School context statement

Padstow Heights Public School is a P3 level school with 414 students. Our students live in an area characterised by established separate dwellings within close proximity to the Georges River. As older, simple dwellings are demolished, they are increasingly being replaced by townhouses and duplexes and the school population is expected to grow.

Principal’s Message

What makes a successful school? Many would look for hard data on learning results. While this data is extremely important for measuring the success of teaching and learning there is far more to a successful school. When I arrived at the school at the end of January, I was struck by the tone in the playground. The students were largely happy, smiling, friendly and polite. It was immediately clear that they understood the importance of showing respect for others.

The next most striking aspect was the quality and dedication of the staff. I quickly observed that they are not a “9 to 3” staff who leave every afternoon as soon as the bell rings. They all devote many hours each day to their craft. They know their students and work hard to cater for individual needs.

The other factor about the school which stood out to me was the involvement of parents and family in the day to day workings of the school. Parents volunteer in the classrooms, change home readers, run the uniform shop and actively support their P & C. The close working relationship enjoyed between staff and parents is a highlight of this successful school. This is facilitated by the Parents and Citizen’s group led very ably by Leanne Iverach and her team.

During 2014, the parent community and the staff worked effectively as a team with a common purpose- to enhance teaching and learning. The P & C supplied funds to install Wi-Fi access points in every classroom. While this was an expensive project it has allowed the school to expand the use of devices in each classroom. Teachers and students are now more able to use the tools necessary to embrace 21st century teaching and learning.

With such effective support from dedicated teachers and a committed parent community, our school can only grow stronger.

Thank you everyone for making me welcome in my first year at Padstow Heights. I look forward to leading the school ‘ever higher’.

Lindy Bryant
Principal

P & C Message

On behalf of the P&C committee and the executive team, I’d like the pass on my most sincere thanks for everyone’s effort and support in 2014. Padstow Heights Public School is a fantastic school and it’s been a pleasure to assist and serve.

The P & C executive committee’s primary aims in 2014 were:
1. Update some of the operational aspects of the P&C.
This included reviewing and updating our Bylaws and Constitution, updating our information with the P&C Federation and the Australian Charities and Not-For-Profit Commission.
We also formed a Band Committee to update the bands image and fundraise specifically for the band.
2. To raise funds for our great school.
We held some fantastic events during the year which included a welcome disco, Cake Days, Mother’s Day Stall, Father’s Day Breakfast BBQ, Shopping Trip and the Twilight Christmas Fair. Many of these events were very successful as well as fun and hopefully will be run again in future years.
The P&C donated $20 000.00 back to the school this year to help cover the installation costs for Wi-Fi.
3. Have fun, encourage and support each other, and generate more involvement and interaction from the broader school community.

Attendance at P&C meetings this year was very encouraging with our 1st meeting of the year making a record of 42 in attendance. A P&C Facebook page was set up to keep parents up to date with P&C and school activities and at times has reached over 600 people. The strong parent involvement in the fund raising initiatives above was greatly appreciated. The end of year pizza night provided a great opportunity for parents to socialise and interact. The P&C also built strong relationships with local businesses and received fantastic support via sponsorships for our Twilight Christmas Fair. One of these businesses has since offered ongoing support for the school band and other fundraising activities.

The P&C holds general monthly meetings at 7.30pm on the first Wednesday of each month. These meetings are a great way to be involved in the education of our children and the overall decision making within the school community.

Thanks again to everyone that volunteered their time this year, making our school a great place for our children to learn and play.

Leanne Iverach
P&C President

**School Captain’s Message**

What a year being school captains! It's been an amazing experience. The student leaders attended the GRIP leadership conference and learnt what a good leader actually is and how to be a better leader. We attended the dawn service at Padstow for the ANZAC Day ceremony to remember the ANZACs and we also represented the school at the Remembrance Day service to remember those who fought for Australia. The leadership team prepared for and ran many assemblies. In Terms One and Two the team devised and performed skits and role plays to show school rules that were being broken and why rules are important.

We have had to be extremely organised and ready for anything.

The experience was amazing, and even though it was a lot of hard work it was an enormously rewarding role. It has been a pleasure to be School Captains in 2014. Thank you for the opportunity.

Written by Oliver on behalf of Tegan

School Captains 2014

**SRC Message**

In 2014 the Student Representative Council consisted of 2 student representatives from each 2-6 class and was run by Mrs Simons. During the year we held many cake stalls (one of which was run by Year 6), fundraisers and other activities like Crazy Hair and Pyjama Day to raise money for the painting of mural and the Year Six Farewell.

During the year the SRC sold high- bounce balls for $2 each at recess and before school. During this fundraiser the representative council raised $150 for Stewart House. We also raised a lot of money annually for Stewart House at our Charity Day.
In summary, the SRC raised $1690 for Stewart House. In 2015, the SRC will continue to hold fundraisers and fun activities to raise money for both the school and Stewart House.

Riley and Jessica

Vice Captains

Student information

Enrolment as at 12th February was 414 students.

Student enrolment profile

<table>
<thead>
<tr>
<th>Gender</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
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<tbody>
<tr>
<td>Male</td>
<td>210</td>
<td>217</td>
<td>209</td>
<td>216</td>
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<tr>
<td>Female</td>
<td>182</td>
<td>183</td>
<td>178</td>
<td>182</td>
<td>196</td>
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</table>

Student attendance profile

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<thead>
<tr>
<th>Year</th>
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<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>95.7</td>
<td>95.9</td>
<td>94.5</td>
<td>95.3</td>
<td>96.2</td>
</tr>
<tr>
<td>1</td>
<td>95.3</td>
<td>96.0</td>
<td>94.7</td>
<td>95.8</td>
<td>95.2</td>
</tr>
<tr>
<td>2</td>
<td>96.2</td>
<td>96.3</td>
<td>96.5</td>
<td>96.3</td>
<td>96.1</td>
</tr>
<tr>
<td>3</td>
<td>95.3</td>
<td>95.8</td>
<td>96.1</td>
<td>96.1</td>
<td>96.1</td>
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<td>4</td>
<td>95.6</td>
<td>95.3</td>
<td>95.6</td>
<td>95.4</td>
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<td>5</td>
<td>95.3</td>
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<td>94.5</td>
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<td>95.1</td>
<td>95.7</td>
<td>95.1</td>
<td>94.1</td>
<td>95.7</td>
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<tr>
<td>Total</td>
<td>95.5</td>
<td>95.9</td>
<td>95.4</td>
<td>95.4</td>
<td>95.8</td>
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Management of non-attendance

Non-attendance of students is followed up by each class teacher on the day the student returns after an absence. A letter is requested from the parent/caregiver explaining the absence. If a note is not provided, a letter is sent by the teacher asking the parent/caregiver to explain the absence.

The Home School Liaison Officer checks class rolls each term for regular or unexplained absences and contacts parents if there is a concern with a student’s attendance rate.

Workforce information

Workforce composition

<table>
<thead>
<tr>
<th>Position</th>
<th>Number</th>
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<tbody>
<tr>
<td>Principal</td>
<td>1</td>
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<tr>
<td>Assistant Principal(s)</td>
<td>3</td>
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<tr>
<td>Classroom Teacher(s)</td>
<td>13</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher Librarian</td>
<td>0.8</td>
</tr>
<tr>
<td>Teacher of ESL</td>
<td>0.6</td>
</tr>
<tr>
<td>School Counsellor</td>
<td>0.3</td>
</tr>
<tr>
<td>School Administrative &amp; Support Staff</td>
<td>2.6</td>
</tr>
<tr>
<td>Total</td>
<td>21.3</td>
</tr>
</tbody>
</table>

The Australian Education Regulation, 2014 requires schools to report on Aboriginal composition of their workforce. In 2014 there was no Aboriginal composition.
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>95%</td>
</tr>
<tr>
<td>Postgraduate</td>
<td>5%</td>
</tr>
</tbody>
</table>

Professional learning and teacher accreditation

In 2014, the Teacher Professional Learning (TPL) program provided diverse opportunities to meet the needs of all members of staff. The program included:

- TPL sessions at staff meetings
- TPL sessions presented before school
- Staff Development Days
- Stage meetings and curriculum planning and implementation days
- Attending conferences
- Attending Principal, Executive, School Administration Managers and curriculum network meetings and
- Attending content specific courses provided by the DET or outside providers.

Staff development is an integral part of our school focus in developing quality professional practice. All teachers participated in Professional Learning activities across the Key Learning Areas.

All five staff members employed for the first time since 2007 have achieved accreditation with NSW Institute of Teachers.

One teacher completed the maintenance of accreditation requirement after 5 years since original accreditation.

Staff undertook mandatory professional learning in child protection, code of conduct, disability standards (NCCDD), anaphylaxis, CPR and training for the new science syllabus.

K-2 staff undertook 5 hours of training before school in preparation for the implementation of the TEN numeracy program in 2015. Kindergarten teachers continued their training in the Kindergarten L3 program (Language, Learning and Literacy).

Individual staff members undertook training in a variety of areas including improving the teaching of writing, working with the numeracy continuum and the new science curriculum, understanding autism, student wellbeing, sport coaching and skill development, supporting aboriginal education, road safety, strategies to improve visual literacy skills, problem-solving and challenges in mathematics and Learning & Support network meetings. One teacher attended the Aboriginal Education Conference. The teacher also attended the “Redfern Now Series 2 event at “the Block” in Redfern during Term 1 and The Aboriginal Education Network meetings for South West Sydney. Two teachers attended the ICT conference focusing on professional development for using technology to support 21st Century learning.

In most cases this learning was then shared with the rest of the staff during professional learning sessions during staff and team meetings.

The executive staff undertook training in leadership, professional mentoring, leading the Learning and Support Team, how to conduct classroom walkthroughs and observations, training for the Focus on Learning survey program and the new school planning process.

Support staff received professional development in supporting ESL students and new arrivals and supporting students with learning difficulties.

Three full day training sessions were provided at the commencement of each term and 2 days at the end of 2014, as part of the Department’s School Development Day initiative, where the focus was on:

- The training and development of teachers’ understanding of the Learning and Support Team as part of the new reforms in Every Student, Every School; and understanding of the reform “Great Teaching, Inspired Learning.
- Department of Education mandatory training of all staff to meet government school guidelines
- evaluation of school-based short and long term strategic goals
- understanding “Mindfulness” as a personal and student welfare strategy
- planning for 2015-2017 school targets after analysis and reflection of relevant trend data.
The average expenditure per teacher in 2014 was $1150. Each staff member averaged 88 hours of training and development activities during the year.

**Beginning Teachers**

In 2014 one teacher was employed permanently for the first time and undertook the induction program. Two beginning teachers in temporary positions were supported to complete their accreditation at the level of professional competence.

**Financial summary**

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

There is no financial summary for the canteen because it is leased to Kaps Canteen Services.

Teacher training and development expenditure is part of the existing tied funds. The separate figure shown here for training is for school based initiatives not covered by the training and development funds allocated by the department.

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

<table>
<thead>
<tr>
<th>Date of financial summary</th>
<th>30/11/2014</th>
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<tbody>
<tr>
<td><strong>Income</strong></td>
<td></td>
</tr>
<tr>
<td>Balance brought forward</td>
<td>155 383.29</td>
</tr>
<tr>
<td>Global funds</td>
<td>235 776.32</td>
</tr>
<tr>
<td>Tied funds</td>
<td>125 849.96</td>
</tr>
<tr>
<td>School &amp; community sources</td>
<td>280 724.21</td>
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<tr>
<td>Interest</td>
<td>5 838.27</td>
</tr>
<tr>
<td>Trust receipts</td>
<td>24 278.51</td>
</tr>
<tr>
<td>Canteen</td>
<td>0.00</td>
</tr>
<tr>
<td><strong>Total income</strong></td>
<td>827 850.56</td>
</tr>
</tbody>
</table>

| **Expenditure**           |            |
| Teaching & learning       |            |
| Key learning areas        | 19 345.35  |
| Excursions                | 84 495.34  |
| Extracurricular dissections| 115 006.60 |
| Library                   | 4 098.63   |
| Training & development    | 1 354.53   |
| Tied funds                | 99 666.83  |
| Casual relief teachers    | 60 296.05  |
| Administration & office   | 89 416.70  |
| School-operated canteen   | 0.00       |
| Utilities                 | 45 113.40  |
| Maintenance               | 42 143.21  |
| Trust accounts            | 30 532.15  |
| Capital programs          | 60 238.48  |
| **Total expenditure**     | 651 707.27 |
| **Balance carried forward**| 176 143.29 |
success. This year’s results show weaknesses in written expression so this area will be targeted in 2015.

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

Year 3 students are performing well in basic literacy skills. They have performed above the averages for State DEC (Department of Education) and Statistically Similar Groups (SSG-National – all systems) in all curriculum areas except for Writing. While there are fewer students in the lowest bands, Bands 1 and 2, than in state and SSG our middle students need to perform at a higher level. Students are performing particularly well in spelling and grammar & punctuation.
NAPLAN Year 3 - Numeracy

Our Year 3 students are working at average levels significantly above State DEC and SSG but there is room for improvement with moving children in our middle bands into the higher levels of attainment.
NAPLAN Year 5 - Literacy (including Reading, Writing, Spelling and Grammar and Punctuation)

Year 5 students are performing well in Literacy with students significantly above the averages of students across State DEC- Department of Education & Communities and SSG- Statistically Similar Group (National- all systems) in Spelling and Grammar & Punctuation. Year 5 students are above DEC average for Reading but slightly lower than SSG. As for Year 3, Writing is below the averages for State DEC and SSG. There are more students scoring in the lower bands.
Year 5 NAPLAN Spelling

Average score, 2014

<table>
<thead>
<tr>
<th>School</th>
<th>SSG</th>
<th>State DEC</th>
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</thead>
<tbody>
<tr>
<td>511.8</td>
<td>509.9</td>
<td>502.7</td>
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Skill Band Distribution

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<tr>
<th>Band</th>
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<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number in Bands</td>
<td>2</td>
<td>5</td>
<td>14</td>
<td>11</td>
<td>16</td>
<td>9</td>
</tr>
<tr>
<td>Percentage in Bands</td>
<td>3.5</td>
<td>8.8</td>
<td>24.6</td>
<td>19.3</td>
<td>28.1</td>
<td>15.8</td>
</tr>
<tr>
<td>School Average 2010-2014</td>
<td>2.2</td>
<td>7.1</td>
<td>21.6</td>
<td>28.6</td>
<td>29.7</td>
<td>10.8</td>
</tr>
<tr>
<td>SSG % in Bands 2014</td>
<td>4.0</td>
<td>7.1</td>
<td>19.0</td>
<td>25.8</td>
<td>29.0</td>
<td>15.1</td>
</tr>
<tr>
<td>State DEC % in Bands 2014</td>
<td>6.3</td>
<td>9.0</td>
<td>19.0</td>
<td>24.6</td>
<td>26.5</td>
<td>14.5</td>
</tr>
</tbody>
</table>

Growth Data

The following data shows the average progress made by individual students between the test in Year 3 and the test in Year 5. It is a clear indication of the effect of teaching and learning programs undertaken in Years 3, 4 and the early part of Year 5. This cohort of students (Year 6 2015) has made significant progress! They have scored well above the average progress experienced by other schools across the state. Well done students and well done teachers!
Even though our students are lagging behind State and SSG for writing performance, they have made significant improvements since Year 3!

**Performing Arts**

Fifteen choir students and twelve dance students represented Padstow Heights at the Schools Spectacular and one student performed with the Million Marching Band. Our talented students performed brilliantly alongside a cast of 3,600 students from over 400 NSW public schools in a world-class arena production. The dance group was involved in the “Sea of Flags” segment which paid tribute to the past 30 years of spectacular costumes and have been invited to repeat their performance for the opening of the Youth Olympics in 2016.

**Other achievements**

**Visual Arts**

Students in K-6 participate in the different forms of Visual Arts. These include ceramics, painting, printing, drawing, photography and fibre. They use different media which includes chalk, pastels, paint, crayon, collage, fabric, cardboard and clay. Students have their own Art Diaries which they use as a record for their artwork. Selected artworks are displayed in the Office foyer, school library and hall.

An art exhibition was held on Open Day. Students selected a favourite artwork which was then displayed in the hall for purchase by their families.

Students in Year 3 attended the NSW Art Gallery and Year 4 visited the Sculptures by the Sea exhibition as part of their art appreciation.

Twenty one choir students, a performance band group of seven students and a dance troupe of twelve Year 2 dancers performed at The East Hills Choral Festival at Picnic Point High School. We had 4 dance groups representing the school at Bankstown Dance Festival. Other performances for all students included Performance Evening, Grandparents’ Day, Education Week, Presentation Day and K-2 Christmas Concert.
During Term 2, the entire school participated in a dance program provided by Dance Zone Productions. The program consisted of 10 weekly lessons. Lessons were specifically designed to the student’s ability level and culminated in a display during Education Week and Grandparents’ Day. The theme in 2014 was “Music through the Decades”.

This year Grandparents’ Day was incorporated into Education Week Open Day. This popular event was well attended by not only grandparents but parents and other community members as well. The students entertained them with dancing and the choirs and our two bands performed. Grandparents and families were able to stay for a picnic lunch with morning tea and a barbecue provided by the P&C.

Music Count Us In

This year all 414 students at Padstow Heights joined in the Music: Count Us In Program singing Paint You a Song. This program is Australia’s biggest school initiative, with more than 500,000 participating students from over 2,100 schools nationwide. Music education has been proven to improve students’ literacy, numeracy, school attendance and confidence. Music: Count Us In brings teachers, parents, students and the music industry together in celebration, as more than half a million people unite to sing the same song at the same time, right across the country.

Jellybeans Music Program

Students at Padstow Heights enjoyed participating in the Jellybeans In-Schools Music Program during Term 1. The program covered musical concepts such as singing, movement, listening skills and performance through percussion and recorder. This program was taught by highly accomplished music teachers.

Our annual performance evening which was held in November was well attended and featured solo and group performances.

Band

55 students were involved in the PHPS band in 2014. Junior Band had 35 students and Senior Band had 20 students. Both bands participated in the Engadine Music Festival and received Gold Awards. A Band Committee was formed in Term 1 to help with fundraising, scheduling performances and general organising. As part of a committee incentive, all students in the band received a special band shirt. Those who finish their first year of band and move to the senior band are allowed to keep their shirt. The band ran the art stall at Grandparents/Open Day, held busking performances during lunchtimes and at the PHPS Christmas Fair and performed at Performance Night, KU Preschools Padstow and Revesby. 95% of students have committed to returning to the band in 2015.

Nicole Clay
Band Coordinator
2014 International Competitions & Assessments for Schools

This year 63 students entered up to 6 competitions which included Computers, Science, Writing, Spelling, English and Mathematics. From these competitions the students attained 1 High Distinction, 11 Distinctions and 49 Credits.

PSSA/Sport

Padstow Heights again participated in the East Hills Primary Schools Sport Association (EHPSSA). Our school was represented in the major carnivals of swimming, cross country and athletics and in inter-school Friday team sport.

Netball- Four girls’ teams participated in Netball. Three teams were semi-finalists. The Junior B team were Premiers.

Rugby League- Two teams participated but neither league team made it to the semi-finals this year.

Boys/Girls Soccer- 2014 was another successful year for Padstow Heights in girls’ soccer. Both teams were semi-finalists. The juniors lost in the final and the senior team won the premiership. The junior boys’ were semi-finalists and the senior boys were joint premiers.

Boys’ Touch Football- The junior boys unfortunately missed the semi-finals, however the senior boys made it all the way to the grand final, unfortunately losing to Picnic Point.

Boys/Girls Basketball- 4 teams entered the East Hills PSSA competition from Padstow Heights. The Senior Boys team made it to the semis, unfortunately losing to Picnic Point.

Cricket- Two teams competed but neither cricket team were semi-finalists this year.

Girls/Boys Softball- The senior girls had the opportunity to play softball - having to hit a ball from a pitcher whereas in the past they played T-Ball. They took this on with great enthusiasm finishing 5th.

The senior boys’ softball in 2014 saw the second year of the competition playing full EHPSSA rules. Our students demonstrated exceptional skills in pitching, fielding and batting. The boys demonstrated teamwork and leadership throughout the season - finishing first in the competition, winning the grand final against Picnic Point 11-7.

Girls/Boys T-Ball- The junior girls quickly started to build momentum, winning 4 games in a row to make it into the semifinals. Unfortunately it was not to be; due to the extreme weather, the semifinals were cancelled with only the 1 and 2 seeded teams making it through to the grand final. A similar story happened for the junior boys’ T-ball with the team missing out on the final play off on points.

Newcombe Ball- Two teams played in the PSSA competition but neither team made it to the finals.

AFL- The AFL games were not part of a competition draw and all games were played with skill-building as the primary focus.
PSSA Swimming

Padstow Heights Public School was well represented at the East Hills PSSA District Swimming Carnival held at Revesby Public Pool in 2014, with 20 girls and 15 boys competing. Nine students qualified to continue on to the Sydney South West Regional Swimming Carnival held at the Campbelltown Swimming Centre, including both senior girls and senior boys relay teams, as well as two students competing in their individual events. One student, Paige C, qualified for the State Carnival.

PSSA Cross Country - 9 runners qualified for the regional cross country and 2 runners, Alice M. in Year 4 and Mac W. in Year 3 represented the region in the State Cross Country Championships.

PSSA Athletics - 57 students represented the school at the District Carnival and 13 students represented the district at the Regional Carnival. Charlize R. in Year 3 represented the region at the State carnival for the 9yrs Girls 100m.

Sport Team Representatives

A number of students were chosen during trials for District and Regional sport teams.
Rugby Union- Indiana R.
Soccer- Luke T., Max E., Joshua K., Oliver M. Monique D., Rebecka Mc., Sasha G. and Megan G.
AFL - Tom T.
Softball- Andrew L., Jackson S. (5O) and Tyler B. with Andrew going on to regional selection.
Netball – Paige C. who also went on to regional selection

K-2 Sport- This is held each Friday morning. In Term 1, students participated in a tabloid of activities designed to develop balance, coordination, strength and ball skills. Term 2 tabloid activities targeted track and field athletic skills. Terms 3 and 4 activities provided students with the opportunity to develop knowledge and skills pertaining to a variety of games/sports.

3-6 Sport

At Padstow Heights Public School the students are offered the opportunity to develop a range of skills in sport as alternatives to PSSA competition sport. Running alongside the PSSA calendar are a variety of interesting activities such as bushwalking throughout the surrounding National Parks, fishing at Georges River National Park, golf, yoga, swimming and circuit training. These activities endeavour to develop recreational skills which the students can continue through into adulthood.

Chess

More than forty students signed up to play chess each Thursday lunch time in the senior and junior competition.

Sport-in-Schools

All students (K-6) participated in the Sport-in-Schools program during Term 3. Students were involved in a range of activities which improved their fine motor and gross motor skills in an intensive 40 minute weekly program. Activities included gymnastics, innovative throwing and catching activities, cardio work and health activities.

Auskick AFL – 60 students from Kindergarten to Year 6 participated in the 6 week program on Thursday afternoons after school in Term 3. The program taught the students skills associated with the game of AFL.

Premier’s Sporting Challenge (PSC) - 100% of students participated in the PSC. It focused on...
engaging students in sustained periods of sport and physical activity. 100% of students participated in crunch and sip, encouraging students to lead healthy and active lifestyles.

**World Cup-a-thon**

Our World Cup-a-Thon coincided with the 2014 FIFA World Cup this year. All classes were assigned to one of 32 FIFA qualifying countries. All students played 2-3 games on the day, in their country’s national colours, demonstrating teamwork and sportsmanship. In the tense final 6K (Colombia) and 1D (USA) fought it out with 6K heavily handicapped, losing to 1D.

It was a fantastic fundraiser for the school, earning us over $10,000 to put towards the buying of iPads for each class.

**Swimming**

A 10 day intensive government-sponsored Learn to Swim program was offered for Years 2-6 students. 50 students attended. The school also offered swimming programs during Friday sport time. These were very well-attended and will be continued in 2015.

The 10 week program was offered during primary sport and was attended by 30 students at Menai Indoor Pool. Two qualified swimming teachers instructed the students in stroke correction and distance training. All participating students made improvements and were able to swim longer distances. The 10 week program was also offered to Kindergarten to Year 2 students. 49 Kindergarten, 53 Year 1 and 38 Year 2 students attended the classes.

**Significant programs and initiatives – policy**

**Aboriginal education**

An Aboriginal perspective is included in all teaching and learning programs across K-6 to ensure all students have knowledge and understanding of Aboriginal history, culture and contemporary issues.

An afternoon tea was held in February to welcome new parents and a catch-up with existing parents. Ten students (identified as Aboriginal), received information about local events and camps that are available. Participation is strongly encouraged.

Acknowledgement of Country continues to be recognised at all major functions and in Term 4 assemblies the acknowledgement was delivered by Lily, a student of aboriginal descent.

All identified students have individual learning pathways (ILP) written and implemented by their class teachers.

In 2014 we continued our school assembly Aboriginal Education sessions. Most weeks an aspect of Aboriginality is discussed, along with a multi-modal presentation.

All information about local events and activities are sent home with the students, with participation being strongly encouraged.

Five students attended the Bankstown Koori Youth Forum in November at Bankstown Arts Centre. This involved active participation in a variety of workshops. There were events where the elders, including Aunty Maggie, interacted with the students.

Aunty Maggie, our local elder, was recovering from illness most of the year, but she did catch up with the students at the end of the year.

An Indigenous Learning Award for an outstanding student was presented to Lily, Year 3, at the Annual Presentation Day.

A survey was conducted of the Aboriginal students. Almost all considered Aboriginal culture to be taught and acknowledged by the school and all felt welcome and happy at school. They value and are proud of their Aboriginality.

Lauren Julian
Aboriginal Welfare coordinator
Multicultural education and anti-racism

The school implements a culturally inclusive curriculum. Teaching and learning programs are developed to ensure understanding of cultural diversity from Kindergarten to Year 6.

The school ensures that multicultural education is implemented into all school practices ensuring a racism-free learning environment.

The school’s Anti-Racism policy forms an integral part of the Student Welfare policy and is committed to eliminating all forms of discrimination. The Anti-Racism Contact Officer (ARCO) ensures the policy is implemented.

Teaching units addressing multiculturalism are taught as part of HSIE, Anti-Bullying and Child Protection programs and incorporate cultural, linguistic and religious activities.

The school has 42% of students from a non-English speaking background.

The school’s English as Another Language or Dialect (EAL/D) teacher – Mrs Conolly – provides individual, small group and whole class support to ESL students across K-6 on a needs basis.

The New Arrivals Program (NAP) was implemented by Mrs Conolly and Mrs Hull.

The cooking program operating on Friday afternoons for ESL students in Kindergarten, Year 1 and Year 2 has continued to provide opportunities for language and vocabulary development in a practical and fun way.

Aboriginal background

In 2014 there were ten students who identified as having an aboriginal background. Support was provided to ensure equity of opportunity. This was done through devising Individual Learning Plans for each student to reach literacy, numeracy and social development targets and extra funds were used to provide learning support in classrooms.

Socio-economic background

The extra funds were used to provide increased learning and support time through the employment of an additional School Learning and Support Officer (SLSO- teacher’s aide) to help deliver the Individual Learning Plans across all classes K-6.

English language proficiency

42% of our students come from families with a Non-English speaking background. The school was allocated a specialist English as Additional Language or Dialect Teacher (EAL/D or ESL) for 3 days a week in 2014. An extra day was provided from Term 2 to help support newly-arrived students with low levels of English.

Learning and Support

There were 50 students referred to the Learning and Support Team in 2014. A further 26 students were monitored from previous referrals. As a result 32 ILPs (Individual Learning Plans) were devised to explicitly target learning needs for those students. Students needing more support than the school could provide were referred to the regional learning and support committee and some of these students were provided with specialist placements in other settings.

Other significant programs and initiatives

Extension Programs

This year extension classes were offered for Year 5 students showing high levels of achievement in mathematics. A parent, Mr Dao Mai, offered his time once a week to coach the students in problem solving and higher order mathematical thinking.

Extension classes were also offered to accomplished writers in Years 3 and 4.

Significant programs and initiatives – equity funding

In 2014, Padstow Heights Public School received an additional $21 336 in funding to help achieve equity in advantage between students of aboriginal background and for low socio-economic background.
Nine students from Year 4 participated in an 8 week extension writing program with teacher, Mrs Christie. The students studied the text “The Arrival” by Shaun Tan which delved into the life of a migrant who must leave his family and everything he has ever known to make the long and difficult journey to another land. The students explored the ways in which words and pictures depict meaning and purpose in a text and used this foundation when planning and composing a range of texts. A final product “The Suitcase” was a compilation of the students’ writing samples and was displayed during Education Week’s Open Day.

Eight students from Year 3 worked on developing more sophisticated writing techniques and skills with teacher, Mrs Julian. The feedback from the students showed that their attitude to writing has improved and they enjoyed the variety of activities and the opportunity to have different form of stimulus to engage them more effectively in writing tasks.

Respect and responsibility

We believe that everyone deserves to be safe, secure and happy in our school. A zero tolerance for bullying provides a foundation on which positive relationships are built.

All students are encouraged to demonstrate respect and responsibility utilising learnt strategies for developing skills and understandings permeating all Key Learning Areas. The school focuses on:

- Taking responsibility for cleanliness throughout the school
- Consistent demonstration of good manners
- Adhering to the Code of Conduct at sport
- Using appropriate language with peers, teachers and visitors
- Celebrating and acknowledging special days such as ANZAC Day, NAIDOC Week and Remembrance Day
- Effective representative of peers through the Student Representative Council
- Raising funds for Stewart House. ($1690)

Respect and responsibility is fostered through the care, respect and dedication of the staff at Padstow Heights.

A strong focus on the development of respect and responsibility is addressed in the school’s student welfare programs, class activities, our Buddy program and in the key learning areas – especially Human Society and its Environment (HSIE) and Personal Development, Health and Physical Education (PDHPE).

The positive reward system continued in 2014, with students attaining Gold, Silver and Bronze awards for behaviour and application. End of term Gold assemblies and reward recesses recognized the students who achieved gold that term. 93% of students attained the Gold level at the end of the year.

Environmental Education

Vegetable plot- The vegetable plot continues to be used. New seedlings and plants are donated by parents. Produce is used by classes as required.

Worm Farm- Five farms are now in operation. Scraps collected during Crunch’n’Sip keep the worms well fed.

Native plantings- Bankstown City Council continues to support the school by supplying small native plants for regenerating our gardens.

Mathletics

Mathletics has now been running for three years and students have participated and responded positively. This online Maths program allows students to learn at their own pace with tutorials available online when they encounter problems. It is currently used as a homework program in most classrooms however there are ebooks, NAPLAN resources and many other benefits available for students, teacher and parents. Each Wednesday the computer lab has been supervised throughout the lunch break in order to allow students the opportunity to complete their Mathletics homework. This has been organised primarily for those students who may not always have easy access to the internet at home, while allowing them the opportunity for extra help when necessary. Each week between twenty to thirty students regularly and happily attend, demonstrating their commitment and enjoyment towards their learning.

Tracey Cook (Coordinator)
Technology

This year saw the implementation of 6 Apple iPads in every K-5 classroom and 6 Lenovo Think Pads in both Year 6 classes. We also purchased 2 Acer laptops for student use for every classroom in the school and also for the Library.

The use of IPad/tablets in the classroom has facilitated the development of creative thinking. Rather than students writing a report and publishing on paper, or taking notes never to be seen again, students are ‘creating’ a variety of ways to share what they have learnt. They are creating webpages, writing and filming documentaries, making movies, Poplets and Prezis.

Our school computer lab is still fully functional with 28 computers connected to Wi-Fi or LAN. Every class is allocated at least 1 hour per week in the lab where students have individual access to a device.

All students have Interactive Whiteboards in their classrooms, new laptops, iPads and tablets. This gives teachers the opportunity to guide students’ learning with the aim of developing creativity, abstract thinking and 21st Century learning skills to arm them for the future.

Christine Oliveri (Computer Coordinator)

Public Speaking 2014

All classes (K-6) participated in the Padstow Heights Public Speaking Competition during Term 3. Each class selected one speaker who delivered the same prepared speech at the school final.

Five (5) students from Kindergarten, Year 1, Year 2, Stage 2 and Stage 3 were selected to represent the school in the East Hills District Public Speaking Competition finals. Taya then represented the district in the regional finals.

Road and Boat Safety

Padstow Heights Public School is working with the Roads and Maritime Services to ensure our students are safe. We acknowledged Walking to School Safely day. One teacher attended professional learning, a boat safety session was conducted by a maritime services officer and the NRMA provided a workshop for students about car and road safety. Flashing lights were installed on two approaches to the school in December. Bollards are put out daily to prevent drivers from pulling up in the no stopping zone near the main crossing and another in the driveway that was regularly used to turn around. This has prevented students being in danger as they walk along the footpath at drop-off and pick-up times.

CARES

Students in Years 5 and 6 went to a Bike Education Centre at Bass Hill jointly funded by Bankstown Council and the Police Service. Students spent a day on a range of activities about correct bike safety and road rules specific to riding a bike.
Stage 3 Excursion

101 Stage 3 students attended a three-day camp to Stanwell Tops in September. The camp promoted resilience and group work through a range of outdoor activities, such as a high ropes course, abseiling and orienteering.

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:

- Extensive analysis of NAPLAN
- Analysis of PAT data and school based assessments
- Attitudinal surveys of parents, staff and students
- Analysis of PLAN data (electronic Plotting of Literacy and Numeracy Data which is entered each term)

School planning 2012-2014:

School priority 1

Improved student achievement in Literacy

Outcomes for 2012–2014

- 55% of Year 3 students achieving in the top two skill bands for reading in NAPLAN
- 59% of Year 3 students achieving in the top two skill bands for writing in NAPLAN
- 100% of Year 3 and Year 5 students achieving at or above minimum standards in NAPLAN
- 100% of Year 5 students demonstrating equal to or greater than expected growth from Year 3 to Year 5

Evidence of achievement of outcomes in 2014:

Our achievements are:

- NAPLAN results show an increase in the percentage of students achieving proficiency in reading, spelling and grammar and punctuation in years 3 and 5. Both year 3 and year 5 results show below state average performance in writing.
- 51% of Year 3 students achieved the top 2 bands in Reading
- 35.3% of students achieved the top 2 bands in writing
- 96.1% of students in Year 3 and 98.2% of students in Year 5 achieved above the minimum standard in Reading (NAPLAN)
- 69.3% Year 5 students achieved greater than or equal to the expected growth in reading from Year 3 to Year 5 (NAPLAN)
- Growth over the past 3 years in numeracy shows that the cohort of Year 5 students in 2014 has significantly outperformed the state and Statistically Similar Group (national) scoring 89 scaled growth score as compared to the state at only 78.4.
- 87% of Kindergarten students achieving Cluster 4 in the Literacy K-6 Continuum in Comprehension and Aspects of Writing

Strategies used to achieve these outcomes in 2014:

- knowledge of the Literacy Continuum growth and school-based data analysis used to develop and implement priorities that address state wide and school based student performance targets in literacy
- Implemented explicit teaching and learning programs that are balanced and integrated across all KLA reflecting stage appropriate outcomes, focusing on visual literacy, comprehension and grammar. Teaching programs were differentiated to cater for the needs of each student
- The continuation of the L3 (Language, Literacy and Learning) program

School priority 2

Improved student achievement in Numeracy

Outcomes for 2012–2014

- 66% of students achieving in the top two skill bands in NAPLAN numeracy tests
- 100% of year 3 and year 5 students achieving at or above minimum standard in NAPLAN numeracy tests
• 100% of year 5 students demonstrating equal to or greater than expected growth from year 3 to year 5.

Evidence of achievement of outcomes in 2014:
• Padstow Heights Year 3 and Year 5 numeracy results across the three strands are significantly above the state and Statistically Similar Group (SSG)
• 96.1% of Year 3 students and 94.7% of Year 5 students achieved at or above minimum standards in mathematics (NAPLAN)
• 36.8% of Year 5 students were in the top two bands of numeracy compared to 26.5% in the state.
• Growth over the past 3 years in numeracy shows that the cohort of Year 5 students in 2014 has significantly outperformed the state and Statistically Similar Group (national) scoring 102.9 scaled growth score as compared to the state at only 88.
• 69.6% of students achieved greater than or equal to expected growth from Year 3 to Year 5

Strategies used to achieve these outcomes in 2014:
• Improved collection and analysis of school data as a basis for identifying needs, planning and evaluation e.g. NAPLAN and PAT testing.
• Strengthened curriculum planning and consistency through the development of a K-6 numeracy continuum.
• Provision of professional learning for all staff to improve the teaching of numeracy.
• Implementation for K-6 Mathletics and Wednesday lunchtime homework group.

School priority 3
Improve student outcomes in literacy and numeracy through implementation and use of computer-based technology.

Outcomes for 2012–2014
• 100% of students completing Mathletics activities on a weekly basis

Evidence of achievement of outcomes in 2014:
• Students in classes spent a minimum of one session per week in directed technology lessons in the computer lab
• Student results in NAPLAN for literacy and numeracy show growth and improvement
• 87% of students completed Mathletics activities on a weekly basis (average of 2 students per class who did not complete their tasks)

Strategies used to achieve these outcomes in 2014:
• Installation of Wi-Fi internet into all learning spaces
• Purchase of class sets (6) of tablet devices.
• Ongoing professional learning and development regarding curriculum-based technology for all staff members
• Students engaged in activities to develop computer literacy skills

Parent/caregiver, student, and teacher satisfaction
In 2014, the school sought the opinions of parents, students and teachers about leadership of the school. There were 65 responses to the survey (approximately 20%).

Their responses are presented below.
Most parents agreed that:
• The school leaders understand the school and get the best from staff and students
• The school involves all groups in the school community in deciding what it is aiming to achieve
• The school is always looking for ways to improve what it does
• The school ensures that everyone at the school is treated fairly

Some parents feel that leaders can do more
• To discuss ways to improve my child’s learning
- To be open to new ideas
- To encourage staff, parents and students to take leadership roles

Some staff had difficulty answering the survey about general leadership feeling there are differences in the levels. However, the majority of staff agreed that school leaders
- Demonstrate an interest in, and an accountability for student learning outcomes
- Improve the school through an understanding of the school’s strengths and weaknesses
- Ensure that all groups within the school community develop the statement of school’s purpose

There is room for improvement with:
- Encouraging staff, students and parents to take leadership roles
- Encouraging teachers to reflect on their practices and
- Encouraging staff to constructively challenge educational practice

Students in Years 2 to 6 were surveyed on their attitudes to school
A high percentage (89%) of students indicated that
- They feel happy, proud and successful as students
- Other children are friendly, kind and they like to go to school each day
- Their teacher is fair, helps them to learn and their teacher listens to what they say

A smaller but not insignificant percentage (23%) would like their work to be more interesting, their learning more fun and they’d like to feel more excited about learning.

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 the beginning of Term 2 2015.

The school’s Strategic Directions are

Excellence in Learning
Excellence in Teaching and Leading
Excellence in Student and Community Engagement

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: