NSW Department of Education Syllabus documents with a focus on students taking control of their learning through self-regulation supported by Visible Learning pedagogy.

The dedicated and committed staff at Annandale Public School value a close partnership with the parents and wider community to develop confident and independent lifelong learners.

We acknowledge the, Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

Self-assessment and school achievement

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 is a statement of what is valued as excellence for NSW public schools, both now and into the future. 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.

Each year, we assess our practice against the Framework to inform our school plan and annual report.

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/school-excellence>

Strategic Direction 1

Value added growth P-7

Purpose

More than 35% of students achieve in the top 2 NAPLAN bands. The school aims to increase the percentage of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading and Numeracy.

Students will be active and successful learners as they will be able to articulate: how they learn, what they are learning and why they are learning it. Evidence of learning will be visible in classrooms and a consistent language and practice in growth mindset will further support all learners to succeed.

We are committed to ensuring that for every year of teaching there is a year of learning occurring for every child.

Improvement Measures

Increased proportion of students achieving expected growth in literacy and numeracy.

Student data collection in literacy and numeracy (K-6), portfolios (preschool), attainment of ILP/PLP targets (EIU).

Evaluation- ongoing student feedback, portfolios (preschool), attainment of ILP/PLP targets (EI preschool).

Progress towards achieving improvement measures

Process 1: Literacy

Implement a whole school approach to supporting students' development in literacy.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Evidence of an increase in Learning Support focus on literacy, an increase in use of decodable readers and professional learning for K-2 staff in Effective Reading: Phonics. NAPLAN reports indicate 81.4% of Year 5 students achieved at or above expected growth in reading, compared with 65.3 of students in similar school groupings and 58.4% across the State. | Professional Learning \$4540 Resources \$9850 |

Process 2: Numeracy

Implement a whole school approach to enrich the quality of numeracy learning for every student. Develop engaged students with high-level numeracy skills that can be applied across all curriculum areas.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Problem solving strategy checklist completed each term (3-6). Teaching and learning programs include evidence of explicit teaching of mathematical language (K-2) problem-solving strategies (3-6). Implementation of Additive Strategies evident in classes K-6. 60.5% of Year 5 students achieved at or above expected growth in numeracy compared with 53.1% of students across the State. | Professional Learning \$10,734 Resources \$9426 |

Process 3: Visible Learning

Implement a whole school approach to supporting students' development in Visible Learning skills.

| Evaluation | Funds Expended (Resources) |
|--|--|
| Action plan formulated and professional learning delivered to teachers on Effective Feedback strategies. Evidence of effective feedback strategies in most classrooms. Further support for teachers will occur in stage team | Professional Learning \$7264 QTSS funding FTE 0.755 |

Progress towards achieving improvement measures

meetings and demonstration lessons provided by stage team leaders and beginning teacher mentors. All Assistant Principals engaged in Quality Teaching Rounds professional learning, to be extended in 2020.

Beginning teachers funding \$18,399

Next Steps

Further progress is planned towards development of a whole school approach to evidence-based best practice in literacy to support teachers' consistent, evidence-based judgement and moderation of assessment practices. In 2020, staff professional learning will continue on Additive Strategies, Mathematics: Building Blocks For Numeracy, Effective Reading: Phonics, Phonological Awareness and Vocabulary, and the Learning Progressions. Further support for teachers in effective feedback strategies will occur in stage team meetings and demonstration lessons provided by stage team leaders and beginning teacher mentors.

Strategic Direction 2

Team Improvement

Purpose

We believe in our collective efficacy as a team, and in leveraging high stakes evidence-based teaching strategies to raise student learning outcomes.

Visible leadership will drive research-based practice across the school so that all students have every opportunity to become successful learners.

We are committed to improvement of student learning outcomes through setting specific targets and goals across the school in literacy and numeracy. Teacher observations, professional readings and research will inform data conversations and our collaborative practice to improve student learning outcomes.

Improvement Measures

Preschool teachers recognise themselves as an expert teaching team on the National School Improvement tool.

Increase in the number of P-6 staff who feel confident in the area of Effective Classroom Practice – (Lesson Planning) on the SEF.

In 2020, staff will reflect positive growth in their practice due to targeted professional development.

