

2020 Annual Report

Padstow North Public School



4088

Introduction

The Annual Report for 2020 is provided to the community of Padstow North 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

Our Vision

Padstow North Public School is a learning community aspiring for excellence where individuals are

Collaborative

Actively engaged

Resilient

Encouraged

Our purpose is to provide a school of excellence, where students are respected, valued and supported. The inclusive, multicultural environment delivers a future focussed, quality education within a safe and caring community. Through innovative and flexible teaching and learning experiences, staff are committed to preparing students to be critical, creative and confident learners.

School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. It is a small primary school with an enrolment of 352. The school grounds, including expansive playgrounds, cover a large area. Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. We also have strong creative and performing arts, sporting and technology programs. Current technologies have allowed our staff to provide extended learning opportunities for students. Our students use educational technologies to engage, apply knowledge to new situations, analyse information, collaborate and problem solve. Our P&C, families and community are actively involved in all aspects of school life. The school has an increasing number of children from language backgrounds other than English; 66% are from a Language Background Other Than English (LBOTE) and 57% speak a Language Other Than English (LOTE). The school has two classes for students with a primary diagnosis of Autism.

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

Learning for the future

Purpose

To develop vital literacy and numeracy skills for now and in the future, to make best practice common practice.

Improvement Measures

An increased proportion of students achieving through the schools literacy and numeracy programs measured by:

- 35% or more of students consistently achieving top two bands in NAPLAN - band 5 and 6 for Year 3, and band 7 and 8 for Year 5; as per sustaining and growing in Student Performance Measures Learning Domain.
- Yearly % increase in student achievements in annual PAT testing; one years worth of growth or better for one years worth of teaching.

Teachers confidently use explicit, specific and timely feedback to improve learning outcomes for students measured by:

- Increase of student feedback showing an understanding of success criteria and how feedback assists their learning
- Achieving Sustaining and Growing in *Explicit Teaching* and *Feedback* in Effective Classroom Practice within the School Excellence Framework (SEF)
- Achieving Excelling in Instructional Leadership
- Achieving Sustaining and Growing in *Data use in Teaching* with the SEF

Progress towards achieving improvement measures

Process 1: Instructional Leadership

Draw on research to develop and implement high quality instructional practices to improve teacher quality and student outcomes in literacy and numeracy.

Evaluation	Funds Expended (Resources)
<p>We have achieved success in sustaining PL delivered in term 1 linked to comprehension strategies and literacy progressions. This teacher learning has been sustained and could be observed in classrooms K-6 in term 4. Our Reading Support Program was hugely successful with all teachers documenting that all students have made reading growth. This growth was evidenced through benchmark levels and assessment data. We have also stocked the 3-6 reading room with resources that enable teachers to differentiate and will continue to top up in 2021.</p> <p>Due to COVID 19, instructional leadership looked different and was more around supporting home learning in semester 1. Semester 2, instructional Leadership focused on learning walks and collecting data on numeracy practices K-6. This will guide the development of school planning 2021. Parent workshops and whole school PL were also put on hold due to COVID restrictions.</p>	<p>ACARA Progressions</p> <p>Syllabus Documents</p> <p>Planning and PL sessions</p> <p>QTSS funding to release AP's to work with classroom teachers</p>

Process 2: Making Best Practice Common Practice

To develop and understand a shared language around programming and consistently improving student outcomes in literacy and numeracy. Teachers will deliver quality teaching and set high expectations to drive student outcomes.

Evaluation	Funds Expended (Resources)
<p>A shared language around programming is evident K-6. Explicit teaching correlates with teacher programs. All programs includes outcomes, learning goals and sequential development of lessons and concepts. A more collaborative approach is taken to programming through planning days, supporting teacher knowledge and growth in developing quality units of work. The future focus is using data to drive teaching and stronger differentiation.</p>	<p>Teacher Programs</p> <p>Syllabus Documents</p> <p>Time - stage meetings and planning days</p>

Next Steps

Developing the 2021-2024 strategic improvement plan, with a focus on extending and building upon the schools use of instructional leadership, collective teacher efficacy and the use of evidence based high impact strategies.

Differentiation will be a focus. Developing quality assessments, marking rubrics and teachers using data to plan and program with.

Strategic Direction 2

Leading with a growth mindset

Purpose

Staff demonstrate the abilities to lead with a growth mindset making best practice common practice.

Improvement Measures

% increase in student achievements in:

- annual PAT testing
- SENA
- Soundwaves

In the SEF, the school will move to sustaining and growing in Performance Management and Development, and Sustaining and Growing in Technology measured using:

- School evaluation according to SEF
- Staff surveys regarding confidence using technology .
- % increase of students reporting the use of a device for school work at school 'every day or almost every day' in the Tell Them From Me survey.

Improve the school mean in the TTFM to be at or above the state mean in:

- 'Students who are interested and motivated'
- Relevance - 'Students find classroom instruction relevant to their everyday lives
- Rigour - Students feel classroom instruction is well organised with a clear purpose and with immediate feedback that helps them learn

Progress towards achieving improvement measures

Process 1: Using a Growth Mindset to Lead. Further develop a growth mind set in staff and students, supporting all to excel.

Evaluation	Funds Expended (Resources)
Due to COVID 19 this initiative was put on hold. 2021 will focus on growth mindset, the learning pit and visible learning.	

Process 2: Performance Management and Development. All teaching and non-teaching staff undertake a Performance and Development process, proactively seeking to improve their performance.

Evaluation	Funds Expended (Resources)
Several key changes supported greater success in achieving 2020 PDP goals. Stage teams developed a collective goal based around school initiatives linked to the school plan. Teachers felt that the shared goal made it easier to achieve and supported a collaborative learning culture. Meetings were scheduled for teachers to collectively share their successes and build upon each others knowledge. This approach built a higher level of collective teacher efficacy and further enhanced our school culture of continuous improvement.	PDPs Professional standards for teachers Meeting time

Process 3: Digital Technologies. Staff further develop expertise in utilising a wide variety of innovative technology, increasing future focused learning opportunities for students.

Evaluation	Funds Expended (Resources)
ICT as the Third Teacher was highly successful and teachers have requested to be part of this program in 2021. This initiative resulted in teachers setting higher expectations and providing differentiated learning experiences that supported all students to be challenged, engaged and successful learners.	Laptops and ipads Maths Syllabus

Progress towards achieving improvement measures

The ICT team have identified areas to focus on over the next few years. Key areas include using online platforms to support students to become more reflective learners, technology to differentiate and integrating working technologically from the science syllabus into regular teaching and learning.

Time and funding to allow showcasing of initiative and to support an IL approach to ICT as the third teacher

Process 4: Develop a whole school approach to student wellbeing. Review and monitor wellbeing approaches, strategies and programs. Investigate teaching and learning programs that develop students social and emotional competencies. Provide quality professional learning for teachers on supporting student wellbeing.

Evaluation	Funds Expended (Resources)
Due to COVID19 our whole school focus on Wellbeing took a different direction. Staff, student and family wellbeing became the focus. Events and programs were developed to support student and teacher connections, sense of belonging and happiness.	

Next Steps

Evaluation of school progress within this strategic direction has highlighted areas to focus on in the next school planning cycle including; ICT as the third teacher delivered through an IL model and continue with the PDP process and collate goals across the school to better understand teacher needs. Wellbeing will feature heavily with a focus on social and emotional learning, attendance, LST, parental partnerships and developing a greater sense of belonging for all.

Strategic Direction 3

Teaching for tomorrow

Purpose

To develop comprehensive knowledge of the curriculum to make best practice common practice.

Improvement Measures

Teachers consistently demonstrate explicit teaching techniques and knowledge of the curriculum leading to improved student outcomes. This may be measured by:

- Consistent improvement in Spelling results across K-6
- An increase of students in the top two bands using Sound Waves diagnostic testing
- Using PAT data to show % of students achieving a minimum 1 year growth in learning with 1 year's worth of teaching
- Improved consistent teacher judgement of common assessment tasks through increased use of rubrics and standardised criteria

Improved teacher knowledge on how to plan and program with a focus on student engagement, high expectations and building student ability to adapt and become responsible citizens. This may be measured by:

*Teaching and learning programs that purposefully incorporate future focussed skills as determined by the Department

- Increased number of students in the top two bands in NAPLAN reading and writing.
- Increased number of students in the top two bands in NAPLAN numeracy.

Progress towards achieving improvement measures

Process 1: Comprehensive Curriculum Knowledge

Ensure best practice through a comprehensive knowledge of the NSW English and Mathematics syllabuses and the learning progressions; and an understanding of the relationship between them to drive teaching, learning and assessment. Students and teachers will be given time to engage with the learning process, ask questions and receive clear feedback. Effective practice will allow students to know what is expected of them and what they need to learn from tasks.

Evaluation	Funds Expended (Resources)
Due to COVID 19 many of our plans were put on hold. K-2 had PL on the ACARA literacy progressions in term 1. We introduced a K-6 data collection system which provided a valuable snapshot of student growth and achievement. Data conversations were introduced and 87% of teachers strongly believed this session helped identify and target reading needs.	ACARA progressions Planned time to discuss data

Process 2: Data Informs Practice

Drive best practice by strengthening teachers' ability to use data to inform effective teaching practice. This includes teachers having a deep understanding of the English and Mathematics syllabuses and the ability to respond constructively to what the data is telling them, changing their practice where required.

Evaluation	Funds Expended (Resources)
A beginning focus on developing quality assessments aligning with marking rubrics commenced. The leadership team undertook PL on using PAT data to track student growth across the year and grades. In 2021 we will further refine the assessment schedule to support teachers to analyse and use collected data in scheduled meetings. Data collection will be meaningful and used to drive teaching.	ACARA progressions Syllabus documents ARC and ACARA student work samples

Process 3: Future Focussed Skills

Teachers will use the general capabilities in literacy and numeracy, to develop the knowledge and skills

Progress towards achieving improvement measures

Process 3: to support students to live and work successfully in the 21st Century.

Evaluation	Funds Expended (Resources)
Due to COVID 19 this content was not covered.	

Next Steps

Data skills and use will be a major focus in 2021. This will include each class using PAT data and targeting students with the aim of bumping these learners into the next stanine/band.

Key Initiatives	Resources (annual)	Impact achieved this year
Aboriginal background loading	\$6810	Two Indigenous murals were painted. Students were part of the process and engaged with the artists. Aboriginal art was showcased across the school. Our students have a better understanding and appreciation of Aboriginal art and culture.
English language proficiency	1.0 staffing entitlement	Our 5 day a week EALD teacher focussed on reading with students and expanding their vocabulary and comprehension skills. Extensive whole school PL took place around the EALD progressions, including teachers identifying where their EALD students were and the strategies to support.
Low level adjustment for disability	\$79 773	SLSO's were employed to support students with a disability to be successful in their learning and friendships. Teachers were released to develop rigorous Individual Education Programs and meet with parents.
Quality Teaching, Successful Students (QTSS)	0.641 staffing entitlement	Our QTSS funds were used to release Assistant Principals to support teacher instruction in the classroom, evaluate numeracy and school practices to inform the 2021 school plan.
Socio-economic background	\$59 554	These funds were used towards employing a teacher above establishment, reducing class sizes and giving more one to one instruction time between teachers and students.
Support for beginning teachers	Equivalent to 0.15 teacher entitlement and employment of a mentor	The entire funding allocation was used to release an expert teacher and mentor our beginning teachers. This included program writing, planning and co teaching. This set our beginning teachers up for success.

Student information

Student enrolment profile

Students	Enrolments			
	2017	2018	2019	2020
Boys	187	199	187	182
Girls	166	175	169	167

Student attendance profile

School				
Year	2017	2018	2019	2020
K	95.3	92.8	93.2	91.1
1	93.9	94.9	94.5	90.7
2	96	93.1	93.9	90.4
3	94.3	94.7	92.2	91.3
4	95.7	94.3	90.4	92.5
5	94.2	93.7	93.9	89.8
6	92.4	92.5	90.9	92.3
All Years	94.6	93.8	92.5	91.1
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)	3
Classroom Teacher(s)	13.96
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	1
School Administration and Support Staff	4.87

*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	706,488
Revenue	3,616,385
Appropriation	3,469,462
Sale of Goods and Services	6,575
Grants and contributions	138,645
Investment income	1,603
Other revenue	100
Expenses	-3,600,678
Employee related	-3,193,413
Operating expenses	-407,265
Surplus / deficit for the year	15,706
Closing Balance	722,195

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	80,481
Equity Total	345,911
Equity - Aboriginal	6,810
Equity - Socio-economic	59,554
Equity - Language	148,768
Equity - Disability	130,779
Base Total	2,793,452
Base - Per Capita	88,515
Base - Location	0
Base - Other	2,704,937
Other Total	190,721
Grand Total	3,410,565

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.

Parent/caregiver, student, teacher satisfaction

Key facts extracted from the Tell Them From Me (TTFM) survey:

Student Feedback

- 87% of students reported a positive sense of advocacy at school; this is 18% above state average.
- 97% of students reported a positive sense of success at school; this is 12% above state average.
- 77% of students reported a positive sense of belonging at school; this is 8% above state average.

Parents in Learning, extracted from TTFM:

- I feel welcome when I visit the school. 8.0/10
- I can easily speak with my child's teachers. 7.6/10
- I am well informed about school activities. 7.4/10

Results from the What Works Best survey. Most teachers (>90%) strongly agreed that at PNPS:

- Every minute counts in learning time
- Sequential teaching and learning programs build student understanding
- Positive student teacher relationships have created a positive school culture
- Consistent consequences, including whole school approach to behaviour management

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.