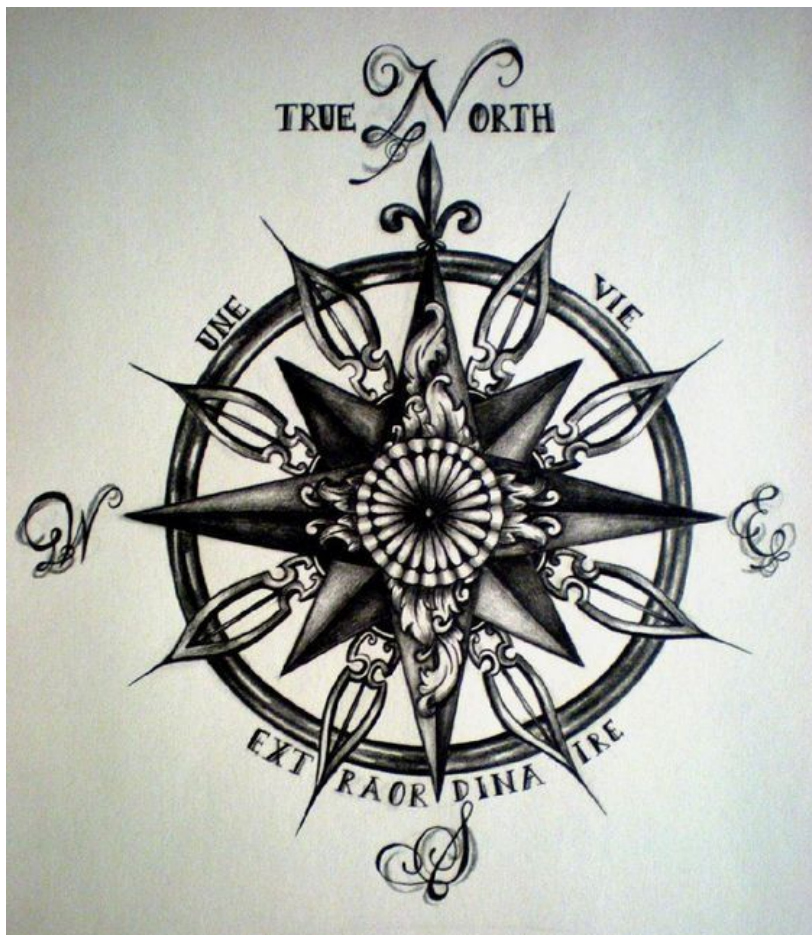


# 2020 Annual Report

## Northmead Public School



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# Introduction

The Annual Report for 2020 is provided to the community of Northmead 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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Northmead Public School

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## Message from the principal

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What a very different year 2020 turned out to be due to a "little" virus called COVID-19. Our school community has demonstrated resilience, ability to cope with very different teaching and learning platforms and a changed life globally. I could not be more proud of every one of our remarkable students, staff and community for individually and collectively "stepping up" to the challenges, adapting to a school life that was unexpected in terms of access to available activities, changes to communication and huge changes to how we learn. Who "ZOOMED" before 2020? However these unexpected changes to how we learn, teach and communicate has resulted in many improvements and innovations at Northmead Public School and indeed across Australia and the world.

Thank you to our talented teachers, executive and support staff, irrespective of your title or role for demonstrating calmness to all our students that "everything will be OK" and being understanding that there were aspects to school life beyond Northmead's immediate control. We kept safe and also pursued learning and life opportunities modified to ensure the health and wellbeing of all students, staff and our community. I will always remember this very different year for us all and how our whole school community adapted so brilliantly.

The school has engaged in a detailed situational analysis to inform the 2021-2024 Strategic Improvement Plan and the whole school team is excited about the future directions in learning, teaching, wellbeing and communication that our "true North" compass is pointing to for the next four years and beyond, including our centenary celebrations in 2024.

I believe all our students adopted a positive mindset in 2020 and will be a most extraordinary cohort of adults as the years ahead unfold. As a result of learning to live in the time of "COVID" , it is my belief that we will look at how to make the best of every opportunity offered to us all as children and adults and that we will continue to demonstrate an unprecedented attitude of gratitude when opportunities currently restricted become available once more.

I've added our "true North" compass - because as principal of Northmead, I will always look to supporting our students, staff and community to continue our journey together to Northmead Public School's "true North" in order to uncover our purpose and stay on a positive, purposeful journey of continual improvement for every student, every teacher and staff member and always in every classroom.

My thanks to every member of our school community for making 2020 a truly memorable year of learning and life opportunities and outcomes.

Mrs Anne Ezzy

Principal



## School vision

***Few, if any forces in human affairs are as powerful as shared vision.***

*Peter Senge, The Fifth Discipline*

We as a collaborative learning community seek to promote a safe, compassionate and stimulating school environment in which everyone is inspired to think critically while developing the necessary skills to become empowered to achieve to their potential as a caring, resilient and productive citizen in the twenty first century.

## School context

Northmead Public School opened in 1923 and has a current K-6 enrolment of approximately 730 students. Northmead is located in the Sydney metropolitan area, approximately 6 kilometres north of Parramatta. Northmead Public School serves a diverse community with strong support from an active parent body.

The Index of Community Socio-Educational Advantage (ICSEA) rating is 1066 and the school Family Occupation and Education Index (FOEI) is 55. The school is culturally diverse with over 37% of its students coming from a language background other than English which includes 46 language speaking backgrounds - the five highest being Mandarin, Cantonese, Spanish, Farsi and Hindu.

Less than 1% of our students identify as being of Aboriginal or Torres Strait Islander cultures.

Projected school growth of school-age children is expected to continue in Northmead in the next few years. While this is a positive trend, it brings challenges.

Northmead Public School has a highly dedicated staff that consistently focuses on providing quality educational programs.

Staff work in four Stage Teams to develop teaching and learning programs led by their respective Assistant Principals.

Excellence is promoted across all areas of the curriculum and emphasis is placed on providing a broad range of learning opportunities to meet the needs of all students. The school provides a wide range of sporting, social and cultural opportunities for its students.

The school also has an extensive Band program. There are also strong literacy and numeracy support programs, supported by a strong wellbeing tradition and a competent, effective administration team.



## 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>

## Strategic Direction 1

Innovative and creative teaching transforms learning

### Purpose

**This means that at Northmead Public School we have teachers who:**

- Are professional, collaborative, dedicated, supportive of one another and celebrate success
- Act as facilitators of learning
- Collaborate with students to guide their learning
- Provide stimulating and authentic learning experiences
- Make strategic choices about the use of technology to transform learning
- Focus on developing skills of creativity, inquiry, critical thinking and problem solving
- Are accountable for student learning
- Actively engage in professional learning that is embedded in classroom practice.

### Improvement Measures

By the end of the school planning cycle:

- Work samples demonstrate evidence of personalised learning for students.

All class programs and classrooms demonstrate evidence of the use of visible learning strategies.

Creativity and critical thinking is explicitly documented in all teaching programs.

Inquiry based learning across the school is evident in student work samples and teaching and learning programs.

Increase in professional conversations based on innovation and research and its effect on student engagement will be evaluated through focused interviews and staff self- assessment survey.

Evidence in all teaching programs of the use of technology to transform learning and monitoring bandwidth increases from 2015-17 baseline usage.

### Progress towards achieving improvement measures

#### Process 1: Teacher Development

Implement a whole school teacher development system that promotes, supports and showcases the most effective and innovative teaching strategies.

Evaluation	Funds Expended (Resources)
<p>Significant Executive and staff changes and the impact of COVID-19 Learning From Home shifted focus and priorities for teaching, learning and wellbeing and introduction of new digital platforms</p> <p>Successful implementation of L3 in Year 1 with methodology to be continued in 2021</p> <p>Improved teacher understanding of consistent use of formative assessment to inform the teaching and learning cycle and monitor student improvement</p> <p>Successful completion by the Executive and two additional teachers of the 3Rivers for Learning with Ann McIntyre, demonstrating positive evaluation of impact on consistency of leadership K-6 and Senior Executive. Teachers indicated a more practical focus in the classroom in their professional learning through implementing the tenets of this leadership and innovation PL</p>	<ul style="list-style-type: none"><li>• TPL Literacy advisors</li><li>• QTSS used to release Executive for additional class observations and employ additional executive team member to support student improvement in literacy and numeracy through building teacher capacity with planning, programming and assessment strategies</li><li>• Senior Executive planning time to evaluate progress</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• English language proficiency (\$20000.00)</li><li>• Literacy and numeracy (\$38280.00)</li><li>• Quality Teaching, Successful Students (QTSS) (\$132000.00)</li><li>• Professional learning (\$30000.00)</li></ul>

#### Process 2: Technology

## Progress towards achieving improvement measures

### Process 2:

Revolutionise technology infrastructure and embed innovative pedagogy to achieve enriched learning outcomes to optimise learning.

Evaluation	Funds Expended (Resources)
<p>The ratio of students to digital devices hampering whole class on-line platforms</p> <p>Speed of internet is hampering successful consistency of learning delivery</p> <p>Initiate and lead student participation in online projects through Google Classroom and SeeSaw</p> <p>Integrated cross-curricular units based on capabilities are being consistently planned, programmed, assessed and evaluated in each Stage and monitored by Executive</p> <p>Used learning during COVID to improve digital implementation on return to school</p> <p>SeeSaw consistently implemented and used in K-2 and Google Classrooms used effectively in Stages 2 and 3 with the plan to also use SeeSaw in 2021</p> <p>Survey Monkey licence purchased to facilitate feedback 2020 Students, Staff and Community</p> <p>ZOOM used to gauge community feedback on school programs</p> <p>Employ external digital infrastructure company to build teacher capacity and improve technology infrastructure effectiveness</p> <p>Timeline for replacement of aging technology will be formulated in 2021</p>	<ul style="list-style-type: none"> <li>• 60 additional laptops to improve student/device ratio</li> <li>• 50 additional iPads for K-2</li> <li>• Increase digital licences</li> <li>• SeeSaw for 730 students</li> <li>• Google classroom professional learning</li> <li>• External infrastructure provider</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$35000.00)</li> <li>• English language proficiency (\$100000.00)</li> <li>• Integration funding support (\$50000.00)</li> <li>• Low level adjustment for disability (\$67000.00)</li> </ul>

### Process 3: Transformative Teaching and Learning

Implement transformative teaching and learning programs that address individual student needs, ensuring all students are challenged and future focused, with teachers as facilitators of 21st Century learning.

Evaluation	Funds Expended (Resources)
<p>Improved student and teacher confidence with on-line learning platforms</p> <p>Positive impact in classroom pedagogy due to integrated units using COVID structures in Learning from Home</p> <p>Improved consistent teacher/parent communication using SeeSaw</p> <p>Positive parent feedback on digital platforms and understanding what their child is learning but this needs continued focus in 2021</p> <p>Parents request more regular communication on their child's progress other than at report time</p>	<ul style="list-style-type: none"> <li>• Per capita budget used to fund Learning from Home resources and additional laptops and loan laptops for students at home</li> <li>• QTSS executive release to improve collective efficacy with planning during and post-COVID integrated units</li> <li>• Digital on-line platform implementation (SeeSaw and Google Classrooms)</li> <li>• Professional learning for executive linked with 3Rivers for Learning</li> </ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Professional learning (\$30000.00)</li> <li>• Quality Teaching, Successful Students (QTSS) (\$100000.00)</li> </ul>

## Strategic Direction 2

Collaborative and engaged students actively contribute to their learning.

### Purpose

**This means that at Northmead Public School we have students who:**

- Collaborate, support one another and celebrate success
- Know why they are learning, what they are learning and when they are successful
- Take responsibility for their learning
- Have access to a range of specialist teachers and other professionals with specific expertise to support their needs
- Use technology to enhance, engage and support their learning
- Apply the skills of creativity, critical thinking and problem solving to their learning.

### Improvement Measures

- Increase in on-task behaviour from 2017 baseline checklist analysis by 15%, with a focus on: taking turns, listening to each other, decision making and sharing. .
- Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 85% of students in K - 2 meeting minimum benchmarks set by NPS- Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.

Raising the percentage of all students in the top two bands in the National Assessment Program - Literacy and Numeracy (NAPLAN) by 8% by 2019.

Increasing the proportion of Aboriginal students in the top two NAPLAN bands for reading and numeracy by 30% by 2019.

Teachers' programs are collaboratively planned and adjusted, based on consistent understandings of literacy and numeracy progressions, syllabi outcomes and student assessment. Conceptual integrated programs developed, containing C21st skill development, effective use of digital technology (SAMR), personalised learning and clear learning intentions.

Average academic performance in NAPLAN, including growth data, is equal to or above similar schools, including comparisons for EaLD students, Aboriginal students and students with disabilities. 85% of students in K - 2 meeting minimum benchmarks set by NPS- Level 10 in Kindergarten, Level 20 in Year 1 and Level 27 in Year 2.

### Progress towards achieving improvement measures

#### Process 1: Curriculum

Engage in action research that develops deep knowledge and understanding of new curriculum, embeds a visible learning approach and innovative pedagogy to achieve enriched learning outcomes for all students.

Evaluation	Funds Expended (Resources)
<p>The Assessment and Reporting scope and sequence K-6 and school policy needs considerable review for 2021. This is the case for both Formative and Summative assessments</p> <p>Early Stage 1 and Year 1 L3 data reflects significant positive improvement in pedagogy and student reading and writing outcomes</p> <p>The focus on formative assessment to drive teaching and learning cycles, planning and programming, will continue into the 2021 School Plan</p> <p>A focus on the consistency of implementation in K-6 in pedagogy practices and programming will continue into next School Plan</p>	<ul style="list-style-type: none"><li>• Professional learning by executive in PD H PE and integrated units linked with formative assessment</li><li>• Literacy advisors work with executive</li><li>• My PL online learning in literacy and data</li></ul> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"><li>• Professional learning (\$30000.00)</li></ul>

#### Process 2: Data - Learning Goals

1. Individualise the learning goals and provisions for students through analysis of internal and external

## Progress towards achieving improvement measures

**Process 2:** progress and achievement data.  
2. Adopt and apply evidence based strategies, including academic data and Learning Progressions to analyse past performance in determining teaching directions, monitoring and assessing student progress and achievement, and reflection on teaching effectiveness.

Evaluation	Funds Expended (Resources)
<p>Assessment Scope and Sequence review is needed in 2021 in line with improved data informed practice and the building of effective data discussions K-6</p> <p>Due to the new Strategic Improvement Plan (SIP) planning cycle, the professional learning with building the school's situational analysis is leading to an improved strategic use of data as well as an improved understanding of School Excellence Framework Self Assessment Survey (SEF S-aS) for future planning and evaluation of school practices K-6</p> <p>There has been improved expectation and delivery of strategic data collection and consequent evaluative discussions, but this remains an identified focus in the new SIP due to teacher and executive changes</p> <p>Due to the Learning Intentions/Success Criteria focus K-6, students are more confidently articulating their goals, as evidenced in classroom observations and also by students stating increased confidence around teacher expectations for their learning goals</p>	<ul style="list-style-type: none"><li>• Executive release for improved planning of T&amp;L cycles and consistency of practice</li><li>• Professional learning sessions via ZOOM and face-to-face based on COVID restrictions</li><li>• My PL targeted learning linked with data-informed practice</li><li>• Link to 3Rivers for Learning Leading Innovation and Change</li></ul>



## Strategic Direction 3

Authentic community partnerships support future focused learning

### Purpose

**This means that at Northmead Public School we work with a community that:**

- Supports learning within and beyond the classroom by providing opportunities for students to be immersed in authentic learning experiences
- Embraces the concept of a learning community which includes pre-schools, other primary schools, secondary schools, higher education institutions and industry
- Recognises the importance of being global citizens and engaging with cultures other than our own
- Welcomes an increasingly diverse and inclusive community
- Values education, the learning of students, the dedication of teachers and the safety of all
- Values the wellbeing of the whole child
- Build positive relationships, resolve conflict and display respect and self-discipline.

### Improvement Measures

- Increase in the number of flexible learning spaces at the school.

Increased number of external learning opportunities provided to students.

Increase in the number of classes with links to a class in another learning setting.

Increase in the number of community based agencies working with our school.

Decrease of 5% from 2017 baseline data in the number of classroom behaviour issues as documented in Positive Behaviour for Learning referral sheets.

### Progress towards achieving improvement measures

#### Process 1: Community Partnerships:

Establish community partnerships to ensure there is a school-wide collective responsibility for student learning and success. Planning for future-focused learning is informed by data-based research to ensure our spaces are used for creativity, collaboration and students have access to flexible learning opportunities that cater for different learning styles, abilities and aspirations.

