Padstow Heights Public School
Annual School Report 2013
School context

Padstow Heights Public School students enjoy the support of the school community to optimise their learning in a safe and secure environment. They are encouraged to do their best at all times, follow school rules, wear the school uniform and show respect to others in keeping with our school motto: ‘Ever higher.’

Principal’s message

It was a pleasure to lead Padstow Heights during 2013 building on the existing policies within the school context of a high quality, inclusive and equitable public school system.

Our participation in the 2013 Schools Spectacular was a particular highlight as it not only showcased our very talented dancers, but also enabled us to be involved in the annual “World’s Biggest Classroom”. Our entry – created by a Kindergarten and year 5 class - was displayed at the Sydney Entertainment Centre and was well received for its innovation and use of technology.

The students and staff of Padstow Heights continue to have the constant support from our community. Special thanks to the parents and wider community for being great partners in the education of their children, for trusting the judgements of staff, for the energy, time and expertise they give to the school and for their support of me this year.

I would like to acknowledge the school staff – both teachers and administrative – for their professionalism and commitment during 2013. They demonstrate an enduring desire to improve their own practice and support one another to achieve in our students individual excellence. It was a privilege to be the leader of such a great team and I greatly valued their support in 2013.

In conclusion, I thank year 6 for their leadership, their growing sense of responsibility and maturity towards their learning and towards others. I hope that they remain confident in their abilities and to look forward to the many challenges that lie ahead.

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

Bronwyn Kolodziej (Relieving Principal - 2013)

P & C message

The Parents and Citizens Association (P&C) acts as a coordinating body of ideas, fundraising and the distribution of funds raised. Fundraising for the school is the major focus of the P&C. We are very fortunate to have many willing volunteers comprising parents, grandparents and friends who contribute to make our activities such a success.

Through our fundraising endeavours in 2013, we purchased literacy and numeracy resources, sport resources and subsidised the JellyBeans Music Program. Fundraising activities included Mother’s Day and Father’s Day events, cake stalls and a student disco. P&C events were widely supported by the school community.

General monthly meetings are held on the first Wednesday of each month. These meetings are a great opportunity to be involved in the education of our children and the overall decision-making within the school community. Thank you everyone for your ongoing support and my best wishes to the new P&C Executive for 2014.

Hanadi El-Zein - P&C President 2013

Student representative’s message

In 2013 the Student Representative Council consisted of the two School Captains, the two Vice-Captains and two representatives from each year 2-6 class.

In Term 1, we raised $650 from the Easter Egg Raffle which went towards the Year 6 Farewell. In Term 2, $300 was raised from the purchase of NAIDOC wristbands which was spent on Aboriginal education resources.

In Term 3, $405 was raised from Pyjama/Crazy Hair Day. In Term 4, $200 was raised from our Christmas Card Competition. The money helped towards the purchase of paint to decorate the school’s water tanks.

In total, the SRC raised over $1500. In 2014, the SRC will continue to fundraise with money raised to be spent on our school environment.

Nathan Bates– School Captain
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

![Graph showing student enrolment profile]

Student attendance profile

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<tr>
<th>Year</th>
<th>2009</th>
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<th>2012</th>
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<td>95.5</td>
<td>95.5</td>
<td>95.9</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

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>
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<tr>
<td>Principal</td>
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<tr>
<td>Learning and Support Teacher(s)</td>
<td>4 days/wk.</td>
</tr>
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<td>Teacher Librarian</td>
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<tr>
<td>Teacher of ESL</td>
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<td>School Counsellor</td>
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<tr>
<td>Total</td>
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The Australian Education Regulation, 2013 requires schools to report on Aboriginal composition of their workforce. In 2013, there was no indigenous composition of the school workforce.

Teacher qualifications

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

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<thead>
<tr>
<th>Qualifications</th>
<th>% of staff</th>
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<td>Degree or Diploma</td>
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<td>Postgraduate</td>
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<tr>
<td>NSW Institute of Teachers Accreditation</td>
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Financial summary

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

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<table>
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<td>Casual relief teachers</td>
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### School performance 2013

#### Visual Arts

Students in K-6 participate in the different forms of Visual Arts. These include ceramics, painting, printing, drawing and 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 Grandparents’ Day. Students selected a favourite artwork which was then displayed in the hall for purchase by their grandparents.

Students in year 3 attended the NSW Art Gallery as part of their art appreciation. Students were shown around the gallery and had the opportunity to see a wide variety of art.

#### Dance

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 2013 was “Dancing with Props”.

Sixty-two students were chosen for year 2 and primary dance groups. These 4 groups were tutored by Arianna Karailias. The groups performed at the Bankstown Dance Festival and the school’s annual Performance Evening.

Twelve students were selected to represent our school in the combined dance of the Schools Spectacular on 29th and 30th November 2013 at the Sydney Entertainment Centre. Our 12 talented dancers 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 “30 Years of Imagination” segment which paid tribute to the past 30 years of spectacular costumes.

#### Performing Arts program

The school has representative groups in dance, choir and band. We have continued to add to our range of dance and performing arts costumes and accessories which are available for hire to the wider community.

Our annual Performance Evening which was held in November was well attended and featured solo and group performances.
Academic achievements

NAPLAN

In the National Assessment Program, the results for Years 3/5 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 and enter the school name in the Find a school and select GO to access the school data.

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

In 2013 results were well above the region but below state for all areas of literacy. Our overall results for writing have improved from 2012 with reading, grammar and punctuation remaining stable compared to 2012.

In spelling, the school has improved 12 points on scaled scores from 2012. The use of spelling was a strength. An area for improvement in 2014 will be the effective use of paragraphs and writing more complex sentences.

For bands 4, 5 and 6 the students performed slightly above the state average. An area for improvement in 2014 will be the use of plurals.
For bands 4, 5 and 6 the school performed slightly below the state average. Areas for improvement in 2014 will include the use of apostrophes, contractions and indirect speech.

**NAPLAN Year 3 - Numeracy**

The numeracy results across the three strands were below the state average but well above the region.

For bands 4, 5 and 6 the school was slightly below the state average. Areas for improvement include 2D shapes, number sentences, fractions and addition of money. The cohort of girls strongly outperformed the boys.

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

In Year 5 the girls outperformed the boys in reading and writing however; the boys scored marginally higher in grammar and punctuation. Overall our literacy results were stronger than the region, however slightly lower than the state.

Students performed well below the state average in the top three bands. Thirty students did not demonstrate the expected growth between year 3 and year 5. Areas for improvement in 2014 will include inferring, interpreting meaning, identifying themes and comprehension skills.

Students performed below the state average in the top three bands. No students were ranked in
band 8 however 44% of students scored in band 6. The girls outperformed the boys.

Most students are currently performing at the expected band 6. Boys and girls performed equally. Areas for improvement in 2014 will include identifying errors and self-correcting.

Students performed slightly below the state average in the top three bands. Boys outperformed the girls.

**NAPLAN Year 5 – Numeracy**

Year 5 performed very strongly in all aspects of numeracy, outperforming both the state and region.

Students performed well above the state average, with no students in the lowest band. Every student showed growth between year 3 and year 5. The girls performed slightly better than the boys however the boys scored higher in data. Strengths include interpreting data, calculating time, 3D shapes and fractions and decimals.

**Other school based assessments**

**The ACER Progressive Achievement Tests (PAT)**

Padstow Heights Public School implements the ACER Progressive Achievement Tests (PAT) in February and November. It is a thoroughly researched and normed test for measuring and tracking student achievement in reading comprehension, spelling and numeracy. It provides teachers with objective information for setting realistic learning goals and planning effective programs.

**Best Start/PLAN**

The Best Start initiative (now known as PLAN) is an ongoing commitment at Padstow Heights. It is intended to ensure that all students are on track in their literacy and numeracy learning by Year 3. The Best Start Kindergarten Assessment is designed to identify the literacy and numeracy knowledge and skills that each child brings to school as they enter Kindergarten, to inform the
development of quality teaching and learning programs.

PLAN allows teachers to record assessment results for the literacy and numeracy skills of their students. It gives access to the Literacy and Numeracy continuums and used in conjunction with the Australian curriculum, teachers can strengthen their knowledge of Literacy and Numeracy to deliver quality programs with strong focus to enhance learning opportunities for students.

Padstow Heights is currently in the second year of implementation of the Language, Learning and Literacy (L3) Program, a Kindergarten classroom intervention program, targeting text reading and writing. Students receive explicit instruction in reading and writing strategies in small groups of three to four selected students. Students then rotate to independent individual or group tasks. This occurs in the daily Literacy session.

Other achievements
School Ambassador
Tim Warren from Year 6 was selected as our 2013 School Ambassador. His duties involved promoting our school and representing the school at the Regional Ambassador Conference.

2013 International Competitions & Assessments for Schools
This year 35 students entered the 6 competitions which included Computer, Science, Writing, Spelling, English and Maths. From these competitions the students attained 29 credits and 13 distinctions.

Persephone
Year 3 students, under the guidance of classroom teacher, Mr Ben Weldon, participated in Dairy Australia's Picasso Cows. This program encourages teachers to educate primary school-aged children about the Australian dairy industry and the health and nutrition benefits of dairy foods as part of a balanced diet.

The school was provided with a blank, life size fibre glass cow to design and paint in the dairy related theme – Farm to Plate. As part of the program, the school also completed a class learning journal which documented the program.

Padstow Heights' entry placed 4th. Persephone now takes pride of place on the roof of the amenities block watching over the school. Thank you to Mr Graham Armstrong and Mrs Suzanne Croft for their assistance throughout this process.

PSSA/Sport
Padstow Heights again participated in the East Hills Primary Schools Sport Association (EHPSA). Our school was represented in the major carnivals of swimming, cross country and athletics.

Netball - Four girls’ teams participated in Netball. Three teams were semi-finalists. The junior A team were joint premiers. Mia Enright-Bullock was selected for the State Netball team.

Rugby League- The junior team unfortunately lost in the grand final.

Boys/Girls Soccer- 2013 was another successful year for Padstow Heights in Girls Soccer. Both teams were semi-finalists. The juniors successfully defended their premiership win from 2012. We will be looking to defending our title again in 2014. The junior boys’ team were semi-finalists.

Boys/Girls Touch Football- In the girls competition one junior and one senior team participated in the district competition. Unfortunately both teams narrowly missed out on a place in the semi-finals. Two junior and two senior teams participated in the boys’ district competition. The junior boys’ team were semi-finalists.

Boys/Girls Basketball- this year was a building year for basketball. The senior boys were semi-finalists but were defeated in a closely fought
match. Thomas Pilon was selected to represent the region for Boys Basketball.

**Cricket** - The junior cricket team were semi-finalists.

**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’ team were semi-finalists.

**Girls/Boys T-Ball** - the junior girls T-ball team had an amazing season finishing 3rd. The junior boys qualified for the semi-finals but were unsuccessful on the day.

**PSSA Cross Country** - 9 runners qualified for the regional cross country.

**PSSA Athletics** - 50 students represented the school at the district carnival, with 7 students representing the district at the regional carnival.

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

**Auskick AFL** – 80 students from Kindergarten to Year 6 participated in the 6 week program on a Monday afternoon. The program taught the students skills associated with the game of AFL.

**Premier's Sporting Challenge (PSC)** - 100% of all students and 45% of staff participated in the PSC. It focused on engaging students in a sustained and concentrated period of sport and physical activity, encouraging them to lead a healthy and active lifestyle.

**Milo Cup** - This year 30 stage 3 and 62 stage 2 students, both boys and girls, competed in the Milo Cricket Cup for the East Hills District. The year 5 boys’ team finished second. The juniors played a round-robin style tournament in which they were able to learn basic skills of cricket.

**Swimming** – a 10 week program offered during primary sport 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 program will be offered again in 2014.

**Significant programs and initiatives**

**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 other parents. Ten students (identified as Aboriginal), receive information about local events and camps that are available.

NAIDOC Week was once again celebrated at the school. Acknowledgement of Country continues to be recognised at all major functions and weekly assemblies.

Our local elder is Aunty Maggie who is assisted by Aunty Carol Brown. Aunty Maggie regularly visits the school, creating links leading to a greater awareness of Aboriginal culture for all students.

Aboriginal perspectives are incorporated into class programs and all identified students have
personal learning plans (PLPs) written and implemented.

In 2013, we commenced our school assembly Aboriginal Education Powerpoint presentations. Each week an aspect of Aboriginality is discussed, along with a multi-modal presentation. These multi-modal presentations have proved to be most popular and will continue in 2014.

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

An Indigenous learning award for an outstanding student is presented by our local elder at the annual presentation day.

**Multicultural education**

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 in HSIE, Anti-Bullying and Child Protection and incorporate cultural, linguistic and religious activities.

The school has 40% of students from a non-English speaking background.

The school’s English as a Second Language (ESL) 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) is also implemented by Mrs Conolly.

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.

**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
- Participating in Clean Up Australia Day as a service to our community
- Effective representative of peers through the Student Representative Council
- Raising funds for Stewart House.

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 2013, with 97% of students attaining the Gold level at the end of the year.

**Stewart House** is our school’s nominated charity. To support this worthy organisation each year two clothing bag collections are held. Our major annual fundraising event is Charity Day. Last year $1670 was raised for Stewart House on the day.
World’s Biggest Classroom/Schools Spectacular-
Artwork inspired by Howard Arkley was a feature in the Entertainment Centre during the Schools Spectacular. The 80s theme was ideally suited for the very large paintings depicting the students’ homes, outlined and coloured in fluoro paint. A film featuring Padstow Heights students was also featured throughout the Entertainment Centre.

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. Two large bird baths have been added to the gardens to better cater for the native birdlife who share our school.

Kindy Parents Garden- The Kindergarten parents this year beautified the gardens outside the Kindergarten classrooms. This most worthwhile and much needed addition is one example of community/school partnership in action.

Integration

Three students received Integration funding in 2013 to support their identified physical, intellectual and emotional needs. Students’ needs were met by teachers devising personal learning plans (PLPs) for students receiving integration funding. This involved teachers formulating budgets and timetables to best suit the needs of each individual student.

Formal review meetings involving parents, teachers, teachers’ aides, the School Counsellor and the Principal were held at the end of the first semester. Teachers devised programs that facilitated the transition of the integration students in 2014 classes.

The Learning Support Team (LST) supports teachers in identifying students with particular needs and making recommendations or developing programs to meet their individual needs. The team works closely with teachers, parents, students, the School Counsellor and district support staff to ensure each student receives an appropriate support program. The LST offers support in a range of aspects including:

- Referral to the School Counsellor
- Review of integration programs
- Purchase of additional resources for special needs students
- Application for regional support
- Advice to parents and teachers
- Placement for school-based remedial and enrichment programs

The LST meets every Monday and alternate Fridays.

Technology

The school is networked throughout the school including the computer lab, library, staffroom and all classrooms.

Our computer lab is functioning with Windows 7, allowing us to access the internet, Microsoft Office and programs such as Picasa. All classrooms, including demountable rooms and the library, are fitted with interactive whiteboards. Increased access to technology allows our students to develop their skills in an increasingly computer dominated society.
This year students were exposed to web tools such as Prezi, Popplet and cartoon animation tools, as well as, in some classes, a digital behaviour system.

Mathletics was also introduced to Padstow Heights in 2013, providing a rich, multi-modal approach to mathematical learning, both in the classroom/computer laboratory environment and at home.

An Apple MacBook has been used for production purposes providing students with opportunities to complement cutting edge performances.

The 2014 technology initiative for Padstow Heights will be the installation of a Wi-Fi network throughout the school, co-funded by school funds and the generous support of the P&C. To complement this, tablet technology will be introduced into classrooms. This technology will create a 21st century learning environment at Padstow Heights.

School planning and evaluation 2012—2014

School evaluation processes

NSW public schools conduct evaluations to support the effective implementation of the school plan.

School planning 2—2014: progress in 2013

School priority 1

Improved student achievement in Literacy

Outcomes from 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 progress towards outcomes in 2013:

Our achievements are:

- NAPLAN results show an increase in the percentage of students achieving proficiency in mathematics, reading and grammar and punctuation in years 3 and 5. Both year 3 and year 5 results show minimal growth in writing.
- 85% of Kindergarten students achieving Cluster 4 in the Literacy K-6 Continuum in Comprehension and Aspects of Writing.

Strategies to achieve these outcomes in 2014

- Use knowledge of the Literacy Continuum growth and school-based data analysis to develop and implement priorities that address state wide and school based student performance targets in literacy.
- Implement explicit teaching and learning programs that are balanced and integrated across all KLAS reflecting stage appropriate outcomes, focusing on visual literacy, comprehension, grammar and comprehension.
- Teaching programs will be differentiated to cater for the needs of each student.

School priority 2

Improved student achievement in Numeracy

Outcomes from 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 progress towards outcomes in 2013:

- Padstow Heights Year 3 numeracy results across the three strands were below the state average but well above the region.
- 66% of year 5 students were in the top three bands of numeracy compared to 54% in the state.
- Growth over the past 3 years in numeracy shows that the cohort of year 5
students in 2013 has risen into the top three bands, outperforming the state and region.

**Strategies 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**

Improved student outcomes in literacy and numeracy through implementation and use of computer-based technology.

**Outcomes from 2014–2016**

- 100% of students demonstrating proficiency with literacy and numeracy technology activities.
- 100% of students completing Mathletics activities on a weekly basis.

**2014 targets to achieve this outcome include:**

- Students engaging in lessons with technology based learning.
- Students understand how technology influences their learning.
- Student outcomes improve as a result of literacy and numeracy based technology software.
- The requirements and constraints of investigation and design are geared towards improving literacy and numeracy.

**Strategies to achieve these outcomes in 2014:**

- Installation of Wi-Fi internet into all learning spaces by 2014 - commencing with Stage 3.
- Purchase of class sets of DEC approved tablet devices.
- Professional learning and development regarding curriculum-based technology for all staff members.
- Students engaging in activities to enhance 21st century learning.

**Professional learning**

In 2013, 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 implantation days.
- Attending conferences.
- Attending Principal, Executive, School Administration Managers and curriculum network meetings.
- 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.

The average expenditure per teacher in 2013 was $1750. Each staff member averaged 84 hours of training and development activities during the year such as, interactive whiteboard training, special needs education, Best Start Program, regular technology in-services, computer coordination, team leadership development, school website development, Visual Arts, Environmental Education, Aboriginal Education, First Aid (Anaphylaxis, Diabetes, Asthma and CPR training), teacher accreditation programs, Teacher-Librarian/ESL/LAST Networks and NAPLAN assessments.

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

All staff received weekly training and development through a structured staff meeting program - emphasising Literacy, Numeracy and PDHPE – which alternated between whole staff and stage groupings. Three full day training sessions were provided at the commencement of
each term and 2 days at the end of 2013, as part of the Department’s School Development Day initiative, where the focus was on:

- training and development of teachers’ ICT skills and the programming of these skills into units of work for 2014.
- Department of Education mandatory training of all staff to meet government school guidelines.
- evaluation of school-based short and long term strategic goals.
- planning for 2013-2015 school targets after analysis and reflection of relevant trend data.

**Parent/caregiver, student, and teacher satisfaction**

In 2013, the school sought the opinions of parents, students and teachers about the school. Their responses are presented below. There was strong agreement to the majority of statements.

Most parents agreed that:

- the school is a friendly place that is tolerant and accepting of all students.
- there is a wide range of extra-curricular programs offered.
- Literacy and Numeracy are a priority at the school.
- The school promotes students’ needs as the main focus.
- The weekly newsletter and website keep the community well informed.

Some parents expressed a need to know more about the school’s programs. This will be addressed through the school newsletter and additional promotion of programs.

Most students agreed that

- Their teacher helps them to do their best and listens to what they say.
- School is a place where they learn to get along with other people.

**Program evaluations**

**Background**

NSW public schools conduct an evaluation to support the effective implementation of the school plan. In 2013 our school carried out evaluation of Teaching and the key learning area of Mathematics.

**Teaching**

The study aimed to evaluate teaching practices at Padstow Heights. The School Map Teaching survey was used to ascertain the opinions of staff, students and parents regarding the effectiveness of teaching practices.

**Findings and conclusions**

Analysis of the survey results emphasized strong agreement to the majority of statements. In the staff survey

- 100% of staff agreed that classroom management strategies are in place to maximize student learning.
- 90% of staff feel that reporting to parents clearly communicates information about student achievement.

In the student survey

- 87% of students agreed that what they learn is important.
- 75% of students agreed that they understood how their learning was assessed.

In the parent survey

- 98% of parents agreed that teachers provide interesting and appropriate activities to meet their children’s needs.
- 76% of parents agreed that their child talks to the classroom teacher about what they are learning.

**Future directions**

Although the surveys indicated strong endorsement of teaching practices, future directions will include

- Ensuring the teaching programs always respond to students’ interests, needs and activities.
- Further refining our reporting procedures.
Mathematics

The study aimed to evaluate the key learning area of Mathematics to determine the effectiveness of our programs and identifying areas of strengths and areas for improvement.

Surveys were designed to suit the needs of the school community to ascertain the opinions of staff, students and parents regarding mathematics.

Findings and conclusions

Analysis of the survey results emphasized strong agreement to the majority of statements.

In the staff survey

• 83% of staff agreed that Padstow Heights Public School teachers would be well prepared to implement the new Australian maths curriculum in 2015.

• 83% of staff agreed that PAT data was a useful tool in monitoring pupil progress.

In the student survey

• 92% agreed that it is important to learn mathematics

• 72% enjoy maths lessons

In the parent survey

• 86% felt confident to assist their child with mathematics at home.

• 30% thought that maths reports about pupil progress were not useful.

Future directions

Although the surveys indicated strong endorsements of teaching and learning in Mathematics, future directions will include

• Using Mathletics as a classroom teaching tool.

• Ensuring mathematics is kept relevant, enjoyable and purposeful for students.

• Utilising more technology in the teaching of mathematics, e.g. use of tablets in the classroom.

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: