

Paddington Public School

2019 Annual Report



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Introduction

The Annual Report for 2019 is provided to the community of Paddington 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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Message from the principal

As Principal of Paddington Public School, it has been a privilege to work along side a dedicated school community. Underpinned with a culture of respect and high expectations of teaching and learning, staff have embraced the school vision. Throughout 2019 we continued to work together to further improve our learning culture, consolidating initiatives such as 'Learner Qualities' and the 'Learning Process'.

With the support of the P&C, and funding from our community user, 'The Paddington Markets', we were able to improve the physical environment of our school by purchasing shelving, library furniture and installing fabric wall panels to each classroom. Utilising wall space provided opportunities for teachers to display and model student thinking processes.

Strong and collaborative partnerships in learning underpin a great school. I commend and appreciate the dedicated and hard-working administration and support team. They worked tirelessly throughout 2019 to support all school initiatives.

Further, in 2019 our school entered into a vigorous self-assessment period and were externally validated. Analysis of these results is documented further in the report.

An affiliation with the Community of Schools in the Eastern Suburbs (CoSiES), once again supported our staff's commitment to life-long learning.

School background

School vision statement

The community of Paddington Public School strives for responsible global citizens and engaged life-long learners who demonstrate responsibility, respect, kindness and resilience for themselves and others.

Through strategic practices the school strives to achieve the vision statement; 'Every child is known, valued, understood and cared for with their individual potential reached.'

School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 300 students, our student enrolment originates from thirty nine different nationalities.

This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A wide range of extracurricular and language activities are provided to cater for the diversity of languages spoken at home and the needs of our families.

A carefully designed innovative 'makerspace' is available to all students. It is a collaborative and creative learning environment where learning goals are flexible. Students identify, communicate, design and create solutions to projects.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES) along with Corwin our external Visible Learning Partner.

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

Paddington Public School's submission for external validation was a result of a thorough process of consultation and self-assessment. In completing the document evidence was gathered and mapped against the School Excellence Framework. The 2018–2020 School Plan was also referenced. Evidence of the Visible Learning journey the school was on throughout 2019 shows that school culture was and is, strongly focused on learning with high expectations of progress. Passionate staff worked collaboratively to design explicit programming, feedback and observation systems and put them in place in order to improve teaching. This will continue to be a focus in 2020. The leadership team continued to support a culture of reflective practice and continuous improvement. Professional learning centered round clarity of 'what works best' and the type of learners the school vision seeks to develop.

Strategic Direction 1

Engaged and valued, self-directed learners

Purpose

To develop individual capabilities and potential in all learners so they become successful masters of their own learning and wellbeing, ensuring they have the necessary skills to make informed contributions as learners, citizens and leaders.

Improvement Measures

- Every student achieves expected or higher than expected growth as identified by the school on internal and external literacy and numeracy measures.
- Improved student engagement and wellbeing survey data.
- Improved Corwin visible learning data from Term 1 2018 baseline.
- Improved teacher survey data on formative assessment knowledge, skills, understanding and use.

Overall summary of progress

As part of our Visible Learning journey, all teaching staff participated in a series of professional learning workshops presented by Corwin, our external learning partner. These workshops centered round translating Hattie's research of 'what works best' in improving student outcomes into a practical pathway of implementation into our classrooms in order to add value to students' literacy and numeracy levels. There were two goals for 2019, firstly to build on our established learning culture of high expectations for all through growth mindset. Secondly, to create classrooms where students had opportunities to know, understand and practice the strong mental skills and dispositions required to be successful, independent learners and thinkers.

Further unpacking of the 'Wellbeing Framework', allowed staff to engage further with the dynamic concept of wellbeing and map the 'You Can Do It' social and emotional program / habits of the mind to the recently formed, 'Paddington Learning Powers'.

