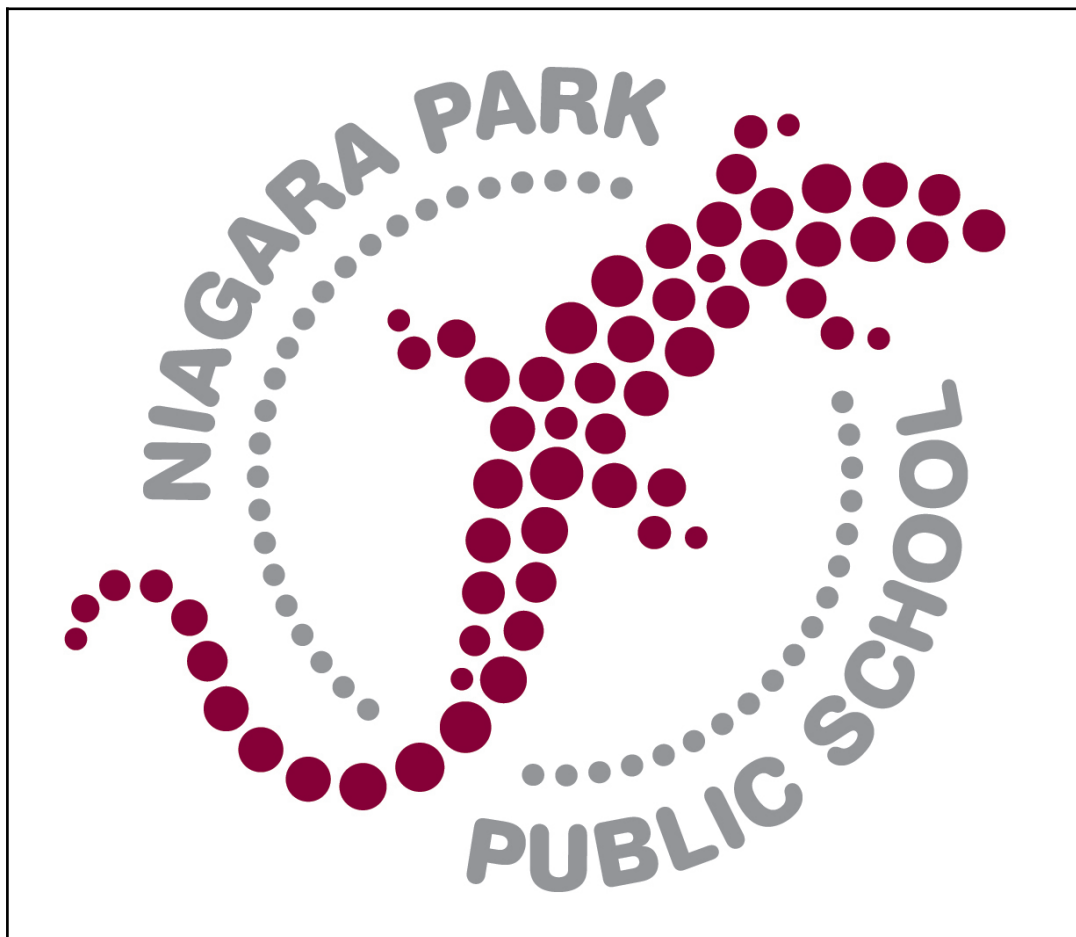


Niagara Park Public School

2019 Annual Report



Introduction

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

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School background

School vision statement

Niagara Park Public School is a dynamic, innovative, engaging learning community committed to providing quality learning experiences and supporting students in their educational journey of 'Learning for Life'.

School context

Niagara Park Public School is located on the Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. The school has a highly supportive community and P&C, with a current enrolment of 576 students. Student enrolment includes 4.6% Aboriginal and Torres Strait Islander and 6.1% EALD.

Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes including three multicategorical classes for students with disabilities. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support to Aboriginal students. L3, Focus On Reading, Big Write, Focused Phonics and Spelling Mastery are priority programs.

The dedicated staff consists of a mixture of early career and experienced teachers who provide students with a variety of innovative programs to enhance student learning and engagement.

Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. There are currently 400 iPads, five 3D printers, EV3 and Dash robots, a Maker Space and 90 laptops within the school, providing students with ample opportunity to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the Creative Arts, such as Band, Choir and Dance are offered. Environmental Education and sporting opportunities are encouraged.

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

Strategic Direction 1

Reflective, critical thinkers and lifelong learners.

Purpose

To engage students in rich, evidence based learning experiences and to work in partnership with parents and the wider community to support the learning and wellbeing of all students and to develop their capacity as life long learners and informed citizens.

School Excellence Framework Links–Learning Domain: Learning Culture, Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Improvement Measures

By 2020 the % of all students in the top 2 bands in NAPLAN will increase by 9% (based on 2015, 2016 & 2017 data): Yr 3 Reading – 43% to 52%, Yr 5 Reading – 32% to 41%, Yr 3 Writing – 42% to 51%, Yr 5 Writing – 12% to 21%, Yr 3 Numeracy – 33% to 42% , Yr 5 Numeracy – 19% to 28%

Student TTFM survey indicates satisfaction levels equal to or greater than the state norm, 2017 – Valuing School 96% – 96%, Positive Behaviour 91% – 83%, Effort 84% – 88%. Parent responses on the parent TTFM survey indicate satisfaction levels greater than the NSW School Norm 2017 in aspects of Parents are Informed 6.7 – 6.6, School Supports Positive Behaviour 8.8 – 7.2, Parents Support Learning at Home 7.2 – 6.3 and school Supports Learning 7.4 – 7.3

Progress towards achieving improvement measures

Process 1: Learning Goals, Feedback to Students, Differentiation

Establish individual learning goals in well-being, literacy and numeracy, analyse data and provide effective written and verbal feedback to students and their parents/carers.

Evaluation	Funds Expended (Resources)
<p>All students had individual learning goals for writing and learning programs were differentiated with Spelling Mastery, Focused Phonics, Decoding, Big Write and School Learning Support Officer and Interventionists programs. Individualised programs for EALD students targeted language development, articulation and receptive language.</p> <p>Year 3 reading target of 52% was exceeded with 59.2% achieving in the top 2 bands in 2019. Year 5 reading target of 41% was not met as 2019 reading in top 2 bands was 40.2%. Year 3 writing target in the top 2 bands of 51% was exceeded with 56% of students in the top 2 bands and Year 5 writing target of 21% was not met with 14.9% of students in the top 2 bands. Year 3 numeracy target of 42% was not met with 39.5% of students in the top 2 bands, Year 5 numeracy target of 28% was not met with 19.5% in the top 2 bands. All Year 5 data over time is trending positively and all Year 3 average scores over time data is greater than state.</p> <p>All ATSI students have completed PLPs to address individual learning and cultural goals. There were 50% of ATSI students in the top 3 bands for reading compared to 40.14% of State. There were 66.7% of ATSI Students in the top 3 bands of reading compared to 30.65% of State.</p>	<p>Student data</p> <p>PLPs</p> <p>School Plan 2018–2020</p> <p>MSL Mathematics Kits</p>

Process 2: Student Assessment

Formalise and document student assessment practices K–6 and develop key assessment tasks and marking rubrics in literacy and numeracy to ensure consistency in assessing student learning.

Evaluation	Funds Expended (Resources)
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Progress towards achieving improvement measures

Whole school assessment schedules were revised and Super Six Comprehension Strategies for Stages 2 and 3 developed for consistent teacher judgement, accurate data collection and transparent reporting. Focused Phonics and decoding assessment were developed for K–2 tracking and weekly numeracy assessments implemented for programming and reporting. School assessments for Year 5 students was comparable to Year 5 NAPLAN results, with Year 5 students above State in the top two bands and expected growth in reading greater than State, demonstrating the accuracy of Stage Reading assessments. Focused Phonics assessments demonstrated that 75% 2019 – 74% 2018 Kindergarten students, 75% 2019 – 75% 2018 Year 1 students and 80% 2019 – 57% 2018 Year 2 students are meeting benchmarks.

An area for improvement are Stage 2 mathematics programs and Stage 2 assessments as Year 5 proficiency in the top two bands and growth in numeracy results are less than State and similar school groups.

We plan to introduce the MSL Mathematics program, provide demonstration lessons and explicit Professional Learning for all staff K–6. MSL kits will be purchased for each class and targeted support programs will be implemented across all stages and assessment proformas developed to track student progress.

Data Base

Teaching learning programs

MSL Mathematics

Process 3: Community

Refine communication processes to provide timely, accurate and ongoing information to the wider community and genuine opportunity for active participation in school activities.

Evaluation	Funds Expended (Resources)
<p>The Getting on Track in Time program was implemented by the Department of Health, focusing on Stage 1, to target improved student mental health and to support positive parenting strategies. In conjunction with this program, Second Step was implemented K–6 to improve social and emotional learning and provided positive parenting strategies to the school community via an online source. Observable improvement in student behaviour was recognised with an average of 95.7% of students attending reward days compare to 95% in 2018 and parents indicated that their ability to manage their child's behaviour improved. The school newsletter, App, Facebook page, website and school sign enhance communication and parent professional learning in reading and wellbeing encouraged parent involvement within the school and improved student outcomes. Tell Them From Me data demonstrated that parents feel welcome 7.8 compared to 7.4 of State, and scored 8.0 that they were well informed about school activities and indicated that information from the school is clear and in plain language. Areas requiring an improvement included the school scheduling activities where parents can attend and two way communication.</p>	<p>'Getting on Track in Time' student & parent survey</p> <p>Student wellbeing data</p> <p>Second Step Program</p>

Strategic Direction 2

Informed, committed and purposeful leadership.

Purpose

To build strong, strategic and effective leadership practices fostering a school wide commitment to improving student outcomes, establishing a culture of high expectations for student success and forging genuine relationships with the wider school and learning communities, leading to increased opportunities for student participation in school, community and local industry related initiatives.

School Excellence Framework Links—Learning Domain: Learning Culture, Wellbeing, Curriculum. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Planning, Implementation & Reporting, School Resources, Management Practices & Processes

Improvement Measures

Percentage of students achieving greater than or equal to expected growth in Yrs 5 & 7 NAPLAN Reading, Writing and Numeracy increased by 9% averaged over 2015, 2016 & 2017 – Yr 5 Reading 54.2%–63%, Yr 5 Writing 56.7%– 65%, Yr 5 Numeracy 42%– 51%, Yr 7 Reading 54.2%–63%, Yr 7 Writing 47.8%– 56%, Yr 7 Numeracy 67%–76%

Staff Feedback: TTFM teacher survey satisfaction levels greater than NSW School Norm on Leadership 7.8 School – 7.1 NSW Norm **Parent Feedback:** TTFM Partners in Learning Survey satisfaction levels greater than the NSW School Norm in aspects of Parents Feel Welcome 7.9–7.4, Safety at School 7.5 – 7.4, and Inclusive School 7.4 – 6.7

Progress towards achieving improvement measures

Process 1: School Practices and Processes

School leaders develop support materials/checklists on essential school practices. Management practices and processes are evaluated and refined on a regular basis to ensure implementation reflects all DoE and NESA requirements.

Evaluation	Funds Expended (Resources)
<p>Induction programs have been successful in meeting the needs of early career teachers. Beginning Teacher Funds have been utilised for lesson observations, feedback on teaching practice, assessment and report writing and teacher identified professional learning. All Beginning Teachers completed their accreditation in 2019 and are at proficient level.</p> <p>Staff made progress towards their professional learning goals this year, with 'select and use teaching strategies to develop knowledge, skills, problem solving and critical and creative thinking', as a whole school goal and inquiry learning was a focus in classes with the community invited to exhibitions of learning.</p> <p>All staff finalised their PDPs for 2019 with most staff indicating they had met or had made progress towards achieving their professional goals and evaluations identified future goals for 2020. Provision was made for staff to log their 2019 Teacher Identified Professional Learning as required by NESA and supervisors provided ongoing support.</p> <p>Supervisors conducted and documented a review of the Early Career Teacher Induction Programs of 2019 and used the information to inform induction and accreditation processes and Performance and Development Plans in 2020.</p>	<p>Induction Programs</p> <p>PDPs</p> <p>Accreditation Guidelines</p> <p>QTSS Funds</p>

Process 2: Instructional Leadership

Leaders provide training and support in program implementation and capacity building underpinned by the performance and development cycle and based on the teaching standards.

Progress towards achieving improvement measures

Evaluation	Funds Expended (Resources)
<p>K–2 targeted programs in literacy and numeracy are clearly working for our students as in 2018 and 2019 Year 3 NAPLAN results in reading, writing, grammar and punctuation, spelling and numeracy are at or above State average in the top two bands. Staff demonstrate a high level of competence in the implementation of the Focused Phonics Program, decoding program and Big Write program. There are two interventionists working in Kinder, Year 1 and Year 2 and provide explicit instruction and support classroom teachers to improve their practice. There are two interventionists in Year 3–6 and their focus has been reading. Student growth from 3–5 in reading was 60.8%, greater than State of 58.4% and Year 5 proficiency in the top 2 bands in reading was also greater than State in 2019.</p> <p>QTSS funds provided opportunities for colleagues to observe teaching practice and to provide feedback. TTFM data indicated that 94% of teachers have a high or very high level of job satisfaction, a strong indication that staff are supported and confident in their role. 93% of teachers agreed or strongly agreed that school leaders are leading improvement and change.</p> <p>Instructional Leadership in 2020 will target numeracy intervention and MSL Mathematics and professional learning for staff in numeracy will be a priority. Whole school PDP goals will be specifically linked to an improvement in numeracy outcomes.</p>	<p>NAPLAN data</p> <p>School data</p> <p>Socio Economic Funding</p> <p>QTSS Funding</p>

Process 3: Valley Schools Learning Community

School leaders actively engage in VSLC joint initiatives to expand opportunities for students through productive alliances.

Evaluation	Funds Expended (Resources)
<p>There have been opportunities provided for school leaders to collaborate and develop their leadership skills. The Local Management Group Leadership Forum was held at Ourimbah University and Ourimbah Public School for leaders to develop their skills, coordinate projects and collaborate with their peers. A Leaders Forum was held at Niagara Park Public School where school leaders in the Valley Community of schools presented their community projects. Taster lessons at Narara Valley High School and the LEAP Program assisted with Year 6 to 7 transition. Access requests for students with a disability in Year 5 were completed for 2021 transition to high school. Students attended transition days and a writing day at Lisarow High School. Regional public speaking and debating opportunities were provided with our debating team being runners up in the regional final.</p> <p>Valley Schools Network Meetings are held weekly and Niagara Park Public School coordinated the Leadership Network and in 2020 will coordinate a new professional learning opportunity for the LMG, the Innovative Teachers Network, to improve the practice of our colleagues.</p> <p>Niagara Park Public School Support Unit led the organisation of the Central Coast Support Unit Network Meeting and all staff at Niagara Park participated in an LMG staff development evening.</p>	<p>Valley Schools Network meetings</p> <p>Transition Programs</p> <p>Local Management Group Funds</p>

Process 4: Process – Research-based Technology Programs

Create opportunities for increasing the use of technology in classrooms, provide PL in STEM/STEAM processes and expand student capabilities. Strengthen alliances with Dept of Industries and enhance the school technology program.

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

The self booking timetable for the Makerspace is under utilised and further professional learning is required to build staff confidence in using the Maker Space. However, 3D printing club and robotics club take place in the Makerspace at lunchtime and are a part of the RFF component. This year the school also made use of virtual reality hardware provide by the Department of Education.

Project based learning in geography and history across all stages results in exhibitions of learning and a successful STEAM day was held in Education Week and parents were invited to participate.

The school operates a BYOD program from Years 3–6 and there are banks of additional iPads allotted to each class which has created opportunities to access Google classroom.

A local Schools Community Fund application was submitted and deemed successful and in 2020 the school will become a hub for 3D printing filament recycling on the Central Coast.

Technology RFF program

\$15000 Schools Community Grant

Strategic Direction 3

Dynamic, innovative and reflective quality teachers.

Purpose

To build staff capacity to plan, implement and reflect on teaching practices that are targeted, differentiated and enhanced with high quality, innovative and engaging teaching and learning strategies and to evaluate the effectiveness of teaching practices using evidence based criteria and feedback to improve student learning outcomes.

School Excellence Framework Links–Learning Domain: Wellbeing, Curriculum, Assessment, Reporting, Student Performance Measures. Teaching Domain: Effective Classroom Practice, Data Skills & Use, Professional Standards, Learning & Development. Leading Domain: Educational Leadership, School Resources

Improvement Measures

Overall student growth in Big Write data K–6 increase: 2018–19% to 24%, 2019–24% to 31%, 2020 – 31% to 41%. Percentage students achieving grade level in Focused Phonics by 2020: K – 76% to 87%, Yr 1 – 51% to 87%, Yr 2 – 85% to 87%

TTFM Student Survey –teacher satisfaction levels greater than the NSW norms in 2017 – Effective Learning Time 7.9 School – 8.2 NSW Norm, Relevance 7.8 – 7.9, Rigour 8.9 – 8.2, Victims of Bullying 31% – 36%, Advocacy at School 7.2 – 7.7, Positive Teacher Relationships 7.9 – 8.4, Positive Learning Climate 7.0 – 7.2, Expectations for Success 8.2 – 8.7

Progress towards achieving improvement measures

Process 1: Teacher Reflection

All staff K–6 reflect on the impact of their practice, develop their capacity and engage with the Performance and Development Framework to cater for diverse learning needs.

Evaluation	Funds Expended (Resources)
Observations and constructive feedback have been provided by colleagues involving professional dialogue and reflection on teaching practices. Stage planning days have been provided for stages to collectively plan, mentor Beginning Teachers, develop assessment tools to ensure consistency of teacher judgement and high levels of support for teachers new to the department.	Mapped School Excellence Framework
Professional Learning provided for reflection on the School Excellence Framework and mapping of the school's progress.	PDPs
Performance and Development Plan annual review completed by supervisors for all staff based on progress against professional and school goals, lesson observations and discussions to determine future goals.	TTFM Surveys
Teacher satisfaction levels on the Tell Them From Me Teacher Survey rated highly on feedback on their teaching at 8.0.	QTSS Funds

Process 2: Program Implementation

All staff implement best practice in literacy and numeracy to improve student achievement.

Evaluation	Funds Expended (Resources)
There is documentary evidence in all teaching and learning programs that the quality teaching framework and the teaching and learning cycle underpin planning and programming for literacy and numeracy. There is evidence of flexible and fluid student groupings, goal setting, point of need instruction, extension opportunities are provided and quality feedback to students is given. Intervention teachers provide programs that include decoding, Focus	Teaching learning programs
	Teaching and data walls
	Learning goals

Progress towards achieving improvement measures

Phonics, Big Write, Spelling Mastery, Multi Sensory Learning Mathematics and Focus on Reading to differentiate learning. Intervention teachers also provide professional learning and demonstration lessons to ensure consistency of practice and the use of a common language. Class programs are collected each term and feedback provided and provision is given for opportunities for corporate programming.

Socio Economic Funding

Process 3: Data Analysis

Staff utilise Learning Progressions and consistent teacher judgement to analyse data, accurately track student progress and inform planning for teaching.

Evaluation	Funds Expended (Resources)
<p>Positive growth has been achieved and reported in targeted literacy and numeracy programs.</p> <p>Positive growth in reading and spelling was greater than State from Years 3–5 in 2019.</p> <p>Year 3 reading target of 52% was exceeded with 59.2% achieving in the top 2 bands in 2019. Year 5 reading target of 41% was not met as 2019 reading in the top 2 bands was 40.2%. Year 3 writing target in the top 2 bands of 51% was exceeded with 56% of students in the top 2 bands and Year 5 writing target of 21% was not met with 14.9% of students in the top 2 bands. Year 3 numeracy target of 42% was not met with 39.5% of students in the top 2 bands, Year 5 numeracy target of 28% was not met with 19.5% in the top 2 bands. All Year 5 data over time is trending positively and all Year 3 average scores over time data is greater than State.</p> <p>All ATSI students have completed PLPs to address individual learning and cultural goals. There were 50% of ATSI students in the top 3 bands for Reading compared to 40.14% of State. There were 66.7% of ATSI Students in the top 3 bands compared to 30.65% of State.</p> <p>All staff are demonstrating a basic understanding of applying the Learning Progressions to inform their planning and programming and to differentiate learning for their students.</p> <p>Professional learning provided by Tuggerah Office in the Learning Progressions was undertaken by all staff in Term 1 2019. Stage 3 staff analysed school data, participated in an LMG initiative to improve reading growth from Years 5 –7 with a focus on the Learning Progressions and comprehension.</p> <p>There is evidence in teaching and learning programs that teachers are using Cold Write, Focused Phonics, reading levels, Spelling Mastery and numeracy data to inform their teaching.</p> <p>TTFM Teacher survey responses in the area of data informs practice, teachers rated highly that assessments helped them understand where students are having difficulty, formal assessments help students set challenging tasks and they use data to determine how to teach a concept an alternative way.</p>	<p>TTFM Surveys</p> <p>Aboriginal Education Funding</p> <p>Literacy and Numeracy Strategy Advisor</p>

Key Initiatives	Resources (annual)	Impact achieved this year
English language proficiency	Funding Sources: • English language proficiency (\$20 975.00)	Individualised programs and reports. Improved literacy and numeracy skills.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$191 239.00)	2019 Yr 5 NAPLAN Reading showed significant growth and proficiency in the top two bands is greater than State. 2019 Year 3 NAPLAN data in all areas is at or above State. SLSOs support students in structured play and in the playground to improve social skills and behaviour. Learning and Support Teacher intervention for targeted students.
Quality Teaching, Successful Students (QTSS)	Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$106 076.00)	Improved Focused Phonics, spelling and writing results due to professional development, improved practice and implementation of targeted programs. Improved Year 5 Reading results. Tell Them From Me Teacher Survey respondents indicated that teachers felt supported by their executive.
Socio-economic background	Funding Sources: • Socio-economic background (\$86 662.00)	2019 Year 3 NAPLAN results equal to or greater than State average. 2019 Year 5 NAPLAN reading and spelling growth greater than State and Reading proficiency greater than State. All Year 5 data is trending positively.
Support for beginning teachers	Funding Sources: • Support for beginning teachers (\$42 390.00)	Beginning Teachers demonstrated improved capacity, confidence and accuracy with assessing and reporting, enhanced relationships with colleagues, positive well being and a high level of social support.

Student information

Student enrolment profile

	Enrolments			
Students	2016	2017	2018	2019
Boys	252	268	283	277
Girls	274	279	272	278

Student attendance profile

School				
Year	2016	2017	2018	2019
K	95.8	96.1	94.6	93.3
1	94.9	94.1	95.1	94.7
2	94.1	94.7	94	94.1
3	94.6	94.5	94.3	94.2
4	94	94.1	93.2	92.7
5	94.2	93.3	93.3	93.2
6	94.7	93.4	91.6	93.1
All Years	94.6	94.3	93.7	93.6
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
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	22.07
Teacher of Reading Recovery	0.84
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Administration and Support Staff	7.06

*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	951,834
Revenue	5,619,625
Appropriation	5,373,842
Sale of Goods and Services	3,025
Grants and contributions	224,441
Investment income	8,818
Other revenue	9,500
Expenses	-5,630,741
Employee related	-5,056,514
Operating expenses	-574,227
Surplus / deficit for the year	-11,115

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	833,245
Equity Total	324,582
Equity - Aboriginal	16,367
Equity - Socio-economic	86,662
Equity - Language	20,975
Equity - Disability	200,578
Base Total	3,724,208
Base - Per Capita	134,462
Base - Location	0
Base - Other	3,589,746
Other Total	339,926
Grand Total	5,221,961

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.

Literacy

Proficiency

2019

Year 3 Reading – 60.3%

State – 51.5%

Year 5 Reading – 41.7%

State – 38%

Year 3 Writing – 56.9%

State – 57.2%

Year 5 Writing – 15.5%

State – 18.7%

Year 3 Grammar and Punctuation – 64.4%

State – 58.6%

Year 5 Grammar and Punctuation – 33.3%

State – 39.5%

Year 3 Spelling – 63%

State – 54%

Year 5 Spelling – 28.6%

State – 39.5%

At or Above Expected Student Growth

2019

Yr 5 Reading – 60.5% – State 59.3%

Yr 5 Writing – 54.1% – State 58.2%

Yr 5 Grammar and Punctuation – 56.8% – State 57.7%

Yr 5 Spelling – 60.8% – State 59.2%

Numeracy

2019

Year 3 Numeracy – 39.7% – State – 41.9%

Year 5 Numeracy – 19% – State – 31.6%

At or Above Expected Student Growth

2019

Yr 5 Numeracy 44% – State 54.3%

Parent/caregiver, student, teacher satisfaction

In 2019 students, parents and staff completed Tell Them From Me surveys and indicated community satisfaction. Areas students rated highly were; students are recognised for positive behaviour at school and students who are victims of bullying was well below State average. Areas where students' responses were significantly lower than State were positive homework behaviours, student participation in school sports and students with a positive sense of belonging.

Parent responses that were positive included inclusivity, parents feel welcome, parents support learning at home and school supports positive behaviour and areas requiring an improvement include school supports learning and parents are informed. 86% of respondents indicated that they would recommend Niagara Park Public School to new families entering the area and 93% of respondents indicated that they had a high or very high level of school satisfaction.

Teacher responses to the Tell Them For Me survey indicated that they were above State in the eight drivers of student learning and 93% of staff indicated that school leaders lead improvement and change and 86% said that school leaders communicate the strategic vision and values for the school. 94% of staff indicated a high or very high level job satisfaction.

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.

Personalised Learning Pathways were developed in consultation with parents and students to target individual student needs based on data. Aboriginal Education RAM funding supported the implementation of literacy programs and SLSOs were employed to provide small group and individual instruction in reading. During NAIDOC Week all students K–6 enthusiastically participated in Indigenous music and storytelling. Our Aboriginal students were also provided with opportunities to participate in the Valley Schools Cultural Day. Aboriginal perspectives have been embedded in our K–6 units of work to reflect and promote an awareness and knowledge of Aboriginal history and contemporary issues and 8 Ways of Learning pedagogy is integrated into key learning areas. Our Year 1 and Year 3 students participated in excursions to Girrakool and Bulgandry. They had the opportunity to participate in a range of activities, visit Aboriginal engravings and go on a bushwalk through Brisbane Water National Park observing native foods and studying traditional Aboriginal lifestyles. Staff attended AECG Meetings and Valley schools Community Aboriginal Network Meetings regularly and reported back to NPPS staff on current Aboriginal education programs and initiatives.

Anti-Racism Policy

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

Multicultural Education Policy

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

The school maintained a focus on Multicultural Education by providing perspectives in learning that developed the knowledge, skills and attitudes for a culturally diverse society. During Harmony Day the students participated in a variety of culturally diverse activities and learnt about multicultural Australia. English Language Proficiency funding was used to assess students using the EAL/D Proficiency Scales and to implement programs with students requiring support and New Arrivals Program Funding was used to support students with language and literacy development. Staff participated in Professional Learning on the EALD Progression Scales to provide knowledge and understanding for the development of learning goals for EALD students and speech and language programs supported EALD students in Kindergarten and Year 1.