Progress towards achieving improvement measures

Process 1: Negotiated high expectations (K-6)

A corporate program will be built that will unpack all syllabus documents, develop missing scope and sequences and embed Visible Learning and formative assessment strategies aligned to literacy and numeracy progressions.

| Evaluation | Funds Expended (Resources) |
|--|------------------------------|
| QTSS implementation was evaluated and staff reported that they found the support from Stage team leaders to be of value. Staff also noted a need for more tailored individual teacher support. The initiative has been viewed as useful to support student outcomes effectively. Beneficial professional conversations have occurred for the purpose of reflecting on and improving teaching and learning for students and teachers. These conversations have allowed for consistency within the delivery of literacy and numeracy programs across and within all stages. Tell Them From Me Survey results indicate increased teacher confidence in the areas of; Teaching Strategies, Planned Learning Opportunities and Data Informs Practice. | \$6810 Professional Learning |

Process 2: Negotiated high expectations (Preschool)

A collaboratively developed cohesive process will be built that reflects high quality planning, documenting, reflecting, evaluating and forward thinking.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Evidence of staff implementation of Quality preschool practice in teaching and learning programs. Strong collaboration of preschool team in planning, documenting, reflecting and evaluating early literacy, numeracy, language and science programs. Tell Them From Me Staff survey indicates positive gains in professional knowledge and practice. | \$19,620 Professional learning in Quality Preschool Practice: Language and Literacy, Numeracy and Science and Critical reflection. Joint funding partnership with Early Learning. |

Next Steps

Future directions include K-6 teachers using Plan Software to track student growth in numeracy and reading. Preschool

teachers will trial the use of Kinderloop software to record and report student outcomes to caregivers. EIU teachers continuing ongoing tracking of ILP targets and regular communication with families as to next steps for student learning.

Strategic Direction 3

Strengthened Service Delivery

Purpose

There are high expectations across all stakeholders and we believe there could be more opportunities for three way collaboration and communication between students, teachers and parents so that learning outcomes are maximised.

We are committed to providing explicit feedback and to forging genuine learning partnerships with our community.

Our system leadership in evidence-based practice and formative assessment will strengthen our connection to our learning community and establish our identity as a lighthouse school for Visible Learning.

Improvement Measures

In preschool, indoor and outdoor learning environments are established in such a way that when educators critically reflect on them in relation to EYLF outcomes 4 and 5, they show considerable growth.

There is improvement in parent satisfaction levels regarding the process of meeting with teachers and gathering feedback on their child/ren's performance and outcome attainment.

Parents indicate that they are more satisfied with information contained within mid year and annual reports.

Positive behaviour for learning (PBL) is recognised by the school community as the overarching approach to student welfare and wellbeing.

Progress towards achieving improvement measures

Process 1: Communication of Learning P-6

Procedures will be developed whereby teaching staff work collaboratively with the parent community to improve communication on individual student progress allowing students to take an active role in identifying learning needs.

| Evaluation | Funds Expended (Resources) |
|--|-----------------------------|
| Parent, student and teacher interviews conducted in Term 1 to set individual learning goals for students. Individual Learning Plans developed in close consultation with parents/carers, teachers and learning support specialist teachers. Tell Them From Me survey results indicate increased parent satisfaction in the area of two-way communication with parents. | Professional Learning \$454 |

Process 2: School Wide Welfare and Wellbeing

A systemic focus on student welfare and wellbeing will be implemented underpinned by the adoption of Positive Behaviour for Learning (PBL).

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>The GOT IT program was successfully delivered each Thursday in term 3 to teachers and parents in the targeted group of 6 students. Both teachers and parents noted a marked improvement in the behaviour and ability to manage emotions of the students in the targeted group.</p> <p>Systems and programs on PBL, GOT It and Social and Emotional Learning programs were delivered to staff and the community. Course feedback indicated positive responses to initiatives.</p> <p>Learning Support processes strengthened to increase parent and carer input into developing individual learning plans for targeted students, in consultation with teachers and support staff. Increased engagement and learning achievement for students evident.</p> | <p>Professional Learning:</p> <p>Got It \$930</p> <p>PBL \$1816</p> <p>Resources \$1760</p> |

Process 3: Re-imagined Learning Spaces Preschool

In the preschool both the indoor and outdoor learning environments will be modified to support the improvement of learning outcomes against the *Early Years Learning Framework* and to provide fluid and flexible learning environment opportunities.

| Evaluation | Funds Expended (Resources) |
|--|---|
| Outdoor playground renovation completed. New areas incorporated into the program (deck for music, creek bed for water play: EYLF Outcomes 3, 4 and 5). Families invited to add new plants to the outdoor environment. (EYLF Outcome 2 and Principle 2: Partnerships with families) | Preschool playground renovation \$58,442 |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|---|---|--|
| Aboriginal background loading | \$12,256 | <p>Individualised and differentiated learning plans formulated to ensure the achievements of Aboriginal students match or better the outcomes of all students.</p> <p>Excursion for Aboriginal and Torres Strait Islander students and friends, including parents/carers planned, to build relationships and strengthen learning about Aboriginal culture, histories and experiences.</p> <p>Annual NAIDOC Week celebrations, key note speakers and cultural activities planned for whole school to support Aboriginal content and perspectives embedded in the school curriculum.</p> |
| English language proficiency | \$16,501 | <p>EAL/D and class teachers, along with other support staff, work with small groups within the classroom implementing collaboratively planned teaching and assessment programs, to support English language acquisition. Newly arrived EAL/D students receive intensive English language instruction.</p> |
| Low level adjustment for disability | <p>\$64,030 – Staffing FTE 0.6</p> <p>\$33,826 – Flexible</p> | <p>Employment of a learning and support teacher to work with individual students in a case management role within classrooms to support teachers in meeting the learning needs of identified students.</p> <p>Provision of support for targeted students within the classroom and playground through employments of SLSOs. Use of flexible funds to employ SLSOs to support the delivery of targeted literacy and numeracy programs for identified students.</p> |
| Quality Teaching, Successful Students (QTSS) | \$84,733 – Staffing FTE: 0.794 | <p>QTSS release provide to each Stage team leader to enable shoulder to shoulder instructional leadership in classrooms. Release time was utilised for team teaching, classroom teaching observation and feedback, demonstration lessons and supported application of professional learning initiatives.</p> |
| Socio-economic background | \$9449 | <p>Funding used to employ SLSOs to support student learning in literacy programs and to support student engagement in learning.</p> |
| Support for beginning teachers | \$18,399 | <p>Funds were used to provide additional professional learning, reduced teaching loads and an hour per week of mentorship between beginning teachers and experienced colleagues.</p> |
| Targeted student support for refugees and new arrivals | \$21,343 – Staffing FTE 0.2 | <p>Funds used to employ teachers in order to provide intensive English language programs for newly arrived students.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 196 | 205 | 213 | 222 |
| Girls | 176 | 187 | 187 | 180 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 96 | 96.6 | 95.3 | 95.9 |
| 1 | 94.8 | 95 | 96.5 | 95 |
| 2 | 95.4 | 95.4 | 94.4 | 95.8 |
| 3 | 95.2 | 95.5 | 95.5 | 93.3 |
| 4 | 94.3 | 95.7 | 94.9 | 95.6 |
| 5 | 93.8 | 94.1 | 94.8 | 94.8 |
| 6 | 93.7 | 94.1 | 93 | 94.2 |
| All Years | 94.8 | 95.3 | 95 | 95 |
| State DoE | | | | |
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 94.4 | 94.4 | 93.8 | 93.1 |
| 1 | 93.9 | 93.8 | 93.4 | 92.7 |
| 2 | 94.1 | 94 | 93.5 | 93 |
| 3 | 94.2 | 94.1 | 93.6 | 93 |
| 4 | 93.9 | 93.9 | 93.4 | 92.9 |
| 5 | 93.9 | 93.8 | 93.2 | 92.8 |
| 6 | 93.4 | 93.3 | 92.5 | 92.1 |
| All Years | 94 | 93.9 | 93.4 | 92.8 |

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

| Position | FTE* |
|---|-------|
| Principal(s) | 1 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 20.48 |
| Teacher of Reading Recovery | 0.42 |
| Learning and Support Teacher(s) | 0.6 |
| Teacher Librarian | 1 |
| School Counsellor | 1 |
| School Administration and Support Staff | 6.42 |

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

| Staff type | Benchmark ¹ | 2019 Aboriginal and/or Torres Strait Islander representation ² |
|----------------|------------------------|---|
| School Support | 3.30% | 7.20% |
| Teachers | 3.30% | 2.90% |

Note 1 – The NSW Public Sector Aboriginal Employment Strategy 2014–17 introduced an aspirational target of 1.8% by 2021 for each of the sector's salary bands. If the aspirational target of 1.8% is achieved in salary bands not currently at or above 1.8%, the cumulative representation of Aboriginal employees in the sector is expected to reach 3.3%.

Note 2 – Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2019 to 31 December 2019. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

| | 2019 Actual (\$) |
|---------------------------------------|-------------------------|
| Opening Balance | 438,095 |
| Revenue | 5,023,929 |
| Appropriation | 4,543,367 |
| Sale of Goods and Services | 102,963 |
| Grants and contributions | 372,391 |
| Investment income | 4,708 |
| Other revenue | 500 |
| Expenses | -4,790,745 |
| Employee related | -4,308,370 |
| Operating expenses | -482,375 |
| Surplus / deficit for the year | 233,183 |

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.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

| | 2019 Approved SBA (\$) |
|-------------------------|-------------------------------|
| Targeted Total | 390,214 |
| Equity Total | 136,060 |
| Equity - Aboriginal | 12,256 |
| Equity - Socio-economic | 9,449 |
| Equity - Language | 16,501 |
| Equity - Disability | 97,855 |
| Base Total | 2,977,942 |
| Base - Per Capita | 98,196 |
| Base - Location | 0 |
| Base - Other | 2,879,746 |
| Other Total | 822,005 |
| Grand Total | 4,326,222 |

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.

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 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in 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 be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Tell Them From Me Survey

Student responses

This report provides results based on data from 120 students in Year 4, Year 5 and Year 6 who completed the survey between 15 Sep 2019 and 20 Sep 2019.

Students with positive relationships: 89% (NSW Government norm 85%)

Students with positive behaviour at school: 91% (NSW Government norm is 83%)

Students that value schooling outcomes: 96% (NSW Government norm is 96%)

Students try hard to succeed in their learning: 86% (NSW Government norm is 88%)

Students find classroom instruction relevant to their everyday lives: 7.9 (NSW Government norm 7.9)

Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

This report provides results based on data from 75 respondents in this school who completed the Parent Survey between 28 Aug 2019 and 22 Sep 2019.

Parents feel welcome: 6.7 (increase of 0.2 from 2018)

Parents are informed: 2.8 (increase of 0.3 from 2018)

Parents support learning at home: 6.1 (increase of 0.6 from 2018)

School supports learning: 6.3 (increase of 0.1 from 2018)

School supports positive behaviour: 7.6 (increase of 0.1 from 2018)

Safety at school: 7.0 (increase of 0.6 from 2018)

Inclusive school: 6.4 (increase of 0.3 from 2018)

Focus on Learning Survey

Self evaluation tool for teachers and schools

Leadership: 7.1 (NSW Government norm is 7.1)

Collaboration: 7.7 (NSW Government norm is 7.8)

Learning Culture 7.6 (NSW Government norm is 8.0)

Data informs practice: 7.9 (NSW Government norm is 7.8)

Teaching strategies: 7.9 (NSW Government norm is 7.9)

Technology: 6.9 (NSW Government norm is 6.7)

Inclusive school: 8.1 (NSW Government norm is 8.2)

Parent Involvement 7.0 (NSW Government norm is 6.8)

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Annandale Public School is committed to sharing and celebrating our rich Aboriginal and Torres Strait Islander culture and history. The Australian, Aboriginal and Torres Strait Islander flags are displayed proudly around our school. Aboriginal students are supported by strong partnerships between schools, families and communities to increase engagement in education. All Aboriginal students have Personalised Learning Pathways and are prioritised to receive additional support, where required. Aboriginal and Torres Strait Islander content is integrated across all curriculum areas. Student attendance is supported through school and HSLO support structures. The annual NAIDOC Week celebrations where students celebrate Aboriginal and Torres Strait Islander culture and histories was a highlight. To support building of positive relationships, Aboriginal and Torres Strait Islander students invited a friend and their families to attend a cultural excursion to Clark Island.

Anti-Racism Policy

All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. Principals are responsible for examining school practices and procedures to ensure they are consistent with the policy. All schools have an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers address the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. Principals are responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.