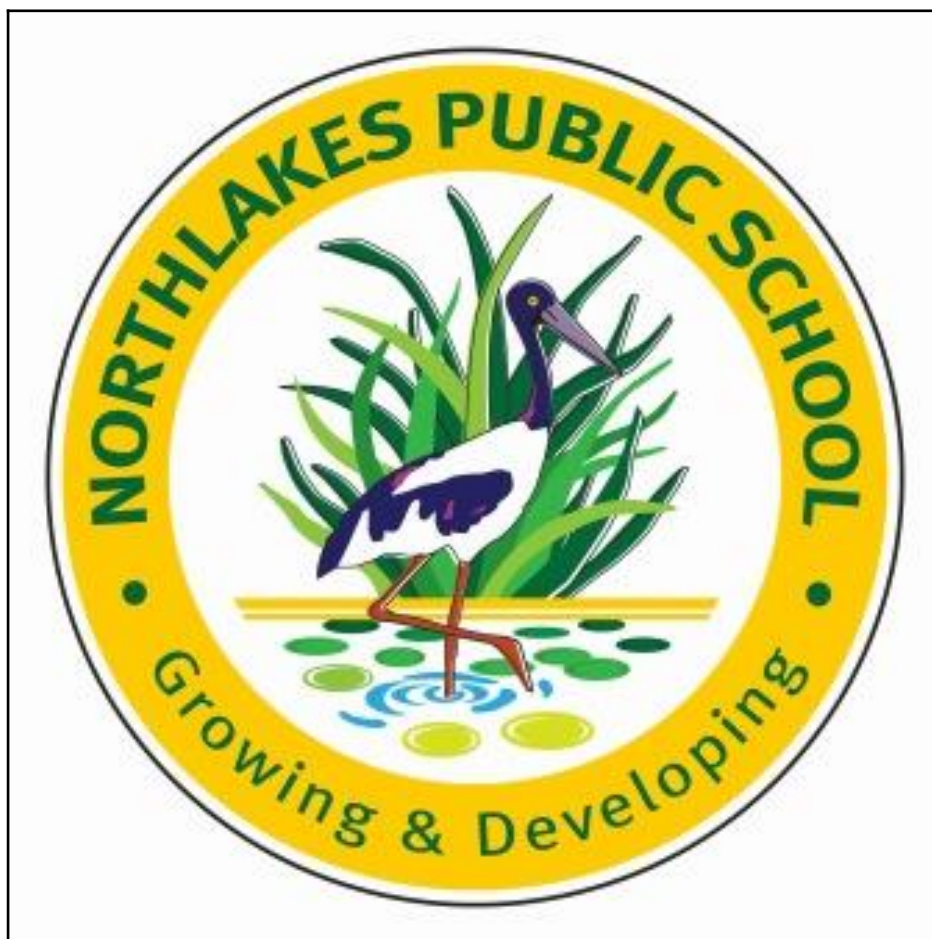


Northlakes Public School

2019 Annual Report



4588

Introduction

The Annual Report for 2019 is provided to the community of Northlakes Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the school plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

School contact details

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School background

School vision statement

Northlakes Public School is committed to the provision of a quality education in a nurturing, supportive and innovative learning environment so that all students can become successful learners and develop into confident, creative and informed citizens who will be prepared to play their part as active, engaged citizens and leaders of their community.

School context

Northlakes Public School is located on the NSW Central Coast serving the township of San Remo with a current enrolment of 371 students, 51 of whom, acknowledge an Aboriginal or Torres Islands background. The school pays respect and acknowledges the traditional custodians, the Darkinjung people, of the land on which it is situated.

The school takes pride in providing a high degree of tiered intervention to every student at their point of need from individual, small group to whole class support based on every student's individual need so that every student can reach their potential. As an EAfS and an AVID school for more than 5 years we are committed to this claim and in 2019 we can truly claim every student at Northlakes is known, valued, cared for and supported to reach their potential.

There are 35 teaching staff, spanning the broad spectrum of experience from early to later career, and 15 student administrative and support staff working as a team to provide educational excellence and support for every student in every classroom at their point of need throughout the school day.

Northlakes Public School houses Jabiru Cottage, a Schools as Community Centre on site. The school receives School Based Allocation Resource (SBAR) funds for low level adjustment for disability, Aboriginal and socio-economic backgrounds, quality teaching successful students (QTSS), teacher mentoring and support for beginning teachers. Utilising the additional funding Northlakes Public School implements a number of research-based Literacy and Numeracy programs and student wellbeing initiatives, ensuring the school is well equipped for future-focused learning opportunities.

Northlakes Public School offers a variety of quality extra curricular experiences to its students.

Northlakes Public School enjoys strong alliances with the Wallarah Learning Community of schools, University of Newcastle (UoN), AVID Australia, a range of various non Government agencies and local support services, including long standing partnerships with the Epicentre and the Local AECG – Muru Bilbi. The Northlakes P&C are a very supportive community group who strive to ensure timely resourcing and support is provided to enhance the learning opportunities for all.

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>

It is worth noting the impact of consistent quality PL with evidence in research has had the impact of improvement in the elements Curriculum, Assessment and Effective classroom practice from Sustaining and Growing in 2018 to Excelling in 2019.

Strategic Direction 1

Quality Learning

Purpose

To support and nurture all students to be confident, creative, successful life-long learners by developing skills in: reflection, goal setting, growth mindset, resilience and persistence..

Major SEF links (not limited to this SD):

- Learning – Learning Culture, Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching – Effective Classroom Practice, Data Skills and Use, Professional Standards, Learning and Development
- Leading – Educational Leadership, School Resources

Improvement Measures

85% K–2 will be reading at or above these levels: K–9, Yr1–18 and Yr2–22 by the end of 2020 (2017 K 60%, Yr1 80% and Yr2 82%). Top two bands in NAPLAN Reading for Yrs3, 5&7 increase by 10% to 39%, 25% & 10% respectively by the end of 2020.

85% of students K–1 and 90% in Yr2 are competent in Flexible strategies by the end of 2020 (baseline 2018). Top two bands in NAPLAN Numeracy for Yrs3,5&7 increase by 15% to 26%, 28% & 17% respectively by the end of 2020.

100% of students K–6 will make progress in Writing as indicated by the Creating Texts sub–element in the National Literacy Learning Progression.

