

# Padstow Park Public School

## 2019 Annual Report



## Introduction

The Annual Report for 2019 is provided to the community of Padstow Park 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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### Message from the principal

Padstow Park Public School continues to strive towards continual school improvement. We are focused on building teacher and leadership capacity so that our students learning is delivered through a cohesive approach, informed by research and implemented in a balanced, explicit, systematic manner that aligns to students needs and areas of development.

In 2019 Padstow Park Public School has participated in an External Validation process that has equipped our staff to strategically analyse our processes and practices, whilst formulating targeted trajectories to increase validity and amplify our evaluative practices to have greater impact across all areas of school operations.

Padstow Park continues to grow as a cohesive and collaborative learning community where students remain the centre of our moral purpose and decision making processes.

Mrs Sharon Simpson

## School background

### School vision statement

#### ***"Knowledge Wisdom Insight"***

At Padstow Park we provide engaging and challenging learning opportunities. Staff and our community, in partnership, create an inclusive environment that develops the whole child.

### School context

Padstow Park Public School, is located in South Western Sydney and has an enrolment of 366 students. It was established in 1928.

Our students are representative of the diverse religious, cultural and socio economic groups within our local community with 61% coming from a language background other than English. The largest cultural groups are Arabic speakers, Chinese and Vietnamese. Many families share a strong cultural heritage with the school with some families having attended throughout three and four generations.

The school has quite extensive, well appointed and maintained grounds offering large spaces for playing, exercising and enjoying the outdoor physical environment. The playground also contains a purpose built tennis court, basketball court and fixed climbing equipment.

Padstow Park Public School strives to create an inviting and engaging learning environment focused on robust Visible Learning, quality learning and teaching programs and strong wellbeing structures enabling our students to succeed and thrive.

The school has an extensive Music program taught by a specialist Music teacher, incorporating instrumental tuition in recorder, violin, vocal ensembles, drumming groups and choir. There is also regular and ongoing participation in the N.S.W. Public Schools State Music Festivals as well as involvement in many high profile performances from the Arts Unit and local community events. We also enjoy strong traditions of extensive involvement and success in a range of sporting programs, debating, public speaking and dance.

There is also a purpose built school kitchen which is utilised to provide students with the opportunity to engage in the preparation of food and meals linked to school events and learning opportunities within specific Key Learning Areas.

Family and community involvement is welcomed and encouraged and parent participation at all levels is highly valued by students and staff. The school is a dynamic hub within its community with consistent and varied use of its facilities and grounds by several local businesses, groups and organisations.

Future focused learning is supported by a diverse range of technology and equipment, enhancing pedagogy within classrooms K–6.

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

## Strategic Direction 1

### Successful Learners

#### Purpose

Every student develops a love of lifelong learning by achieving their personal best and demonstrating confidence and persistence.

#### Improvement Measures

An increase in students achieving expected growth against internal and external data measures in literacy.

An increase in students achieving expected growth against internal and external data measures in numeracy.

Students can achieve success criteria and can articulate learning goals.

#### Progress towards achieving improvement measures

**Process 1:** Data informed teaching practices.

Evaluation	Funds Expended (Resources)
<p>Data Days are occurring in all stages in 5 weekly cycles.</p> <p>Teachers have analysed work samples in Writing and matched to Learning Progressions.</p> <p>Data spreadsheet has been devised and stage Assessment Schedule outline data collection timelines</p> <p>Data collection is purposeful and reflective of assessment schedule implementation.</p> <p>Staff see data days as quality PL and as driving school improvement relative to student learning outcomes.</p> <p>Collegial discussions occurring around data and targeted support for student's who are at risk.</p> <p>Staff have expressed increased understanding of literacy progressions and are adjusting teaching and learning programs to differentiate against the school focus area Writing – Text Forms and Features. Amendments to bump it up walls and walls that teach are evident in all stages.</p> <p>Increased staff awareness of the critical and creative writing skills of participating staff. Ideas and understandings shared with Stage 2.</p> <p>Significant growth demonstrated in students skills particularly in Creative thing. This is also impacted by Seven Steps.</p> <p>Staff have prioritised analysis and planning for Writing in Text forms and features from Learning Progressions across all stages.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$9000.00)</li></ul>

**Process 2:** Visible Learning .

Evaluation	Funds Expended (Resources)
<p>All staff engaged in PL around Hatties webinar titled Visible Learning Feedback. All staff can identify elements of Visible Learning Feedback</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background</li></ul>

## Progress towards achieving improvement measures

takeouts from session that are being used to assist students..

(\$15000.00)

68% of staff indicated in annual reviews within PDP's that Visible Learning strategies are impacting on student learning.

All components on track. Consistent implementation of Visible thinking. All staff will showcase an element of evidence based practice on SDD Showcase at beginning of Term 3.

Classroom teaching and learning programs include Visible Thinking strategies and Visible Learning components including learning intentions and success criteria are featured in programs. Student achievement reports include comments reflecting on both areas. 60 % of Semester One reports reflect this.

3 Way interviews are conducted in term one and 78% of students indicated that attendance at these interviews provided greater clarity of student learning progress.

Highly favorable feedback on Term 2 SDD with Community of Schools. Visible Thinking workshop strategies have been implemented in a variety of ways within all classrooms and strategies from Number Talks have been strongly implemented in K–2 classrooms.

Staff have engaged strongly with ALART time provided for stage groups to have an hour of time together each week to review student learning, plan from assessments and reflect on data informed teaching practices. Staff are more readily sharing expertise and collaboratively planning student learning experiences in literacy and numeracy.

SLSO's have supported learning in literacy and numeracy across all stages in varied ways supporting teachers to implement evidence based teaching and learning programs including Ten, Seven Steps for Writing Success and Critical and Creative Thinking Project in Writing.

Extensive intervention also occurred through additional EALD time and LaST employed to provide intervention for targeted students identified through ALART time and Learning and Support referrals.

## Strategic Direction 2

Teachers Are Leaders And Learners

### Purpose

Every teacher develops evidence based and future focused practices that are transforming for student learning.

### Improvement Measures

100% of staff working collaboratively to develop depth of knowledge of evidence based practices in English and Mathematics.

Learning progressions are embedded in teaching and learning programs in Mathematics and English.

### Progress towards achieving improvement measures

**Process 1:** Leading quality professional learning.

<b>Evaluation</b>	<b>Funds Expended (Resources)</b>
<p>ALART timetable developed. All stage teams provided with 1 hours time per week for collaborative planning and reflections. Stage 1 continue to look at identified students and mapping against the Learning Progressions – Text Forms and Features. Adaptations of resources to meet student needs are continuing..</p> <p>Students writing samples are beginning to include elements of creative and critical thinking. Samples are increasing in length and content included is demonstrating greater depth.</p> <p>Teachers as active leaders and learners are increasing the skill sets of Stage 2 colleagues. Stage 3 are identifying explicit teaching of language devices related to persuasive texts are included in teaching and learning programs in Writing.</p> <p>Extensive sharing of resources, strategies and processes across 16 schools. All information collated into Google Docs fro ongoing accessibility. Project to adapt for Bankstown schools in 2020.</p>	<p>42 days teacher relief</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio–economic background (\$34000.00)</li></ul>

## Strategic Direction 3

### Connected Community

#### Purpose

Our caring, connected community has a shared investment in creating strong partnerships for the improved learning and wellbeing of all students

#### Improvement Measures

A diverse range of staff deliver differentiated professional learning within the school and the community of schools.

All staff set challenging Performance and Development Plan goals that link with the teaching standards.

#### Progress towards achieving improvement measures

**Process 1:** Engaging in collaborative practices

Evaluation	Funds Expended (Resources)
<p>Developing leadership capacity across staff including</p> <ul style="list-style-type: none"><li>– Stage One co-coordinator role developed to assist Relieving Stage One AP and develop capacity of experienced staff member.</li><li>– Relieving Stage 2 AP mentored by Stage 3 AP and Principal.</li><li>– Aspirational classroom teacher on EV panel</li><li>– Stage 3 classroom teachers coordinating Peer Support, High School Transition Program and SRC</li></ul> <p>Greater depth of leadership across the school. Leadership roles are collaborative and viewed as opportunities to develop expertise as opposed to hierarchical.</p> <p>Community of Schools including 7 schools participated in the School Development Day Day 1 Term 2 involved teaching staff, administrative staff and SLSO's. Support unit AP delivered sessions to SLSO's from all schools. Evaluations indicated rich knowledge growth in all participants and further activities were requested for future professional learning.</p> <p>Learning Powers team conducted PL at Term 3 SDD for all staff based on suite of lessons designed to leverage Learning Powers across K–6 and Support classes and reviewed by Peer Support leaders in Peer Support lessons.</p> <p>Students are using the language and key messages contained within the posters and resources.</p> <p>Peer Support leaders reinforced the Learning Powers with peers during program implementation. Staff are recognising student's use of powers by awarding Assembly certificates that recognise the use of the learning powers within the classroom.</p> <p>Staff knowledge of syllabus content has increased scope and sequences for all stages are being developed. Units of work relative to content are to be developed.</p> <p>Issues arising due to lack of parent volunteer support. 2020 will use community based support through a local church LifeGate and re evaluate at end of term 1. P&amp; C organised colour run which bought extensive parent support into school. 2020 attempt to re engage parent volunteers to assist</p>	<p>Casual days booked and varied due to size of staff.</p>

## Progress towards achieving improvement measures

with Reading Program.

Performance and Development plans actioned for all staff including Administration staff and SLSO's. Principal has shared PDP with leadership team. ALART time was effectively utilised across all stages and some scope and sequences were completed collaboratively. Planning and programming was also completed in ALART time relative to the needs of the students post assessments being conducted. Suggestion made to include support staff in 2020 timetable.

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	Koomurri Dancers  <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$6 670.00)</li> </ul>	Whole school program implemented culminating in a day of engagement with Koomurri Aboriginal Dancers where students had a variety of experiences including dancing, art storytelling and drama.
<b>English language proficiency</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$46 451.00)</li> </ul>	Teacher knowledge of strategies to employ when planning learning sequences for students addressed EALD needs in the language of number, writing and oral interaction.
<b>Low level adjustment for disability</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$36 958.00)</li> </ul>	Additional staffing has provided greater differentiation of learning programs, shared professional expertise and collaborative practices.  Quality teaching elements are more regularly addressed in teaching and learning programs.  Explicit teaching is aligned to differentiated planning.
<b>Socio-economic background</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Socio-economic background (\$49 851.00)</li> </ul>	ALART time has embedded consistent use of explicit teaching practices across the school and supports teachers use of effective practices.  This whole school approach amplifies the common language around practice which further supports teacher collaboration and shared expertise.

## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	181	166	174	190
Girls	161	169	170	180

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.4	96.1	93.2	93.6
1	93.4	94.5	93.7	92.4
2	94.2	94.7	95.5	94.2
3	95	93.7	94.1	95.4
4	94.4	95.2	93.2	92.5
5	94.3	92	94	94.4
6	93.9	94.1	92.5	94.1
All Years	94.2	94.4	93.7	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)	5
Classroom Teacher(s)	20.38
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	5.87

\*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 <sup>1</sup>	2019 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	433,096
<b>Revenue</b>	4,855,700
Appropriation	4,632,643
Sale of Goods and Services	4,770
Grants and contributions	215,346
Investment income	2,340
Other revenue	600
<b>Expenses</b>	-4,701,982
Employee related	-4,236,944
Operating expenses	-465,038
<b>Surplus / deficit for the year</b>	153,718

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 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	585,806
<b>Equity Total</b>	267,989
Equity - Aboriginal	6,670
Equity - Socio-economic	49,851
Equity - Language	89,137
Equity - Disability	122,331
<b>Base Total</b>	2,541,195
Base - Per Capita	82,128
Base - Location	0
Base - Other	2,459,067
<b>Other Total</b>	1,010,980
<b>Grand Total</b>	4,405,970

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](https://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](https://myschool.edu.au) website.

## Parent/caregiver, student, teacher satisfaction

Staff, parents and students completed the Tell Them From Me survey this year and the leadership team analysed the feedback from the data collected and shared this with staff. The areas which indicated strengths across all 3 surveyed groups included:

Parents indicated

\*Being well informed about school activities.

\*I can easily speak with my child's teachers.

\* Parents feel welcome at school.

\* Teachers listen to what I say

\*Two way communication with parents

Staff indicated

\* Striving to understand the needs of students with special learning needs

\*Establishing clear expectations for classroom behaviour

\*Making an effort to include students with special learning needs in class activities.

Setting high expectations for student learning.

\*Teachers in our school make an effort to share their lesson plans and other materials

Students indicated:

Year 5 Girls have positive behaviour at school

\* Students try hard to succeed in their learning

\*Students highly value schooling outcomes

\*Students feel proud of their school

\*Student participation in sport is very high

There is lower scores in the areas of student participation in extra curricular activities and students with positive homework behaviours which will be areas we focus more productively on in 2020.

## 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.

### 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.