

# Padstow Park Public School Annual Report



2016



2826

## Introduction

The Annual Report for **2016** 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.

Lyndall Holden

R/Principal

### School contact details

Padstow Park Public School

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### Message from the Principal

Padstow Park Public School is a nurturing, supportive, learning community, who strive to provide a balanced curriculum to support the academic, social and emotional needs of students and families. At Padstow Park Public School we aim to underpin each student's development with a supportive environment, which enables the student to reach their full potential to carry them forward with life long learning. Our school facilitates a culture of building strong, authentic partnerships through respect, tolerance, and open communication for students, families, and the wider community.

The staff at Padstow Park Public School are a highly engaged, motivated, and dedicated group, working collectively to provide students with the best possible platform to carry them forward in their educational journey. Our school is unique due to the wide variety of curriculum and extra–curricular expertise amongst our staff and community who deliver best practice teaching and learning programs to our students.

As we move forward, Padstow Park Public School is developing future–focused learners to carry them forward with the ever changing needs of our broader community. Our staff have undertaken significant professional development to incorporate the skills, knowledge and attributes required by a 21st Century learner.

Padstow Park Public School thrives on a collaborative partnership with our P&C, fostering the delivery of programs and services that support our students and parents in a range of areas including academic resources and social wellbeing. Our strong partnership has enabled our school to further develop our technology resources. Furthermore, the school and community continues to benefit from the fully functioning kitchen learning space, which sets our school apart.

I certify that the information in this report is the result of a rigorous self–evaluation process and is a balanced and genuine account of the school's achievements and areas for growth.

Lyndall Holden

Principal Rel.

## School background

### School vision statement

#### ***"Knowledge Wisdom Insight"***

Padstow Park Public school aims to provide the best possible holistic learning environment to develop confident, creative and critical thinkers going forward into the next chapter of the student's education.

At Padstow Park Public School the staff, students and the community work together to deliver a rich and diverse learning environment that nurtures the whole child. Our aim is to provide diverse educational experiences and opportunities that will engage and challenge all students to learn, discover and critically examine their world in order to become creative, informed and resilient individuals.

### School context

Padstow Park Public School, established in 1928, is a P3 level school with 335 students. Our students come from diverse cultural and socio-economic backgrounds with 59% coming from a language background other than English. The largest cultural group are Arabic speakers followed by Chinese and Vietnamese. Many of our families have a long history with the school and often three to four generations have attended the school. Integral to our school is our partnership with our P&C, local community and local business.

Padstow Park Public School strives to create an inviting and engaging environment for all students and continues to invest in 21st century technology including an iPad purchasing program and wireless throughout the school. Many classrooms are accessing teaching and learning programs on devices to improve student learning outcomes and compliment units of work in K-6.

Some current school initiatives which have strong linkages to current research with best practice pedagogy to improved student learning outcomes and well being are:

- Implementation of Positive Behaviour for Learning to increase behavioural and well being outcomes for students.
- Increased release time for executive staff to better support stage teams.
- Significantly enhanced technology purchases in partnerships with the P&C.
- Whole school and stage team planning to examine data, develop collective efficacy amongst staff and develop consistency of teacher practice and assessment.
- Whole school comprehension strategies to improve student learning outcomes in reading.

In addition, to significant programs being introduced, we actively implement new reforms and mandatory processes.

## Self-assessment and school achievement

### Self-assessment using the School Excellence Framework

This year, our school undertook self-assessment using the School Excellence Framework. 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.

A Padstow Park Public School staff used our weekly Professional Learning time to thoroughly examine the school plan and the strategic directions to determine the elements of the School Excellence Framework that the plan addressed. Executive and teaching staff undertook professional development in looking at the framework and how it aligns with our school plan. After closer examination of our school's practices in Learning, Teaching and Leading, we were able to plot our progress against the Framework and make strategic decisions in regards to direction for our school, to ensure we continue to make growth as a school towards the high expectations of the framework.

In the domain of Learning, Padstow Park Public School has focused on wellbeing, curriculum and learning. We have created a safe, positive, collaborative and productive ethos amongst the staff. The notion of collective efficacy is underpinning the culture at Padstow Park Public School. The fundamental importance of developing healthy wellbeing is providing a platform for students and staff to build a culture of trust, respect and the importance of valuing each other. Positive Behaviour for Learning is providing consistency for staff and students to ensure relationships and engagement are at the forefront of all lessons. At Padstow Park Public School we have a strong commitment to individuals and their learning needs. Students are identified early and their families are an integral part of the planning process for teaching and learning and meeting the needs of the students .

In the domain of Teaching, Padstow Park Public School has created an strong collective and collaborative practice that is inclusive of all staff. Stage teams and cross stage teams have developed a collective efficacy for planning and programming, which reflect and meet the educational, social and emotional needs of our students. The teaching staff have continued to strengthen their understandings around analysing data to make informed, best practice decisions for the *where to next* with our students. Classroom observations and walk throughs have fostered a sense of trust and dialogue for teaching staff to effectively move students forward in their learning. More importantly, teachers are examining their own impact on their students, and how to raise the bar with student learning outcomes and engagement for all students.

In the domain of Leading, Padstow Park Public School has focused on a differentiated learning path for all staff. Building the leadership capacity across the school to foster and develop the concept of teachers as leaders has been well received by all staff and has contributed to the achievements of many projects implemented during 2016. Many staff are maintaining accreditation and considering higher levels of accreditation to further develop their leadership capacities.

The new approach to School Planning, supported by the new funding model, is making a major difference to our progress as a school. This has allowed the staff and community to celebrate achievements and identify next steps. The following pages outline these achievements and next steps.

Our self-assessment process will assist the school to refine the strategic priorities in our School Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework:

<http://www.dec.nsw.gov.au/about-the-department/our-reforms/school-excellence-framework>

## Strategic Direction 1

### High Expectations & Quality Student Learning

#### Purpose

- To empower each student with essential skills and attributes in order to achieve their full potential as a learner, a leader and a productive citizen.
- To ensure every student is engaged in meaningful and future focused learning experiences.
- To develop and/or enhance teacher practice to implement differentiated teaching and learning programs that meet individual student needs.

#### Overall summary of progress

Quality teaching, formative assessment, super six comprehension strategies and CAFE literacy programs have continued to be a key professional focus in 2016 to achieve this strategic direction and improve student learning outcomes. Teachers were involved in Professional Learning at whole school level and stage level to achieve the strategic direction. Planning and programming methods were a school propriety to ensure formative assessment, CAFE, super six comprehension strategies and quality teaching elements were evident in the planning and programming stages of the teaching and learning cycle.

#### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• 85% of students achieving grade/stage appropriate expectation in literacy and numeracy</li><li>• 100% of staff feel comfortable in providing a differentiated teaching/learning program</li><li>• Analysis of Naplan data shows improved growth from Year 3 to Year 5 in all aspects and shows increased percentage of students achieving in the top 2 bands</li></ul>	<ul style="list-style-type: none"><li>• Students are achieving the targeted stage and age appropriate expectations in literacy and numeracy</li><li>• All staff are demonstrating competency in differentiation and adjustment for students in teaching and learning programs.</li></ul>	

#### Next Steps

- Engage all staff in embedding learning intentions and success criteria as part of the lesson structure of all literacy and numeracy lessons.
- Engage all staff in the collection and analysis of data, to identify the impact on student growth in literacy and numeracy.
- Engage all staff to embed formative assessment, record and reflect on data collected to inform the where to next for their students.

## Strategic Direction 2

A Strong culture of professional practice and leadership

### Purpose

- To engage teachers in the process of developing professional knowledge in order to improve teaching practice in partnership with colleagues.
- To develop each teacher's skills to promote and ensure high quality, effective teacher performance that improves student learning outcomes.
- To allow teachers the opportunity to lead colleagues through areas of expertise in order to increase the capacity of whole staff.

### Overall summary of progress

The continuation of the Professional Development Framework and the Professional Development Plan has lead to staff to engage in a great reflection process that is guiding the ongoing development of all staff, at an individual and collective level.