Overall summary of progress

The strong focus on PL and improving student achievement continued through EAfS and AVID as the main drivers. Our achievements included:

- Despite some targets not being reached, student progress in all years was strong and Yr 1 and Yr 3 achievement in reading and NAPLAN reading exceeded the target by 13 and 21 percentage points.
- 64% of Yr 3 students achieved the top two bands in 2019 up from 46% in 2018 and in same years, the bottom two bands were achieved by 22% and 31% representing a decrease of 9%.
- 14% of Yr 5 students achieved the top 2 bands in 2019 down from 16% in 2018 and in the same years the bottom two bands were achieved by 26% and 42% representing a decrease of 16%.
- 47% of Yr 3 students achieved the top two bands in numeracy in 2019 up from 36% in 2018 and in the same years the bottom two bands were achieved by 17% and 18% a decrease of 1%.
- 6% of Yr 5 students achieved the top two bands down 1% from 2018 and in the same years the bottom two bands were achieved by 9% and 42% representing a decrease of 33%.
- PL on the National Numeracy and Literacy learning will continue to be a focus for the school so that the expectation is that the percentage of students achieving the top two band in reading and numeracy will continue to increase as the percentage of students achieving the bottom two will continue to decrease.

The school continues its strong focus with very good results. Student engagement is still a highlight as even as the school heads into its sixth year of AVID and EAfS the culture of high expectations continues to grow in strength. The expectation to succeed and the school's link of effort to success are providing the motivation for students to continue to strive for continual improvement.

Progress towards achieving improvement measures

Process 1: Implement high quality research based, future focused literacy teaching practices

Evaluation	Funds Expended (Resources)
2019 Progress towards School Improvement Measures:	Tiered intervention support in Literacy (See SD2)
K–2 Literacy Data: <ul style="list-style-type: none">• 58% of Kinder students achieved Level 9 or higher by the end of	Funding Sources:

Progress towards achieving improvement measures

Kindergarten. It appears unlikely that the target can be achieved by the end of 2020.

- 88% of Year 1 students achieved Level 18 or higher. This target has been exceeded by 13%.
- 78% of Year 2 students achieved Level 22 or higher. There is still some way to go in achieving the 2020 target but it seems there is some possibility that the target could be reached by the end of 2020.

Yr 3 and 5 NAPLAN Reading:

- 64% of Year 3 students achieved the top two bands in NAPLAN reading in 2019 up from 46% in 2018.
- 14 % of Year 5 students achieved the top two bands. It appears unlikely that this target can be met by the end of 2020.
- 10% of Year 3 students achieved the bottom 2 bands in 2019 down from 16% in 2018.
- 26% of Year 5 students achieved the bottom 2 bands in 2019 down from 42% in 2018.

- Socio-economic background (\$240000.00)

Process 2: Implement high quality research based, future focused numeracy teaching practices

Evaluation	Funds Expended (Resources)
<p>2019 Progress Towards School Improvement Measures:</p> <p>K-2 Numeracy NNLP Data:</p> <ul style="list-style-type: none"> • 12% of Kindergarten students and 28% of Year 1 students achieved 'Flexible Strategies with combinations to 10'. It seems unlikely that this target will be achieved by the end of 2020. • 8% of students achieved 'Flexible Strategies with two-digit numbers. It seems unlikely that this target will be achieved by 2020. • As a consequence of more professional learning around the NNLP, it has become apparent targets were very aspirational above syllabus expectations. targets will be reviewed for 2020 to ensure that they reflect syllabus expectations. <p>Yr 3 & 5 NAPLAN Data:</p> <ul style="list-style-type: none"> • 47% of Year 3 students achieved the top two bands in NAPLAN numeracy in 2019 compared to 36% in 2018. • 6% of Year 5 students achieved in the top two bands in NAPLAN numeracy in 2019 compared to 7% in 2018. • 17% of Year 3 students achieved the bottom 2 bands in NAPLAN numeracy in 2019 compared to 18% in 2018. Whilst this a small decrease, it is worth noting that there were 0% of Year 3 students achieving band 1 in 2019 compared to 8% in 2018. • 9% of Year 5 students achieved the bottom 2 bands in NAPLAN numeracy in 2019 compared to 42% in 2018. 	<p>Tiered Intervention support in L3, reading and writing (See SD2)</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$160000.00)

Next Steps

The school community are all committed to the implementation of EAfS and AVID and we can only hope that the current level of funding will continue to enable the implementation to the current level of tiered intervention throughout K-6 classrooms. As it has been the investment in personnel, PL and resources which have been the key to achieving continual improvement this includes but is not limited to:

- Funding 2-3 interventionists to continue to provide targeted tiered intervention for students in reading, writing and numeracy as our data continues to show that we are not only increasing the percentage of students achieving the top two bands but even more decreasing the percentage of students achieving the bottom 2 bands by impressively large percentages.
- The school hopes that on the back of widespread impressive data being reported by EAfS schools, such as Northlakes, across NSW that EAfS will continue to be funded beyond the 2020 deadline and well into the foreseeable future.
- The school community's commitment to AVID is something that needs to be continued into the foreseeable future as the AVID strategies have been a key to driving high expectations for success, high student engagement and improvement in levels of confidence in both student and teachers.

- EAFS and AVID have both been attributed credit for the cultural shift achieved by the Northlakes School Community over the past 3–5 years.

Strategic Direction 2

Quality Teaching

Purpose

Highly skilled, motivated staff who build capacity through collaboration and mentoring to create sustainability of delivering quality programs to students in a culture of continual improvement.

Major SEF links (not limited to this SD):

- Learning – Curriculum, Assessment, Reporting, Student Performance Measures
- Teaching – Effective Classroom Practice, Professional Standards, Data Skills and Use, Learning and Development
- Leading – Educational Leadership, School Resources, Management Practices and Processes

Improvement Measures

85% K–2 will be reading at or above these levels: K–9, Yr1–18 and Yr2–22 by the end of 2020 (2017 K 60%, Yr1 80% and Yr2 82%). Top two bands in NAPLAN Reading for Yrs3, 5&7 increase by 10% to 39%, 25% & 10% respectively by the end of 2020.

85% of students K–1 and 90% in Yr2 are competent in Flexible strategies by the end of 2020 (baseline 2018). Top two bands in NAPLAN Numeracy for Yrs3,5&7 increase by 15% to 26%, 28% & 17% respectively by the end of 2020.

By the end of 2020 increase the percentage of Year 5 and 7 students achieving expected growth in NAPLAN:

- reading to 69% and 55% respectively (baseline 55.2% and 45.7% in 2017)
- numeracy to 80% for both (baseline 76.6% and 75.6% in 2017)

Overall summary of progress

Sustained PL at the point of need and tailored to the individual need of teachers (differentiated PL) has been instrumental in achieving what has to date been the highest level of student engagement and can be attributed to the quality of teaching and classroom practice.

Staff feedback and the school plan and priorities informs future PL. The quality of PL has increased teacher confidence, improved classroom practice and is improving student achievement. We are hopeful that EAfS will continue to be supported by NSW DoE based on the evidence and great results being reported by EAfS schools.

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to deliver needs –based, future focused teaching programs.