Evaluation	Funds Expended (Resources)
Community communication pathways and accessibility was impacted by COVID but ZOOM was found to be a supportive platform with positive parent feedback from stakeholders to continue using this platform	• ZOOM
DoE placed NPS on OHSC resource funding with new building to be delivered 2021	• P&C via ZOOM
Playground upgrade to be negotiated through NSW DoE Assets grants	• Learning From Home resource packs for every student
	• Canteen upgrade through per capital funding with P&C

#### Process 2: Wellbeing:

Implement evidence-based changes across the school to improve student wellbeing, independence, confidence, resilience, engagement and the pursuit of excellence in the approach our students take to their learning.

Evaluation	Funds Expended (Resources)
Multi-disciplinary approach is being implemented to improve student improvement and overall outcomes	• Occupational and Speech Therapists employed
Implementation of <b>Innovation Program</b> (Disability) proceeded, though external funding was not received. The school continues to employ an	• Resource Therapy Room space
	• Resource wellbeing spaces in classrooms with targeted students

## Progress towards achieving improvement measures

Occupational Therapist (4 days), Speech Therapist and will continue to provide PL around Play Therapy (Wellbeing funding and Disability Flexible Funding)

DP will continue to be Learning Success Coordinator 2021 and an AP Learning Success will be funded again in 2021, funded through QTSS

Appoint teacher as Learning Success Teacher (LaST) with a capacity building focus

Review Anti-Bullying Plan 2021 in line with new DoE Behaviour Strategy and Disability Standards

- SLSO and teacher PL on behaviour, dyslexia and autism
  - Zones of Regulation Folders and resources for every classroom
- Funding Sources:**
- Integration funding support (\$50000.00)
  - Low level adjustment for disability (\$150000.00)
  - Socio-economic background (\$40000.00)

### Process 3: Strategic Alliances:

Develop and implement innovative, strategic alliances with other schools or organisations to ensure the school's curriculum provision supports high expectations for student learning in a globalized world.

Evaluation	Funds Expended (Resources)
<p>Significant leadership, staff and P&amp;C changes led to the review of this project and focus with an agreed school target to concentrate on Community Partnerships and Wellbeing Processes</p> <p>COVID-19 impacted viability of this process other than PL based on 2021 Strategic Improvement Plan</p> <p>Leadership team building Strategic Alliances with Learning and Wellbeing team at Nirimba for student improvement in emotional and behaviour regulation</p> <p>P&amp;C is not completely operational as at end 2020 with skeleton Executive</p> <p>Staff and community consultation of 2018-2020 School Plan evaluated that the Practices and Products did not link to the 3 Processes and were not "owned" by school community</p> <p>Consultation undertaken for 2021-24 Strategic Directions evaluation that is meaningful to students, staff and community</p> <p>Changes to Executive and teaching staff from 2021 require additional review of this process</p>	<ul style="list-style-type: none"> <li>• ZOOM meetings with other principals and schools to evaluate future directions for Girraween network</li> </ul>

Key Initiatives	Resources (annual)	Impact achieved this year
<b>Aboriginal background loading</b>	<p>Aboriginal literacy resources reviewed and purchased</p> <p>Executive release for PLP process</p> <p>Reconciliation and NAIDOC on-line resources</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Aboriginal background loading (\$4 500.00)</li> </ul>	<p>Bush Tucker garden needs upgrade but this was delayed with involving community support due COVID</p> <p>Staff shirt to reflect aboriginal art</p> <p>Student uniform review 2021 to look at the incorporation of an indigenous design relevant to our geographic area and the local indigenous people</p> <p>PLP processes are not consistent in the school and need to reflect whole-child outcomes not just academic goals</p>
<b>English language proficiency</b>	<p>1.8 FTE EAL/D Staffing</p> <p>EAL/D Coordinator undertakes Professional Learning on EAL/D progressions with staff</p> <p>NESB resources upgraded</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>English language proficiency (\$238 038.00)</li> </ul>	<p>Renew teacher understanding of <b>English as an Additional Language/Dialect</b> (EAL/D) progressions</p> <p>Building teacher capacity K-6 with EAL/D pedagogy</p> <p>Student review to analyse EAL/D vs Disability issues for each student</p> <p>Scope and Sequence aligned with EAL/D progressions to be undertaken 2021</p>
<b>Low level adjustment for disability</b>	<p>Funding</p> <p>SLSOs</p> <p>Learning Success Teacher employed to assist LaST</p> <p>Zones of Regulation PL and resources for every classroom</p> <p>Behaviour Strategy PL</p> <p>Disability Standards review and PL</p> <p>PBL</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Low level adjustment for disability (\$155 000.00)</li> </ul>	<p>Improved visibility of Zones of Regulation resources and usage K-6</p> <p>PBL needs improved positive outcomes, implementation strategies and visibility K-6 in 2021</p> <p>Decrease in negative incidents in playground but classroom strategies need review as PBL data demonstrates classrooms is highest incidents negative behaviours</p> <p>Staff approach to and "ownership" of disability is still inconsistent and requires renewed PL in 2021</p>
<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS funding employed AP Learning Success</p> <p>Executive release for observation and student data analysis</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>Quality Teaching, Successful Students (QTSS) (\$132 600.00)</li> </ul>	<p>Increased observations in classrooms by expert teachers including Highly accomplished</p> <p>Teachers successfully complete and submit proficient accreditation by end Term 4 for evaluation</p> <p>Improved engagement and outcomes in literacy learning K-6 by students</p> <p>Decrease negative behaviours due non-targeted or assessment informed teaching and increased consistency with Learning</p>

<b>Quality Teaching, Successful Students (QTSS)</b>	<p>QTSS funding employed AP Learning Success</p> <p>Executive release for observation and student data analysis</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching, Successful Students (QTSS) (\$132 600.00)</li> </ul>	<p>Intentions/Success Criteria</p> <p>Gifted and High Potential Committee to be formed 2021</p>
<b>Socio-economic background</b>	<p>NSW DoE funding</p> <p>Supplement funding from per Capita funding for Learning From Home Packs (\$50,000)</p> <p>Purchase additional laptops to replace student loans during COVID Learning From Home</p> <p>SAO targeted as Community Engagement Officer</p> <p>School Operational Funding for Student Support (\$20,000)</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Socio-economic background (\$40 000.00)</li> </ul>	<p>Appoint SAO as Community Engagement Officer from 2021</p> <p>Wellbeing Check-in very successful to support families during COVID Learning From Home and to continue as a value-add communication strategy in 2021 and beyond</p> <p>Identified students requiring a Breakfast Club from 2021 and create implementation time-line</p> <p>Identified need for students requiring regular support with nutrition, extra-curricular activities (LEGO) and lunch groups from 2021</p>
<b>Support for beginning teachers</b>	<p>School funded mentor program (teacher release)</p> <p>School funded release time for programming and planning with respective Assistant Principal</p>	<p>Early career teachers need ongoing support with behaviour, Gifted and High Potential identification processes and student learning differentiation strategies after 2 years</p> <p>Mentor teacher program needs targeted professional learning on Coaching to be reviewed and strengthened by trained executives in 2021</p>
<b>Targeted student support for refugees and new arrivals</b>	<p>NSW DoE Funds SLSO time with identified students</p> <p>EAL/D teaching staff used to support identified students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$1 200.00)</li> </ul>	<p>Additional PL required with using and implementing the EAL/D progressions</p> <p>Teacher targeted for PL and EAL/D pedagogy implementation for 2021</p> <p>Identified teachers will attend online PL on EAL/D</p> <p>DP Learning Success identified gap between expectations and delivery of student learning in classrooms by EAL/D and LaST (as a team approach led by classroom teacher)</p> <p>Improved data collection resulted in increase EAL/D teacher funding for 2021 (2.0 FTE)</p> <p>Additional K-6 PL on EAL/D</p>

<p><b>Targeted student support for refugees and new arrivals</b></p>	<p>NSW DoE Funds SLSO time with identified students</p> <p>EAL/D teaching staff used to support identified students</p> <p><b>Funding Sources:</b></p> <ul style="list-style-type: none"> <li>• Targeted support for refugees and new arrivals (\$1 200.00)</li> </ul>	<p>identified for 2021 and Strategic Improvement Plan (SIP)</p>
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## Student information

### Student enrolment profile

	Enrolments			
Students	2017	2018	2019	2020
Boys	352	377	372	371
Girls	332	353	354	354

### Student attendance profile

School				
Year	2017	2018	2019	2020
K	94.9	94.5	93.1	93.1
1	95.6	93.3	92.1	93.5
2	95.1	95.2	92.8	94
3	94.5	94	93.2	93.4
4	92.4	93.5	92.8	93.5
5	95.3	93.6	92.5	95.1
6	93.8	94.1	92	93.6
All Years	94.5	94.1	92.6	93.7
State DoE				
Year	2017	2018	2019	2020
K	94.4	93.8	93.1	92.4
1	93.8	93.4	92.7	91.7
2	94	93.5	93	92
3	94.1	93.6	93	92.1
4	93.9	93.4	92.9	92
5	93.8	93.2	92.8	92
6	93.3	92.5	92.1	91.8
All Years	93.9	93.4	92.8	92

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

### 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)	27.72
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	1.8
School Administration and Support Staff	4.47

\*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, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2020, 3.7% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2020 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	6.30%
Teachers	3.30%	2.80%

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 2020, an additional School Development Day was included at the start of Term 2 to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2020 to 31 December 2020. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2020 <b>Actual</b> (\$)
<b>Opening Balance</b>	614,928
<b>Revenue</b>	6,958,339
Appropriation	6,179,047
Sale of Goods and Services	20,908
Grants and contributions	755,450
Investment income	2,234
Other revenue	700
<b>Expenses</b>	-6,550,185
Employee related	-5,824,870
Operating expenses	-725,315
<b>Surplus / deficit for the year</b>	408,154
<b>Closing Balance</b>	1,023,083

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

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

	2020 <b>Approved SBA</b> (\$)
<b>Targeted Total</b>	74,566
<b>Equity Total</b>	437,534
Equity - Aboriginal	4,697
Equity - Socio-economic	39,853
Equity - Language	238,038
Equity - Disability	154,947
<b>Base Total</b>	5,008,542
Base - Per Capita	174,606
Base - Location	0
Base - Other	4,833,936
<b>Other Total</b>	377,517
<b>Grand Total</b>	5,898,159

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.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

### 2020 NAPLAN

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As agreed by the Education Council, the National Assessment Program (or NAPLAN) did not proceed in 2020 due to the COVID-19 pandemic. This was to assist school leaders, teachers and support staff to focus on the wellbeing of students and continuity of education, such as online and remote learning.

The Education Council also agreed to defer the full transition to NAPLAN Online from 2021 to 2022 and the continuation of current NAPLAN governance arrangements through 2021.

## Students

**When surveyed using Tell Them From Me as well as internal school surveys, students in Years 2-6 identified the following areas for improvement as well as success:**

- Students at Northmead compared similarly with students at Statistically Similar School Groups (SSSG) on feeling accepted and valued by their peers
- Students at Northmead demonstrated a lower percentage than in 2019 on having a positive sense of belonging. This was generally analysed by the Executive team as reflective on the impact of COVID in 2020 on student wellbeing and belonging.
- Students at Northmead compared similarly with students at Statistically Similar School Groups (SSSG) on having friends at school they can trust and who encourage them to make positive choices
- Students at Northmead compared similarly with students at Statistically Similar School Groups (SSSG) in believing that schooling is useful in their everyday life and will have a strong bearing on their future

## Parents

**When surveyed using Tell Them From Me as well as internal school surveys, parents identified the following areas for improvement as well as success:**

- Parents indicated that they can easily speak to their child's teachers
- Parents identified that knowing what "good work looks like" is an area for improvement at the school
- Parents identified that communication pathways had improved in the last two years, but they would like more proactive communication pathways with their child's teacher and for the school to explore other communication methods in addition to current modes
- Parents identified that they would welcome further opportunities via ZOOM or at school to attend workshops (Literacy and Numeracy) and also for the school to offer other forums on positive parenting, behaviour, anxiety in children
- Parents identified that they would welcome an expansion of School Canteen services including Breakfast from 2021
- Parents identified that they would welcome a review of the current uniform including more inclusive options for girls and a reduction in the choices and colours currently available

## Teachers

**When surveyed using Tell Them From Me as well as internal school surveys, teachers identified the following areas for improvement as well as success:**

- There is a need for a whole school K-6 approach to everything from teaching, learning, wellbeing and scope and sequence;
- NPS school policies need to be reviewed and communicated to all parties;
- There has been an improvement in the transparency of communication, cooperation, cohesiveness in learning and teaching K-6
- Students leave NPS better equipped for life after school
- Teachers identified that students have improved confidence in their abilities and enthusiasm toward achieving their best
- Every child known valued and cared for is a reality at Northmead P.S. and not just a "phrase"

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.