

Padstow North Public School

2019 Annual Report



Introduction

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

Padstow North Public School
Halcyon Ave
Padstow, 2211
www.padstownth-p.schools.nsw.edu.au
padstownth-p.school@det.nsw.edu.au
9773 8075

Message from the principal

Our school motto '**A quality education in a caring environment**' is at the heart of everything we do at Padstow North. We place a strong emphasis on every student making a year's worth of progress for a year's worth of teaching. We value each individual student and give every opportunity to experience and produce 'our best' each day.

Padstow North is built on a strong sense of community and we encourage all members of our school and wider community to have a voice and participate in the programs the school offers. We have a very active P&C, working in partnership with the school to celebrate special days and fundraise on a regular basis.

The school has a strong focus on teaching and learning and all staff collaboratively plan together to ensure that all students are given the opportunity to continually develop to their next point of learning need. Every student is a successful learner at Padstow North, with differentiated teaching and rigorous individual education plans implemented. Our NAPLAN results indicate students are making progress and our writing results exceed state average.

Padstow North is a great place to be and our teachers are of the highest calibre. We know, value and care for all of our students. Student well-being is a priority including social emotional learning which is an important part of what we do. We provide a safe and supportive environment preparing our students to be successful today and in the future.

Genevieve Dennis

Principal

Message from the school community

2019 was a busy year for the P&C at Padstow North Public School. We continued to hold a great range fundraising activities, working towards our goal of purchasing new playground equipment in the north school yard, while also achieving a NSW Healthy Canteen Status, and returned the uniform shop to school. We also became an Incorporated P&C Association.

This year we enjoyed a variety of new fundraising activities, including the hugely successful Colour Run where we raised over \$7000. We introduced some new food fundraisers trailing sushi, pizza days and fun buns which were thoroughly enjoyed by the students. These complimented our usual activities including discos, Mother's and Father's Day stalls, guessing competitions and raffles.

The canteen continues to be a primary source of income for the P&C. In total with our fundraising we raised just over \$24,000. This year we transitioned the menu to align with the NSW Healthy Canteen guidelines, one of the first in the state to be accredited, thanks to the hard work and dedication of our canteen manager.

In May, we voted to set our sights on a lofty goal to purchase a new playground for the north play area, designs were considered and quotes were acquired to formalise our plans.

We received a \$3000 grant from Revesby Workers Club which was used together with \$2500 from the P&C to purchase new PSSA team shirts. We also received a \$2500 volunteer grant from the Government which we put towards a laptop and a host of other items we will use to support the school. The P&C also donated funds towards some pin boards and equipment for the tech hub.

In consultation with the school and community, the P&C decided to return the uniform shop to school. A great effort was made to set up the shop, consider the procedures and policies, organise the ordering process, and purchase the uniforms in Term 4.

Finally, this year we applied to the Minister for Education to become an Incorporated body, this was an important step for our P&C as we run both the canteen and now the uniform shop. It protects the individual members from debt or liability; it also allows us to apply for many of the Government grants available throughout the year.

The Padstow North P&C acknowledge that it is only with the support of the school families, the Principal, teachers and staff that we continue to be successful year by year.

School background

School vision statement

Our Vision

Padstow North Public School is a learning community aspiring for excellence where individuals are

Collaborative

Actively engaged

Resilient

Encouraged

Our purpose is to provide a school of excellence, where students are respected, valued and supported. The inclusive, multicultural environment delivers a future focussed, quality education within a safe and caring community. Through innovative and flexible teaching and learning experiences, staff are committed to preparing students to be critical, creative and confident learners.

School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 352. The school grounds, including expansive playgrounds, cover a large area. Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. We also have strong creative and performing arts, sporting and technology programs. Current technologies have allowed our staff to provide extended learning opportunities for students. Our students use educational technologies to engage, apply knowledge to new situations, analyse information, collaborate and problem solve. Our P&C, families and community are actively involved in all aspects of school life. The school has an increasing number of children from language backgrounds other than English; 66% are from a Language Background Other Than English (LBOTE) and 57% speak a Language Other Than English (LOTE). The school has two classes for students with a primary diagnosis of Autism.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1

Learning for the future

Purpose

To develop vital literacy and numeracy skills for now and in the future, to make best practice common practice.

Improvement Measures

An increased proportion of students achieving through the schools literacy and numeracy programs measured by:

- 35% or more of students consistently achieving top two bands in NAPLAN – band 5 and 6 for Year 3, and band 7 and 8 for Year 5; as per sustaining and growing in Student Performance Measures Learning Domain.
- Yearly % increase in student achievements in annual PAT testing; one years worth of growth or better for one years worth of teaching.

Teachers confidently use explicit, specific and timely feedback to improve learning outcomes for students measured by:

- Increase of student feedback showing an understanding of success criteria and how feedback assists their learning
- Achieving Sustaining and Growing in *Explicit Teaching* and *Feedback* in Effective Classroom Practice within the School Excellence Framework (SEF)
- Achieving Excelling in Instructional Leadership
- Achieving Sustaining and Growing in *Data use in Teaching* with the SEF

Overall summary of progress

To develop vital literacy and numeracy skills for now and in the future, to make best practice common practice initiatives included: developing program expectations and designing and implementing an instructional leader model. The executive worked closely together to develop an instructional leader model to improve teacher capacity in writing instruction. Assistant Principals were released from face to face teaching one day per week to work with their supervised teachers using this IL model. See below for a summary of progress.

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Draw on research to develop and implement high quality instructional practices to improve teacher quality and student outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>2019 Evaluation: Has instructional leadership (IL) supported student growth and improved teacher capacity in writing?</p> <p>Analysis: 2019 was about developing teacher trust and psychological safety when discussing teaching practice. December 2019, staff completed an anonymous survey evaluating Instructional Leadership across the school. The feedback was 100% positive, with all staff articulating a benefit or new learning at the end of this process. Additional supporting evidence included documentation of each IL session; recording reflections, what I will do differently tomorrow, strengths of the lesson, where to next and additional support required. This has been seen as a positive experience by all staff <i>"Leading and Learning Together"</i>. We have successfully supported writing instruction and improved the capacity of our teachers at the phase one level.</p> <p>2020 Instructional Leadership will move into phase 2; documenting student growth using research based instructional practices, an increased focus on reflective strategies and open honest dialogue to improve teaching practice.</p>	<p>Student data</p> <p>Staff surveys</p> <p>Documentation of IL sessions</p> <p>QTSS funds</p> <p>English Syllabus</p>

Process 2: Making Best Practice Common Practice

To develop and understand a shared language around programming and consistently improving student

Progress towards achieving improvement measures

Process 2: outcomes in literacy and numeracy. Teachers will deliver quality teaching and set high expectations to drive student outcomes.

Evaluation	Funds Expended (Resources)
<p>2019 Evaluation: What further support do our teachers need in 2020 to support quality programming with a focus on improving student learning?</p> <p>Analysis: All staff have clear expectations as to programming and being NESA compliant. A Teaching and Learning Program Feedback Sheet was created and used K–6 in Semester 2 by classroom and support teachers. This document has allowed supervisors and teachers to identify areas of strength and areas for growth when reviewing teaching and learning programs. Staff evaluation of this document was very positive with no further changes recommended. Staff were also provided with PL on NESA required teaching hours per KLA and developed NESA compliant timetables. Collaborative planning days were introduced with a focus on developing rigorous teaching and learning programs. The teaching cycle is well documented and all staff follow set procedures.</p> <p>NAPLAN value added data and students in the top two bands has been decreasing in recent years. This will be a focus in 2020, beginning with reading instruction. Formative assessment practices and data driven programs will be a priority.</p>	<p>PNPS programming guideline</p> <p>Staff feedback</p> <p>NESA programming guidelines</p> <p>Syllabus documents</p>

Next Steps

- Continue with the school's Instructional Leadership model. The Principal as Instructional Leader will work shoulder to shoulder with Assistant Principals to develop their instructional leadership and numeracy pedagogy.
- Professional learning targeting reading, including the ACARA literacy progressions. Evaluate and purchase reading resources where gaps exist.
- Collaborative planning days to continue, with a focus on developing assessments in literacy and numeracy with marking rubrics. Data to drive teaching and differentiated programs.
- Parent workshops on supporting their children's reading and numeracy.
- Teachers participate in lesson studies to develop quality LISC and differentiated teaching focusing on "Lifting the Ceiling".

Strategic Direction 2

Leading with a growth mindset

Purpose

Staff demonstrate the abilities to lead with a growth mindset making best practice common practice.

Improvement Measures

% increase in student achievements in:

- annual PAT testing
- SENA
- Soundwaves

In the SEF, the school will move to sustaining and growing in Performance Management and Development, and Sustaining and Growing in Technology measured using:

- School evaluation according to SEF
- Staff surveys regarding confidence using technology .
- % increase of students reporting the use of a device for school work at school 'every day or almost every day' in the Tell Them From Me survey.

Improve the school mean in the TTFM to be at or above the state mean in:

- 'Students who are interested and motivated'
- Relevance – 'Students find classroom instruction relevant to their everyday lives
- Rigour – Students feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn

Overall summary of progress

Staff demonstrate the abilities to lead with a growth mindset making best practice common practice. Key initiatives included: develop quality PDP's that improve teacher performance, ICT and high impact strategies are used to support student engagement and develop a whole school approach to student well being. See below for progress.

Progress towards achieving improvement measures

Process 1: Using a Growth Mindset to Lead. Further develop a growth mind set in staff and students, supporting all to excel.

Evaluation	Funds Expended (Resources)
<p>2019 Evaluation: How strongly have we embedded visible thinking into daily teaching and supported our students to think deeply and understand their learning?</p> <p>Analysis: All staff in 2019 regularly used visible thinking routines and students found these an engaging way to share ideas and make learning connections. Student engagement was documented through observations and responses during these sessions. Staff showcased how they use these routines to support students to move from knowledge to deep understanding, sharing student work samples and strategies that worked well. Teacher data from TTFM indicated that this was becoming a sustained and well used practice.</p> <p>The 2020 focus will be continuing to explore different routines, which will become evident in teaching and learning programs. Grade planning days will unpack new routines.</p>	<p>Teacher programs</p> <p>PL – Critical and creative Thinking Pilot</p> <p>Time</p> <p>Teacher TTFM data</p>

Process 2: Performance Management and Development. All teaching and non-teaching staff undertake a Performance and Development process, proactively seeking to improve their performance.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

2019 Evaluation: Have we provided staff with a quality model to reflect and refine practice?

Analysis: 2019 end of year staff survey documented 100% of teachers feeling increased levels of support using the new approach to PDP's. PDP's in 2019, were a scheduled conversation away from face-to-face teaching with supervisors using coaching questions developed by the executive. Staff felt valued as a result of being allocated time to discuss goals and there was consistency in how these conversations took place.

This model will continue into 2020, focusing on developing "smart goals" linked to the school plan and with stronger links to the standards. Increased leadership conversations will occur to determine how we can provide greater support to staff to meet their goals.

PDP's

Teaching Standards for Teachers

Growth Coaching International – resources

4 casual days per year to release teachers

Staff Survey Data

Process 3: Digital Technologies. Staff further develop expertise in utilising a wide variety of innovative technology, increasing future focused learning opportunities for students.

Evaluation	Funds Expended (Resources)
<p>2019 Evaluation: Are we using digital technologies to support student achievement of curriculum outcomes?</p> <p>Analysis: Classroom walk-throughs, teaching and learning programs, student participation in Mathletics, Wuska and Soundwaves indicated differentiated teaching and learning using ICT had supported student achievement at all levels.</p> <p>2020 key goals are to consolidate learning and for the technology team to develop a two year plan and further integrate science and technology outcomes into classrooms.</p>	<p>Staff survey</p> <p>Teacher programs</p> <p>Student feedback</p> <p>Mathletics, Soundwaves and Wuska data</p> <p>Booking of ICT across the school</p>

Process 4: Develop a whole school approach to student wellbeing. Review and monitor wellbeing approaches, strategies and programs. Investigate teaching and learning programs that develop students social and emotional competencies. Provide quality professional learning for teachers on supporting student wellbeing.

Evaluation	Funds Expended (Resources)
<p>2019 Evaluation: Are we providing students with a safe learning environment, physically and emotionally?</p> <p>Background: Term 3 saw a major review of our fair discipline procedures, updating our approach. This process included consultation with staff, students and the community. Our new motto is, "At PNPS we are safe, respectful learners who build, repair and maintain healthy relationships". The updated whole school fair discipline procedures clearly sets out expectations and consequences (including use of white slips). A K–6 student voice survey and interviews with focus groups was conducted to gather data on our students sense of connection and belonging. This data demonstrated that we have strong teacher–student relationships and that student voice needs to be more of a priority as does students setting achievable learning goals. Student TTFM data correlated with our internal survey data. Teaching and learning programs indicate we do not have a whole school approach to social and emotional learning, this becoming a 2020 initiative. A school grounds audit was carried out and areas of need identified.</p> <p>Analysis: Soft fall mulch is required under the play equipment in the North and South playgrounds and there is a need to fix the trip hazards on the school pathway. Staff consensus, observed interactions between students and teachers and white slip consistency clearly show a more consistent approach to behaviour management. Continue to reflect and refine into 2020, particularly embedding restorative conversations into daily interactions.</p>	<p>School map</p> <p>Playing Safe document</p> <p>DOE behaviour policies and support docs</p> <p>CESE Wellbeing documents and research</p> <p>TTFM student data</p>

Progress towards achieving improvement measures

Investigate approaches to whole school social and emotional learning, a major 2020 initiative.	
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Next Steps

- Continue with Visible Thinking Strategies, integrate through planning days.
- Continue with our PDP coaching model. Grades to set a goal linked to the school plan and teaching standards.
- Whole school professional learning and evaluation linked to our students wellbeing. Known Valued Cared For toolkit unpacked with staff.
- Implement a social and emotional learning program K–6.
- Student Voice PL and increased opportunities.
- Technology committee to create a timeline of organisational responsibilities. Develop a 2 year action plan, including increasing teacher capacity with Digital Technologies from the Science Syllabus.
- Parent workshops and input on developing strong, confident individuals – home and school partnership, developing a common language.

Strategic Direction 3

Teaching for tomorrow

Purpose

To develop comprehensive knowledge of the curriculum to make best practice common practice.

Improvement Measures

Teachers consistently demonstrate explicit teaching techniques and knowledge of the curriculum leading to improved student outcomes. This may be measured by:

- Consistent improvement in Spelling results across K–6
- An increase of students in the top two bands using Sound Waves diagnostic testing
- Using PAT data to show % of students achieving a minimum 1 year growth in learning with 1 year's worth of teaching
- Improved consistent teacher judgement of common assessment tasks through increased use of rubrics and standardised criteria

Improved teacher knowledge on how to plan and program with a focus on student engagement, high expectations and building student ability to adapt and become responsible citizens. This may be measured by:

*Teaching and learning programs that purposefully incorporate future focussed skills as determined by the Department

- Increased number of students in the top two bands in NAPLAN reading and writing.
- Increased number of students in the top two bands in NAPLAN numeracy.

Overall summary of progress

To develop comprehensive knowledge of the curriculum to make best practice common practice. Key initiatives included: develop whole school scope and sequences to drive teaching and learning, create assessment schedules to support data collection and develop a deeper understanding of the general capabilities framework. See below for progress.

Progress towards achieving improvement measures

Process 1: Comprehensive Curriculum Knowledge

Ensure best practice through a comprehensive knowledge of the NSW English and Mathematics syllabuses and the learning progressions; and an understanding of the relationship between them to drive teaching, learning and assessment. Students and teachers will be given time to engage with the learning process, ask questions and receive clear feedback. Effective practice will allow students to know what is expected of them and what they need to learn from tasks.

Evaluation	Funds Expended (Resources)
<p>2019 evaluation: Have we created scope and sequences that sequentially build student knowledge and link to curriculum?</p> <p>Analysis: Staff feel confident that the scopes and sequences are meeting the right outcomes and support all student learning at this point in time. All scope and sequences were finalised December 2019. Next steps are to review and refine the scope and sequences after trialling for 12 months. Expectations around NESA compliance in programming and timetabling were also set.</p> <p>K–6 Assessment Schedules were created with a focus on literacy and numeracy data to support teacher understanding of student needs and where to next. Data half days and the use of spirals of inquiry will strengthen this process in 2020.</p>	<p>December Staff Survey</p> <p>Staff Meetings</p> <p>NESA syllabus and support documents</p> <p>DOE Policy</p>

Process 2: Data Informs Practice

Drive best practice by strengthening teachers' ability to use data to inform effective teaching practice.

Progress towards achieving improvement measures

Process 2: This includes teachers having a deep understanding of the English and Mathematics syllabuses and the ability to respond constructively to what the data is telling them, changing their practice where required.

Evaluation	Funds Expended (Resources)
<p>This initiative has started slowly. 2019 saw the implementation of the ACARA Progressions sub-element, Creating Texts. K-6 staff developed marking rubrics aligning with Creating Texts and used Assessment Resource Centre student samples and ACARA Student Portfolios to determine student achievement and where to next. This process has increased consistent teacher judgment across each stage and provided a common understanding of achievement expectations.</p> <p>2020 will introduce data half days and the use of formative assessment strategies to drive teaching and learning. Whole school PL will support this initiative.</p>	<p>ACARA progressions</p> <p>ARC student samples</p> <p>ACARA student portfolios</p> <p>English syllabus</p>

Process 3: Future Focussed Skills

Teachers will use the general capabilities in literacy and numeracy, to develop the knowledge and skills to support students to live and work successfully in the 21st Century.

Evaluation	Funds Expended (Resources)
<p>This part of the school plan has not progressed. Understanding of the curriculum linked to the general capabilities will develop during collaborative planning sessions. Planning sessions will link the general capabilities to outcomes and content in 2020.</p>	

Next Steps

- Review and refine Scope and sequences.
- Further implement the ACARA progressions.
- Data half days implemented to use data to drive teaching.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Allocation \$6608	<p>All students have a Personalised Learning Plan (PLP) and are making progress in literacy and numeracy. Parents are aware of their child's progress.</p> <p>An Aboriginal performance was organised and funded by the school to develop student appreciation of Aboriginal and Torres Strait Islander history, culture and languages.</p>
English language proficiency	\$124,036	<p>An English as an Additional Language/Dialect(EAL/D) teacher is employed as per staffing entitlement of 1.0 (5 days per week). Our EAL/D program provided students with oral language and literacy support in the classroom and on a 1:1 basis.</p> <p>Whole school professional learning supported staff to understand and use the EALD phases. This PL was ongoing throughout</p>
Low level adjustment for disability	<p>Low level adjustments for disability \$127,839</p> <p>Integration funding \$69,682</p>	<p>All students requiring adjustments and accommodations continued to be catered for within the school and tracked by the Learning Support Team. Additional funds were used to increase our Learning and Support Teacher allocation from 0.8 to 1.0, further supporting students with additional needs.</p> <p>Funding was used to employ School Learning Support Officers (SLSO) to work with targeted students. This provided students with greater support in accessing the curriculum.</p>
Quality Teaching, Successful Students (QTSS)	\$71,286	<p>QTSS funding was used to release all Assistant Principals one day per week with the focus on improving teacher instruction. During this time, APs worked closely with their supervised teachers as Instructional Leaders, mentoring and coaching inside and out of the classroom.</p>
Socio-economic background	Socio-economic equity funding \$38,554	<p>Funding was combined with low level adjustment for disability funding to provide additional SLSO time to work with students who required additional support in the classroom and playground. This included the implementation of the mini and multi-lit programs, supporting reading development in stage 1 and 2.</p>
Support for beginning teachers	\$18,399	<p>All beginning teachers received additional support through additional RFF and teacher mentors.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	185	187	199	187
Girls	155	166	175	169

Student attendance profile

School				
Year	2016	2017	2018	2019
K	93.2	95.3	92.8	93.2
1	94.5	93.9	94.9	94.5
2	94.6	96	93.1	93.9
3	94.7	94.3	94.7	92.2
4	94.1	95.7	94.3	90.4
5	95	94.2	93.7	93.9
6	95.1	92.4	92.5	90.9
All Years	94.5	94.6	93.8	92.5
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)	13.98
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.8
School Administration and Support Staff	4.87

*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 ¹	2019 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	7.20%
Teachers	3.30%	2.90%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2019 Actual (\$)
Opening Balance	579,522
Revenue	3,561,952
Appropriation	3,382,753
Sale of Goods and Services	4,384
Grants and contributions	169,420
Investment income	4,995
Other revenue	400
Expenses	-3,434,986
Employee related	-3,088,545
Operating expenses	-346,441
Surplus / deficit for the year	126,967

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

Financial summary - Equity loadings

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

	2019 Approved SBA (\$)
Targeted Total	424,146
Equity Total	297,037
Equity - Aboriginal	6,608
Equity - Socio-economic	38,554
Equity - Language	124,036
Equity - Disability	127,839
Base Total	2,357,168
Base - Per Capita	90,580
Base - Location	0
Base - Other	2,266,588
Other Total	209,552
Grand Total	3,287,904

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

School performance - NAPLAN

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

From 2018 to 2021 NAPLAN is moving from a paper test to an online test. Individual schools are transitioning to the online test, with some schools participating in NAPLAN on paper and others online. Results for both online and paper formats are reported on the same NAPLAN assessment scale. Any comparison of NAPLAN results – such as comparisons to previous NAPLAN results or to results for students who did the assessment in a different format – should be treated with care.

NAPLAN Online

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

Parent/caregiver, student, teacher satisfaction

Tell Them From Me is an evaluation system that includes dynamic web-based student, teacher and parent surveys. The system provides leading indicators of student engagement and wellness, and the aspects of classroom and school learning climate that research has shown affect student engagement and learning outcomes.

Data collected from the survey responses are compiled into reports for school leaders. The reports provide information that can help schools in their annual planning and reporting activities, by helping to identify emerging issues and plan for improvement.

Teachers report:

- School leaders have improved teaching
- Assessment strategies are discussed with other teachers
- Progress of individual students is monitored

Parent feedback indicates that they:

- Feel welcome and can easily speak with their child's teacher
- Understand their child's report and the progress made
- Believe their child is encouraged to do their best work

Students report that:

- 94% have a high participation in sport with an instructor in school, other than in a physical education class
- 92% believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 92% have positive behaviour at school

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.