

2020 Annual Report

Padstow Park Public School



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Introduction

The Annual Report for 2020 is provided to the community of Padstow Park Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

"Knowledge Wisdom Insight"

At Padstow Park we provide engaging and challenging learning opportunities. Staff and our community, in partnership, create an inclusive environment that develops the whole child.

School context

Padstow Park Public School, is located in South Western Sydney and has an enrolment of 366 students. It was established in 1928.

Our students are representative of the diverse religious, cultural and socio economic groups within our local community with 61% coming from a language background other than English. The largest cultural groups are Arabic speakers, Chinese and Vietnamese. Many families share a strong cultural heritage with the school with some families having attended throughout three and four generations.

The school has quite extensive, well appointed and maintained grounds offering large spaces for playing, exercising and enjoying the outdoor physical environment. The playground also contains a purpose built tennis court, basketball court and fixed climbing equipment.

Padstow Park Public School strives to create an inviting and engaging learning environment focused on robust Visible Learning, quality learning and teaching programs and strong wellbeing structures enabling our students to succeed and thrive.

The school has an extensive Music program taught by a specialist Music teacher, incorporating instrumental tuition in recorder, violin, vocal ensembles, drumming groups and choir. There is also regular and ongoing participation in the N.S.W. Public Schools State Music Festivals as well as involvement in many high profile performances from the Arts Unit and local community events. We also enjoy strong traditions of extensive involvement and success in a range of sporting programs, debating, public speaking and dance.

There is also a purpose built school kitchen which is utilised to provide students with the opportunity to engage in the preparation of food and meals linked to school events and learning opportunities within specific Key Learning Areas.

Family and community involvement is welcomed and encouraged and parent participation at all levels is highly valued by students and staff. The school is a dynamic hub within its community with consistent and varied use of its facilities and grounds by several local businesses, groups and organisations.

Future focused learning is supported by a diverse range of technology and equipment, enhancing pedagogy within classrooms K-6.

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>

Self-assessment using the School Excellence Framework

Elements	2020 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1

Successful Learners

Purpose

Every student develops a love of lifelong learning by achieving their personal best and demonstrating confidence and persistence.

Improvement Measures

An increase in students achieving expected growth against internal and external data measures in literacy.

An increase in students achieving expected growth against internal and external data measures in numeracy.

Students can achieve success criteria and can articulate learning goals.

Progress towards achieving improvement measures

Process 1: Data informed teaching practices.

Evaluation	Funds Expended (Resources)
<p>Data Days are occurring in all stages in 5 weekly cycles.</p> <p>Teachers have analysed work samples in Writing and matched to Learning Progressions. Focus has been on Creating Texts and Grammar and Punctuation.</p> <p>Data spreadsheet has been revised and stage Assessment Schedule outline data collection timelines</p> <p>Data collection is purposeful and reflective of assessment schedule implementation.</p> <p>Staff see data days as quality PL and as driving school improvement relative to student learning outcomes.</p> <p>Collegial discussions occurring around data and targeted support for student's who are at risk.</p> <p>Staff have expressed increased understanding of literacy progressions and are adjusting teaching and learning programs to differentiate against the school focus area Writing - Creating Text . Amendments to bump it up walls and walls that teach are evident in all stages.</p> <p>Increased staff awareness of the critical and creative writing skills of participating staff. Ideas and understandings shared with whole staff.</p> <p>Significant growth demonstrated in students skills particularly in Critical and crative thinking skills. This is also impacted by Seven Steps.</p> <p>Staff have prioritised analysis and planning for Writing in Text forms and features from Learning Progressions across all stages.</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Socio-economic background (\$25000.00)

Process 2: Visible Learning .

Evaluation	Funds Expended (Resources)

Progress towards achieving improvement measures

All staff can identify highly improved use of feedback to students in reading and in particular in Writing.

Feedback is linked strongly to Learning intentions and success criteria and evident within students use of strategies to apply effort to address feedback suggested by teachers and peers in Years 2-6.

Staff have engaged productively and collaboratively during ALART sessions to refine and review teaching and learning programs that reflect attainment of elements of learning progressions in literacy.

Staff indicate deeper understanding of learning progressions based on discussions and analysis of student work samples conducted during ALART sessions.

Learning intentions and success criteria is evident in teaching and learning programs across all stages.

Exec staff and 4 teachers participated in Visible Learning in Mathematics PL to inform implementation of this initiative within the next school planning cycle.

Additional 0.2 teacher to cover ALART role.

Funding Sources:

- Socio-economic background (\$22424.00)

Strategic Direction 2

Teachers Are Leaders And Learners

Purpose

Every teacher develops evidence based and future focused practices that are transforming for student learning.

Improvement Measures

100% of staff working collaboratively to develop depth of knowledge of evidence based practices in English and Mathematics.

Learning progressions are embedded in teaching and learning programs in Mathematics and English.

Progress towards achieving improvement measures

Process 1: Leading quality professional learning.

Evaluation	Funds Expended (Resources)
Rostered on site staff meet extra sessions to devise online learning resources, tasks and programs.	No funds expended as training conducted online.
Stage groups reformulated student progress reports for Semester one.	5 teacher relief days
Limited due to COVID restrictions	Funding Sources: <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$2500.00)
Surveys and analysis drove implementation pathways for initial setups and planning.	

Strategic Direction 3

Connected Community

Purpose

Our caring, connected community has a shared investment in creating strong partnerships for the improved learning and wellbeing of all students

Improvement Measures

A diverse range of staff deliver differentiated professional learning within the school and the community of schools.

All staff set challenging Performance and Development Plan goals that link with the teaching standards.

Progress towards achieving improvement measures

Process 1: Engaging in collaborative practices

Evaluation	Funds Expended (Resources)
<p>Reviews for PDP's took place but limited attainment of set goals was achieved. Many staff indicated growth in areas such as</p> <ul style="list-style-type: none">-Google suite-Wuschka-Screencastify-Class Dojo <p>Less than 25% of staff attained set goals yet most staff had attributed considerable professional growth, skill development and understandings to managing and delivering on line learning.</p> <p>Staff identified and analysed successful online options that were successful with students, parents and demonstrated positive student engagement levels</p>	<p>Funding Sources:</p> <ul style="list-style-type: none">• Quality Teaching, Successful Students (QTSS) (\$4500.00)

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	Funding Sources: • Aboriginal background loading (\$5 147.00)	Assisted with online learning and check ins due to COVID.
English language proficiency	Funding Sources: • Socio-economic background (\$66 540.00)	Staff assisted with online learning and regular check ins. Lesson delivery adapted to incorporate teaching strategies that were helpful to Non English speaking families throughout COVID.
Low level adjustment for disability	Funding Sources: • Low level adjustment for disability (\$36 011.00)	Due to COVID SLSO's continued to work, creating resources, online engagements with students and families, distributing and making resources and regularly conducting phone and on line check-ins.
Socio-economic background	Funding Sources: • Socio-economic background (\$66 540.00)	Limited attainment of student growth due to COVID restrictions. SLSO's completed - Professional Learning -Resource making -online tutoring for families and students -resource pack distribution -dissemination of technology and hard copy packs -check ins with students and families online and by phone.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	166	174	190	181
Girls	169	170	180	194

Student attendance profile

School				
Year	2017	2018	2019	2020
K	96.1	93.2	93.6	94.5
1	94.5	93.7	92.4	93.4
2	94.7	95.5	94.2	93.9
3	93.7	94.1	95.4	94.5
4	95.2	93.2	92.5	95.7
5	92	94	94.4	93.2
6	94.1	92.5	94.1	93.8
All Years	94.4	93.7	93.7	94.1
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
Assistant Principal(s)	5
Classroom Teacher(s)	21.45
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	5.87

*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 ¹	2020 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	586,813
Revenue	5,030,061
Appropriation	4,878,288
Sale of Goods and Services	13,724
Grants and contributions	137,202
Investment income	847
Expenses	-5,100,045
Employee related	-4,611,284
Operating expenses	-488,761
Surplus / deficit for the year	-69,984
Closing Balance	516,829

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.

	2020 Approved SBA (\$)
Targeted Total	20,655
Equity Total	294,855
Equity - Aboriginal	5,147
Equity - Socio-economic	66,540
Equity - Language	99,650
Equity - Disability	123,518
Base Total	3,206,614
Base - Per Capita	93,744
Base - Location	0
Base - Other	3,112,871
Other Total	1,131,752
Grand Total	4,653,877

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 to access the school data.

2020 NAPLAN

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.

NAPLAN did not occur due to COVID restrictions

Parent/caregiver, student, teacher satisfaction

Due to COVID restrictions limited parent survey opportunities were actioned. Post COVID restrictions, the school sought feedback from the community and students regarding the delivery of on line learning and the results were highly favourable, particularly from parents. 92% of parents indicated that they felt the quality of the learning was high. 62 % of students indicated that they enjoyed on line learning tasks.

89% of students indicated that the thing they liked the least about on line learning was that they couldn't play with their friends.

76% of parents indicated that the on line learning processes were challenging particularly if there was more than 1 student at home accessing learning tasks.

66% of students enjoyed the use of technology as the platform used to deliver learning tasks.

100% of teachers indicated that they preferred on site learning to on line learning.

These findings have also been considered when formulating the 2021-2024 School Plan.

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.