

# Padstow Heights Public School

## 2019 Annual Report



3958

## Introduction

The Annual Report for 2019 is provided to the community of Padstow Heights 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

Padstow Heights Public School

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## School background

### School vision statement

At Padstow Heights Public School, staff, students and the community work together to maximise learning and personal development for each child. The school provides diverse educational programs delivered by highly qualified, dedicated teachers in a caring environment. **We aim to develop resilient students who confidently strive for challenging goals in every endeavour.**

### School context

Padstow Heights Public School is a P2 level school with 378 students and 16 classes. 53% of students come from homes with language backgrounds other than English.

Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes. The demography is changing as the area is impacted by above average affordability of real estate.

The school provides diverse opportunities for students with extra-curricular activities in dance, band, chess and sport. All students take part in Music and Drama lessons, biannually, with a specialist teacher and a sport program delivered by an external provider, Dance2BFit or Fit Futures. A whole-school focus on building resilience, bravery, curiosity, collaboration, reflection and a growth mindset is supported by opportunities for students and teachers to work in STEM projects, building skills in creative and critical thinking and problem-solving.

## 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>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1

Excellence in Learning

### Purpose

The purpose is to provide a whole school approach for our students to meet or exceed national benchmarks in literacy and numeracy as self-directed and reflective learners.

### Improvement Measures

1. Increased percentage of students exceeding national benchmarks NAPLAN\*– top 2 bands

\*NAPLAN – National Assessment Program Literacy and Numeracy

2. Increased percentage of students meeting or exceeding expected growth as shown by NAPLAN and PAT\* data

\*\*PAT– Progressive Achievement Tests – standardised tests Yrs 1–6\*

3. Increased number of students reporting High Skills/High Challenge in Tell Them From Me survey

### Overall summary of progress

Pleasing results have been achieved in student growth. There has been a dip in the middle primary period but all other stages are showing positive growth in literacy and numeracy. Teachers have worked on individual teaching practice improvement goals. Teachers have planned strategies and discussed their progress with colleagues and their supervisors. The impact of improved teacher practice is subject to ongoing assessment and evaluation in their targeted areas. According to NAPLAN results, there has been a 4% increase in the number of students in the top two bands in literacy and numeracy across Year 3 and Year 5 students. High achieving students met with the principal in one on one discussions about their engagement and satisfaction with school life. The student replies were overwhelmingly positive. The students provided feedback that has been acted on to better cater for their ability levels.

### Progress towards achieving improvement measures

**Process 1:** \* Continued development of school-wide practices in goal setting and self-evaluation for students and staff

Evaluation	Funds Expended (Resources)
<p>Goal setting and reflection are impacting positively on student performance.</p> <p>There has been an increase of students achieving above expected growth in all years except one. Both NAPLAN and PAT results show an overall increase of students achieving above expected growth compared to 2018 (except for one grade). There has been pleasing improvement in years 5 and 6.</p> <p>All staff been involved in collaboration to review 2019 PDP and to inform the development of their 2020 PDPs. PDP reviews were completed in December, with collegial discussion surrounding impact of teaching practice.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Low level adjustment for disability (\$38000.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$60000.00)</li></ul>

**Process 2:** \* Professional learning project about improving and refining group work – Differentiating for High Performing students 2019/20 focus

Evaluation	Funds Expended (Resources)
<p>There was an increased percentage of students exceeding national benchmarks in top 2 bands (NAPLAN)</p> <p>An increase from 45.86% to 49.54% across the school for combined literacy and numeracy.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Aboriginal background loading (\$2000.00)</li><li>• English language proficiency (\$40000.00)</li><li>• Low level adjustment for disability</li></ul>

## Progress towards achieving improvement measures

Individual growth data shows that while a significant percentage of students are achieving expected growth or higher, some students not attaining expected growth.

(\$33000.00)

• Socio-economic background  
(\$29000.00)

One on one student interviews show that targeted, high-achieving students are engaged and feeling challenged in most aspects of school. Tell Them From Me shows an improvement in this area of challenge.

**Process 3:** • Professional learning project about implementing Learning Progressions and tracking student growth. (2020 Literacy)

### Evaluation

### Funds Expended (Resources)

Teachers are not yet confident when using the learning progressions and are still developing their knowledge. However, all teachers have engaged with one aspect in detail and in that area progress has been evident. Data tracking of PAT testing has shown student improvement in literacy and numeracy in most grades. Data has been analysed for each student to show areas for development in 2020.

### Funding Sources:

• Quality Teaching, Successful Students (QTSS) (\$60000.00)

## Next Steps

Developing processes and scaffolds to support students, teachers and parents to be part of 3-way interviews about student progress.

Refining and deepening understandings of effective differentiation, especially for higher performing students.

Examining and utilising the literacy progressions for writing and further developing the application of the progressions for the Quantifying Numbers and Additive Strategies elements of the curriculum.



## Strategic Direction 2

Excellence in Teaching & Leading

### Purpose

The purpose is for teachers and leaders to set explicit professional goals, work collegially and adapt teaching and learning styles to improve student performance.

### Improvement Measures

- Increased percentage of students exceeding national benchmarks NAPLAN– top 2 bands
- Increased percentage of students meeting or exceeding expected growth (PAT & NAPLAN)
- Improved ratings in student and teacher Tell Them from Me surveys

### Overall summary of progress

Students continue to embed the language of learning in their discussions with peers and teachers. The quality of student reflections continues to improve with Stage 3 in particular, showing greater understanding of themselves as learners. The project around improving teacher practice has encouraged authentic discussion and collaboration between staff. A high level of collegial support has occurred this year between team members and the staff as a whole.

### Progress towards achieving improvement measures

**Process 1:** Whole school project to develop a common language of learning and behaviour.

Evaluation	Funds Expended (Resources)
<p>Noticeable improvement has been made in the standard of student self-reflections, particularly in Stage 3. Structured opportunities and processes to encourage reflections have helped enhance the standard. Students are adopting the language of learning when reflecting on their achievements and challenges.</p> <p>School processes like awards and reports have helped to reinforce the language of learning for parents.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$60000.00)</li></ul>

**Process 2:** Developing meaningful staff collaboration to contribute to collective teacher efficacy and improved practice. 2019/20 focus on individual teachers improving practice

Evaluation	Funds Expended (Resources)
<p>TTFM Teacher Survey was positive. Comments show that teachers are committed to improving teacher practice to enhance student impact. Above state norm in all areas of the teacher survey.</p> <p>There have been strong improvements in student results in Grammar &amp; Punctuation in Stages 2 and 3. This was a focus area during 2019.</p> <p>The team approach in Year one has produced positive academic results. PAT results show positive growth in year 1 for reading– 96% of students achieving above expected growth.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Quality Teaching, Successful Students (QTSS) (\$60000.00)</li></ul>

### Next Steps

Teachers will continue to focus on improving practice. Staff sharing sessions and reviews will be built into professional learning. Self-assessment and goal-setting is to be applied by students by developing the language and behaviours needed for them to lead a three-way discussion on their progress with the teacher and their parents.

### Strategic Direction 3

#### Excellence in Student and Community Engagement

#### Purpose

The purpose is for students to build engagement through developing resilience and adaptability. It is also to create a well-informed, engaged community through establishing meaningful connections.

#### Improvement Measures

- Improved results in Tell Them From Me Surveys in all areas for parents and for Engagement in student survey
- School-designed student survey shows 100% (by 2020) of students can identify the learning power characters and the learning dispositions they represent
- An increase in the number of parents attending information events and connecting with the school through social media

#### Overall summary of progress

Improved results in the Tell Them From Me parent survey have been noted. More information about how schools operate and about our different procedures and programs has helped more parents engage with the survey. A school-devised Student Wellbeing survey provided instant feedback from students about how they were feeling about school— whether they felt happy, supported and challenged. Teachers were able to address any areas of concern for students. Growth mindset and the learning dispositions continue to be an area of strength at Padstow Heights. The students have embraced the ideas and these skills are part of our common language of learning and reflection.

#### Progress towards achieving improvement measures

**Process 1:** \* Building opportunities for community consultation, information transferral and parent education about future-focused learning and school-wide teaching practices

Evaluation	Funds Expended (Resources)
<p>There has been a significant increase in results across all areas of the Parents' TTFM survey.</p> <p>Approximately 80 parents attended the community voice afternoon; a significant increase from previous events. Parents made insightful comments, asked delving questions and demonstrated an understanding or a curiosity about school programs and processes.</p> <p>Seesaw is encouraging community engagement but it is not as frequently used as last year by some teachers. Greater teacher consistency will be a focus area in 2020.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$29000.00)</li></ul>

**Process 2:** \* Whole school project to develop a growth mindset and to foster the qualities needed to be a successful learner. (Learning Pit 2019 focus)

Evaluation	Funds Expended (Resources)
<p>While the majority of students have made expected or greater growth, not all students have met the visible learning criteria of 1 year's growth as evidenced in PAT testing. Areas of weakness have been identified in literacy and numeracy and this information is available for the 2020 teacher..</p> <p>Older grades can communicate their understanding of the learning pit. Growth mindset is evident across all years in the students' use of language when reflecting on their work both incidentally and formally in written self reviews.</p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Socio-economic background (\$29000.00)</li></ul>



## Next Steps

To build further opportunities for parent engagement there will be a focus on the consistency of use of social media platforms by staff. In order to keep the Learning Powers, the Learning Pit and Growth Mindset fresh and relevant they will be re-presented to the students and families in 2020.



Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$2 000.00)</li> </ul>	<p>The 4 aboriginal students made growth in literacy &amp; numeracy. 2 students need more work in Maths to reach expected grade levels and 2 other students need more work in Reading and writing. All students need to continue to receive close monitoring and support in Literacy and Numeracy.</p> <p>The program run by an aboriginal educator was a success with students engaged in every class that Bruce worked with. Students showed their learning through story–writing and artwork.</p> <p>The A.E. formed relationships with 3 out of 4 targeted students with 1 not wanting to take part. A Year 6 student had an opportunity to take part in a transition to high school program which he reported was very helpful along with the rapport he had with our AE educator.</p>
<b>English language proficiency</b>	<p>2 days a week( 0.4) staffing to work with students mostly in K–2.</p> <p>Teacher support for 3–6 students to help with reading strategies.</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>English language proficiency (\$46 000.00)</li> <li>Targeted student support for refugees and new arrivals (\$10 000.00)</li> </ul>	<p>Most of the targeted students made satisfactory progress in language this year. Four students were found to have learning disabilities with delayed progress. These students have been assessed and strategies engaged to support them. Three New Arrivals have made excellent progress and are growing in confidence everyday. Our next focus area needs to be on professional learning for teachers to better understand the ESL scales and the barriers to achieving high literacy levels that many Australian born LBOTE students face?</p>
<b>Low level adjustment for disability</b>	<p>SLSO support \$60 000 in total</p> <b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$33 486.00)</li> </ul>	<p>All students receiving support have progressed. Some have made very slow improvement with small increments; others have made significant progress showing 3 and 4 times the expected growth. All identified students were monitored by the Learning and Support Team with regular reviews.</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<b>Funding Sources:</b> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$60 000.00)</li> <li>Support for beginning teachers (\$39 000.00)</li> </ul>	<p>All teachers have shown professional growth with one on one meetings with the principal and with their supervisors. All teachers set an improvement goal, designed a growth project, shared it with staff in several PL sessions. Supervisors observed changes in teaching practice as targeted in their individual PDPs Beginning and early career teachers worked towards achieving accreditation with 4 teachers submitting successful assessments achieving accreditation at Proficient level. All teachers contribute to professional discussions during stage and whole school meetings. Our Tell Them From Me Teacher survey results continue to show positive growth.</p>
<b>Socio–economic background</b>	<p>\$60 000 also contributed for SLSO support in all classrooms</p>	<p>All students identified by the Learning &amp; Support Team, as needing support have received small group and/or one to one</p>