Staff engaged in professional development to implement targeted literacy, formative assessment and inquiry strategies to embed in their teaching and learning programs and everyday teaching practice.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
100% of Teachers demonstrate that they meet the Australian Standards for Teachers  100% Student performance in target areas shows improvement from base line data  85% Show improved comprehension results in external, internal assessment k–6  Increased student engagement from base line data in behaviours identified on Tell Them From Me.	<ul style="list-style-type: none"><li>• Teachers are demonstrating their understanding of the Teaching Standards through teaching programs, staff professional development and engaging in conversation about Teaching Standards.</li><li>• Staff engaged with the PDP process and 100% of teaching staff achieved more than 2 goals.</li><li>• Classroom observations were conducted and well received by teaching.</li><li>•</li></ul>	

### Next Steps

- Continuation of CAFE and Daily 5 strategies and independent literacy activities in K–2.
- Continue the implementation of inquiry skills across all Key Learning Areas with a focus on History, Geography and Science.
- Monitor the PDP process and implement professional learning to meet the needs of staff differentiated learning paths.

## Strategic Direction 3

Collaborative and purposeful relationships with and beyond the school

### Purpose

- To build strong links between the school and the community in order to enhance student engagement, resilience and performance.
- To engage the community in order to broaden the expertise available for sharing with staff and students.
- To strengthen reciprocal relationships, share resources and build teacher capacity through community of schools.

### Overall summary of progress

Padstow Park Public School has continued to have strong relationships with the community. The continuation of Community of Schools project has continued to strengthened our relationships with the neighbouring schools. Connections with local business have developed and will continue to be strengthened.

### Progress towards achieving improvement measures

Improvement measures (to be achieved over 3 years)	Progress achieved this year	Funds Expended (Resources)
<ul style="list-style-type: none"><li>• Working towards sustaining and growing on all seven dimensions of the School Assessment Tool Reflection matrix</li><li>• Evidence of collaborative environment</li><li>• Workshops are responsive to school community feedback and events.</li></ul>	<ul style="list-style-type: none"><li>• Staff examined programs against the Learning and Teaching elements of the Schools Excellence Framework in order to develop action plans for school improve.</li><li>• Collaborative planning within and across stages is evident in teaching and learning programs.</li><li>• All staff engaged in the introduction of Positive Behaviour for Learning. Developing consistency in teacher judgement.</li></ul>	

### Next Steps

- Engaging staff and community in the implementation and launch of Positive Behaviour for Learning.
- Engaging staff in the development of wider relationships beyond the school.
- Engaging staff and community to strengthen relationships across the school and local community.
- Engaging in professional development to increase outcome for the school against the Schools Excellence Framework to move forward into sustaining and growing.

Key Initiatives	Impact achieved this year	Resources (annual)
<b>Aboriginal background loading</b>	<p><b>Strategic Direction 1:</b></p> <p>All Aboriginal students have a learning pathway, which is monitored and consulted on with all stakeholders across literacy and numeracy. Early identification and intervention delivered for Aboriginal students not meeting targets in literacy and numeracy. Strong partnerships with local Aboriginal elders present and flourishing.</p>	\$1828.00
<b>English language proficiency</b>	<p><b>Strategic Direction 1:</b></p> <p>Students engaged in developing and practising skills in reading, writing, speaking and listening for English proficiency. Students well supported by experienced practitioners and SLSOs to ensure they meet targets identified in the School Plan.</p>	\$87,192.00
<b>Low level adjustment for disability</b>	<p><b>Strategic Direction 1:</b></p> <p>All students requiring adjustments within school context are being met and catered for to provide best practice for students.</p>	\$131,684
<b>Quality Teaching, Successful Students (QTSS)</b>	<p><b>Strategic Direction 1:</b></p> <p>Quality mentoring across K–6 to embed current pedagogy. Developing formative assessment, inquiry and comprehension skills to ensure students meet the improvement measures/standards.</p> <p><b>Strategic Direction 2:</b></p> <p>Differentiated learning for staff to develop the capacity of teaching skills to ensure exemplary teaching and learning programs.</p>	\$25901
<b>Socio–economic background</b>	<p><b>Strategic Direction 2:</b></p> <p>Coaching and mentoring for authentic professional development framework.</p> <p><b>Strategic Direction 3:</b></p> <p>Developing effective communication strategies at Padstow Park Public.</p>	\$26,125
<b>Support for beginning teachers</b>	<p><b>Strategic Direction 2:</b></p> <p>ECT teachers are funded to complement their skills, knowledge, and understanding of teaching and the profession. ECT teachers were mentored through whole school, stage teams, and local ECT networks.</p>	\$4062.60
<b>Positive Behaviour for Learning</b>	<p><b>Strategic Direction 1, 2 &amp; 3:</b></p> <p>Significant self–evaluation of behaviour management student wellbeing undertaken. We are moving towards a consistent approach, where teaching and learning and well being are underpinned by PBL.</p>	\$4500

## Student information

### Student enrolment profile

Students	Enrolments			
	2013	2014	2015	2016
Boys	182	191	187	181
Girls	151	157	177	161

### Student attendance profile

School				
Year	2013	2014	2015	2016
K	94.2	94.5	94.8	94.4
1	94.1	96.4	93.5	93.4
2	95.1	95.3	94.4	94.2
3	95.4	95.3	95.8	95
4	95.3	97.1	95.3	94.4
5	94.6	95.5	93.3	94.3
6	95.3	95.4	93.6	93.9
All Years	94.9	95.7	94.4	94.2
State DoE				
Year	2013	2014	2015	2016
K	95	95.2	94.4	94.4
1	94.5	94.7	93.8	93.9
2	94.7	94.9	94	94.1
3	94.8	95	94.1	94.2
4	94.7	94.9	94	93.9
5	94.5	94.8	94	93.9
6	94.1	94.2	93.5	93.4
All Years	94.7	94.8	94	94

## Class sizes

Class	Total
KL	18
KB	20
K/1L	21
1/2D	24
1/2L	24
1/2H	25
2/3T	29
3/4H	28
3/4R	29
4/5G	27
5/6Z	28
5/6K	29
5/6F	29

### Structure of classes

Padstow Park Public School have two mainstream Kindergarten classes and then all other grades have stage based classes. We have some cross stage classes, which student are selected carefully against a rigorous criteria to provide the best possible class placement for all students.

## Workforce information

### Workforce composition

Position	FTE*
Principal	1
Assistant Principal(s)	4
Classroom Teacher(s)	12.57
Teacher of Reading Recovery	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
Teacher of ESL	0.6
School Counsellor	0
School Administration & Support Staff	3.87
Other Positions	4.13

\*Full Time Equivalent

Padstow Park Public School had no identified Aboriginal Staff members during 2016. We still have a

close working relationship with our Aboriginal elders and local Aboriginal community.

### Teacher qualifications

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

### Teacher qualifications

Qualifications	% of staff
Undergraduate degree or diploma	95
Postgraduate degree	5

### Professional learning and teacher accreditation

In 2016 Padstow Park Public School received funding for Professional Learning. The school embarked on a whole school Professional Learning Plan to map the achievements and directions of the school. The plan encompassed curriculum and well being areas to develop the staffs capacity to drive sustainable programs across the school.

Weekly professional learning was targeted towards the achievement of the Strategic Directions. All staff participated in comprehension strategies workshops on the "super six" reading cues, inquiry skills programing for History, Science and Geography syllabuses were investigated. K-2 staff continued to implement Daily 5 literacy rotation activities and program and plan for CAFE reading cues.

Programming and formative assessment was rigorously examined through professional development to ensure programs were underpinned by quality teaching framework elements. During 2016, a number of staff members were reporting on their evidence towards maintaining proficient accreditation status. Two members of staff were engaging in higher accreditation and two members of staff were starting their journey of proficient accreditation. ECT funding was used for induction and professional development processes.

## Financial information (for schools using both OASIS and SAP/SALM)

### Financial information

The three financial summary tables cover 13 months (from 1 December 2015 to 31 December 2016).

The financial summary consists of school income broken down by funding source and is derived from the school Annual Financial Statement.

Income	\$
<b>Balance brought forward</b>	<b>50 308.50</b>
Global funds	230 784.51
Tied funds	202 189.34
School & community sources	243 565.75
Interest	2 433.26
Trust receipts	10 861.55
Canteen	0.00
<b>Total income</b>	<b>740 142.91</b>
<b>Expenditure</b>	
Teaching & learning	
Key learning areas	12 209.70
Excursions	37 244.92
Extracurricular dissections	78 959.53
Library	7 335.39
Training & development	29 127.01
Tied funds	165 730.26
Short term relief	47 033.31
Administration & office	56 728.50
School-operated canteen	0.00
Utilities	43 656.50
Maintenance	31 210.83
Trust accounts	7 783.70
Capital programs	69 406.19
<b>Total expenditure</b>	<b>586 425.84</b>
<b>Balance carried forward</b>	<b>153 717.07</b>

The information provided in the financial summary includes reporting from 1st December 2015 to 31 December 2016.

	2016 Actual (\$)
<b>Opening Balance</b>	0.00
<b>Revenue</b>	168 551.46
(2a) Appropriation	153 717.07
(2b) Sale of Goods and Services	1 363.64
(2c) Grants and Contributions	13 448.77
(2e) Gain and Loss	0.00
(2f) Other Revenue	0.00
(2d) Investment Income	21.98
<b>Expenses</b>	-136 360.90
Recurrent Expenses	-136 360.90
(3a) Employee Related	-75 457.23
(3b) Operating Expenses	-60 903.67
Capital Expenses	0.00
(3c) Employee Related	0.00
(3d) Operating Expenses	0.00
<b>SURPLUS / DEFICIT FOR THE YEAR</b>	32 190.56
<b>Balance Carried Forward</b>	32 190.56

There is no opening balance recorded in the SAP finance table. The opening balance for the school for this reporting period is recorded as the Balance Brought Forward in the OASIS table.

The OASIS Balance carried forward amount (ie, funds on date of migration) is included in the (2a) Appropriation amount in the SAP table.

Any differences between the OASIS Balance carried forward and (2a) Appropriation amount is the result of other accounts and transactions being included in the (2a) Appropriation amount.

### Financial summary equity funding

The equity funding data is the main component of the 'Appropriation' section of the financial summary above.

	2016 Actual (\$)
<b>Base Total</b>	2 231 406.76
Base Per Capita	20 082.49
Base Location	0.00
Other Base	2 211 324.27
<b>Equity Total</b>	246 828.66
Equity Aboriginal	1 827.56
Equity Socio economic	26 125.09
Equity Language	87 192.13
Equity Disability	131 683.88
<b>Targeted Total</b>	203 187.12
<b>Other Total</b>	597 608.13
<b>Grand Total</b>	3 279 030.67

A full copy of the school's financial statement is tabled at the annual general meetings of the parent and/or community groups. Further details concerning the statement can be obtained by contacting the school.

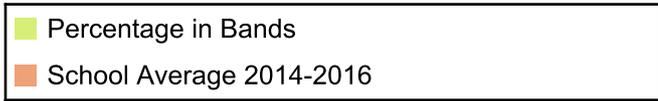
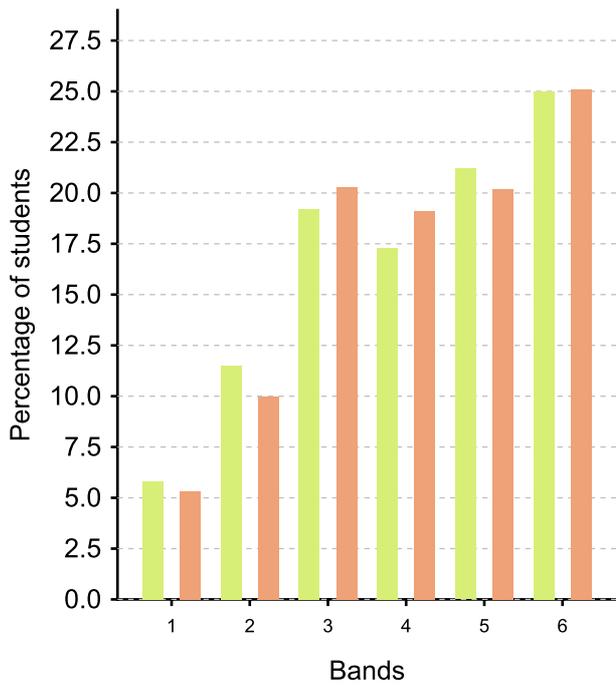
## School performance

### NAPLAN

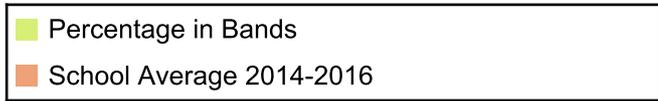
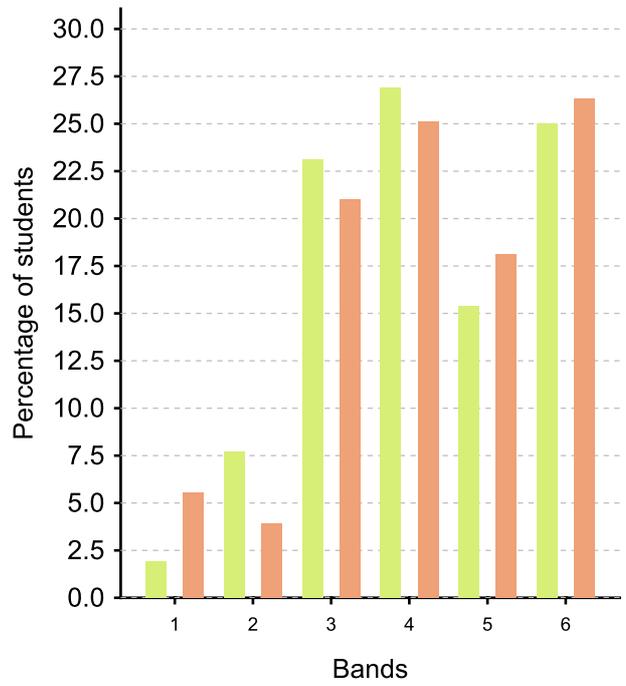
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

- 25% of students in Year 3 received a band 6 in Reading
- 21% of students in Year 3 received a band 5 in Reading
- 25% of Students in Year 3 received a band 6 in Grammar and Punctuation
- 15% of students in Year 3 received a band 5 in Grammar and Punctuation
- 16.7% of students in Year 5 received a band 7 in Spelling compared to 17.7% of the state
- 18.5% of students in Year 5 received a band 7 in Grammar and Punctuation compared to 19.9% of the state

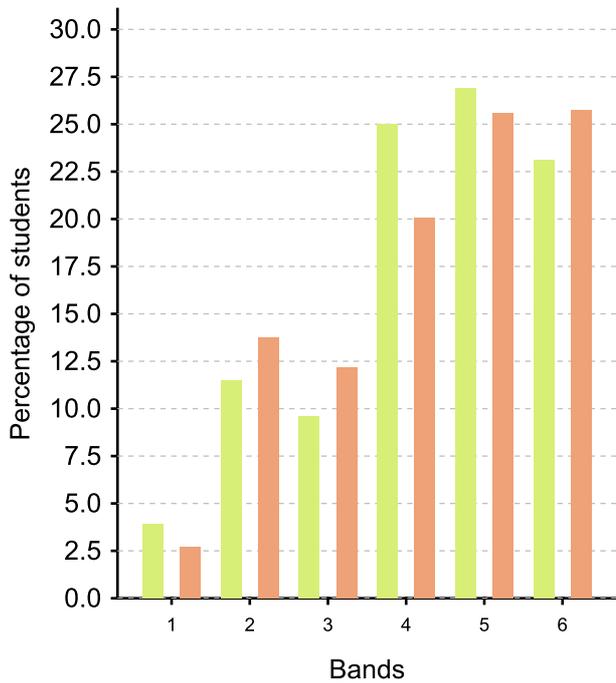
**Percentage in bands:**  
Year 3 Reading



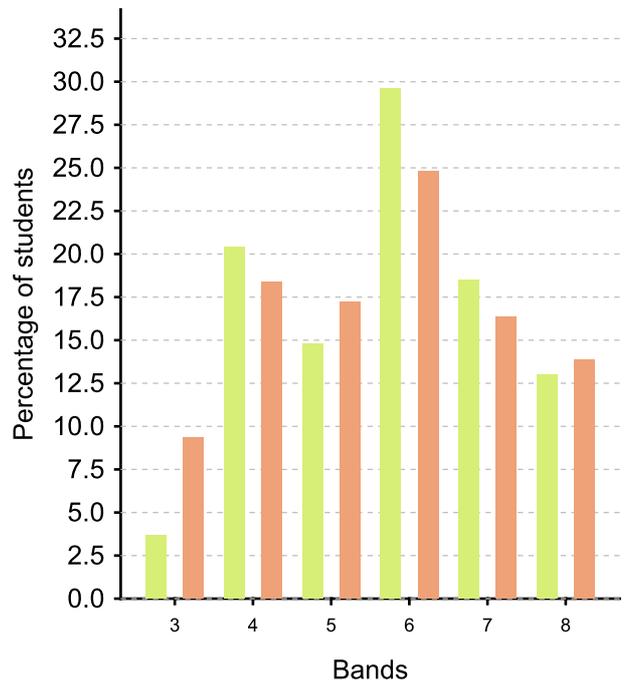
**Percentage in bands:**  
Year 3 Grammar & Punctuation



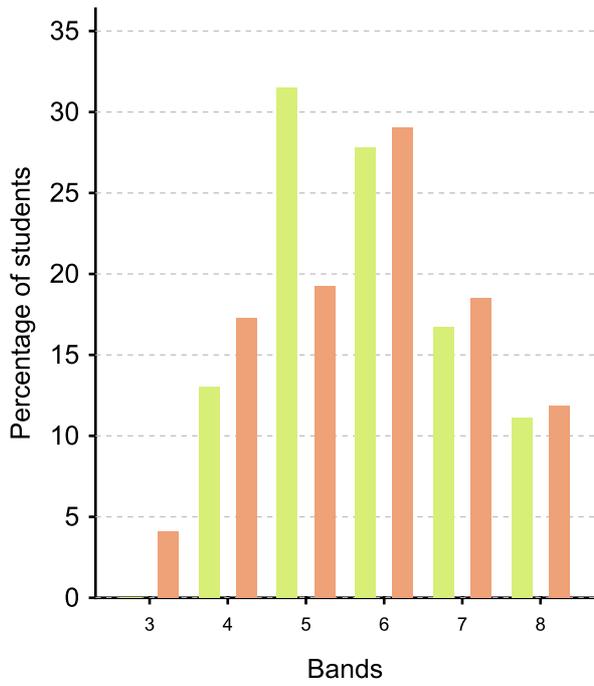
**Percentage in bands:**  
Year 3 Spelling



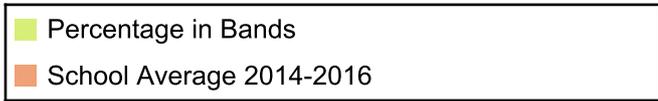
**Percentage in bands:**  
Year 5 Grammar & Punctuation



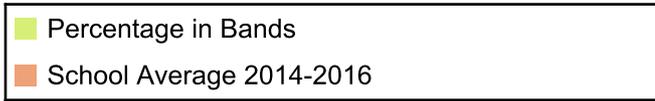
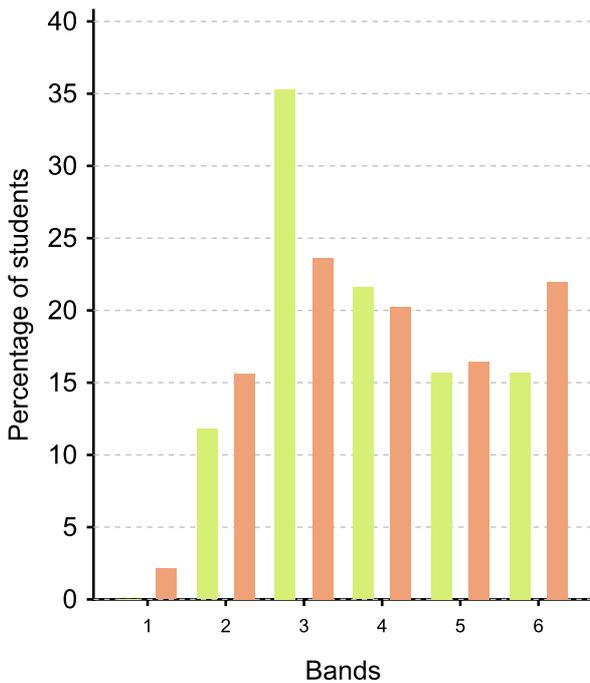
**Percentage in bands:**  
Year 5 Spelling



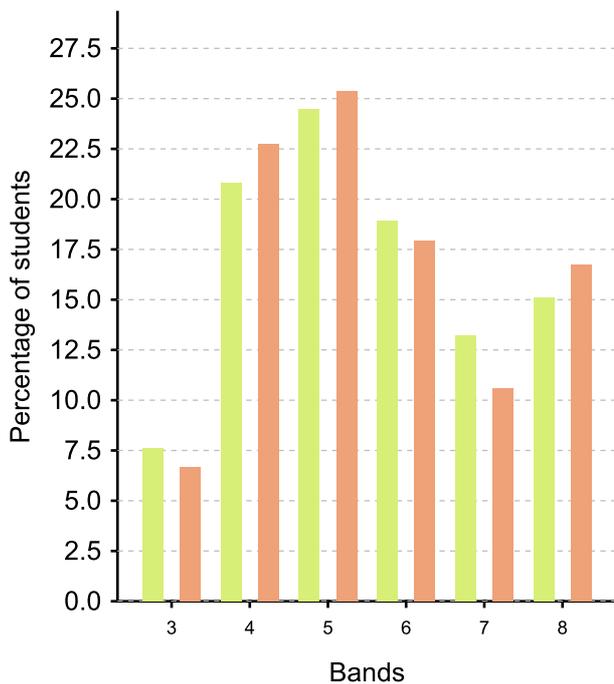
- 15.7% of students received a band 6 in numeracy in year 3 compared to 19.7% in the state
- 21.6% of students received a band 5 in Number, Patterns and Algebra compared to 15.4% of the state
- 15.1% of students in Year 5 received a band 8 in Numeracy compared to 15.5% of the state
- 17% of students in Year 5 received a band 8 in Data, Measurement, Space and Geometry compared to 14.6% of the state
- 17% of students in Year 5 received a band 8 in Number, Patterns and Algebra compared to 15.7% of the state



**Percentage in bands:**  
Year 3 Numeracy



**Percentage in bands:**  
Year 5 Numeracy



The My School website provides detailed information and data for national literacy and numeracy testing. Click on the link <http://www.myschool.edu.au> and insert the school name in the Find a school and select GO to access the school data.

There were no identified Aboriginal students who sat the Year 5 NAPLAN test in 2016. Two students who identify as Aboriginal in Year 3 sat NAPLAN in 2016. Both students demonstrated below premier targets and are being supported by school literacy and numeracy initiatives to improve student learning outcomes for these students.

## Parent/caregiver, student, teacher satisfaction

In 2016 Padstow Park Public School sought the opinions of parents, students, and teachers about our school. Their responses are represented below.

1. Teachers feel valued as critical members to the learning community who make a difference in the lives of students.
2. A new format for booking and running Parent/Teacher conferences was trialed and overwhelmingly successful, based on the feedback received through our survey (90% support).
3. Parents feel valued and welcome, and play a vital role in our school. They also feel that the communication about their child's needs and progress throughout the year is transparent (85%).
4. Students feel confident in articulating goals to parents via three-way interviews and discussing their strengths and areas for improvement, and what is required between the home and school relationship to meets these needs (85% attendance across K-6).

## Policy requirements

### Aboriginal education

Padstow Park Public School received Aboriginal background funding to the value of \$1828.

This funding supports the implementation of teaching and learning programs, additional support for Aboriginal students to access the curriculum in order to maximise student learning outcomes. The funding allows for equity across the student body to ensure DoE policy is at the forefront of teaching and learning for Aboriginal students.

The new syllabuses embed Aboriginal ways of knowing and being into all aspects of teaching and learning, to better represent Aboriginal cultures. During 2016, Aboriginal background funding was used to allow for the effective use of individual learning pathway plans. An authentic consultation process with parents and other significant stakeholders to ensure the best

possible educational platform was delivered. Comprehension, formative assessment, and CAFE strategies were a focus for Aboriginal students in 2016.

### **Multicultural and anti-racism education**

In line with the School Plan the school went through an extensive review of quality teaching and learning programs to ensure appropriate cultural diversity and inclusivity are evident across all school contexts and are embedded as best practice at Padstow Park Public School. Our programs at Padstow Park Public School facilitate and foster students' understanding of culture, cultural diversity, antiracism, and active citizenship within a multicultural society. Teaching and learning programs are examined on a regular basis to ensure multicultural and antiracism education is embedded across all Key Learning Areas. Our school's music program highlights and immerses students in a range of cultural, musical, and dramatic activities from around the world.

A range of communication strategies have been put into place to facilitate open, honest dialogue for parents and the community. This includes the interpreter service, DoE translated documents, information boards, parent friendly apps, and strong community representation including parents of EALD backgrounds assisting other parents. This has strengthened our parent and community engagement in school activities.