

Newtown North Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Newtown North 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

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School background

School vision statement

Our School holds high expectations for all students and continuously strives to support the learning needs of all students.

Staff, students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a life-long love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto, 'to grow to help,' encapsulates the school's ethos of valuing and promoting

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun.

School context

Newtown North Public School is an innovative inner city school, attracting students from the local community. The school has local historic significance for its ongoing association with public education since 1883. The school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. The site has been used as an infants, primary and secondary college.

Newtown North Public School has social significance for past and current students, staff and other community members associated with the school.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a commitment to working together toward common goals. The school has a very experienced staff committed to quality educational outcomes. The school offers an engaging curriculum, enriched by a wide range of co-curricular and after school activities.

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 and participated in an external validation. 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. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

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

For more information about the School Excellence Framework:

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

Self-assessment using the School Excellence Framework

Elements	2019 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Wellbeing and Learning

Purpose

At NNPS student learning and wellbeing is at the centre of everything we do. Every student is known, valued and cared for, with equal access to quality learning. We support student at every stage of development and position them to connect, succeed and thrive.

Improvement Measures

School wellbeing data shows a reduction in negative incidences and an increase in positive incidences

Tell Them From Me data shows increase in student engagement and positive advocacy for school

School-devised student survey shows increasing growth mindset, resilience, confidence, reduced anxiety

School wellbeing tool shows increasing whole school strategic and planned wellbeing processes that support student so they can connect, succeed, thrive and learn

Overall summary of progress

Embedded within our school plan are processes to ensure that well being is an integral part of our learning community. The development of this Strategic Direction was informed by data and evidence collected by the school from parents, staff and students. The goal of this Strategic Direction is to promote student well being and ensure that positive, respectful relationships are evident and widespread among students and staff.

Progress towards achieving improvement measures

Process 1: Growth Mindset Project

Growth mindset philosophy used in every classroom to foster positive attitudes to learning, facing challenges and developing strategies for successful learning through teacher professional learning and program implementation

Evaluation	Funds Expended (Resources)
The Growth Mindset team reviewed a range of available resources and engaged LifeSkills Group to provide professional learning for staff paired with a 10 week learning program for students. Teachers and students focused on relaxation and growth mindset, explicitly taught and practised in class, to improve engagement and learning and contribute to both individual whole school well being.	\$10,000 for student program implementation \$2,500 professional learning

Process 2: PBL Project

Consolidation of Teir One PBL implementation.

Implementation of Teir Two and Teir Three.

Improving wellbeing, happiness and engagement for all students through professional learning, specific instruction and intervention and a consistent approach to support and recognition.

Evaluation	Funds Expended (Resources)
Positive Behaviour For Learning (PBL) has being implemented across the school. Teachers have engaged in planning and professional learning to strengthen the PBL initiative across the school. PBL values and systems are evident in all classrooms across the school and provide a focus for classroom and whole school behaviour and well-being	\$3,000 for teacher planning and team leadership. \$1,000 classroom resource preparation

Progress towards achieving improvement measures

management.

PBL strategy and focus has been developed for the 2020 school plan accompanied by an annual scope and sequence to ensure consistency and program integrity.

Process 3: Calm School Project

Developing whole school, small group and individual strategies for teachers and students to manage behaviours resulting from anxiety, mental health needs, challenging behaviours and trauma.

Whole school, small group and individual interventions, learning programs and wellbeing practices in all settings.

Evaluation	Funds Expended (Resources)
Teacher professional learning and collaborative planning provided teachers with the opportunity to design and implement needs based programs and resources for identified students.	\$5,000 teacher release for planning, professional learning and resource development
Whole school initiatives provided opportunities for student voice to be included in student focused initiatives including student playground forums. Small group interventions provided opportunities for students with a variety of additional social/emotional and learning needs to focus on building skills and engaging positively with others.	\$8,000 in staffing for SLSO to support Soft Start Program .2 teacher allocation for check in program and individual student support. \$2,000 classroom resources

Next Steps

Our school continues to focus on positive well being underpinning a quality learning environment. We support students at every stage of development and position them to connect, succeed and thrive. The well being of students and staff at our school is catered for through a range of programs and is seen by our staff, students and community as a defining feature of our school. Well being will continue to underpin school planning and Strategic Directions in the 2020 iteration of our school plan and beyond. Systems will be reviewed to ensure all staff are effectively resourced and supported to enable this continued focus. Professional learning and development in this area will come under the leadership of a designated Assistant Principal in 2020 and beyond.



Strategic Direction 2

Teaching and Learning

Purpose

At NNPS all teachers are dedicated to implementing effective teaching methods to enhance student learning outcomes in literacy and numeracy. Our teachers employ research-based and data-informed practices that promote quality learning for all students. Teachers engage in collaborative planning with a collective focus. At NNPS teachers personalise instruction, integrate technology and set high expectations to instill a culture of student excellence.

Improvement Measures

Increased proportion of students in top 2 bands of literacy and numeracy in NAPLAN

Internal and external data shows continual value added/growth in literacy and numeracy.

Increasing evidence of change in teaching practices that include data analysis and individualisation of learning goals and monitoring of student progress.

Collaboration with Newtown Community of Schools

Observations, teacher reflections and student work samples show increasing quality use of flexible learning spaces.

Overall summary of progress

A focus on teaching and learning is evident in our school plan. We have planned and provided for a focus on continued improvement in teaching and learning. Our collaboration with the Newtown Community of Schools has provided us with the opportunity to explore and refine our pedagogy in the area of mathematics and supporting the professional development of teachers with a focus on evidence based practices. Learning spaces are designed to meet the range of teaching and learning needs in our classrooms.

Progress towards achieving improvement measures

Process 1: Newtown Network Mathematics Project

Focusing on the teaching and learning of mathematics through the Newtown Professional learning Community through School Hubs and Staff development days.

Evaluation	Funds Expended (Resources)
<p>A focus on the development of number skills and conceptual understanding has been translated to classroom practice through the introduction of Number Talks. Stage based projects to increase discussion about mathematics and number in maths lessons has been a focus of the Newtown Network professional learning.</p> <p>Stage teams have programmed increased time commitment to mathematical discussions to support the development of number skills in maths and shared their findings, strategies and resources with colleagues across the network of schools</p> <p>A survey of teachers at Newtown North has indicated that they value the professional collaboration and see the benefit of cross school collaboration.</p> <p>Teachers have indicated that collaboration has supported growth in their practice and quality of teaching. The network has reviewed the focus on mathematics and plans to extend the process to a range of learning areas and teaching methods to promote the development of knowledge hubs in particular areas of interest to promote professional collaboration and support across schools.</p>	<p>\$2,00 casual release for PL preparation and school collaboration</p> <p>Term 2 staff development day</p> <p>After school professional learning X4</p>

Process 2: Teaching and Learning project.

Progress towards achieving improvement measures

Process 2:

Developing teaching and learning practices to improve student engagement and outcomes in all learning areas.

Enhancing teacher capability to effect continued improvement of literacy and numeracy for all students

Teachers will employ evidence based practices to support student growth

Evaluation	Funds Expended (Resources)
Learning area teams have revised scope and sequences used for collaborative planning for 2020.	\$7,500 for collaborative planning release
An established system of team based collaborative planning has provided the opportunity for teachers to engage fully in the evaluation and review of the teaching/learning cycle. Teams are given regular opportunities to revise teaching programs and assess student learning. This has provided teachers with a clear understanding of what students can do and where we need to focus to achieve individual and whole school improvements in both teaching and learning.	\$5,000 executive release
Student data has been analysed and reviewed to inform targets for 2020 and plan for whole school and individual interventions.	

Process 3: Quality Learning Spaces

Developing and improving indoor and outdoor learning spaces to support teaching, learning and engagement. focusing on:

Classroom spaces/Breakout spaces quiet spaces

Flexible learning spaces / Library/playground

Evaluation	Funds Expended (Resources)
Stage teams have continued with a focus on calm and organised learning environments with a view to a positive effect on student engagement, sense of belonging and behaviour. Our project teams continue to develop indoor and outdoor learning spaces as the project continues across 2020.	\$10,000 on classroom furniture Department funded projects. Air conditioning Floor covering painting Playground

Next Steps

The teaching and learning team are working with teachers to build effective and meaningful professional learning into our school plan that addresses student learning and engagement needs and teacher professional learning goals. In 2020 curriculum teams will continue to revise and refine scope and sequence documents, collaborative planning, and curriculum implementation. A review of Release from face to face programs and school targets will inform school resourcing for 2020 and beyond. Project teams will build on the achievements of the previous two years and develop further areas and spaces to provide calm, organised, engaging and purposeful learning spaces.

Strategic Direction 3

Leadership, community engagement and learning

Purpose

At NNPS the school leadership team creates a culture of learning that fosters continued growth for students, teachers and the school community. Leadership practices focus on developing the capabilities of every teacher to find the best ways to facilitate quality teaching and learning for all students.

School leaders help to build stronger positive relationships within our community in order to foster a culture of belonging and mutual understanding.

Improvement Measures

Surveys show that the leadership team increasingly establishes a professional learning community which is focused on continuous improvement of teaching and learning.

Students voice: authentic project across all schools

Increased alignment and consistency of school administrative practices. The school is consistently delivering anticipated benefits to the staff, students and school community, ensuring effectiveness.

Increasing levels of community satisfaction and connection with the school as demonstrated in Tell Them From Me.

Overall summary of progress

In 2019, NNPS engaged in a comprehensive evaluation of systems, leadership and pedagogy through the External Validation process. The leadership team, in partnership with all school staff and the wider community made on-balance judgements against the School Excellence Framework and our school plan to evaluate current programs and practices and plan for continued school improvement. The process enabled us to review our Strategic Directions and how we have enabled their development. The process provided us with clear direction for future planning and concrete evidence of the efficacy of our current plan.

Progress towards achieving improvement measures

Process 1: Newtown Network Student Leadership project will engage identified student leaders in each school to collaborate across schools to work on a real world authentic problem.

Evaluation	Funds Expended (Resources)
Project design and implementation enabled students involved to build on personal understanding of leadership and collaboration. Students collaboratively planned and implemented projects in each of their schools that addressed issues of well-being and engagement. Planning teams reviewed the project and determined improvements for 2020 project. Project timeline was shortened and concentrated to the beginning of the school year to enable a longer implementation phase of individual school project.	\$5,000 in teacher release and program costs.

Process 2: School Protocols Project

Whole school systems are effectively aligned and communicated to improve all staff access to resources, systems and practices.

Evaluation	Funds Expended (Resources)
Our current processes support the efficient management of school processes, procedures and systems.	\$40,000 QTSS staffing allocation contributed to the implementation of this project.

Progress towards achieving improvement measures

End of year evaluation of the Staff Handbook is scheduled as a leadership team task annually. All staff are engaged in the planning and development of administrative systems and processes. Effective whole school communication continues to support the effective implementation of quality projects and the ongoing review and development of administrative practices, transparent planning and communication.

Process 3: Newtown North Leadership Project School leadership practices are developed to include all staff in a process of distributive and instructional leadership. Staff teams lead projects to affect continued school improvement.

Evaluation	Funds Expended (Resources)
<p>Executive engage their teams in stage and project evaluation at touch points throughout the year in line with milestone monitoring. Whole staff and executive evaluation sessions provide opportunities for all staff to provide feedback and contribute to whole school planning.</p> <p>Teacher voice included in the evaluation process provided the regular opportunity for all staff to feedback both publicly and privately.</p> <p>The process engaged to implement External Validation enabled authentic practice in Distributive Leadership and highly transparent communication and planning.</p>	<p>\$40,000 QTSS allocation provided the time necessary for this project.</p> <p>\$10,000 to implement External Validation.</p>

Next Steps

The External Validation process opened opportunities for all staff to lead, implement and evaluate authentic projects. Leadership distribution and collaborative planning have enabled high quality collegiate conversations and professionally valued staff voice as an intrinsic part of whole school planning for continued school improvement. Current Strategic Direction 3 projects will continue into 2020 for the third year of the school plan.



Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$2,072	Student learning has been supported by school programs. PLP's were prepared and implemented. General SLSO and learning support provided where appropriate.
English language proficiency	\$17,375	Identified students were provided with adjustments and small group interventions to support the development of English language proficiency. Adjustment plans in class inform learning and language development. SLSO support provides opportunities for identified students to access additional support
Low level adjustment for disability	\$18,541 targeted funding 0.4 Teacher allocation LaST	Class teachers develop plans in consultation with the learning and support team for identified students. Learning and Support Teacher is timetabled to support the additional needs of students either individually, in small groups or in-class support. Individual adjustment plans or learning and support plans are developed to support students identified needs.
Quality Teaching, Successful Students (QTSS)	\$49,623	Project leaders, Curriculum Leaders and Assistant Principals provided with release time to lead and manage projects focused on the implementation of the school plan, stage leadership and professional learning. Release also supported the organisation and development of the External Validation process in terms two and three.
Socio-economic background	\$2,229	Students from low socio-economic backgrounds were supported with access to non-funded school initiatives and access to additional SLSO support in class.
Support for beginning teachers	\$41,358	All teachers were provided additional weekly release from face to face and mentored by an experienced teacher. All beginning teachers engaged with the Newtown Network of Schools Early Career Teacher program focusing on classroom strategies and differentiation in the classroom through participation in targeted professional learning.
Targeted student support for refugees and new arrivals	.4 staffing allocation	An EAL/D teacher was employed two days per week to provide small group English language development support for newly arrived students.

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	143	143	143	132
Girls	126	140	135	126

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.7	95.2	95.9	96
1	95.4	96	96.1	94.1
2	97.6	95.9	96	89.8
3	96	96.1	94.9	95.4
4	94.7	96.3	95.3	94.1
5	97.3	96.1	95.5	92.9
6	94.4	95.9	93.4	93.9
All Years	96.1	96	95.3	93.7
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)	3
Classroom Teacher(s)	8.29
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*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.

Areas of professional development are identified by the school as part of the whole school planning process or by individuals as part of their Professional Development Plan. It may be facilitated by external providers, departmental personal or Newtown North Public school staff. In 2019, we focused professional learning in the areas of:

- Numeracy
- Growth Mindset and Life skills
- Spelling

- Early Career Teachers
- Positive classroom behaviours
- Social and emotional learning (Positive Schools Conference)
- Reading assessment in years 3–6
- STEAM
- Child Protection
- Code of Conduct training
- CPR/First aid

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	319,318
Revenue	2,625,500
Appropriation	2,422,521
Sale of Goods and Services	1,681
Grants and contributions	195,411
Investment income	4,787
Other revenue	1,100
Expenses	-2,549,601
Employee related	-2,300,236
Operating expenses	-249,366
Surplus / deficit for the year	75,899

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.

Our finances are carefully budgeted and planned for at the beginning of the year to support the strategic directions, targets, school priorities and administrative functioning. Our equity funding contributes to the engagement of support staff who provide classroom and playground support to our teachers and to students with additional and emerging needs. The balance carried forward this year has been committed to engaging additional staff to assist with the implementation of special programs as outlined in the school plan. These programs assist the learning needs of all children with a focus on individual student and whole school improvement.

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	164,869
Equity Total	83,280
Equity - Aboriginal	2,072
Equity - Socio-economic	2,605
Equity - Language	17,375
Equity - Disability	61,227
Base Total	1,874,669
Base - Per Capita	65,229
Base - Location	0
Base - Other	1,809,440
Other Total	151,253
Grand Total	2,274,072

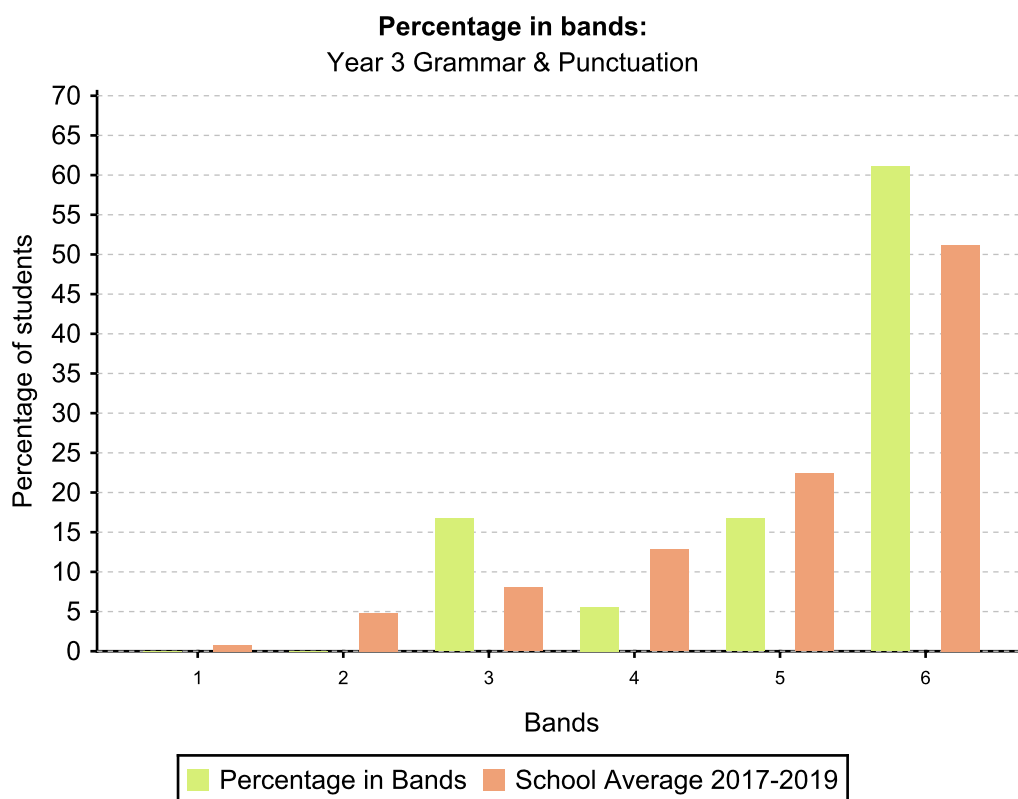
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School performance - NAPLAN

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.

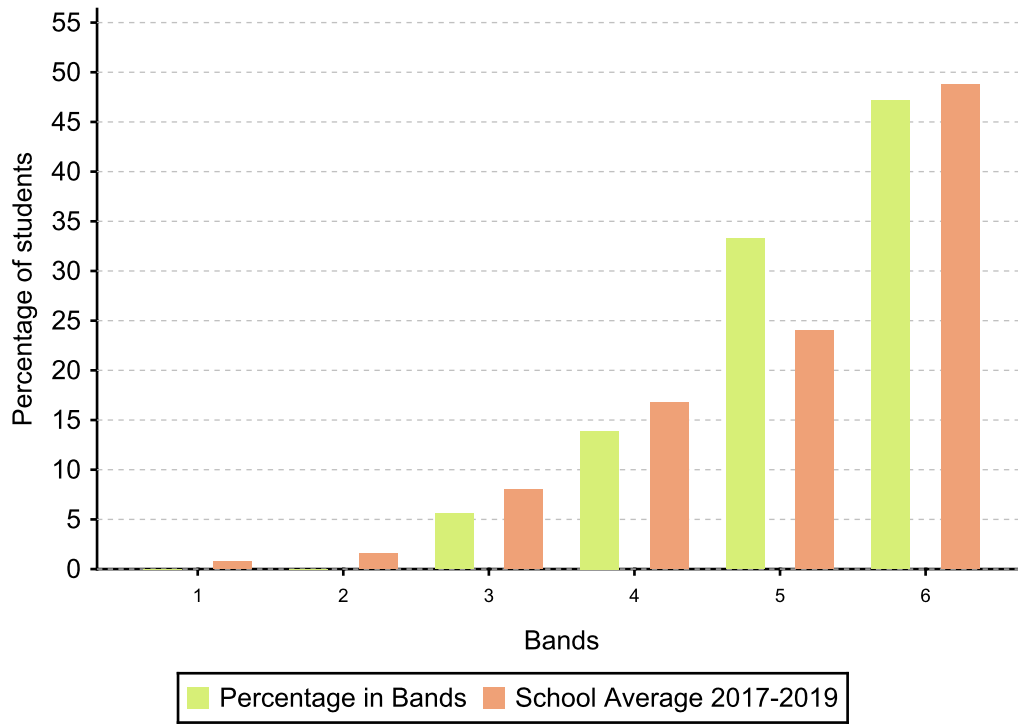
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	16.7	5.6	16.7	61.1
School avg 2017-2019	0.8	4.8	8	12.8	22.4	51.2

Percentage in bands:

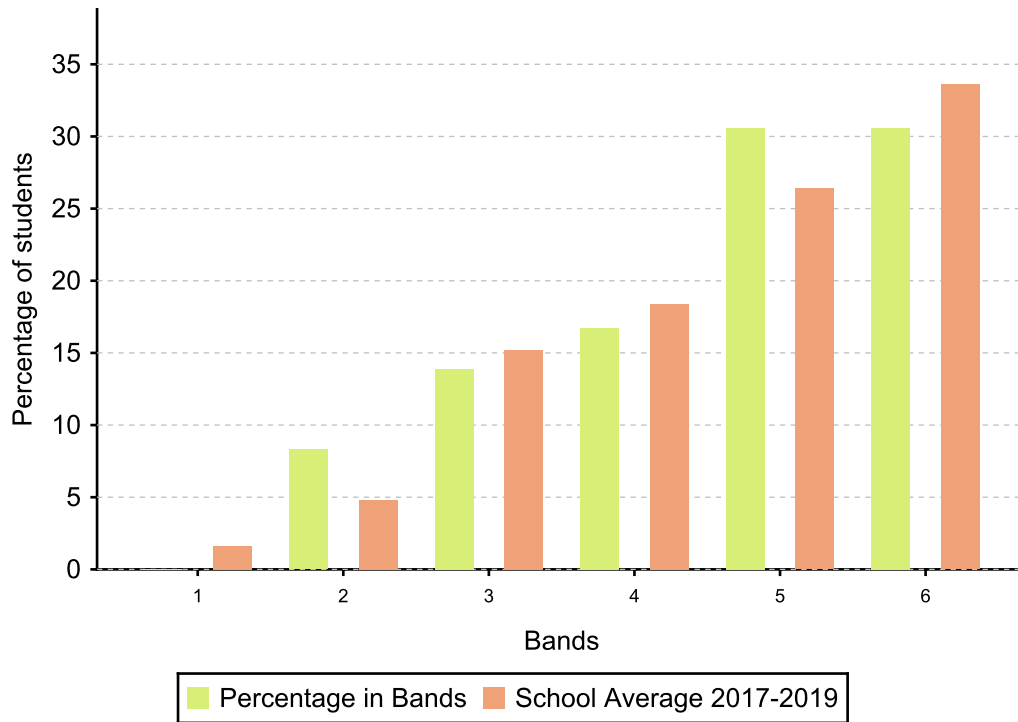
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	0.0	5.6	13.9	33.3	47.2
School avg 2017-2019	0.8	1.6	8	16.8	24	48.8

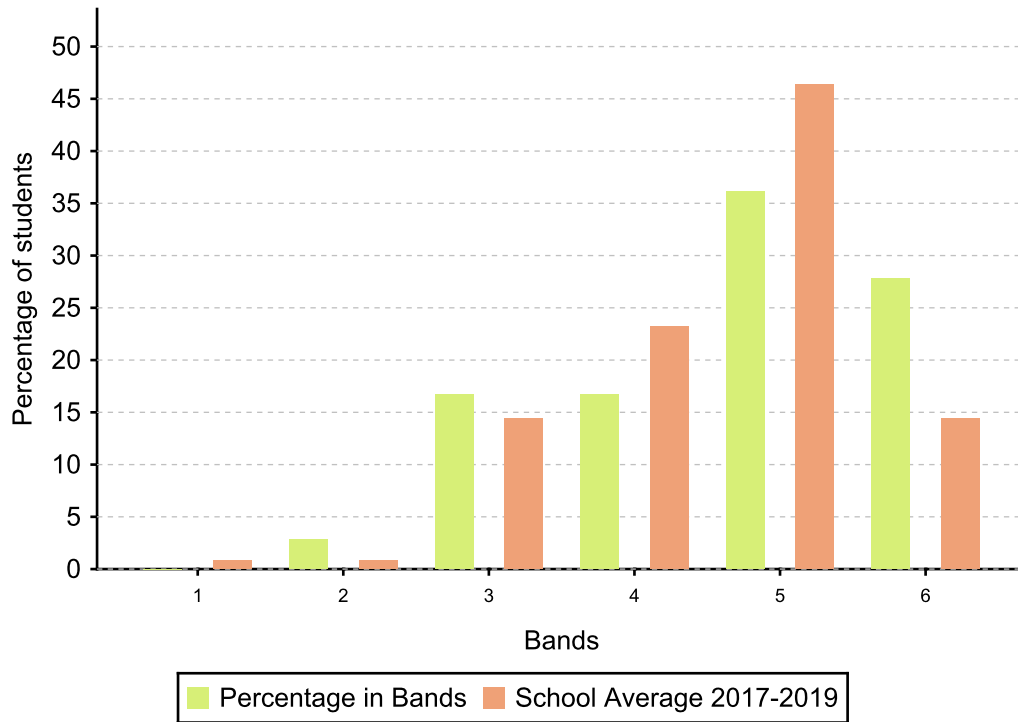
Percentage in bands:

Year 3 Spelling



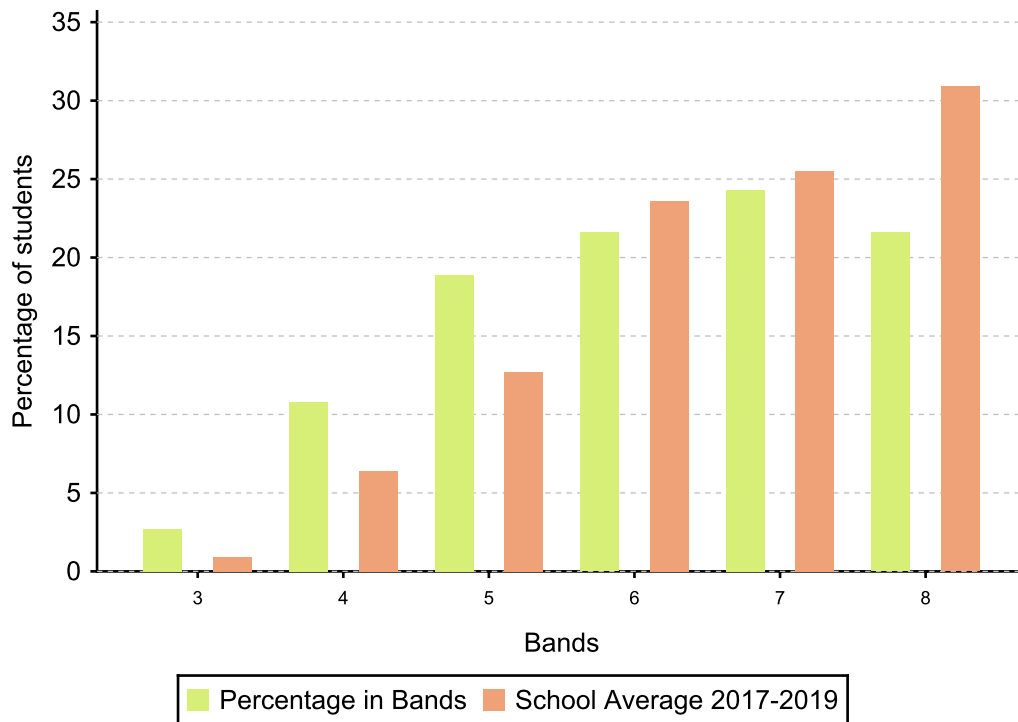
Band	1	2	3	4	5	6
Percentage of students	0.0	8.3	13.9	16.7	30.6	30.6
School avg 2017-2019	1.6	4.8	15.2	18.4	26.4	33.6

Percentage in bands:
Year 3 Writing



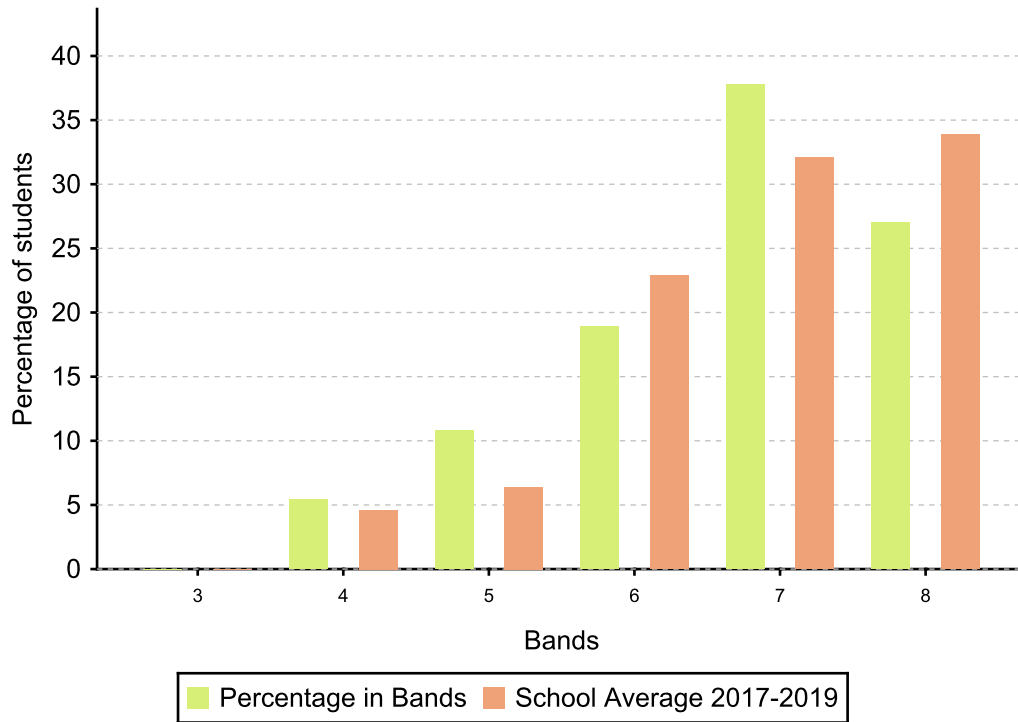
Band	1	2	3	4	5	6
Percentage of students	0.0	2.8	16.7	16.7	36.1	27.8
School avg 2017-2019	0.8	0.8	14.4	23.2	46.4	14.4

Percentage in bands:
Year 5 Grammar & Punctuation



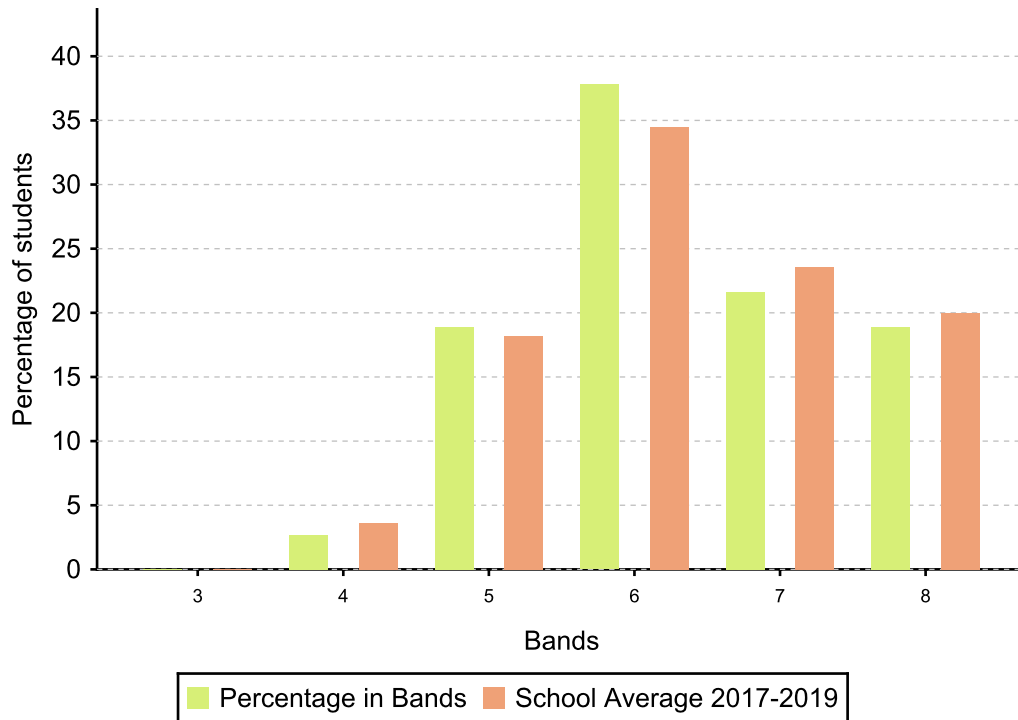
Band	3	4	5	6	7	8
Percentage of students	2.7	10.8	18.9	21.6	24.3	21.6
School avg 2017-2019	0.9	6.4	12.7	23.6	25.5	30.9

Percentage in bands:
Year 5 Reading



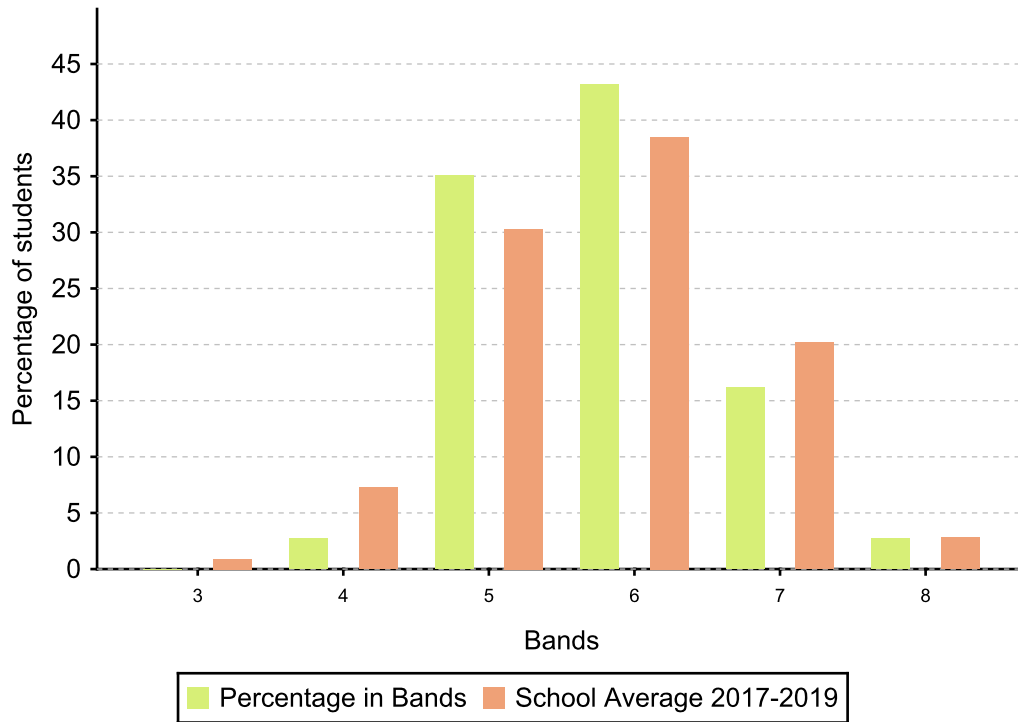
Band	3	4	5	6	7	8
Percentage of students	0.0	5.4	10.8	18.9	37.8	27.0
School avg 2017-2019	0	4.6	6.4	22.9	32.1	33.9

Percentage in bands:
Year 5 Spelling



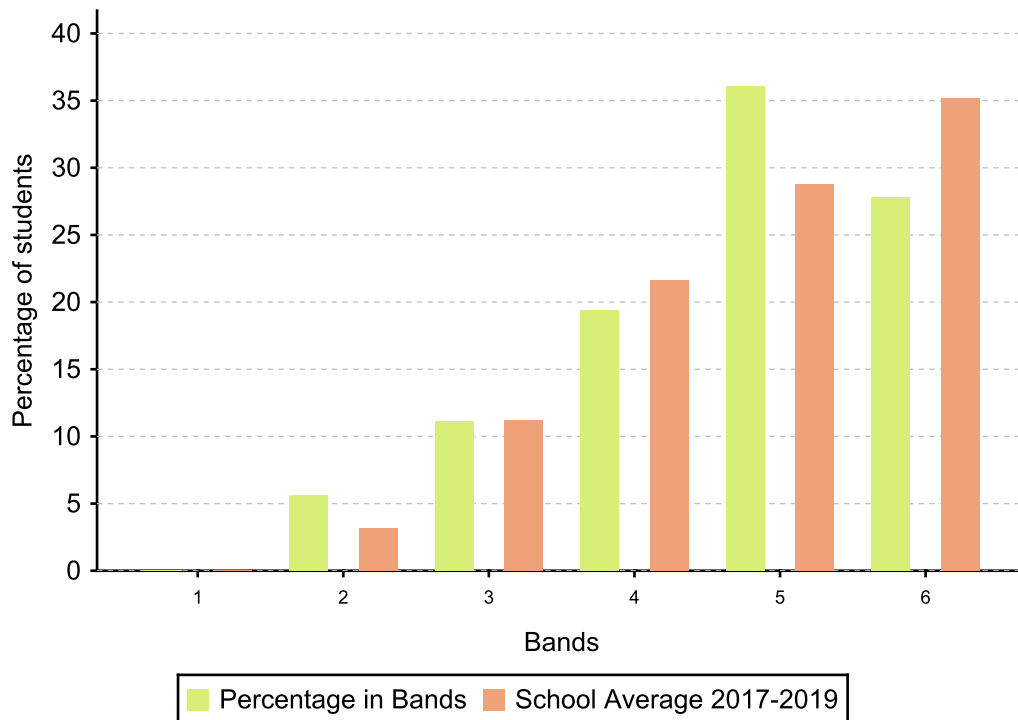
Band	3	4	5	6	7	8
Percentage of students	0.0	2.7	18.9	37.8	21.6	18.9
School avg 2017-2019	0	3.6	18.2	34.5	23.6	20

Percentage in bands:
Year 5 Writing



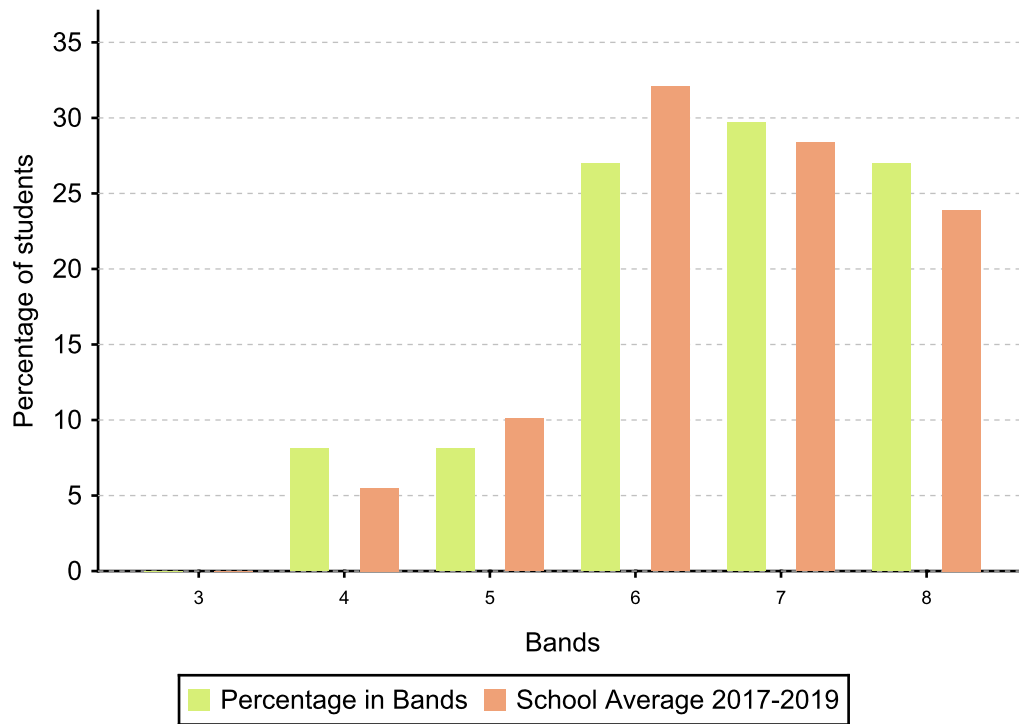
Band	3	4	5	6	7	8
Percentage of students	0.0	2.7	35.1	43.2	16.2	2.7
School avg 2017-2019	0.9	7.3	30.3	38.5	20.2	2.8

Percentage in bands:
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	5.6	11.1	19.4	36.1	27.8
School avg 2017-2019	0	3.2	11.2	21.6	28.8	35.2

Percentage in bands:
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	0.0	8.1	8.1	27.0	29.7	27.0
School avg 2017-2019	0	5.5	10.1	32.1	28.4	23.9

Parent/caregiver, student, teacher satisfaction

In 2019 Newtown North Public School sought the opinions of parents/caregivers, students and teachers about their school through the Tell Them From Me Survey. The survey provides feedback about teaching, learning, resources, programs, leadership, engagement, participation and program delivery.

Parent and Caregiver responses:

From the 43 parents and carers that responded: 81% indicated that they felt welcome at school with 64% of respondents feeling that events were scheduled at a time they were able to attend and over 80% indicating that our school administrative staff are helpful.

75% of parents indicate that reports are written in terms they understand but 38% would like to be better informed about their child's progress. 70% of parents who responded indicate that their child is encouraged to do their best but only 67% believe that our teachers expect their child to work hard. 76% of parents believe that our school supports positive behaviour with 86% of respondents believing that their child is clear about the rules for school behaviour. 76% of parents believe their child is safe at school with 69% believing that the school helps prevent bullying. 64% of respondents consider our school inclusive with 62% believing that teachers help our students develop positive friendships.

Teacher responses:

Eleven teachers responded to questions pertaining to what is considered the eight most important drivers of student learning. On average, 73% of teachers are satisfied with school leadership with 82% stating that they feel supported during stressful times. 75% of teachers are satisfied with staff collaboration, With 79% indicating that they have worked with others to increase student engagement and 84% to support learning problems. 80% of teachers are satisfied with the schools learning culture and 85% of teachers believe our school is an inclusive school with a high level of parental involvement. Only 67% of teachers are satisfied with the technology available at our school and although an increase on the previous year, this still indicates a clear focus for investigation and improvement.

Student responses:

- 85% of our students indicate they have friends at school they can trust and who encourage them to make positive choices.
- 93% of our students believe that schooling is useful in their every day life and will have a strong bearing on their future
- 91% of students report that they do not get in trouble at school for disruptive or inappropriate behaviour
- 83% of students try hard to succeed in their learning
- 87% of students have one or more adults at school who they feel can help them if they feel unsafe or need support.

Areas for further investigation and improvement:

- 64% of students understand there are clear rules and expectations for classroom behaviour.
- 25% of students do not feel that they have someone at school who consistently provides encouragement and can be turned to for advice.
- Only 71% of students are interested and motivated in their learning and 44% of students do homework with a positive attitude and in a timely manner.

Although our positive numbers increased and negative responses decreased in 2019 the evidence indicates that we need to further investigate areas of student well-being and engagement and provide appropriate supports and interventions, The evidence provided by these surveys will inform planning for 2020 and guide continued school improvement in these areas..

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.

Newtown North Public School promotes respect for the unique and ancient culture of Aboriginal and Torres Strait Islander Peoples. In addition to our links to our Local Aboriginal Community our School Aboriginal Education Team organised a range of cultural and educational events throughout the year to celebrate NAIDOC week and commemorate Sorry Day and Reconciliation Week.

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.

The cultural diversity of Newtown North Public School is acknowledged specifically through the annual celebration of Harmony Day. Positive Behaviour for Learning promotes the values of Safe, Respectful, Supportive, Active Learners in a place where discrimination and racism are not tolerated.

