

John Palmer Public School

2019 Annual Report



4648

Introduction

The Annual Report for 2019 is provided to the community of John Palmer 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

Aspiring beyond what we thought possible through Integrity, Excellence and Innovation.

We do this by:

- building character, resilience and a growth mindset as a school community;
- supporting all students and teachers to strive for excellence in all that they do;
- learning individually and collectively, skills that will prepare us for the future.

School context

John Palmer Public School was established in 2008 with a student group of 44 children. The last ten years has seen significant growth in the student population and the number of classes. We now have 36 classes and over 910 students. We also have 16 students in our Early Intervention support class.

Fifty–seven percent of our students have a language background other than English, with 41 different language groups represented. Almost 20% of our students speak either Hindi or Punjabi at home. Significant numbers of other students regularly speak Indonesian, Dari, and Arabic.

Our 2015–2017 School Plan was the first step in a six year process to transform learning based around Evidence Based Teaching strategies. Our current 2018–2020 plan will see the consolidation of these strategies into a sustainable school wide system focused upon every student, every teacher and every leader improving every year.

Self-assessment and school achievement

This section of the annual report outlines the findings from self–assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self–assessment using the School Excellence Framework and participated in an external validation. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our school plan and annual report. Every five years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self–assessment and the external validation process will assist the school to refine our school plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability/school-excellence>

Self-assessment using the School Excellence Framework

| Elements | 2019 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Sustaining and Growing |
| LEARNING: Wellbeing | Sustaining and Growing |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Sustaining and Growing |
| LEARNING: Reporting | Sustaining and Growing |
| LEARNING: Student performance measures | Sustaining and Growing |
| TEACHING: Effective classroom practice | 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 | Excelling |
| LEADING: Management practices and processes | Excelling |

Strategic Direction 1

LEARNING

Purpose

To enhance strategies that strengthen student learning within the class in ways that enable them to become increasingly capable of engaging in their academic, social and emotional growth.

Improvement Measures

Increased proportion of students meet or exceed NSW Govt. norms for both girls and boys in sense of belonging, positive relationships and interested/ motivated.

Increased Value-add data results reflected through SCOUT analysis

Progress towards achieving improvement measures

Process 1: Wellbeing practices are enhanced, consistently implemented and support all students to developing a stronger sense of connectedness through which they can grow academically, socially and emotionally.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Positive Behaviour for Learning has been effectively embedded throughout the school following evaluation and refinement of systems and teaching programs. Behaviour referral data informs fortnightly focus areas for reinforcing positive behaviours, and sustainable systems are in place to ensure this is a consistent practice into the future. Transition programs are rigorous and had a significant impact upon students who require additional support beginning school, moving to new grades and moving on to high school. Feedback from student, teacher and parent surveys have been reviewed and led to improvements in communication strategies and greater opportunities for partnerships to support student learning. 8 children participated in the Get Lost Mr Scary program, designed to address anxiety in young children and support them to develop coping skills to deal with fears and worries. The students engaged well with the program and successfully completed it. Parent feedback indicated that the children demonstrated noticeable changes in the way they cope with fears and worries since completing the program. | PBL signage Dr Judith Locke – Parent night and staff professional learning |

Process 2: Student goal setting, assessment and data practices refined and more closely integrated with feedback methods

| Evaluation | Funds Expended (Resources) |
|--|----------------------------|
| Student goal setting practices have been consolidated K–6. Students develop personal goals with the classroom teacher and work on attaining them throughout the year. Student goals were communicated and finalised during 3–Way Conferences with parents. An end of year review and evaluation of student goals supported students to write a reflection in their end of year report. This process was further supported by staff engagement in professional learning on feedback. The Key Focus initiative was implemented school wide following staff training in order to target specific learning goals of individual students in literacy and/or numeracy. Further staff professional learning in 21st Century Learning Design dimensions supported the development of students' skills. | Professional Learning |

Strategic Direction 2

TEACHING

Purpose

For all staff to engage in continuous improvements in their capacity to individualise learning and adapt strategies based upon quality assessments and data analysis.

Improvement Measures

Increased proportion of students in the top two NAPLAN bands for reading and numeracy.

Progress towards achieving improvement measures

Process 1: Teacher capability to effectively implement evidence based teaching strategies increased through collaboration and mentoring.

| Evaluation | Funds Expended (Resources) |
|---|--|
| <p>The JPPS Curriculum Team continued to evaluate programs with a focus on effective teaching strategies, differentiation and quality of practice. These evaluations continued into stage meetings to support increased professional discussion of effective teaching practices in line with the What Works Best publication.</p> <p>QTSS was restructured to include Deputy Principals in the mentoring component in addition to an Assistant Principal. The focus was on Feedback using Bump It Up walls to support explicit teaching. A coaching approach was used to support teachers in their development. All teachers participated in the program with a positive response from staff surveys.</p> <p>9 Staff members engaged in professional learning in the implementation of Project Based Learning (PBL). These identified staff, then engaged in an initial collaboration meeting to develop PBL overviews linked to Stage-based Science units. The Science units were then developed with embedded PBL tasks as part of the learning sequences. This provided real world learning experiences for students who engaged in authentic problem solving and more collaborative activities.</p> | <p>Additional staff</p> <p>Professional Learning</p> |

Process 2: Research based professional development to support the delivery of literacy and numeracy programs.

| Evaluation | Funds Expended (Resources) |
|---|---|
| <p>Professional Learning in L3 and TEN have lead to an increase in staff using evidence based teaching strategies in literacy and numeracy as measured through staff reflections and programming.</p> <p>John Palmer Public School had a successful year of implementing the pedagogy Targeting Early Numeracy across all K–2 classrooms. An extra 7 staff members were upskilled and trained in TEN to ensure all K–2 classroom teachers had the capacity to deliver this program to its full potential.</p> <p>At the beginning of the 2019 school year, only 58% of students were already meeting benchmark level. With TEN programming being implemented throughout the year, a growth of numeracy skills amongst students resulted in 92% of students across these stages meeting benchmark by the end of the school year. Overall, our data demonstrates growth across both Early Stage 1 and Stage 1 classrooms, with 97% of students in Kindergarten meeting benchmark and 89% of students in Stage 1 meeting benchmark by the end of the school year.</p> <p>This growth outlines the positive impact Target Early Numeracy is having on</p> | <p>L3 Professional Learning</p> <p>L3 Resourcing</p> <p>TEN Training</p> <p>SMART Spelling Training</p> |

Progress towards achieving improvement measures

our students within our K–2 classrooms.

Early Stage One teachers completed the ongoing professional learning (OPL) year of L3 training. In addition to this, 2 Early Stage One teachers began their first year of L3 training. This professional learning resulted in improved professional practice by all teachers when engaging in guided reading and writing tasks. The teachers are also now more skilful at analysing class data, determining achievable targets for the students within their class and implementing strategies to achieve the goals. Stage data reflected that 61% of Early Stage One students benchmarked at level 8 or above, exceeding school and department targets.

Strategic Direction 3

LEADING

Purpose

To improve systems and practices that support a shared responsibility for instructional leadership, development of aspiring leaders and educational transparency.

Improvement Measures

All staff are able to evidence improvements in the implementation of evidence based teaching strategies through their online programs.

Progress towards achieving improvement measures

Process 1: Implement systems that promote greater opportunities for Instructional Leadership and Leadership Development.

| Evaluation | Funds Expended (Resources) |
|---|---|
| Increased opportunities were provided for leadership growth in both school leadership and curriculum development. Relieving Assistant Principal's were mentored in skills related to their current roles and responsibilities. Curriculum leaders supported to apply instructional leadership practices to their projects (TEN, QTR, Microsoft). Our engagement in External Validation ensured an in depth examination of all school practices that supported improvements in student learning and wellbeing outcomes, teacher capacity and the effective management of the school. | Additional AP, SAM Curriculum Team RFF Professional Learning in Growth Coaching Casual staff |

Process 2: Digital transformation for transparency in teaching and learning for enhanced collaboration.

| Evaluation | Funds Expended (Resources) |
|---|----------------------------|
| Digital programming, combined with extensive opportunities for collaboration over the last two years has resulted in quality programming practices K–6. This has enabled teachers to clearly show the differentiation of teaching and learning that individualises the curriculum and supports each student accessing explicit teaching at their point of need. Our work with Microsoft Education has ensured the successful adoption of digital programming practices school wide and transparency of digital programs allows for executive staff to monitor compliance and plan for school wide improvements in learning. | Netbooks |

| Key Initiatives | Resources (annual) | Impact achieved this year |
|--|--|--|
| Aboriginal background loading | Funding Sources: <ul style="list-style-type: none"> Aboriginal background loading (\$6 927.00) | <p>100% of Aboriginal students have Individual Education Plans (IEPs) in place that promote academic, social and emotional success.</p> <p>Access to educational support ensured through the use of available funds.</p> |
| English language proficiency | Funding Sources: <ul style="list-style-type: none"> English language proficiency (\$126 455.00) | <p>The EALD teacher participated in and provided support to Classroom Teachers who engaging in the TELL (Teaching English Language Learners) Professional Learning. Through this course and her connections with The Hills EALD Network, the EALD teacher has increased her capacity to upskill classroom teachers in identifying students' English Levels and providing adjustments to their programs.</p> <p>The EALD teacher worked in a variety of teaching models – withdrawal, in-class support, teacher mentoring and resourcing to provide support to EALD students with differing English language needs.</p> <p>The EALD and LaSTs focused on 45 Stage 3 students (29 were EALD) who were reading below level 30 at the beginning of 2019. They gave small group intervention or worked alongside classroom teachers, supporting them with differentiation. The focus was primarily on developing comprehension strategies and improving vocabulary knowledge.</p> <p>The results of the Stage 3 reading intervention was that students improved by an average of 5 levels. At the beginning of the year, the student with the lowest reading level was 15 and by the end of the intervention period, the lowest level was 26.</p> |
| Low level adjustment for disability | Funding Sources: <ul style="list-style-type: none"> Low level adjustment for disability (\$195 158.00) | <p>Learning Support Teachers at JPPS worked collaboratively with class teachers to support students in Literacy and Numeracy as well as working with small groups on intensive Reading and Writing programs across all years.</p> <p>The MiniLit Program has continued as an important Learning Support Intervention Program which aims to provide additional support in the area of literacy for young struggling readers in Kindergarten to Year 2. In 2019, 22 students took part, with 14 students completing the program in the same year. An average increase of 7 reading levels was achieved by the students at the completion of the program.</p> <p>Our SLSOs (Student Learning Support Officers) and LaSTs (Learning and Support Teachers) have supported our students with disability in a variety of ways, including one on one support, assistance with the health care needs of specific students, in-class</p> |

| | | |
|---|--|---|
| Low level adjustment for disability | Funding Sources: • Low level adjustment for disability (\$195 158.00) | collaborative team teaching, assistance during sport sessions, and intensive support for students with poor fine motor skills. |
| Quality Teaching, Successful Students (QTSS) | Funding Sources: • Quality Teaching, Successful Students (QTSS) (\$155 378.00) | <p>All teaching staff engaged in a coaching and mentoring program with a focus on Quality Teaching and Evidence Based Teaching.</p> <p>Teachers had access to an executive member of staff for specific observations and discussions on feedback for student learning, and the implementation of Bump it Up walls.</p> <p>Teachers aspiring towards the higher levels of accreditation commenced specific coaching around their goals.</p> <p>One staff member commenced accreditation in GROWTH Coaching International under the CAPP4 program.</p> |
| Socio-economic background | Funding Sources: • Socio-economic background (\$23 471.00) | <p>At JPPS, the Learning Support Team have been able to provide ongoing support to students through various programs and initiatives, to ensure that students with additional learning and support needs can participate in education on the same basis as their peers at every stage of their school life.</p> <p>The MultiLit Program which targets students from Year 2 through to Year 6 has also continued this year at JPPS.</p> <p>This one to one intervention program focuses on providing support in the area of literacy for students that require additional support in word attack skills, sight word knowledge, text reading and comprehension.</p> |
| Support for beginning teachers | Funding Sources: • Support for beginning teachers (\$83 457.00) | <p>Support was provided to 7 permanent and temporary beginning teachers in 2019. Release from Face to Face teaching time allowed staff to observe peers, develop their programming and planning, and engage in professional learning. Ongoing coaching and mentoring was provided as beginning teachers worked through personal professional goals aligned to the Strong Start, Great Teachers framework. Survey results from the staff indicate that they were satisfied with the level of support offered and would like the program to continue as it was implemented.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2016 | 2017 | 2018 | 2019 |
| Boys | 425 | 441 | 450 | 472 |
| Girls | 420 | 454 | 427 | 454 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2016 | 2017 | 2018 | 2019 |
| K | 95.5 | 94.8 | 95.8 | 94.1 |
| 1 | 95.9 | 94.6 | 95.4 | 93.8 |
| 2 | 94.7 | 94.1 | 94.6 | 93.9 |
| 3 | 95.4 | 95.5 | 94.8 | 94.4 |
| 4 | 94.9 | 95.1 | 92.7 | 94.2 |
| 5 | 95.4 | 95.1 | 94.6 | 92.2 |
| 6 | 94.9 | 94.7 | 92.9 | 92.7 |
| All Years | 95.3 | 94.8 | 94.4 | 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) | 2 |
| Assistant Principal(s) | 4 |
| Classroom Teacher(s) | 36.55 |
| Teacher of Reading Recovery | 0.8 |
| Learning and Support Teacher(s) | 1.1 |
| Teacher Librarian | 1.4 |
| Teacher ESL | 0.8 |
| School Counsellor | 2 |
| School Administration and Support Staff | 6.37 |

*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 | 991,031 |
| Revenue | 7,608,054 |
| Appropriation | 7,234,541 |
| Sale of Goods and Services | 22,059 |
| Grants and contributions | 339,584 |
| Investment income | 11,770 |
| Other revenue | 100 |
| Expenses | -7,618,279 |
| Employee related | -6,927,606 |
| Operating expenses | -690,673 |
| Surplus / deficit for the year | -10,225 |

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 | 212,479 |
| Equity Total | 352,011 |
| Equity - Aboriginal | 6,927 |
| Equity - Socio-economic | 23,471 |
| Equity - Language | 126,455 |
| Equity - Disability | 195,158 |
| Base Total | 5,789,036 |
| Base - Per Capita | 205,778 |
| Base - Location | 0 |
| Base - Other | 5,583,258 |
| Other Total | 693,616 |
| Grand Total | 7,047,142 |

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

Parent/caregiver, student, teacher satisfaction

During 2019, our school sought the opinions of parents/caregivers, staff and students through the suite of *Tell Them From Me* online surveys. The responses are summarised below:

Students:

Two hundred and eighty seven students from Years 4 to 6 completed the *Tell Them From Me* student surveys early in the year. The results are summarised below:

- 95% of students try hard to succeed in their learning
- 94% of students believe they receive quality instruction. Students reported that they feel classroom instruction is well-organised, with a clear purpose, and with immediate feedback that helps them learn.
- Overall, students reported the same, or higher levels of student engagement when compared to NSW Government norms. That is, in quality instruction, positive teacher-students relations, positive learning climate and expectations for success.

Parents:

There were 108 responses to the *Tell Them From Me 'Partners in Learning'* parent survey.

- 90% of parents reported that our school communication channels were useful, including text, social media, the school website and email.
- 95% of parents believe that the school provides useful communication when discussing their child, including formal and informal meetings, school reports and other methods of communication.
- Overall, parents reported satisfaction levels around communication and involvement at levels around NSW Government Norms.

Teachers:

All teaching staff were given opportunity to provide feedback on the strengths and areas for development for the school. These are summarised below:

Strengths

- PB4L development and implementation
- Professional Learning with Dr Judith Locke
- Curriculum Team and collaborative programming practices
- Students using digital tools within lessons (eg, Microsoft Teams)

Areas for Development:

- Professional Learning for teaching strategies
- Strengthen data collection and analysis to strengthen teaching and learning.

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.