Evaluation	Funds Expended (Resources)
<p>2019 Progress Towards School Improvement Measures:</p> <p>K–2 Literacy Data:</p> <ul style="list-style-type: none">• 58% of Kinder students achieved Level 9 or higher by the end of Kindergarten. It appears unlikely that the target can be achieved by the end of 2020.• 88% of Year 1 students achieved Level 18 or higher. This target has been exceeded by 13%.• 78% of Year 2 students achieved Level 22 or higher. There is still some way to go in achieving the 2020 target but it seems there is some possibility that the target could be reached by the end of 2020. <p>Yr 3 and 5 NAPLAN Reading:</p> <ul style="list-style-type: none">• 64% of Year 3 students achieved the top two bands in NAPLAN reading in 2019 up from 46% in 2018.• 14 % of Year 5 students achieved the top two bands. It appears unlikely that this target can be met by the end of 2020.• 10% of Year 3 students achieved the bottom 2 bands in 2019 down from 16% in 2018.	<ul style="list-style-type: none">• EAfS 1.2 FTE IL to lead PL in Maths, L3, Writing , programming and student monitoring K–3 and whole school staff.• AVID coordinator to lead site team, AVID PL and monitor AVID site plan.• Myer Maths Coach to monitor maths trial, lead staff PL in Myer maths strategies, monitor and report on school progress through trial.• Additional day for Aboriginal SLSO (See SD1 for funding and source) <p>Funding Sources:</p> <ul style="list-style-type: none">• Socio–economic background (\$65000.00)• Aboriginal background loading (\$12250.00)

Progress towards achieving improvement measures

- 26% of Year 5 students achieved the bottom 2 bands in 2019 down from 42% in 2018.
- In NAPLAN reading in 2019 the scaled score for Year 7 was 497.72 as compared to 514.15 in 2018.

Process 2: A whole school approach to capacity building within a culture of continual improvement.

Evaluation	Funds Expended (Resources)
<p>2019 Progress towards School Improvement Measures:</p> <p>K–2 Numeracy NNL P Data:</p> <ul style="list-style-type: none">• 12% of Kindergarten students and 28% of Year 1 students achieved 'Flexible Strategies with combinations to 10'. It seems unlikely that this target will be achieved by the end of 2020.• 8% of students achieved 'Flexible Strategies with two–digit numbers. It seems unlikely that this target will be achieved by 2020.• As a consequence of more professional learning around the NNL P, it has become apparent targets were very aspirational above syllabus expectations. targets will be reviewed for 2020 to ensure that they reflect syllabus expectations. <p>Yr 3 & 5 NAPLAN Data:</p> <ul style="list-style-type: none">• 47% of Year 3 students achieved the top two bands in NAPLAN numeracy in 2019 compared to 36% in 2018.• 6% of Year 5 students achieved in the top two bands in NAPLAN numeracy in 2019 compared to 7% in 2018.• 17% of Year 3 students achieved the bottom 2 bands in NAPLAN numeracy in 2019 compared to 18% in 2018. Whilst this a small decrease, it is worth noting that there were 0% of Year 3 students achieving band 1 in 2019 compared to 8% in 2018.• 9% of Year 5 students achieved the bottom 2 bands in NAPLAN numeracy in 2019 compared to 42% in 2018.	

Next Steps

The school is committed to continuing the current model of differentiated PL supporting each individual teacher at their level of need. While focussing on teacher quality there has also been a strong focus on the provision of tiered intervention catering for individual student learning needs through sustained PL on the teaching cycle.

The strong focus on supporting teachers will continue through quality, sustainable PL being delivered in–school by home grown experts who are well known and respected by their colleagues. This model has served the school well for th last 5 years and the school is now at a point where there are experts on staff to cover PL in L3, reading, maths, AVID strategies and Seven Steps to Writing. Staff feedback says that the school is currently on the right track for providing quality PL and attribute to that for the current success our students are experiencing in their learning and our teachers in their teaching. The executive are committed to this model for as long as the current funding level continues.

Strategic Direction 3

School Community Wellbeing

Purpose

Promote and support academic, physical, emotional and spiritual wellbeing of all students through a strong wellbeing framework and quality community partnerships.

Major SEF links (not limited to this SD):

- Learning – Learning Culture, Wellbeing, Reporting
- Teaching – Data Skills and Use
- Leading – Educational Leadership, School Planning Implementation and Reporting, Management Practices and Processes

Improvement Measures

Attendance improves to 91% or above by the end of 2020 (baseline 89.51% in 2017).

TTFM survey data indicates that students feel supported, respected and they belong in their school and will be at levels equal to or above state levels in these indicators(baseline data 2017 equal to in most indicators and 0.5% below state in 3 aspects).

TTFM survey data of parents/carers indicates they feel welcome and are respected as key stakeholders in their school community and the parents/carers satisfaction levels will be equal to or better than state on similar indicators (baseline 2017 parent/carer satisfaction was at 80%).

Overall summary of progress

The strong focus on quality learning and teaching is being evidenced in the TTFM student surveys where in 2019 in the Student Outcomes and School Climate domain student responses indicated:

- Students with positive behaviours with the school mean – 88%, NSW gov norm 83%.
- Students who are interested and motivated – school mean – 79%, NSW gov norm 78%.
- Effort – school mean 90%, NSW gov norm 88%.
- 60% placed in the desirable quadrant with high skills and high challenge, NSW gov norm 53%

Progress towards achieving improvement measures

Process 1: Implement a whole school approach to wellbeing, so that the focus is on supporting students to succeed.

Evaluation	Funds Expended (Resources)
Individual wellbeing programs have been implemented and are reflected in teacher programs. Data shows attendance for 2019 at 90%. SWT and PBL team continue to support teachers by printing posters for focus areas and distributing to rooms. Sentral data shows a decrease in negative playground behaviour. Obstacle reward day was well received as evidenced by student feedback.	<ul style="list-style-type: none">• Positive Behaviour for Learning – awards and student recognition, activities \$3 000• Student Well being Teacher – 1.0 FTE –\$120,000 Funding Sources: <ul style="list-style-type: none">• Staffing 1.0FTE (\$120000.00)

Process 2: Develop partnerships to support a school wide approach to wellbeing for students, staff and families to ensure a strong focus on student success.

Evaluation	Funds Expended (Resources)
Community collaboration was a positive experience during 2019 with the Community Christmas event the culmination. It was noted that other schools	SLSO

Progress towards achieving improvement measures

from our LMG also attended which demonstrated and strengthened these partnerships. Parent and EpiCentre staff feedback was overwhelmingly positive.

Staff report the need for further PL around implementing practices to support cultural understanding. PLP annual reviews completed in consultation with families. Template will undergo a review in 2020. Bush Tucker Garden construction commenced, pathways and signage to be completed in 2020.

We showed increased attendance from 90% in 2018 to 91.4% in 2019.

PBL

Student wellbeing teacher (SWT) (1.0 FTE)

Funding Sources:

- Aboriginal background loading (\$24501.00)
- Low level adjustment for disability (\$60421.00)
- Socio-economic background (\$64030.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>SDD PL for whole staff</p> <p>Connecting to Country</p> <p>Bush Tucker garden</p> <p>SLSO additional day – raise to 0.6 FTE</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Aboriginal background loading (\$44 028.00) 	<p>A very successful SDD was held in Term 3 2019 with Robert Waters as guest presenter. Staff listened to some of his poems and participated in a number of activities. Staff feedback surpassed all expectations with a number of staff calling it an 'emotional coaster ride.' The remainder of the day focused on Aboriginal perspectives across key learning and The 8 Ways of Aboriginal Pedagogy.</p> <p>Year 6 students did the acknowledgement of Country workshop which our senior groups enjoy each year.</p> <p>Work on the bush Tucker Garden has begun and the three Yarning circles have been poured and painted in red, black and yellow.</p> <p>PLP process is set for review in 2020 to ensure that PLPs are a focus point in the classroom when it comes to goal monitoring, evaluation and setting.</p> <p>NAIDOC celebration day is a great success every year even though the format and activities change each year. Activities are based on a unit of study leading up to the celebration day.</p> <p>The Bilby Bash at Budgewoi PS is always a great way to bring the year to a close.</p>
Low level adjustment for disability	<p>1.0FTE Student Well being Teacher (SWT) flexible funds to support intervention and SLSO in-class support.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Low level adjustment for disability (\$199 152.00) 	<ul style="list-style-type: none"> SWT supports classrooms to intervene when classroom disruption occurs – students can be taken out to reset and return to on-task behaviour and resume learning once settled and calm. Student attendance, late arrivals and early departures are monitored and followed with communication when needed. New students are supported to settle into their new class, introduced to buddies and supported to learn routines in new setting. Support for students with special needs at play times e.g. board games, building blocks and passive play.
Quality Teaching, Successful Students (QTSS)	<p>APs supported with release to mentor, monitor and support teachers in their stage teams at teacher's level of need and support. Exec release provided for additional relief to support APs to carry out their executive responsibility.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> Quality Teaching, Successful Students (QTSS) (\$74 168.00) 	<ul style="list-style-type: none"> APs have time to work with teachers to support mutually agreed areas of need, mentoring, supporting and leading targeted PL. Refinement of planning, evaluating, reviewing and assessing T/L tasks and the teaching cycle. Focused, sustained PL at individual point of need delivered by NPS expert staff when needed and targeted at the point of need.
Socio-economic background	<ul style="list-style-type: none"> Intervention teachers 2.6 FTE supporting L3, reading, writing and maths to 	<ul style="list-style-type: none"> K–6 teachers entering data on PLAN 2 in 5 weekly cycle in numeracy and literacy using the NNLP and LNLP reporting on 2 sub–

<p>Socio-economic background</p>	<p>support targeted student needs at the appropriate tier of intervention.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Socio-economic background (\$520 471.00) 	<p>elements in each LP.</p> <ul style="list-style-type: none"> • Staff PL planned in response to teacher identified need, tailored and delivered to suit individual professional need. • Student achievement data is positive and sustained in consecutive years. • The level of staff and student support is intensive and effective.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	213	208	213	210
Girls	167	177	169	169

Student attendance profile

School				
Year	2016	2017	2018	2019
K	94.5	92.8	93.1	92.3
1	90.8	92.5	92.2	91
2	93.3	88.2	92.3	91.1
3	92.9	88.9	88	93.5
4	91.1	91.8	90.2	89.2
5	91.4	90.7	92.1	92.4
6	91.7	91	89.9	91
All Years	92.2	90.8	91.1	91.4
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

Whilst student attendance is still a little behind State DoE, it is worth noting that the gap is the closest it has been in the last four years. PBL and SWT monitoring of attendance and HSLO follow up to raise attendance are having some impact.

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)	4
Classroom Teacher(s)	16.78
Teacher of Reading Recovery	0.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.52

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2019, 3.9% of the Department's workforce identify as Aboriginal people.

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

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	538,448
Revenue	5,133,196
Appropriation	5,006,945
Sale of Goods and Services	22,582
Grants and contributions	100,843
Investment income	2,826
Expenses	-5,241,243
Employee related	-4,697,669
Operating expenses	-543,573
Surplus / deficit for the year	-108,047

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	841,246
Equity Total	788,865
Equity - Aboriginal	68,528
Equity - Socio-economic	520,471
Equity - Language	713
Equity - Disability	199,152
Base Total	2,529,273
Base - Per Capita	94,273
Base - Location	0
Base - Other	2,435,000
Other Total	740,246
Grand Total	4,899,629

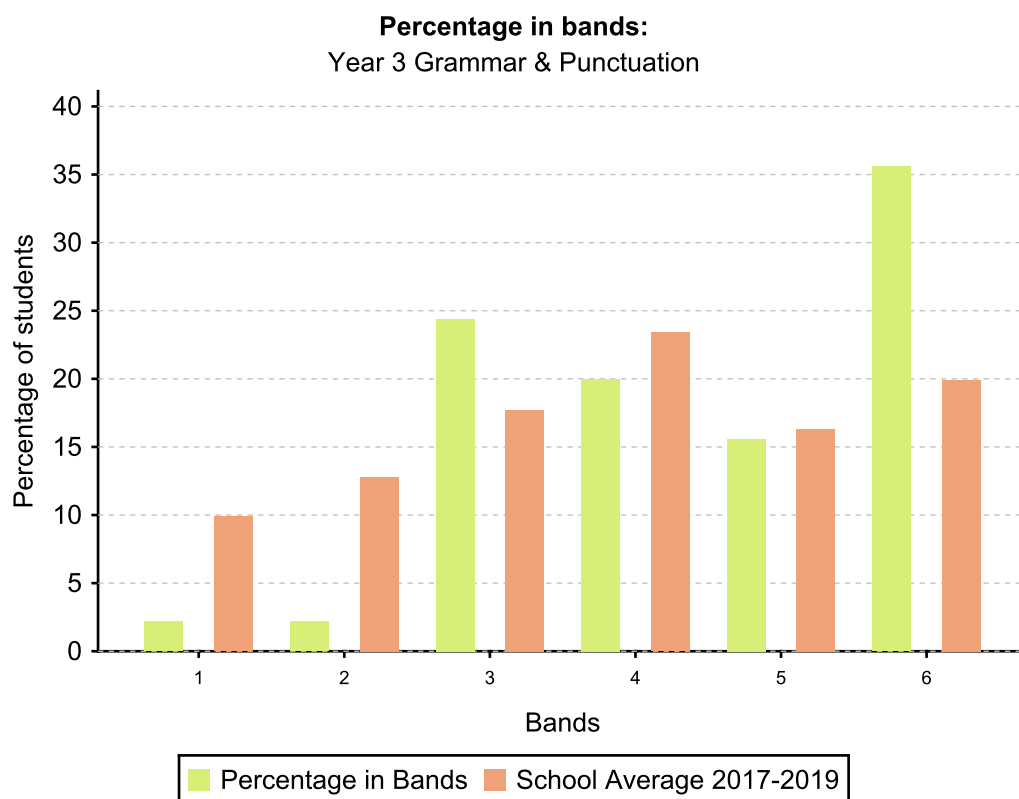
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

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.

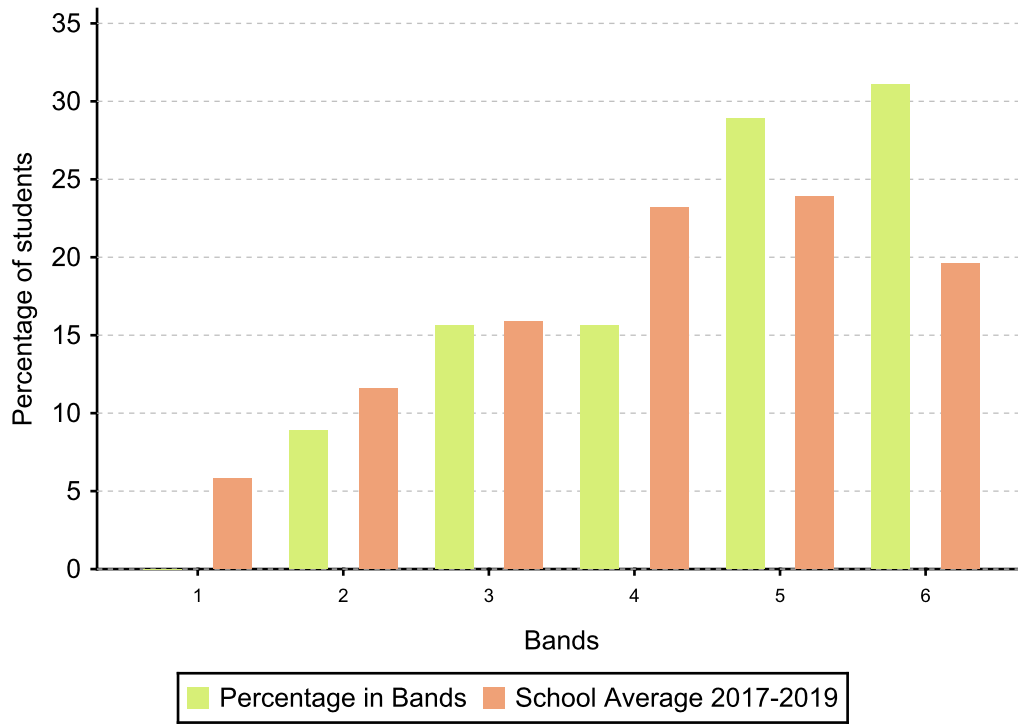
Literacy and Numeracy Graphs



Band	1	2	3	4	5	6
Percentage of students	2.2	2.2	24.4	20.0	15.6	35.6
School avg 2017-2019	9.9	12.8	17.7	23.4	16.3	19.9

Percentage in bands:

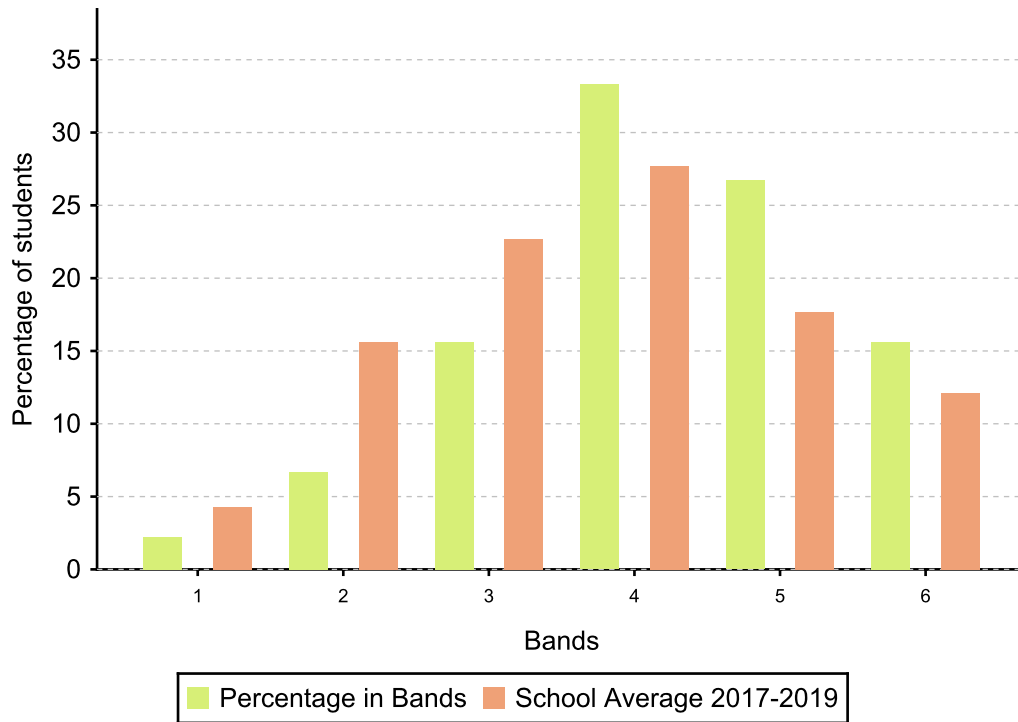
Year 3 Reading



Band	1	2	3	4	5	6
Percentage of students	0.0	8.9	15.6	15.6	28.9	31.1
School avg 2017-2019	5.8	11.6	15.9	23.2	23.9	19.6

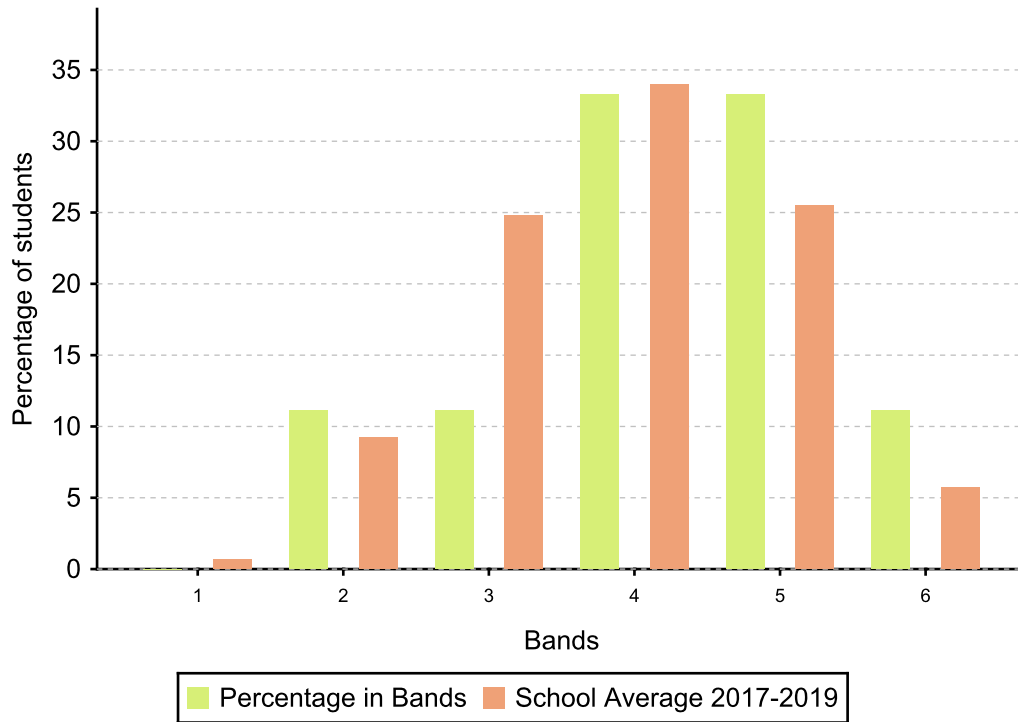
Percentage in bands:

Year 3 Spelling



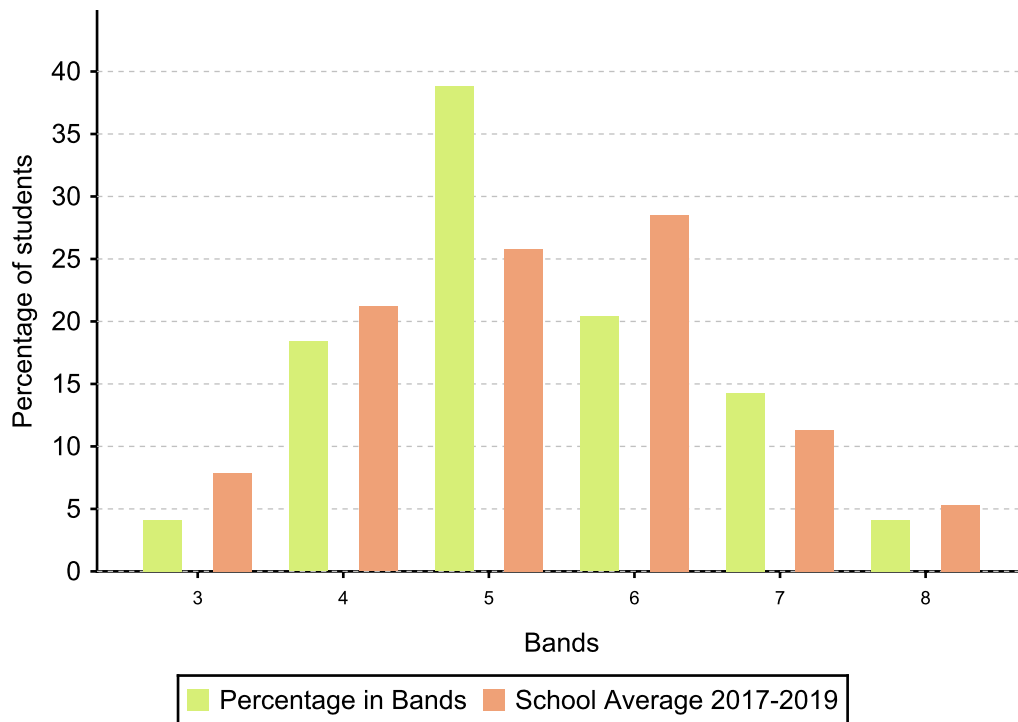
Band	1	2	3	4	5	6
Percentage of students	2.2	6.7	15.6	33.3	26.7	15.6
School avg 2017-2019	4.3	15.6	22.7	27.7	17.7	12.1

Percentage in bands:
Year 3 Writing



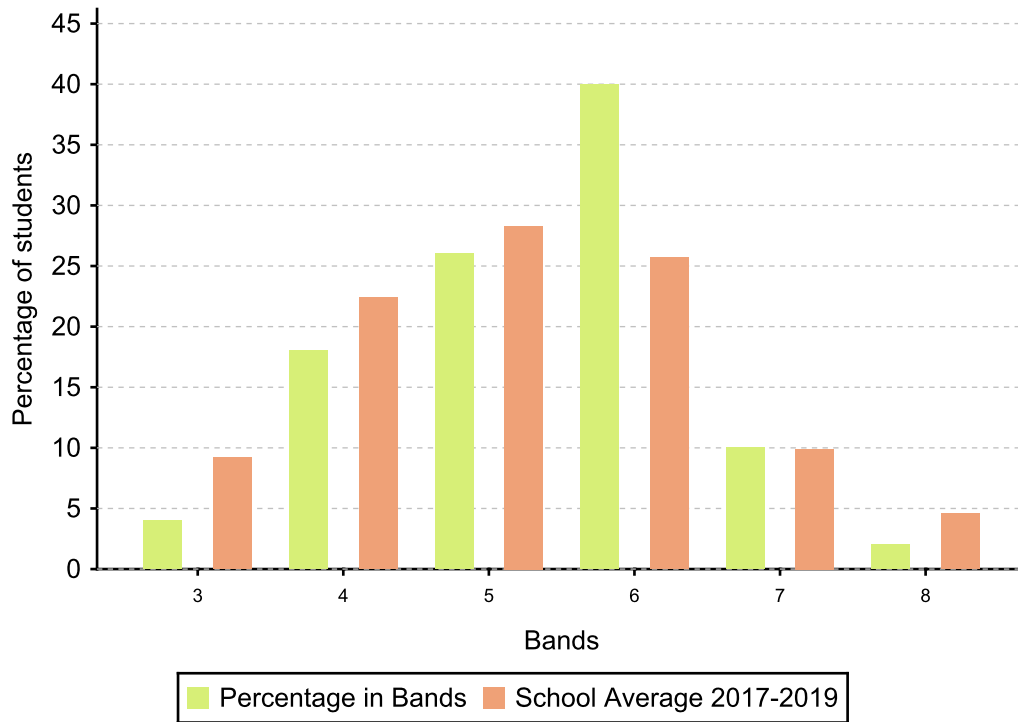
Band	1	2	3	4	5	6
Percentage of students	0.0	11.1	11.1	33.3	33.3	11.1
School avg 2017-2019	0.7	9.2	24.8	34	25.5	5.7

Percentage in bands:
Year 5 Grammar & Punctuation



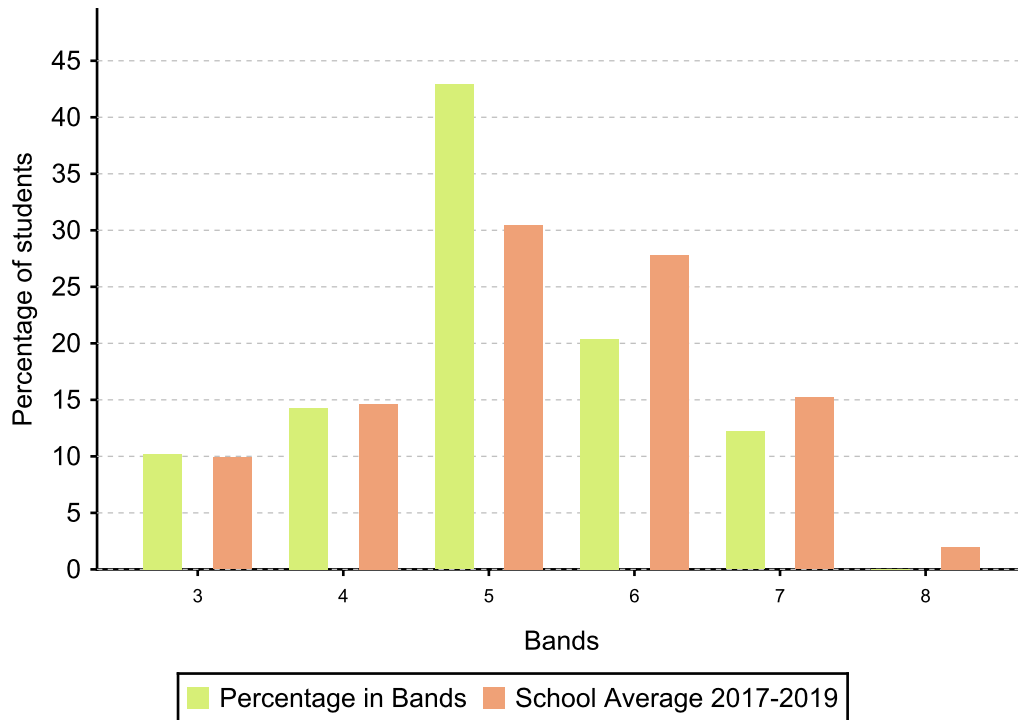
Band	3	4	5	6	7	8
Percentage of students	4.1	18.4	38.8	20.4	14.3	4.1
School avg 2017-2019	7.9	21.2	25.8	28.5	11.3	5.3

Percentage in bands:
Year 5 Reading



Band	3	4	5	6	7	8
Percentage of students	4.0	18.0	26.0	40.0	10.0	2.0
School avg 2017-2019	9.2	22.4	28.3	25.7	9.9	4.6

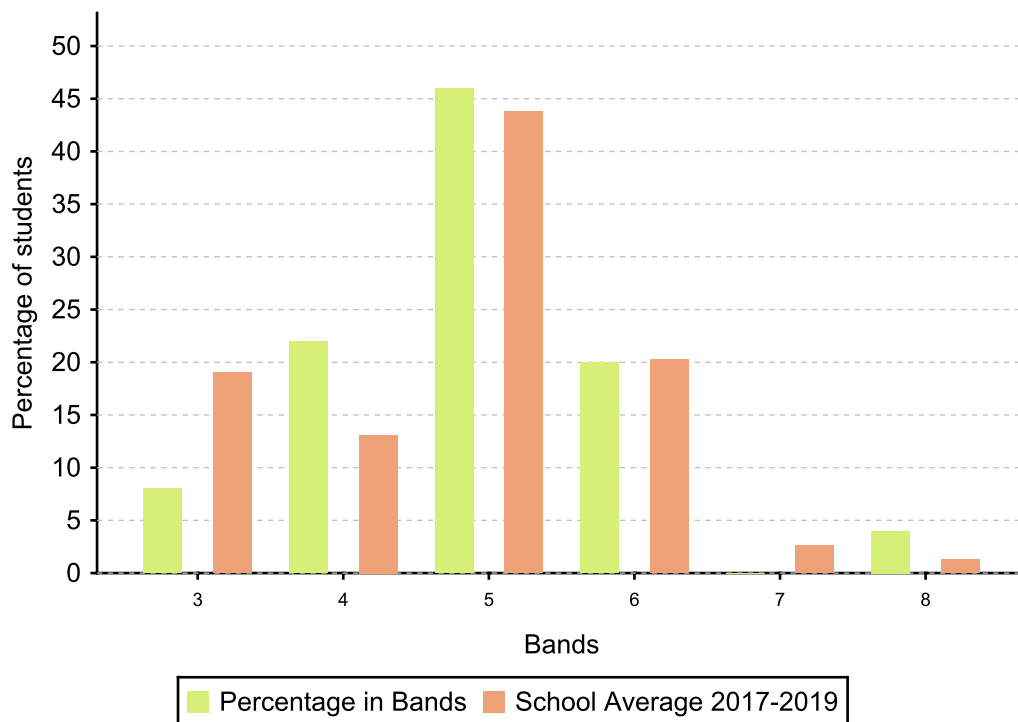
Percentage in bands:
Year 5 Spelling



Band	3	4	5	6	7	8
Percentage of students	10.2	14.3	42.9	20.4	12.2	0.0
School avg 2017-2019	9.9	14.6	30.5	27.8	15.2	2

Percentage in bands:

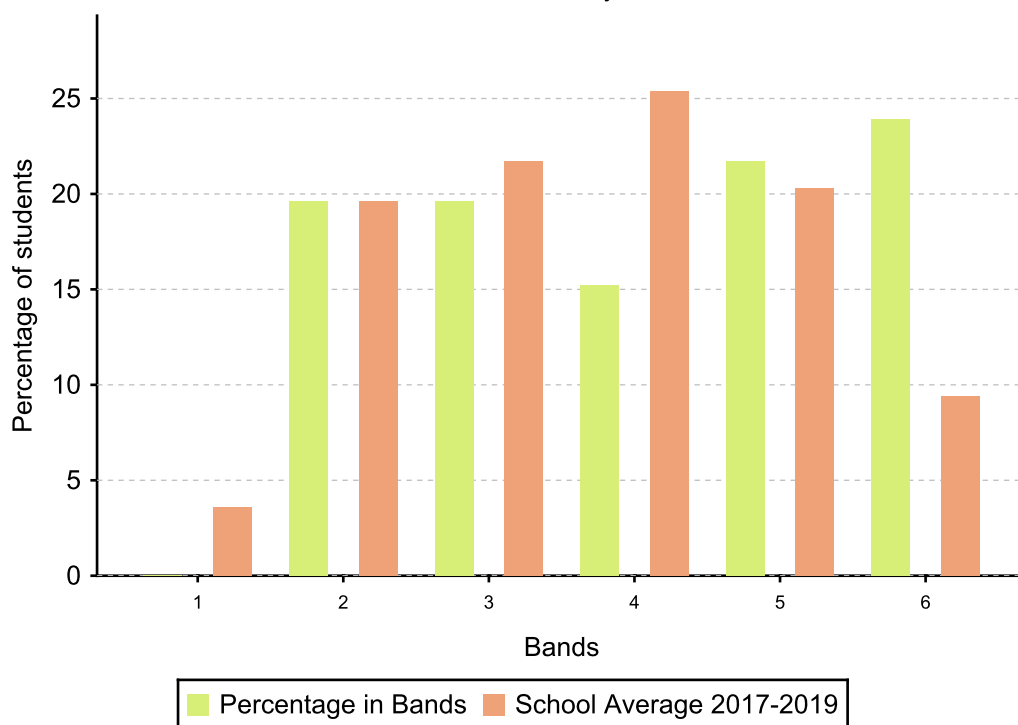
Year 5 Writing



Band	3	4	5	6	7	8
Percentage of students	8.0	22.0	46.0	20.0	0.0	4.0
School avg 2017-2019	19	13.1	43.8	20.3	2.6	1.3

Percentage in bands:

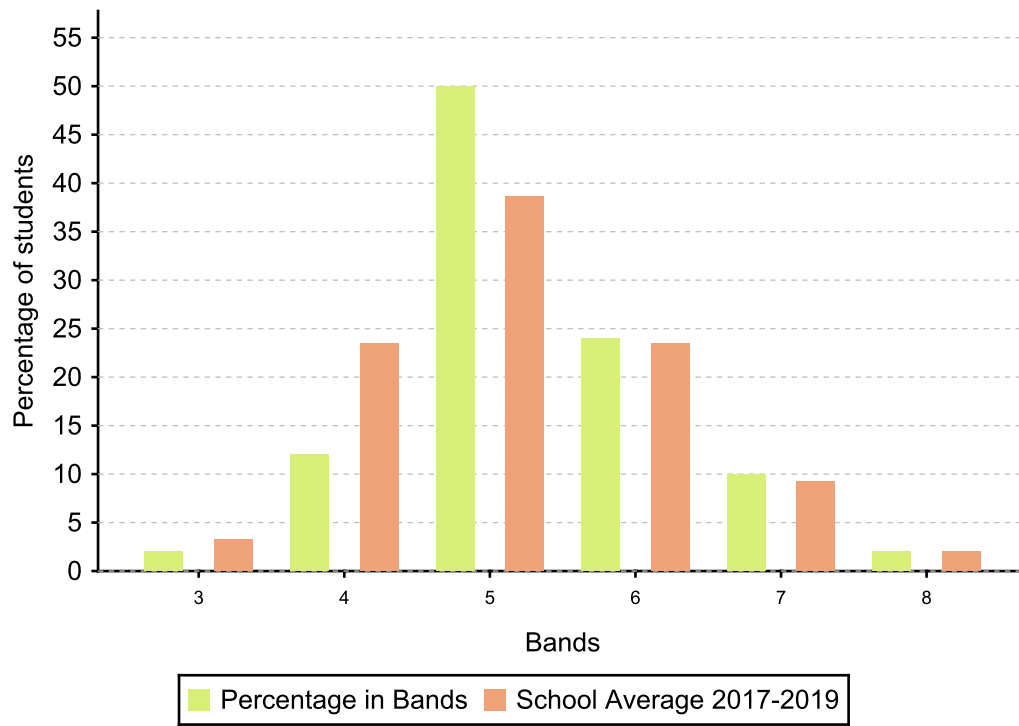
Year 3 Numeracy



Band	1	2	3	4	5	6
Percentage of students	0.0	19.6	19.6	15.2	21.7	23.9
School avg 2017-2019	3.6	19.6	21.7	25.4	20.3	9.4

Percentage in bands:

Year 5 Numeracy



Band	3	4	5	6	7	8
Percentage of students	2.0	12.0	50.0	24.0	10.0	2.0
School avg 2017-2019	3.3	23.5	38.6	23.5	9.2	2

Parent/caregiver, student, teacher satisfaction

Parents/caregivers

- Exit polls following AVID information from parents/carers had 90% of parents agreed their child benefits from being in an AVID classrooms.
- 85% of parents/carers agreed AVID prepared their child for university and they felt their child was better organised.
- 90% of parents/carers said they would recommend Northlakes PS to friends.

Students

In the Tell Them From Me survey our students reported:

- 33% of students reported to be victims of bullying compared to the NSW government norm of 36%
- Students feel they have someone who consistently provides encouragement and advice school mean–8.2 NSW Gov norm – 7.7
- Positive teacher–student relations – School mean–8.7 NSW Gov norm–8.4
- students understand there are clear rules and expectations for classroom behaviour – School Mean –7.2 NSW gov norm – 7.2
- School staff emphasise academic skills and hold high expectations for all students to succeed – School mean 8.8 NSW gov norm 8.7

Staff

During individual staff interviews reported:

- PL supported their teaching practice 30% of staff indicated it would be good to have some time to consolidate their learning.
- Whilst there was an understanding of some short time frames in communication 35% expressed a need for more communication with longer turnaround
- 85% indicated the quality of PL and support for teachers in reading, writing and numeracy was of a high standard and responsive to their needs.
- 35% of teachers indicated they would have second thoughts about recommending teaching to a friend or relative firstly because training did not prepare them for how much work was required behind the scenes and secondly, the length of time it takes to gain permanency.

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.

The school equity team has been growing in numbers and strength over the past three years. In 2019 the school has had greater representation at our local AECG meetings of Muru Bulbi.

Term 3 SDD was a highlight in the committee's organisation for a full day devoted to Aboriginal Education and cultural enlightenment. Robert Waters' presentation provided a highly emotional, provocative and somewhat confronting view of Australian history and society through Aboriginal eyes. This was the most highly rated SDD by our staff.

The school continues to be represented by a team at Connecting to Country each year and the feedback from each group has always been positive.

Planning and programming proformas are being reviewed again in 2020 to ensure Aboriginal perspectives and 8 Ways pedagogy are embedded in all KLAs.

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.