Progress towards achieving improvement measures

Process 1: Personalised Learning

Embed a visible learning culture with responsive curriculum delivery and effective formative assessment practices, which enable students to make progress, as well as set and achieve their learning goals.

Evaluation	Funds Expended (Resources)
The 'School Capability Assessment Report –Time 3' conducted by Corwin, (our external learning partner), in February 2020, indicates that throughout 2019 the school developed a clear picture of the type of learners they are aspiring to have. The aspiration was documented in the school plan, assessment files, teacher planning and programming papers and teacher resources. The report also indicated that collective efficacy around visible learning is evident with staff reporting that "Leaders have clarity about the learners we are developing and leaders are supporting us." At the completion of 2019 there was a systematic approach to introducing to students the dispositions for learning. A scope and sequence document was created. The report also noted that the school is moving towards 'meaningfully referring to learning powers and weaving them into lessons and classroom practice to ensure the practice is authentic. The visible learning coach was instrumental in driving this project forward and will continue to be an important role into 2020.	Professional Learning by Corwin, our external learning partner of \$15 000 (spread across three strategic directions). QTSS funding \$22 000 for employment of a Visible Learning / Literacy and Numeracy Impact Coach.

Process 2: Social / Emotional Wellbeing

Further embed a continued whole-school approach to student wellbeing in which students can connect,

Progress towards achieving improvement measures

Process 2: succeed and thrive.

Evaluation	Funds Expended (Resources)
On the 'School Excellence Framework' for the element, 'wellbeing' our school is currently working at 'sustaining and growing'. As a result of the explicit teaching of school values, behaviour expectations and review of the social and emotional scope and sequence document student sense of belonging increased slightly. Data from the 'Tell Them From Me' student survey showed between 2018 and 2019 an increase of 2% on the indicator, "Students feel accepted and valued by their peers and others". There was a 3% increase indicator for effort, 'students try hard to succeed in their learning'.	Peer Support Program \$500. Programming and alignment of expectations across programs and classroom teaching.\$1200

Next Steps

Throughout 2020 there will be a continued focus on 'Visible Learning'. This will include an on-going commitment to implement consistent and deliberate approaches across the school that empower students to take greater ownership of their learning. For there to be a greater positive impact on student relationships in 2020, the 'UR Strong – Friendology' program will be taught across Years 1 – 6 by a designated teacher in a 'UR Strong' dedicated 'friendship' classroom. This program is designed to explicitly teach students what a good friend is, how they interact with one another and how to put out 'friendship fires'.



Strategic Direction 2

Aspirational pedagogy

Purpose

To achieve high levels of collective teacher efficacy through the delivery of evidence-based, reflective and collaborative best practice that meets the learning needs of all students.

Improvement Measures

- The school achieves above average value-added results compared to state and equivalent school averages.
- Increased number of students in top 2 bands of NAPLAN in literacy and numeracy.
- Students achieve expected growth against the general capabilities learning progressions
- Improved teacher satisfaction survey data

Overall summary of progress

There has been excellent progress across the school towards the ongoing achievement of explicit teaching practices in literacy and numeracy, and the use of formative assessment. This has been achieved through ongoing professional learning; collaborative planning; professional dialogue and shared lesson observations. The delivery of future focused teaching practices in the 'Maker Space' provided opportunities for students to build 'critical thinking skills', collaborative work habits and communication ideas. The highlight for the year was the successful running of the biannual Paddington Public School 'Filmtastic' evening.

Progress towards achieving improvement measures

Process 1: Collaborative teaching practices

Embed a culture of shared responsibility for student learning, engagement, development and success through effective observation, feedback, reflection and professional dialogue.

Evaluation	Funds Expended (Resources)
<p>A review of teaching and learning documents and interviews with stage leaders and classroom teachers shows that there was a focus throughout 2019 on learning and progress rather than on achievement alone. Whole staff professional learning centred around effective teaching practices and clarity of assessment. The outcome was improved teacher understanding of the importance of students knowing what they are learning, why they are learning it and the strategies they are using. Classroom visits indicated that students are taught to be assessment capable in many ways including using learning intentions and success criteria and students using assessment information to set goals.</p> <p>There was a review of assessment tools – what the results mean, timing, and the validity of assessment data. Teachers reported that the newly created 'Paddington Guide for Assessment', helped make feedback more authentic and meaningful for both teachers and students in the classroom and informed teaching practice. The guide also provided teachers with school wide expectations of embedding formative assessment into daily practice. Internal survey results conducted mid- 2019, indicated that 100% of staff use formative assessment strategies in planning to inform the next lesson 'sometimes'. Further results from an internal teacher survey state that 77.8% of teachers strongly agree and 22..22% of teachers agree that their understanding of the purpose of assessment increased after professional learning sessions provided clarity of assessments.</p> <p>Staff also participated in a professional learning session on 'learning sprints'. This lead to a trial in 2019 of using data to set learning targets, designing a</p>	<p>Professional Learning Funding – Corwin (External Learning Partner) see Strategic Direction 1.</p> <p>Beginning teacher funding – building teacher capacity in explicit teaching of literacy and numeracy \$10 000</p> <p>QTSS – Stage Leader and impact coach – collaborative planning, teaching and lesson observations, increased deep knowledge of effective feedback practices \$10 000</p>

Progress towards achieving improvement measures

series of lessons and reassessing for progress. This practice will continue into 2020.

'Tell Them From Me' – Teacher Survey data showed an improvement in teacher satisfaction data. Under the area of collaboration, a result of 8.0 compared to the NSW Norm of 7.8 was recorded. Under leadership, a result of 7.6 compared to the NSW Norm of 7.1 was recorded.

Process 2: Innovative teaching practices (future focused)

Deliver future focused teaching practices that enable students to collaborate and communicate effectively and think critically and creatively.

Evaluation	Funds Expended (Resources)
Students successfully developed skills in the General Capabilities of Intercultural and Ethical Understanding, Critical and Creative Thinking, Collaboration and ICT by making short films. These films were screened at the Chauval Cinema, Paddington over three sessions. All students K–6 utilised the collaborative learning power and worked positively to communicate a shared group message. Creating and producing a film provided all students with the opportunity to engage in class / group discussions, express points of view, use getting along skills and value the opinions of others'. Research tasks required critical thinking and organisational skills. Internal survey results indicated that 88% of students believed that creating a film increased their understanding in a subject area of choice. 92% of students strongly agree or agreed that their understanding of the important role audience plays when designing a message to be communicated improved after making the films for 'Filmtastic'. 89% of students believed that their collaborative skills improved and that they acted as a fair team member.	Upgrade of school ICT including new Interactive whiteboards, iPads and laptops. Partnership with StarTime Movie Studio – \$50 000

Next Steps

In 2020 teachers will continue to participate in Professional Learning Development around embedding visible learning strategies into classroom practices in order to inform the impact of their own teaching and learning activities on student improvement. Focus strategies will include feedback, learning intentions and success criteria. School resourcing systems will continue to support opportunities for staff to engage in professional dialogue, plan collaboratively, gather and analyse data. Shared teacher observations will continue to be aligned to school priority areas and Teacher Professional Standards. Professional learning in Quality Teaching Rounds mapped to the Quality Teaching Framework will be undertaken. An Assistant Principal will take on the role of Instructional Leader with a focus on building teacher capacity in using data to set learning targets and design lessons. A second Assistant Principal will be in the role of Visible Learning Impact Coach. This position will focus on building teacher capacity in their understanding of further ways to maximise learning time through the use of engaging teaching and learning such as more structured discussion times and opportunities for learning through 'doing'.



Strategic Direction 3

High Expectation, Continuous Improvement Culture

Purpose

To ensure high expectations of progress and achievement for all students are met with a focus on instructional leadership, effective partnerships for learning and ongoing individual and school-wide improvements.

Improvement Measures

- School performance data shows that student progress and achievement is greater than that for students in SSSG on external measures consistent with internal measures.
- Improved parent satisfaction survey data.
- Improved high skills / high challenge data in student surveys.

Overall summary of progress

During 2019 our aim was to create and sustain a learning environment and conditions in which students, teachers and staff have high expectations of progress and where grappling with challenge is seen as normal and an essential part of learning.

A genuine integration of a community partnerships with student learning and improved collaborative problem solving was established.

Progress towards achieving improvement measures

Process 1: Impactful evaluative practices

Embed effective strategies and processes for assessment, data analysis, reflection and evaluation to inform current and future school directions.

Evaluation	Funds Expended (Resources)
In 2019 teachers engaged in professional learning on how to create effective, differentiated assessment tasks using the SOLO taxonomy. Stage planning days focused on improving assessment tasks and adding them to planning documents. Opportunities for increased professional dialogue were created by allocating additional release from face to face teaching time each week to shared readings, reflection, lesson walks and observations. 'Tell Them From Me' teacher survey results indicate a score of 8.8 out of 10 in I " work with other teachers to develop learning opportunities". A score of 8.4 out of 10 for 'data informs my practice'.	Corwin – External Learning Partner see Strategic Direction 1 QTSS Instructional leader funding \$22 000 Beginning Teacher Funding \$10 000

Process 2: Transformational partnerships and connections for learning

Develop effective partnerships and connections that enhance student learning, progress and achievement.

Evaluation	Funds Expended (Resources)
Throughout 2019 significant energy was directed to increase authentic partnerships which would directly enhance student learning outcomes. Parents were invited to once again become partners in learning through the MyScience project. Parents were able to share knowledge and understanding in Science concepts with students and to facilitate 'fair tests'. Parents were also invited to an 'open classrooms' during Education Week where they were exposed to the learning power 'challenge' first hand by engaging in a challenging activity. From this experience 92% of parents surveyed reported that they had a greater understanding of the role dispositions have in their	Timetabling of programs to support school initiatives.

Progress towards achieving improvement measures

child's 'tool kit' for learning.

An intensive partnership with Learning Links produced significant results. The program targeted Mathematics and identified students performing below grade expectation in numerical operations. At the completion of the partnership student improvement results increased between 6 months growth to over 2.4 years.

Next Steps

In 2020 we will continue with professional learning on evidence-based teaching practices and utilising data to program according to personalised needs. A focus on improving timelines for gathering evidence and greater implementation of a 6 week cycle of learning will be encouraged. The leadership team will have an ongoing commitment to resourcing and maintaining a visible learning culture throughout the school. We will also encourage further community and parent involvement in authentic partnerships to learning.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	<p>Funding support from the loading for students from an Aboriginal background enabled teacher led activities for indigenous students in art therapy. The establishment of a small indigenous garden around an old water course allowed the indigenous students an opportunity to create a purposeful space linked to heritage. Students went on an excursion to Redfern to help look at plant options.</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • Aboriginal background loading (\$2 072.00) 	<p>Writing of personalised learning plans for indigenous students and implementation of an art therapy program specifically designed to support indigenous students were valuable outcomes from the resources allocated to students.</p> <p>Establishment of a 'bush tucker' garden strengthened student understanding of bush foods, soil, water, pests and plants. Students reported an increase in their cultural understanding and pride in heritage.</p>
English language proficiency	<p>Funding Sources:</p> <ul style="list-style-type: none"> • English language proficiency (\$69 321.00) 	<p>Paddington Public School values the diverse cultural and linguistic backgrounds of the school community. EALD students were supported through extensive learning and support programs to develop their specific English language and literacy skills. This enabled the students to participate fully in school activities and achieve equitable outcomes. In 2019 our school was funded two days of staff support per week. Organisational structures included small group work and team-teaching support. Activities focused on oral language skills, reading and writing.</p>
Low level adjustment for disability	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Low level adjustment for disability (\$19 677.00) 	<p>Students were supported through extensive learning and support programs organised by the Learning and Support Team. MiniLit was once again the most significant program implemented at the school. It ran across Year 1 and Year 2 classes. 89% of students who undertook the program reached expected growth in 2019.</p> <p>Other initiatives included; SLSO playground support and Social Skills Programs.</p>
Quality Teaching, Successful Students (QTSS)	<p>Funding Sources:</p> <ul style="list-style-type: none"> • Quality Teaching, Successful Students (QTSS) (\$52 000.00) 	<p>Stage planning days were planned to bring about quality teaching programs that focused on differentiation and collaboration. An instructional leader worked with class teachers to improve teacher capacity in teaching reading groups, providing feedback, writing learning intentions, programming and planning and the implementation of the Paddington Learning Powers across K–6, authentically.</p>
Socio-economic background		<p>Funds were used to ensure that every student had equitable opportunities to fully access the curriculum.</p>
Support for beginning teachers	<p>Beginning Teacher Funding \$30 000</p> <p>Funding Sources:</p> <ul style="list-style-type: none"> • (\$0.00) 	<p>Beginning teacher funds were used to provide time for teachers to liaise with mentors and observe colleagues, program appropriately for students and engage in professional dialogue. Beginning teachers also used this</p>

Support for beginning teachers	Beginning Teacher Funding \$30 000 Funding Sources: <ul style="list-style-type: none">• (\$0.00)	time to work on meeting requirements for accreditation and attend the Eastern Suburbs Beginning Teacher Network meetings.
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Student information

Student enrolment profile

Students	Enrolments			
	2016	2017	2018	2019
Boys	173	178	150	145
Girls	137	151	129	146

Student attendance profile

School				
Year	2016	2017	2018	2019
K	96.4	95.4	96.6	95.6
1	94.9	94.4	95.8	93.5
2	95.5	93.9	95.7	95.8
3	95.7	95.1	94.7	94.6
4	96.6	95.7	95.1	95.7
5	96.6	96.1	94.9	95.4
6	94.4	94.4	96.2	95.5
All Years	95.8	94.9	95.5	95.2
State DoE				
Year	2016	2017	2018	2019
K	94.4	94.4	93.8	93.1
1	93.9	93.8	93.4	92.7
2	94.1	94	93.5	93
3	94.2	94.1	93.6	93
4	93.9	93.9	93.4	92.9
5	93.9	93.8	93.2	92.8
6	93.4	93.3	92.5	92.1
All Years	94	93.9	93.4	92.8

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.49
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.52

*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.

In 2019, all staff participated in regular professional development. These included:

Visible Learning, Formative Assessment, Seven Steps to Writing. PDHPE syllabus

All teaching staff meet the professional requirements for teaching in NSW public Schools.

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	235,206
Revenue	3,101,878
Appropriation	2,677,974
Sale of Goods and Services	33,649
Grants and contributions	387,106
Investment income	2,599
Other revenue	550
Expenses	-2,897,434
Employee related	-2,254,451
Operating expenses	-642,983
Surplus / deficit for the year	204,444

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.

The Financial Summary for 2019 shows a positive carry over surplus for the year. This is not a true indication of the school's financial statement as four invoices from 2019 totaling approximately \$90 000 were only provided to the school at the end of December 2019. These were paid for in January 2020.

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	25,997
Equity Total	146,413
Equity - Aboriginal	2,072
Equity - Socio-economic	1,985
Equity - Language	69,321
Equity - Disability	73,035
Base Total	2,143,542
Base - Per Capita	65,464
Base - Location	0
Base - Other	2,078,078
Other Total	261,188
Grand Total	2,577,140

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

Students in Year 3 and 5 continue to demonstrate improvement and sound achievement in NAPLAN assessment in literacy. Students in Year 3 showed a positive increase of performance above National Minimum Standards. Across reading, writing, spelling, grammar and punctuation there have been measurable deductions in the number of students achieving below National Minimum Standards. In Year 3 writing, there has been an increase with over 96% of students achieving above grade level.

In Reading, there has been a significant decrease in the number of students working below grade level in comparison to the last 3 years, with 82% of students achieving results higher than grade level. In Year 5 Reading, over 95% of students achieved results at grade level or above. Writing in Year 5 has continued to improve on previous years with 96% of students testing at grade or above grade level.

Numeracy

Students in Years 3 and 5 have demonstrated continued strong achievement in Numeracy. When compared to 2017 achievement there has been a considerable increase in the number of students achieving in the top two bands of 7 and 8 in Year 3. There has also been a significant increase in the number of students achieving in bands 6 and 7 in Year 5. Numeracy will continue to be a focus of development for teachers in 2020 with targeted professional learning and implementation of program consistency embedded throughout K–6 Mathematics programs.

Parent/caregiver, student, teacher satisfaction

Students, teachers and parents were invited to participate in the 'Tell Them From Me' survey during 2019. The survey showed that 95% of students at Paddington Public School compared to the NSW Government norm of 83% of students participated in school sports. They also feel they are motivated to learn, knowing what they are learning is relevant to their lives and that classroom instruction is well organised.

Student survey results included:

- 92% of students felt that behaviour in the school was positive compared to the state norm of 83%.
- 93% of students try hard to succeed in their learning, an increase of 4% from 2018 results.
- 83% of students felt they had friends they could trust compared to the state norm of 85%. An area to continue focusing on in 2020.
- 77% of students either strongly agree or agree that the Learning Power lessons on Perseverance have helped (me) to set learning goals and persist in achieving them even when faced with a set back.

Parent survey results included:

- Parents feel welcome when visiting the school scoring 8.3. Whilst, 7.5 out of 10 parents felt they can easily speak with their child's teacher compared to the State norm of 7.4. An area for improvement in 2020.
- 7.5 out of 10 parents felt that their children's progress reports were easy to understand and they were immediately informed about their children's behaviour at school, whether positive or negative. (7.1 out of 10 parents) compared to the state norm of 7.5.
- Parents who identified as actively encourage their children to do well at school scored 7.3 compared to the state norm of 6.5.

Teacher survey results included:

School leadership – 7.6 compared to the state norm of 7.1, Collaboration – 8.0 compared to 7.8.

I set high expectations for learning 9.4 compared to the state norm of 8.0.

85% of teachers agree or strongly agree that school leaders lead improvement and change in our school and 93% of teachers believe the strategic directions are clearly communicated.

100% of teachers agree or strongly agree that Visible Learners exhibit most desirable attributes for learning. These include; self-monitoring, self-evaluation, self-assessment, and self-teaching. These attributes are critical for meeting learning goals and school success.

100% of teachers agree or strongly agree that the ability for our students to acquire skills and understanding in how to learn is an important asset for life long learning. Teaching learning powers at Paddington PS is a way of cultivating habits of the mind and ensuring our students think about their thinking.

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.

Students commenced all official assemblies with Acknowledgement of Country. Staff also commenced formal education gatherings with this acknowledgement.

Students engaged in classroom activities and participated in units of work based on Aboriginal culture.

The school continued to purchase Aboriginal resources to be used in literacy activities in all classes to further enhance student awareness of Aboriginal issues.

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.

We celebrated our multicultural community with a variety of learning experiences throughout the year. Students celebrated Harmony Day, which aims to bring people together to promote Australian values and to celebrate life in our country.

Students also participated in classroom activities to celebrate the diversity of Australian culture.

All students participated in 45 minute lessons in French each week as part of our school RFF program. Greek and Mandarin are optional language programs taught outside school hours.