<p><b>Socio-economic background</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$34 000.00)</li> </ul>	<p>attention. As well as in-class support, 35 students have received daily MultiLit support to improve retention of phonics, blends and word recognition. 18 students have been working on the Rainbow Reading program, a monitored aural supported program and 20 students have worked on the Reading Eggs program. SLSO time and extra teacher support was allocated for maths with students in stages 2 and 3 having extra support during maths groups. ES1 and Stage 1 classes had SLSO and support teacher time to more effectively implement TEN program activities around additive strategies. These supports have resulted in average to above average expected growth in Reading and Maths as shown in PAT testing for our identified students.</p>
<p><b>Support for beginning teachers</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Support for beginning teachers (\$45 000.00)</li> </ul>	<p>The 4 beginning teachers have received extra support with 2 extra hours of RFF each week some of which was used to work with their mentors– with one teacher in her 2nd year with 1 hour of extra RFF. Two of the beginning teachers completed their accreditation at Proficient level. Professional Learning opportunities were provided in classroom management, attendance at the beginning teacher conference, literacy &amp; numeracy courses, public speaking and writing. All beginning teachers actively engaged in the whole staff action of choosing a particular teaching skill to strengthen through the Agile Learning process. In one to one interviews with the principal they expressed their growing confidence and the sense that they have been effectively supported through their first semesters of teaching.</p>
<p><b>Targeted student support for refugees and new arrivals</b></p>	<p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted student support for refugees and new arrivals (\$10 000.00)</li> </ul>	<p>A new arrival into year 4 Term 3. He has been supported with one on one sessions 4 days a week and in-class support. He is making strong growth in oral language. He is making progress in written work and shows a good understanding of maths concepts and teacher focus is on the language of maths.</p> <p>Two girls also arrived in term 4– Years 3 &amp; 5. They also received support time together with the EaL/D teacher and in-class support</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	214	211	213	212
Girls	183	177	165	169

### Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.1	94.9	92.8	93.1
1	96.6	94.7	93.7	93.4
2	95	95	93	92.7
3	95.9	95.3	94.3	92.3
4	96.1	94.6	92.1	93.3
5	95	94.9	94.4	94
6	95.5	93.7	93.3	92.7
All Years	95.7	94.8	93.4	93
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)	14.99
Teacher of Reading Recovery	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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>	240,181
<b>Revenue</b>	3,526,536
Appropriation	3,233,870
Sale of Goods and Services	19,876
Grants and contributions	270,202
Investment income	2,588
<b>Expenses</b>	-3,462,874
Employee related	-2,986,609
Operating expenses	-476,265
<b>Surplus / deficit for the year</b>	63,662

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>	40,481
<b>Equity Total</b>	185,342
Equity - Aboriginal	2,044
Equity - Socio-economic	29,117
Equity - Language	45,993
Equity - Disability	108,187
<b>Base Total</b>	2,727,872
Base - Per Capita	88,693
Base - Location	0
Base - Other	2,639,179
<b>Other Total</b>	188,362
<b>Grand Total</b>	3,142,057

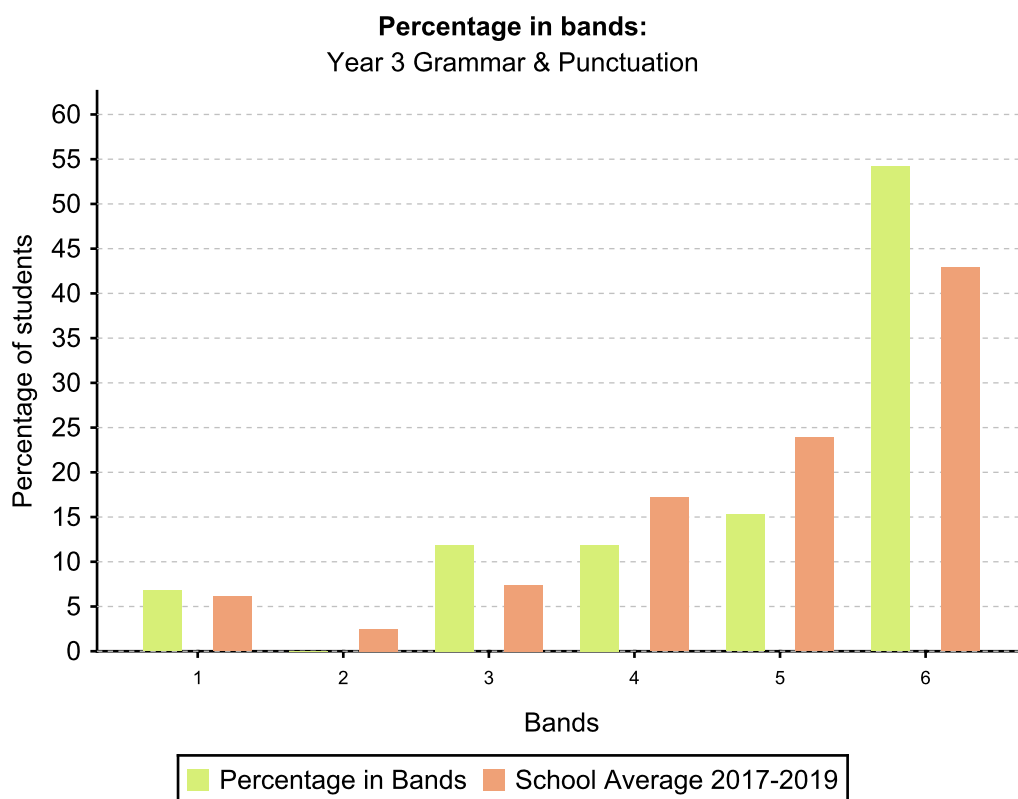
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## 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.

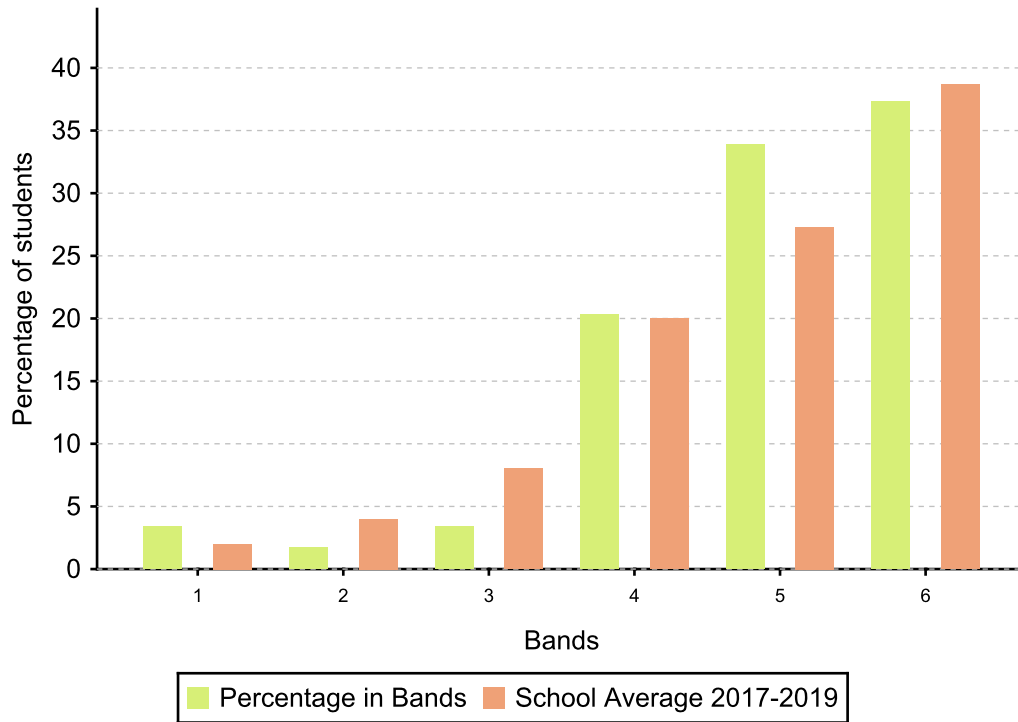
### Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	6.8	0.0	11.9	11.9	15.3	54.2
School avg 2017-2019	6.1	2.5	7.4	17.2	23.9	42.9

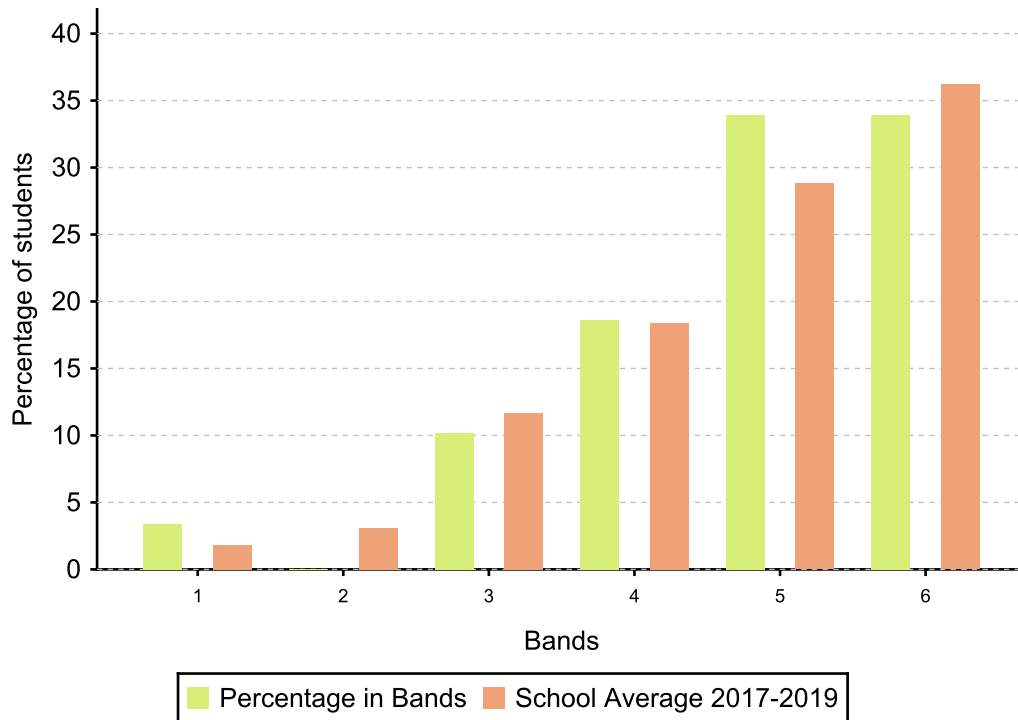


**Percentage in bands:**  
Year 3 Reading



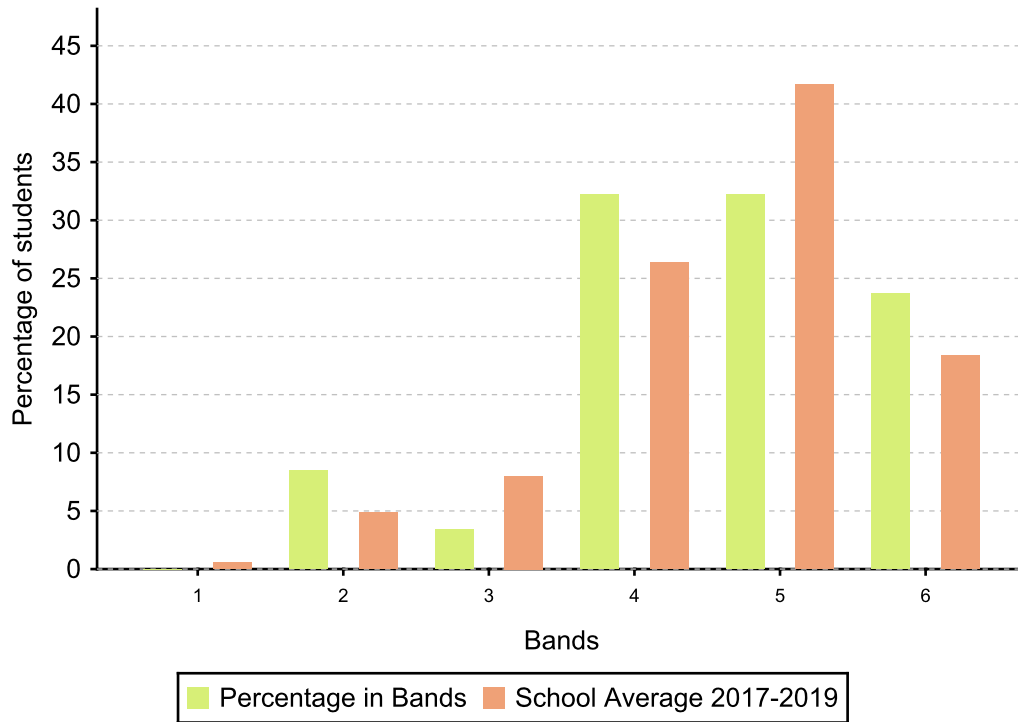
Band	1	2	3	4	5	6
Percentage of students	3.4	1.7	3.4	20.3	33.9	37.3
School avg 2017-2019	2	4	8	20	27.3	38.7

**Percentage in bands:**  
Year 3 Spelling



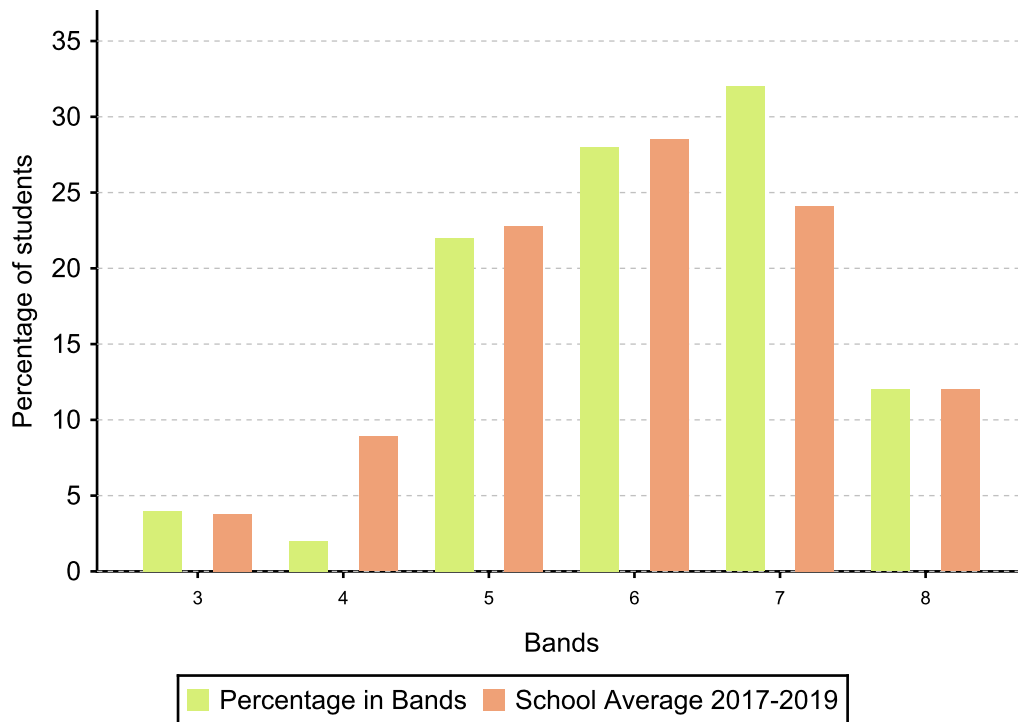
Band	1	2	3	4	5	6
Percentage of students	3.4	0.0	10.2	18.6	33.9	33.9
School avg 2017-2019	1.8	3.1	11.7	18.4	28.8	36.2

**Percentage in bands:**  
Year 3 Writing



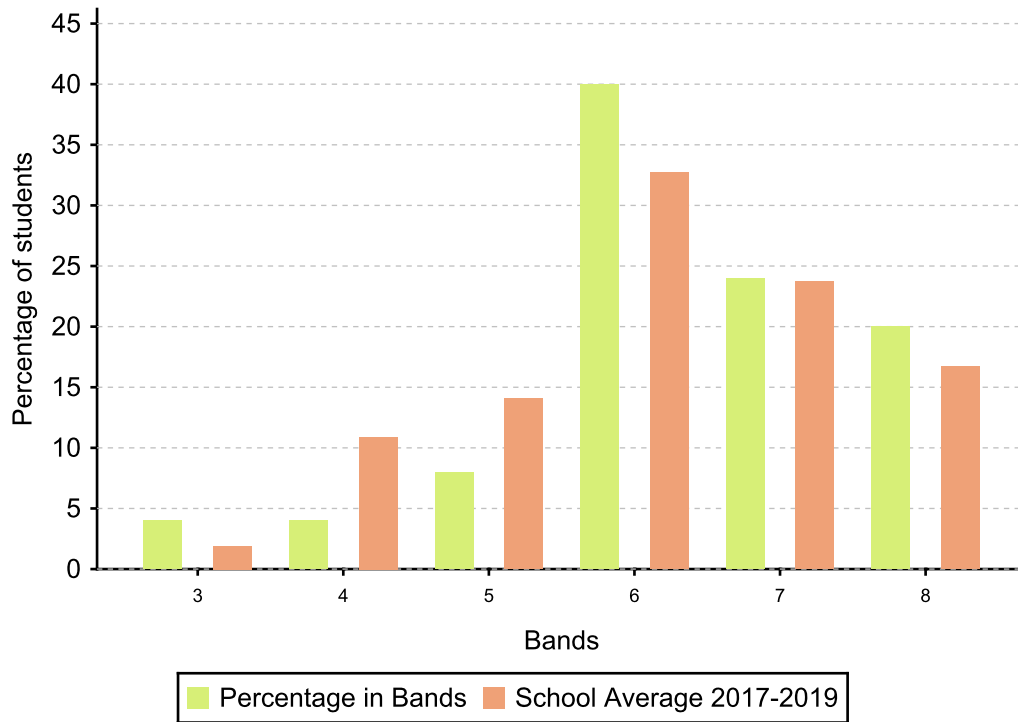
Band	1	2	3	4	5	6
Percentage of students	0.0	8.5	3.4	32.2	32.2	23.7
School avg 2017-2019	0.6	4.9	8	26.4	41.7	18.4

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



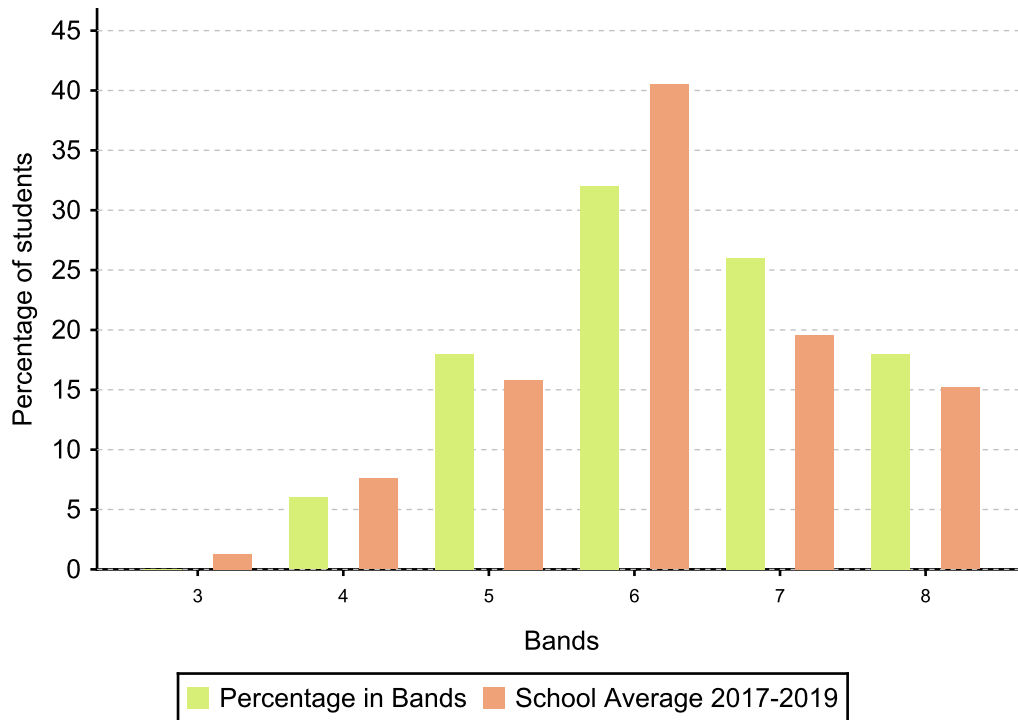
Band	3	4	5	6	7	8
Percentage of students	4.0	2.0	22.0	28.0	32.0	12.0
School avg 2017-2019	3.8	8.9	22.8	28.5	24.1	12

**Percentage in bands:**  
Year 5 Reading



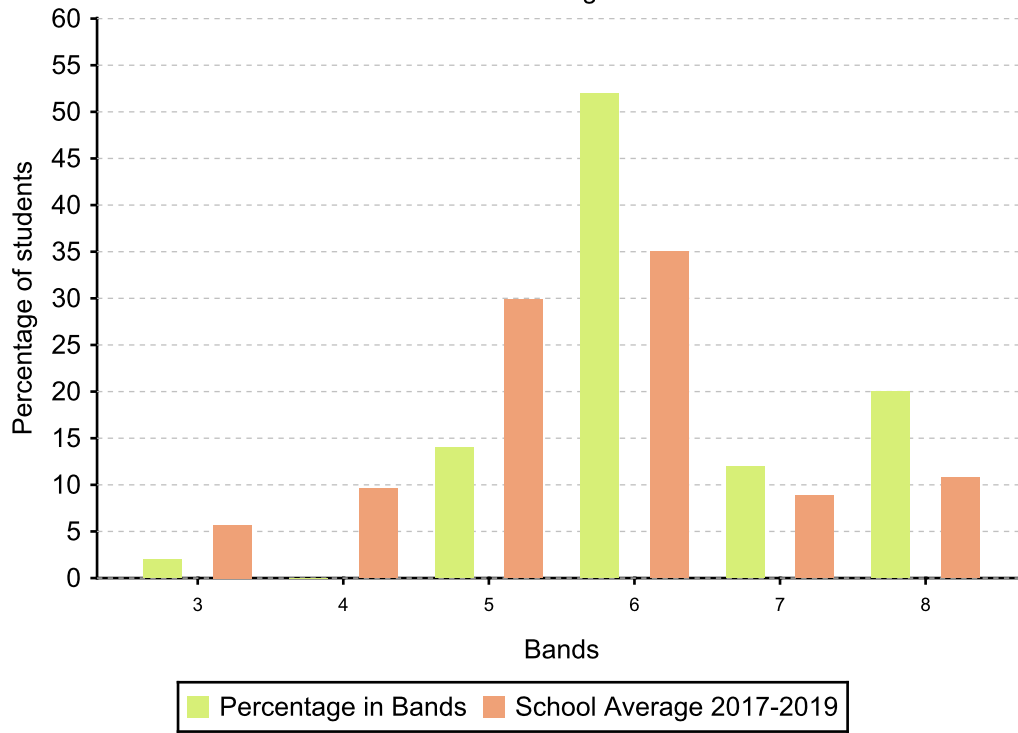
Band	3	4	5	6	7	8
Percentage of students	4.0	4.0	8.0	40.0	24.0	20.0
School avg 2017-2019	1.9	10.9	14.1	32.7	23.7	16.7

**Percentage in bands:**  
Year 5 Spelling



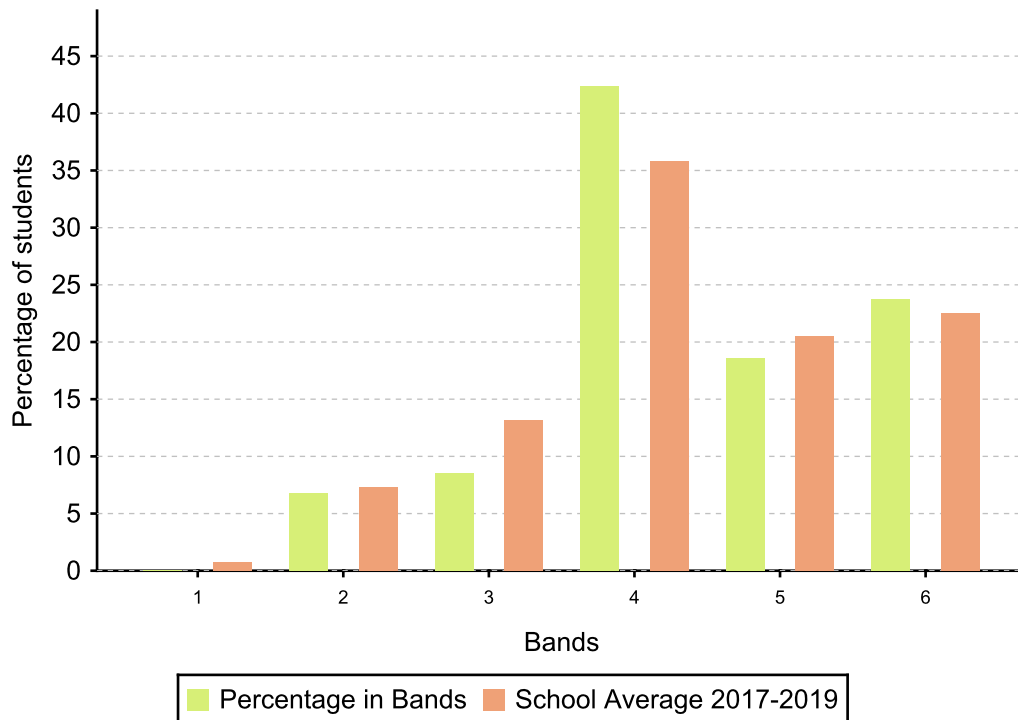
Band	3	4	5	6	7	8
Percentage of students	0.0	6.0	18.0	32.0	26.0	18.0
School avg 2017-2019	1.3	7.6	15.8	40.5	19.6	15.2

**Percentage in bands:**  
Year 5 Writing



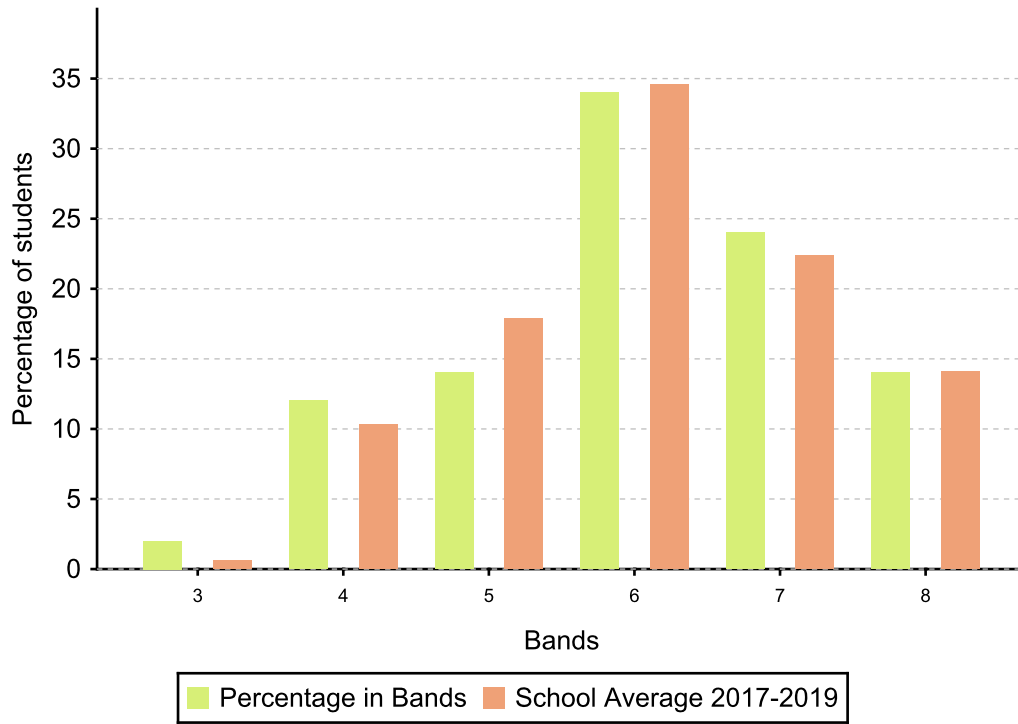
Band	3	4	5	6	7	8
Percentage of students	2.0	0.0	14.0	52.0	12.0	20.0
School avg 2017-2019	5.7	9.6	29.9	35	8.9	10.8

**Percentage in bands:**  
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	6.8	8.5	42.4	18.6	23.7
School avg 2017-2019	0.7	7.3	13.2	35.8	20.5	22.5

**Percentage in bands:**  
Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.0	12.0	14.0	34.0	24.0	14.0
School avg 2017-2019	0.6	10.3	17.9	34.6	22.4	14.1

## Parent/caregiver, student, teacher satisfaction

In this year's Tell Them From Me Parent Survey, feedback was specifically sought about the level of communication from the school. There were 32 responses. 15 parents were happy with the level of communication; another 9 parents were positive about most aspects of communication but provided feedback on areas that could be improved. 8 replies outlined aspects they would like to see. Most feedback related to inconsistency in use of SeeSaw app for sharing classwork. Another area for attention is the number of different places to find information and sometimes the dates and details don't match. As a result of this feedback, consistency of communication has been included as a focus area in the school plan for 2020. Overall results from the Parent Survey (TTFM) show all measures have improved from 2018 and are rated above the NSW norm except for Parents Support Learning at Home which is slightly below the norm and has fallen from 2018.

The Student Tell Them From Me survey showed a strong increase in the number of students feeling challenged in their work and feeling confident in their skills. The students also recorded improvement in measures for Advocacy at School. These have been focus areas in 2019. The results show in most aspects the school scores equal to or above state norms. We are well below the state norm for levels of bullying which is desirable. The aspect for which we are well below state norms is Students with Positive Homework Behaviours.

The Teacher Tell Them From Me survey continues to show that the teachers enjoy working at Padstow Heights and feel supported and valued. Teachers ranked the school above state norms in all measures. Leadership and Collaboration were rated significantly higher than state norms.

# 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.

An Aboriginal perspective is included in teaching and learning programs across K– 6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues. These understandings are supported by an Aboriginal Educator who works with classes across the school for 3 hours a week teaching the students about Aboriginal culture.

Two older students (identified as Aboriginal) received information about local events and initiatives that are available. Participation is actively encouraged. The student in Year 6 attended a high school orientation program run by Bankstown AECG.

Acknowledgement of Country occurs at all assemblies and major functions, including P&C meetings.

All identified students have individual learning pathways (ILP) written and implemented by the classroom teacher in consultation with the parents.

Teachers or the principal took part in the local AECG meetings once a term (Aboriginal Education Consultative Group).

## 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.

The school ensures that multicultural education is implemented into all school practices ensuring a racism–free learning environment.

The school's Anti–Racism policy forms an integral part of the Student Welfare policy and is committed to eliminating all forms of discrimination. The Anti–Racism Contact Officer (ARCO) ensures the policy is implemented. Three students had discussions with the ARCO about the use of racist language.

## 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 school implements a culturally inclusive curriculum. Teaching and learning programs are developed to ensure understanding of cultural diversity from Kindergarten to Year 6.

Teaching units addressing multiculturalism are taught as part of all Key Learning Areas, Anti–Bullying and Child Protection programs and incorporate cultural, linguistics and religious activities.

The school has 52% of students from a non–English speaking background.

The school's English as Another Language or Dialect (EAL/D) teacher provides individual, small group and whole class

support to EAL/D students across K–6 on a needs basis. Three students required the New Arrivals Program (NAP).

The school celebrated Harmony Week in March with a number of students proudly wearing national dress and all classes discussed the theme Everyone Belongs.