School context statement

Padstow North Public School is a small primary school with an enrolment of 360 students, including 57% of students from a non-English speaking background, and is situated in the suburb of Padstow in the South West Sydney region of New South Wales. The school grounds cover a large area with expansive playing fields.

Our purpose is to provide a school of excellence where students are nurtured and valued and experience a quality education within a safe and inclusive community. Through innovative, dynamic and authentic teaching and learning programs our staff are committed to preparing students as confident, creative and successful learners.

Student information

It is a requirement that the reporting of information for all students be consistent with privacy and personal information policies.

Student enrolment profile

Enrolments continued to steadily increase from 2013 enrolment numbers with anticipated enrolment data indicating the need for a fifteenth class to be established in 2015.

Student attendance profile

Attendance continues to be above State average as the graph indicates.

P&C President report

We are very fortunate to have such an active and passionate team of volunteers involved in our Parents and Citizens Association (P&C) at Padstow North Public School, giving up their valuable time and working tirelessly to support our school in many ways. Our volunteers include parents, grandparents, extended family members and friends as well as staff. Our P&C is at the forefront of the FUNdraising efforts at our school, and in 2014 we ran a number of major FUNdraisers including Canteen and Uniform Shop - raising around $25,000. We also held Mothers’ Day and Fathers’ Day stalls and raffles, our very successful Fathers’ Day breakfast, school banking, 5c Friday each term and a McDonald’s Night.

All students in our school benefit from the FUNdraising efforts of our P&C. Our current FUNdraising efforts are working towards funding another major project, the expansion and refurbishment of our school canteen. This project will provide canteen volunteers with more working space and food preparation areas as our school grows.

Volunteers assist in the classroom with reading and special learning programs, as well as accompanying classes on excursions and at creative and sporting activities. Volunteers run the canteen, uniform shop, book club and school banking throughout the whole school year, along with regular events such as BBQs at district cross country and school athletics carnivals.

P&C meetings are held on the second Tuesday of each month during school term at 9.15am and 7.30pm. We continue to hold alternating day /
night meetings to allow all parents and families
the opportunity to come to meetings. The
meetings are a great way of being involved in our
school and give all parents an opportunity to
discuss issues and be involved in some of the
decisions affecting our children at school. They
also provide opportunities for parents to pick up
some useful hints and tips on how we can
support our children as they learn. All parents are
welcome to attend and we look forward to
meeting you.

Phill Allsop-Guest
P & C President 2012-2014

Workforce information
It is a requirement that the reporting of
information for all staff must be consistent with
privacy and personal information policies.

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>1.0</td>
</tr>
<tr>
<td>Deputy Principal(s)</td>
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</tr>
<tr>
<td>Assistant Principal(s)</td>
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<tr>
<td>Head Teachers</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>11.0</td>
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<tr>
<td>Teacher of Reading Recovery</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.9</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>1.4</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>1.0</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.872</td>
</tr>
<tr>
<td>Total</td>
<td>23.475</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014
requires schools to report on Aboriginal
composition of their workforce.

No staff member currently identifies as
Aboriginal.

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

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Degree or Diploma</td>
<td>100%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>65%</td>
</tr>
</tbody>
</table>

Professional learning and teacher
accreditation
Teacher Professional Learning (TPL) funding has
provided staff with an ongoing process of inquiry
into, and reflection on, their teaching punctuated
by learning activities and programs designed to
enhance professional knowledge, skills, and
attitudes. This process of growth and
development provided opportunities for staff to
examine and challenge their role, experiment
with strategies and increase their understanding
of curriculum, the students they teach and how
their students learn.

This learning supported the growth of the
individual teachers as well as contributed to the
achievement of the school targets. The TPL
program provided diverse opportunities to meet
the needs of all members of staff. The program
included TPL opportunities at weekly staff
meetings, Staff Development Days, stage
meetings and attendance at network meetings.
TPL included mandatory learning such as First Aid
(Anaphylaxis, Asthma and CPR training) and Child
Protection, and targeted programs such as
teacher accreditation, early career teacher
workshops, Reading Recovery, EAL/D continuum,
Autism online and Non Violent Crisis Intervention
training.

Through stage meeting, teachers were given the
opportunity to build educational understanding
about curriculum, syllabus documents and the
teaching and learning cycle through student work
sample moderation and assessment task analysis.
Staff engaged in evaluation of school-based short
and long term strategic goals and planned for
2015.

Targeting Early Numeracy (TEN)
The TEN program is a complementary program
affiliated with existing quality classroom
numeracy programs and works in alignment with
previous initiatives such as Count Me in Too
(CMIT) and the Best Start assessment. The aim of
the program is to ensure students experience
success in numeracy by the end of Stage 1,
completing the outcomes and reaching the
expected stage standard. At the end of 2014 we
completed the initial implementation phase
where two class teachers/Assistant Principals
participated in professional learning over a period
of three days, enabling them to facilitate the
delivery of the TEN program to K-2 teachers. K-2
teachers then received a total of three days of
professional learning delivered in modules to
unpack early numeracy and understand the TEN
program. K-2 teachers were provided with
several hours of ongoing shoulder-to-shoulder in-class support to implement the program.

**Focus on Reading**

In 2014 all Year 3-6 teachers participated in *Focus on Reading 3-6* (FOR). FOR is an intensive professional learning program for teachers to support the explicit teaching of the key aspects of reading in the middle and upper primary years, namely comprehension, vocabulary and reading text fluency. The program draws from a sound research base that justifies the need for these key aspects to be at the forefront of literacy teaching and learning in the middle years.

**English as an Additional Language/Dialect (EAL/D)**

Staff knowledge and understanding of the needs of EAL/D learners was developed through teacher professional learning (TPL) on the learning progression. TPL highlighted links between the EAL/D progression, literacy and numeracy continuums and the new syllabus. The EAL/D teachers also attended EAL/D orientation sessions and additional training using the EAL/D learning progression. EAL/D staff implemented an assessment system where student data was collected and students were tracked through the learning progression.

**Early Career Teachers**

Our Early Career Teacher mentoring sessions occurred once again in 2014 at a school level, meeting each term to provide support to our seven early career teachers. With the approval from our Director Public Schools NSW, Padstow North School was able to also support a wider audience of Early Career Teachers in the Bankstown Network, inviting teachers from thirty three schools to our Early Career Teacher Mentoring Sessions. These sessions achieved:

- An increase in participation of early career teachers.
- Expert teachers and Teacher Quality Advisors present at sessions, and the provision of up-to-date information on the Australian Professional Standards for Teaching.
- A support network where teachers were able to use social media to communicate and access current resources from the Department of Education and Communities (DEC).

In 2015 Padstow North will host and become the hub of the Early Career Teacher Network with a three year strategic plan that will support and guide Early Career Teachers, Mentors, Leaders and Principals in the Bankstown Network. A solid foundation for ensuring success for teachers in their first years of teaching.

**Financial summary**

This summary covers funds for operating costs and does not involve expenditure areas such as permanent salaries, building and major maintenance.

<table>
<thead>
<tr>
<th>Date of financial summary</th>
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<tbody>
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<tr>
<td>Balance brought forward</td>
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<tr>
<td>Global funds</td>
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<tr>
<td>Tied funds</td>
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<tr>
<td>School &amp; community sources</td>
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<tr>
<td>Interest</td>
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<tr>
<td>Trust receipts</td>
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<tr>
<td>Canteen</td>
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<tr>
<td>Total income</td>
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</table>

<table>
<thead>
<tr>
<th><strong>Expenditure</strong></th>
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</tr>
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<tbody>
<tr>
<td>Teaching &amp; learning</td>
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<tr>
<td>Key learning areas</td>
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<tr>
<td>Excursions</td>
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<td>Extracurricular dissections</td>
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<td>Library</td>
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<tr>
<td>Training &amp; development</td>
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<td>Tied funds</td>
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<td>Casual relief teachers</td>
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<td>Administration &amp; office</td>
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<tr>
<td>School-operated canteen</td>
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<tr>
<td>Utilities</td>
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<tr>
<td>Maintenance</td>
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<tr>
<td>Trust accounts</td>
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<tr>
<td>Capital programs</td>
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<tr>
<td>Total expenditure</td>
<td>549233.55</td>
</tr>
<tr>
<td>Balance carried forward</td>
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</tr>
</tbody>
</table>

A full copy of the school’s 2014 financial statement is tabled at the annual general meetings of the Parents and Citizens Association. Further details concerning the statement can be obtained by contacting the school.

**School performance 2014**

**The Arts**

Creative and Practical Arts (CAPA) is part of the regular curriculum that allows students to experience and develop talents in a variety of areas. Achievements included:
The provision of music instruction involving the choral and theory aspects of the CAPA syllabus, via the Release from Face to Face teaching program.

Choral opportunities - with the school choir participating in the East Hills Choral Festival held at Picnic Point High School. Five students represented the school as soloist performers.

One of our soloists was invited to sing the National Anthem at the opening of the 2014 Bankstown cultural diversity celebrations.

Prospective new parents for 2015 entertained by the choir at the Orientation session. Choir members were also privileged to represent our school by supporting local community events such as the annual visit from a local Homecare Group.

Schools Spectacular Vocal Ensemble representation in the annual Schools Spectacular performance at the QANTAS Credit Union Arena, along with more than three thousand NSW students. A selected group of students also attended the Schools Spectacular Preview Performance.

Students from Stage 1, 2 and 3 had the opportunity to take part in junior and senior dance groups - performing for school assemblies and representing the school at the annual District Dance Festival.

Whole school participation in Count Us In Sing, a national singing program where students from all over the country sing the same song, at the same time, on the same day in recognition of how music can enhance the educational development of people.

A community Carols night where students, parents and friends took part in a night of festive, musical celebration.

All students participated in the Groove Nation dance program which enabled students to participate in a variety of dance styles.

Stage 3 students participated in the very successful performance of the musical ‘Olivia’ - a parody based on the classic movie Oliver.

Sport

Thanks to dedicated staff with support from parents, sport and physical education continue to thrive.

The school is an active member of the East Hills Primary School Sports Association (PSSA). Our students participated in netball (4 teams), newcombeball (2 teams), boys and girls soccer (4 teams), basketball (4 teams), cricket (2 teams), girls and boys touch (2 teams) and T-ball/softball (2 teams). Both newcombeball teams and the T-Ball won the district competitions, while each sport had teams participating in the district semi-finals or finals in their respective competitions. Three PSSA teams won premierships - a wonderful accomplishment for our school. Those successful teams were the Junior Newcombeball, Senior Newcombeball and Tee ball teams. In addition to this, we had many teams achieve the position of runners-up. These were our Junior Cricket, Senior Cricket and Girls’ Softball teams.

Our Girls’ Milo Cricket team had outstanding success by winning the New South Wales Championships and playing at a national level at the Melbourne Cricket Ground. The team finished fourth in Australia.

The school entered teams in all major PSSA carnivals - Swimming, Cross Country and Athletics - with impressive team and individual results. Several students went on to represent our District and Region in the corresponding carnivals. PNPS had several students represent our District in Touch Football, Soccer, Softball, Cricket, Rugby, League, and Basketball. Eight students went on to represent our region at State carnivals.

Other achievements include:

- All K-2 students participated in sport each Wednesday with a focus on students learning Fundamental Movement Skills and Games.
- Years 3-6 continued the Friday afternoon tradition of a skill based house sport. The students were in grade or gender teams.
In Term 3 our school held a sports fundraising event that involved every student from K-6. Students participated in modified games and helped raise money for school sports equipment.

In Term 3 over 95 per cent of the school student body participated in the dance program.

In Term 4 the intensive swimming scheme was attended by 60 students who were given the opportunity to learn to swim and/or improve their swimming skills.

**Academic achievements**

**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.

Year 3: from Band 1 (lowest) to Band 6 (highest for Year 3)

Year 5: from Band 3 (lowest) to Band 8 (highest for Year 5)

The *My School* website provides detailed information and data for national literacy and numeracy testing (NAPLAN).

Click on the link [http://www.myschool.edu.au](http://www.myschool.edu.au) and enter the school name in the *Find a school* and select GO to access the school data.

Alternatively:

**NAPLAN Year 3 - Literacy** (including Reading, Writing, Spelling, and Grammar and Punctuation)

In 2014 53 students sat the Year 3 National Assessment Program Literacy and Numeracy (NAPLAN). In reading, 77% of students achieved a Band 4 or above; 46% of these students achieved Bands 5 and 6.

In Spelling, 96% of students achieved a band 3 or above with more than 50% of students in band 5 or 6. This is a remarkable achievement.
In Grammar and Punctuation, 79% of students achieved a Band 4 or above with 50% of students reaching bands 5 or 6.

In writing, 98% of students received a Band 3 or above with 67% of students achieving a band 4 or above.

Areas of strength for a majority of Year 3 students include interpreting technical terminology in text, linking nouns and pro-nouns and identifying incorrectly spelt words with a variety of sounds. Areas in need of improvement include identifying future tenses in grammar, and interpreting implied inferences in text using contextual clues.

NAPLAN Year 3 - Numeracy

The Numeracy NAPLAN results are divided into two sections. In number, patterns and algebra, 84% of the students achieved a Band 3 or above. In measurement, data, and space and geometry 94% of students received Band 3 or above. This means that 89% of students at PNPS scored Band 3 or higher for overall Numeracy.

The students’ strengths were in solving problems with money and identifying aspects of 3D shapes. Further consolidation is needed in interpreting information from a table or column graph and working mathematically.

NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling, and Grammar and Punctuation)

In 2014 52 students sat the Year 5 NAPLAN testing in literacy. 63% of students were identified in Band 6 or above in reading. Strengths included making inferences from positive language. Further consolidation is needed in identifying the purpose in a discussion and making inference from a description.
In writing 28% of students achieved Band 6 or above; with 46% of students achieving a band 5. The students scored well in organisational structure of a persuasive text however need improvement in use of effective and precise vocabulary and persuasive devices.

69% of students received Band 6 or above in grammar and punctuation. This was just above the state average. Strengths in grammar were in identifying the correct punctuation and correctly punctuating sentences.

For spelling, 69% of students achieved a Band 6 or above. Strengths included identifying errors in spelling.

Overall, the growth in literacy was below state growth averages. In both Reading, and Grammar and Punctuation over 60% of students made greater than or equal to expected growth from Year 3 NAPLAN results. The focus on using comprehension strategies has helped to improve
student results. Writing will be a focus in 2015 and beyond.

NAPLAN Year 5 - Numeracy

In 2014, 52 students sat the Year 5 NAPLAN testing in numeracy. In Year 5, 67% of students achieved a band 6 or above in numeracy. Breaking that down into the two sections, 55% of students achieved a band 6 or above in number, patterns and algebra. In measurement, data, space and geometry 59% of students achieved band 6 and higher. The percentage of students achieving bands 6 or above was close to State average.

The students’ strengths included identifying shapes. Further consolidation is needed in identifying angles and solving problems.

Overall growth in numeracy was above state average. 60% made greater than or equal to expected growth in numeracy. Future focuses on shapes and geometry and solving worded problems will help to improve results.

Other achievements

Best Start

Best Start is a state wide assessment tool conducted at the entry of Kindergarten to ascertain individual student’s strengths, abilities and needs. This assessment guides teaching and learning experiences and enables explicit and direct teaching to occur. Student progress is monitored and analysed using BOSTES English syllabus and the Literacy and Numeracy Continuum (K-6) and monitored using PLAN data.

In 2014 we sustained the 2013 organisational change in the delivery of the Best Start Tool. Delivery of the Best Start Assessment through a play centred environment enabled student achievement to increase in authenticity and accuracy, giving teachers a better understanding of student knowledge and understandings in Literacy and Numeracy. Consequently teaching programs were directly reflected from student capabilities.

Ongoing data collection and monitoring of students in Early stage 1 and Stage 1 using the Literacy and Numeracy Continuum and syllabus documents was strengthened through review of focus outcomes and assessment schedules, collaborative planning and moderation sessions. This enabled teachers to track student growth and plan for quality literacy and numeracy sessions with student needs in mind. The collaborative analysis of statistical data enabled teachers to target specific students and groups of students to maximise learning outcomes. The continued focus on Consistent Teacher Judgement (CTJ) saw regular moderation of student work samples involving close collaboration amongst teachers to create common assessment tasks and build shared understandings of syllabus standards and student achievement.

Student results indicate good progressions through the literacy and numeracy continuums and teaching and learning programs show improved understandings of English and Mathematics syllabus. Mathematics Scope and Sequences have been created to ensure sequential teaching programs are implemented.

Parents were given opportunities to increase their understandings of their child’s progress through regular informal and formal parent teacher conferences and biannual school reports and feedback letters regarding their child’s abilities based on their attainment observed during Best Start.
Future directions for Best Start include:
- Ongoing collaborative planning sessions for K-2 teachers in the use of literacy and numeracy continuum to develop a broad range of quality literacy and numeracy lessons with focus on differentiated assessment tasks, the integration of technology and multimodal texts.
- Increased collaborative analysis of PLAN statistical data to determine growth over time across a stage / year group
- Ongoing professional development for teachers in Stage 2/3 in the use of Literacy and Numeracy Continuum, and data analysis using PLAN software
- Continued delivery of TEN program
- Continue to write, implement and assess quality Literacy and Numeracy programs using the Literacy and Numeracy continuum and English syllabus in ES1 and Stage 1. Continue to monitor student progress 4 times a year using Best Start Management Software.
- Strengthen home / school collaboration through regular informal and formal communication.

**Debating and Public Speaking**

A team of six senior students were elected to be part of the Debating Team to represent our school. The students had the opportunity to debate other schools within the district.

K-6 students had the opportunity to practise their public speaking skills in the classroom. Each student participated in the competition in Term 3. A student from each stage was then elected to represent the school at district level.

**International Competitions and Assessment for Schools**

During 2014 221 students took part in the Australian Schools Assessment Competitions set by the University of NSW in English, Mathematics, Writing, Spelling, Science and Computer Skills. Our students achieved the following: 3 high distinctions (2% of students), 28 distinctions (13% of students), 63 credits (29 % of students) and 19 merits (9% of students).

**Significant programs and initiatives – Policy and equity funding**

**Aboriginal education**

As in all New South Wales public schools, programs are designed to educate all students about Aboriginal history, culture and contemporary Aboriginal Australia. Padstow North PS values, respects and appreciates Aboriginal culture and student identity as an intrinsic part of the school’s culture. Therefore, to celebrate and gain deeper understandings into being Aboriginal the school organised a visit by Adam Hill, a descendant of the Dhungatti people of the Kempsey area of NSW. His performance and storytelling ability allowed the children of Padstow North PS to increase their familiarity with Aboriginal Australia. To consolidate their understanding Stage 2 students engaged in an integrated unit of work about Aboriginal Australian History and European Settlement. Stage 1 students participated in the reading of related texts and artwork creation.

In 2015 we will continue to raise awareness of Aboriginal policy requirements for all staff, continue the development of Personalised Learning Plans in order to improve the educational outcomes of Aboriginal students and maintain and extend the quality teaching and learning activities which deepen understanding about Aboriginal education.

**Multicultural education and anti-racism**

Padstow North PS prides itself on the diverse and harmonious cultural heritage of our students. In 2014 over 62% of students were from non-English Speaking background, representing more than 30 different cultures.

Harmony Day is held every year on the 21 March to coincide with the United Nations International Day for the Elimination of Racial Discrimination. The message of Harmony Day is everyone belongs. It's a day to celebrate Australia's diversity – a day of cultural respect for everyone who calls Australia home, including traditional owners of the land and those from many countries around the world. In 2014 we celebrated Harmony Day by wearing orange, completing activities in class and joining together
for a whole school assembly. The assembly was hosted by students representing many different cultures. March 21st was also the day of action against bullying and this influenced the Stage 3 students who performed skits showcasing scenarios that could occur in any playground. The ‘inharmonious’ version was shown to highlight to the younger students how hurtful some situations can be. This was then followed by a harmonious version to model and encourage a sense of belonging and to celebrate the harmony we embrace in our school. The P & C sold orange fairy bread, jelly, rockmelon and twisties at lunch time; a welcome treat for the students.

Aboriginal background

In 2014 Padstow North Public School had three students who identified as Aboriginal. Individual student needs were identified, and consequently, the resources of Kari were accessed to ensure a smooth transition was made in preparation for enrolment. This provided students with additional supported opportunities and orientation prior to enrolment in 2015. A Personalised Learning Plan was written in consultation with parents, Assistant Principal and class teachers to address the learning and cultural needs of the students.

Socio-economic background

Differentiation to meet the needs of all learners was a focus in 2014. The flexible timetabling offered by the Learning and Support Teacher (LaST) provided staff with support to write Individual Learning Plans that are manageable, measurable and skill driven.

Orientations for new students to the school continued to be well supported and successful. Kindergarten enjoyed several sessions allowing the children to acclimatise to school and parents the opportunity to become familiar with the curriculum and structures of school.

The transition program for Year 2 students entering Year 3 was further developed this year to allow the large number of new enrolments a full day of activities within the school. This was supported by Bankstown South Infants School teachers and was a huge success. Students had the opportunity to be familiar with the surroundings, rules and procedures, prior to starting in 2015 - ensuring a smooth transition into Year 3.

English language proficiency

To support and extend the students’ ability to use English, a variety of learning opportunities were offered. Two English as an Additional Language/Dialect (EAL/D) teachers were employed and funding from the New Arrivals Program (NAP) supported children who recently arrived in Australia. These programs targeted specific children and focused on such areas as transitions to school, language acquisition, oral interaction, reading and responding, writing and composing texts and number.

Analysis of the Best Start, SENA and PAT data, and student tracking against the Literacy and Numeracy continuum showed significant growth of the children along the EAL/D progression, with many of these children achieving the expected stage standard. Reporting to parents occurred twice a year.

The maintenance of the EAL/D progressions and linking EAL/D with the continuum will be a guiding focus for the teachers in 2015. These documents will serve as tools to ensure quality teaching occurs and the needs of the EAL/D learners are met.

Reading Recovery

2014 was the sixth year that the school implemented the Reading Recovery Program. Reading Recovery is an individualised early intervention program that supports the lowest achieving Year 1 students with reading and writing. Students are withdrawn daily, for individualised thirty minute lessons designed to meet their specific literacy needs. In 2014 the
Reading Recovery teacher completed the second year of training and is now a qualified Reading Recovery teacher. Extra resources were purchased to supplement the program. Nine students participated in the Reading Recovery program with seven students successfully discontinuing at the end of their lesson series.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan. The processes used include:

- Invitation to the school community to engage in the school evaluation process – executive conference, staff meetings, parent consultation groups and student survey
- Executive evaluation of the school plan, including the process of its development and implementation, analysis of strengths, and areas for improvement with staff

Evidence of achievement of outcomes in 2014:

1.1

<table>
<thead>
<tr>
<th>Percentage of Year 3 students achieving at or above minimum standard (exempt students included)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage of Year 5 students achieving at or above minimum standard (exempt students included)</th>
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</thead>
<tbody>
<tr>
<td>Reading</td>
</tr>
<tr>
<td>Writing</td>
</tr>
<tr>
<td>Spelling</td>
</tr>
<tr>
<td>Grammar &amp; Punctuation</td>
</tr>
</tbody>
</table>

.2 An average of 47.65% Year 3 students achieved in the highest 2 bands in Literacy; an average of 26.9% Year 5 students achieved in the top 2 bands in literacy

.3 An average of 50.9% of students at or exceeded State average growth

Strategies to achieve these outcomes in 2014:

- Implementation of Focus on Reading 3-6.
- Refined processes for quality teaching with a focus on consistent teacher judgement.
- Implementation of NSW Syllabus for the Australian Curriculum in English

School planning 2012-2014:

School priority 1

*Improved literacy outcomes for all students.*

Outcomes from 2012–2014

1.1 95% of students achieving at or above minimum standard in NAPLAN literacy
1.2 50% of students achieving in the highest 2 bands in NAPLAN literacy
1.3 80% of students at or exceeding State average growth

School priority 2

Improved numeracy outcomes for all students.

Outcomes from 2012–2014

2.1 95% of students achieving at or above minimum standard in NAPLAN numeracy
2.2 50% of students achieving in the highest 2 bands in NAPLAN numeracy
2.3 80% of students at or exceeding State average growth
Evidence of achievement of outcomes in 2014:

2.1 100% of Year 3 students achieved at or above minimum standard in Numeracy; 98.1% of Year 5 students achieved at or above minimum standard for Numeracy

2.2 44.2% of Year 3 students achieved in the highest 2 bands in Numeracy; 30.8% of Year 5 students achieved in the highest 2 bands in Numeracy

2.3 55.77% of students at or exceeding State average growth

Strategies to achieve these outcomes in 2014:

- Implementation of Targeting Early Numeracy project K-2.
- Implementation of NSW Syllabus for the Australian Curriculum in Mathematics.
- Refined processes of quality teaching with an emphasis on consistent teacher judgement, assessment and the numeracy continuum.

School priority 3

Improved levels of student engagement.

Outcomes from 2012–2014

3.1 High expectations of teaching and learning evident in all classrooms

3.2 Positive relationships between all students

3.3 Use technology to better engage students in learning

Evidence of achievement of outcomes in 2014:

- All staff are active members of the profession
- Opportunities are provided for all staff to develop their careers
- Staff are confident to share and learn from colleagues
- Staff are confident to assess and track student data

Padstow North implemented the Live Life Well projects and became an accredited school. The introduction of Crunch and Sip allowed students the chance to fuel their bodies by eating a piece of fruit during the morning session. A peer support program continued to run for 2 years with a focus on playing fairly in the playground.

3.3 Technology has continued to engage students in learning. In 2014, Padstow north purchase purchased iPads, laptop computers, and a CommBox to be utilised in classrooms using the newly installed Wi-Fi Internet. The target for this outcome was found to be difficult to measure. This target had to be modified to suit the current technologies in the school. Technology will continue to be a focus in the 2015-2017 school plan.

Strategies to achieve these outcomes in 2014:

- Expansion of Live Life Well initiative to include a broader range of active lifestyles including Blu Earth.
- Infused and sustained staff and student knowledge of the Habits of Mind. Introduced parents to the Habits of Mind.
- Introduction of wireless internet access school wide enabling the use of iPads and laptops in classrooms.

School priority 4

Well informed, professional teachers.

Outcomes from 2012–2014

4.1 Increased capacities of teachers to meet the needs of a diverse student population

4.2 Strengthened leadership and management capacity of school staff in order to drive school improvement

Evidence of achievement of outcomes in 2014:
Strategies to achieve these outcomes in 2014:

- Teaching and Learning, Assessment and Reporting and Student Welfare Teams to drive school improvement
- Strengthened Teacher and Executive Assessment and Review Schedules (TARS/EARS) with a focus on Professional Learning Plan
- Implementation of mandatory NSW Syllabus for the Australian curriculum within DEC timeframes and guidelines

Parent/caregiver, student, and teacher satisfaction

In 2014, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below.

Current school positives:

- Staff are caring, nurturing, approachable, encouraging, supportive
- Positive school community, culture and classrooms
- Good balance of academics, arts, sports
- Beautiful environment
- Parent/teacher workshops are valuable

Future Directions

2015-2017 School Plan

NSW DEC is implementing a new school planning process for 2015-17. The new plan will be published on the school’s website from 1 May 2015.

School improvement will be driven by three strategic directions:

- **Learners:** Engaged, creative and collaborative global citizens.
- **Leaders:** Innovative professionals creating excellence.
- **School Community:** Inclusive and actively committed to learning.

About this report

In preparing this report, the self-evaluation committee has gathered information from evaluations conducted during the year and analysed other information about the school’s practices and student learning outcomes. The self-evaluation committee and school planning committee have determined targets for the school’s future development.

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Parents can find more information about Annual School Reports, how to interpret information in the report and have the opportunity to provide feedback about the report at: