

# 2021 Annual Report

## Annandale Public School



# Introduction

The Annual Report for 2021 is provided to the community of Annandale Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## Message from the principal

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The impact of the global pandemic presented many challenges to the 2021 school year. As Principal, I very much appreciated the continued support from the school community as we navigated the rapidly evolving situation.

On a positive note, many creative solutions evolved from the need to adapt to the conditions at the time. I would like to thank our dedicated teaching and administration staff for their work in supporting students and families throughout the learning from home period and for collaboratively planning innovative ways to deliver learning and whole school events, adjusted in line with the Covid guidelines and restrictions.

Our staff and P&C worked together to ensure that our book week event was successfully held online. Many students and families got into the spirit of dressing up and sending in photos of their book cover/book character costumes. The school also hosted Zoom events for our students with authors Morris Glietzman, Joel Tarling and Ursula Dubosarky. Similarly, the annual science competition was held online, with two Masterchef contestants as guest judges. The school theme was *Food: Different by Design* to honour the United Nations International Year of Fruits and Vegetables and the International Year of Creative Economy for Sustainable Development. Both examples highlighted the terrific way our school community worked together for our students' learning and engagement.

Our students continued to achieve a positive year of learning with many students being recognised for their outstanding effort. Three students; Arnhem, Milly and Nina, were successful at audition for selection into the NSW Department of Education's State Drama Ensemble, in addition, Theo won first place in the Inner West Council Book Week writing competition, with Hai Yen being awarded first place in the drawing competition. Our students also excelled in film production. Tea's short film, 'Lego Munch' was shortlisted for the Film By the City festival. Well done students!

Two of our staff members were recognised in the Iron Cove Schools Network awards for outstanding contributions to Public Education, in particular for their work supporting students with disabilities. Congratulations to Mrs O'Donnell and Mrs Nichols. An additional member of staff was recognised in the annual Deadly Kids Awards which celebrates achievement of Aboriginal and Torres Strait islander students and contributions of staff. Congratulations to Lucia Cavadini-Bell for receiving the *Gamarada Award*.

I would also like to thank our P&C Executive and volunteers for continuing to work together for our school community. In particular, on behalf of the school I would like to thank Peter Bestel for his outstanding service to the school community over 8 years as secretary of the P&C.

Finally, I would like to thank the 2021 student leaders; Ollie, Adelaide, Altai, Evie and Milly for their outstanding leadership and support of their fellow students throughout the year.

Lisa Lupton

Principal

On behalf of the Annandale Public School Parents & Carers' Association Executive Team, I am very pleased to provide our report on the activities of the P&C in 2021.

In our last report, we spoke about the changes which 2020 brought to the P&C and to the school community at large. What 2021 has shown us is that those changes have had and will continue to have a lasting effect on how we work together with the school and with our parent/carer community to continue delivering on the key objectives for the P&C, which is to raise funds and provide tools and resources to benefit our school, teachers and students.

Against that backdrop, we could not be prouder of the work undertaken over the past year to deliver those objectives. Some of the highlights include:

- two very successful local and federal election fetes;
- the 'Dale' t-shirt and hoodies fundraiser. We loved the development of the Dale artwork by Marcela Restropo, a parent of the school, which encapsulates everything we love about Annandale and surrounds. This has proven to be not only one of the most successful fundraising events of late but it remains a thrill to see the Dale t-shirts or hoodies worn out and about at school events and in the community;
- a successful application for the Inner West Council 'Perfect Match' grant, which will result in a collaboration with an artist to develop a mural across multiple sites facing Trafalgar Street;
- successful building grants to fund the Johnston Street playground works;
- alternate fundraiser events such as the Stuck On You, Christmas tree and pudding sales.

While the P&C was constrained in how it could carry out its fundraising and engagement initiatives because of the impact of COVID, through a combination of alternative fundraising ideas and careful management of finances, we have maintained a healthy reserve to ensure we can continue to meet our existing commitments to programs we are very proud to support. This includes the funding of Lucia's Kitchen & Garden, scholarships for the music program and the occasional treat for students in the form of free hot cross buns, a coffee cart for Mother's Day or a donation to a men's health organisation for Father's Day. This year, we also asked the teachers in each stage to put together a 'wish list' of items they believe are needed to supplement resources in the classroom. All of the hard work that went into fundraising made it possible for each and every wish to be granted, including the funding of new readers and sports equipment for all year levels.

The P&C rely heavily on the efforts of its volunteers. We would like to thank:

- our class parents from 2021;
- our Uniform Shop volunteers (Max Joscelyne, Christine Hammond, Clare Miller, Mari Tsuji and Rosemary Donald);
- our past Secretary, Peter Bestel for his record service to the P&C;
- to Louise Gough for her rarely lauded work drafting the P&C input for the school newsletters; and
- all P&C members and their families for continuing to give up their time to attend meetings, to help at fundraising events or working bees.

Finally, I would like to thank those members of the P&C Executive; Max Joscelyne, Tanya Franic, Bec Wainscoat and Rosemary Donald for their incredible dedication to their roles. A special mention also to Kim Musznig for spearheading 'The Dale' initiative with Tanya.

By the time this report is published, we will have elected a new Executive Committee for the next 12 months. It is our hope that the 2022/23 Executive Committee can continue to build a strong and dedicated volunteer community of parents and carers to help support the work of the P&C and to deliver on its objectives. We hope that we can put the disruptions of the last few years behind us and focus on bringing back some of the much-loved fundraising events, such as the Parent Night Out and Art Auction. We are already looking forward to seeing everyone at Showcase at the Enmore Theatre this August.

On behalf of the P&C, our thanks and gratitude again for all that have supported us.

Stephanie Wee President, Annandale Public School P&C Association 30 June 2022

## School vision

At Annandale Public School, in partnership with our community, we prepare young people for rewarding lives as engaged citizens. Together, we are committed to supporting and improving the learning and wellbeing of every student. We maintain high expectations for student growth within an inclusive environment dedicated to nurturing respectful, responsible and engaged learners.

## School context

We acknowledge the Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

Annandale Public School is located in the inner western suburbs of Sydney and has a proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

The school serves a socially and linguistically diverse community and has a student enrolment of 471 from preschool to Year 6 and includes an Early Intervention unit. Our students are from a range of socio-economic backgrounds and 28% of students have a language background other than English, with 9 students identifying as Aboriginal or Torres Strait Islander.

At Annandale Public School we are committed to developing confident and independent lifelong learners by providing all students with a range of high-quality, evidence-based teaching and learning programs in an inclusive, creative and supportive environment. The school offers a wide range of extracurricular activities in performing and creative arts and languages.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around quality implementation of formative assessment practices to differentiate the curriculum to cater for the full range of abilities.

### 1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have a steady student achievement of expected growth in reading and numeracy. A future goal is to increase the percentage of students achieving in the top 2 bands of NAPLAN.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and aspects of numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on professional learning to support an integrated approach to quality teaching, curriculum planning and delivery, and consistent school-wide practices for assessment to promote learning excellence which is responsive in meeting the learning needs of all students.

### 2. Collaborative systems for evaluative practices

When planning for improvement, the school has identified that there is a need for whole school systems to effectively monitor a range of indicators to evaluate the impact of school initiatives on student learning and wellbeing. Data analysis will be conducted regularly to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

### 3. Wellbeing and engagement

When conducting the analysis of wellbeing measures it was evident that student sense of belonging is an area requiring further focus. From the literature, student sense of belonging at school is related to engagement with school. Engagement is linked to student interest and motivation in learning and forming and maintaining positive relationships. To support student engagement in school, work will continue on Positive Behaviour for Learning (PBL), as well as whole school social and emotional learning programs. Students will be supported through advocacy and interventions to improve literacy and numeracy skills and planning for learning will be informed by sound holistic information about student's wellbeing and learning needs in consultation with parents and carers.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

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

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop and refine evidence-based teaching practices that are informed by data and responsive to the learning needs of individual students.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Professional learning:** \$7,421.28

### Summary of progress

#### Reading

Whole staff participated in professional learning exploring the teaching and learning cycle in Term 1. K-2 Staff participated in Effective Reading Strategies professional learning focusing on Fluency, Vocabulary, Phonics and Phonological awareness. Staff teaching Primary years were supported by professional learning workshops online; 'Focus on understanding texts'. Collaborative reflection on the effectiveness of newly developed programs, use of formative assessment and targeting of individual learning needs within each reading lesson has been put on hold due to COVID restriction and will be revisited and reflected upon in 2022.

#### Numeracy

To support growth in numeracy, whole staff professional learning on multiplicative strategies was planned. Staff attendance at professional learning, face-to-face or online, has been an enabler of implementation in 2021. Two teachers attended the course as planned. Staff professional learning on 'Challenging tasks and questioning' was completed by all staff. As planned, eight members of staff across K-6 have completed the 'Starting Strong K-2' and 'Working with Big Ideas 3-6' mathematics professional learning. The most prominent barrier of implementation has been COVID-19. Whole school professional learning and implementation, including delivery to staff as part of stage meetings and collaborative planning days, has been on hold as a result. This will be a next step for 2022. In addition, although individual staff have completed online professional learning courses, teacher observation and reflection of the impact of initiatives gained from professional learning on instructional practice has been impacted by Covid restrictions. These will be scheduled for 2022, pending Covid guidelines.

The percentage of students achieving expected growth in NAPLAN numeracy continues to be a focus for 2022. Staff professional learning in Multiplicative strategies will be continued in 2022. Further staff professional learning in Challenging Tasks and Questions, Additive Thinking and Number and Place Value will be delivered to support teaching strategies to support number sense. Similarly, in 2022, further professional learning in Working With the Big Ideas (3-6 focus) and Starting Strong (K-2 focus).

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated baseline of 64.2%	In 2019, 50% of students in years 3 and 5 achieved in the top 2 bands of NAPLAN reading. In 2021, this figure increased by 6.08% to 56.8% of students achieving in the top 2 bands of NAPLAN Reading. In 2022 we will work toward increasing the proportion of students achieving in top 2 bands of NAPLAN reading by 7.2% to school's lower bound system-negotiated target.
Increase the percentage of students	Achievement in NAPLAN 2019 was 39% of students in the top two bands

achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated baseline of 52.5%	for numeracy. In 2021 this figure increased to 43%. In 2022 we will continue our upwards trajectory towards the baseline target of 52.5%.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated baseline target of 67%	In 2019 68% of students achieved expected growth in reading. This was about above our annual trajectory lower bound target of 67.%. In 2021 58% of students in Year 5 achieved expected in reading. In 2022 we will continue to work towards our annual trajectory lower bound target of 68.59%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated baseline target of 59.6%	In 2019, 61% of students achieved expected growth in NAPLAN numeracy which was above the annual trajectory lower bound target of 60.80%. In 2021, 56% of students achieved expect growth in numeracy. In 2022, we will continue our trajectory toward the lower bound target of 61.87%.

## Strategic Direction 2: Collaborative systems for evaluative practices

### Purpose

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Effective classroom practice
- Whole school analysis of student learning to evaluate and inform best practice

### Resources allocated to this strategic direction

QTSS release: \$86,443.00

Professional learning: \$7,799.04

### Summary of progress

#### Effective Classroom Practice

This element was selected based on feedback from our most recent External Validation process. Staff have participated in two professional learning community workshops with local schools to share and evaluate evidence-based practice in aspects of literacy and numeracy. Professional dialogue that occurred during these workshops will contribute to future action. For literacy, K-2 staff have completed the Effective Reading suite of professional learning courses. and staff 3-6 completed the 'Focus on Understanding' course. For numeracy, selected staff have completed the 'Starting Strong' K-2 or 'Big Ideas in Mathematics' 3 - 6 courses. All staff K-6 have completed professional learning modules regarding the new High Potential Gifted Education (HPGE) Policy.

Next steps for 2022 will be to measure the impact of the professional learning we have completed in 2021 using classroom observations. Following the Quality Teaching Rounds professional learning, we have developed an action plan to implement QTR in 2022.

#### Data skills and use

In 2022 all teaching staff will participate in professional learning 'What works best: Use of data to inform practice' and implement into classrooms and stage based planning. All students in Years 1 to 6 were assessed using the Progressive Achievement Test (PAT) Maths and PAT Reading. Data will be used in 2022 to inform flexible student groupings, individual, class and stage based goals literacy and numeracy. Student achievement data in NAPLAN and check in assessments will be shared with the P & C to discuss and plans, strategies and resourcing for improvement in teaching practice and student outcomes.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
School assessment in the School Excellence Framework (SEF) element of Effective Classroom Practice shows 'Sustaining and growing' in at least one of the following themes: <ul style="list-style-type: none"><li>• Lesson planning</li><li>• Explicit teaching</li><li>• Feedback</li></ul>	Targeted staff attended professional learning in Quality Teaching Rounds in 2021. This professional learning was delivered to all staff K-6. and supported our progress towards reaching 'Sustaining and Growing' in all four themes. Although this professional learning took place, the degree of achievement towards all four themes has been delayed due to COVID-19.  Significant progress has been made towards the Classroom Management theme as a result of the implementation of Positive Behaviour for Learning



Classroom management	(PBL) over the last three years.
<p>School assessment in the School Excellence Framework (SEF) element of Data Skills and Use shows 'Sustaining and growing' in at least one of the following themes:</p> <ul style="list-style-type: none"> <li>• Data literacy</li> <li>• Data analysis</li> <li>• Data use in teaching</li> <li>• Data use in planning</li> </ul>	<p>Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data. Staff PL in data literacy and analysis was put on hold in 2021 due to COVID-19.</p> <p>The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing, including the purchase of decodable readers, and implementation of new programs or initiatives.</p> <p>Assessments are developed and used regularly across stages to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas for extension.</p> <p>Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report. The school executive engaged in strategic planning and collaboration to analyse student data and inform future actions towards targets.</p>

## Strategic Direction 3: Wellbeing and engagement

### Purpose

In order to maximise student wellbeing and engagement we will develop whole school processes to support students through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

### Initiatives

This year our school implemented the following initiatives to support the realisation of the four year Strategic Improvement Plan and the achievement of system-negotiated and school-determined targets.

- Positive behaviour
- Personalised learning and support

### Resources allocated to this strategic direction

**Professional learning:** \$2,083.56

**English language proficiency:** \$65,682.00

**Aboriginal background:** \$952.58

**Low level adjustment for disability:** \$103,192.00

**Literacy and numeracy intervention:** \$47,090.00

### Summary of progress

The school attendance rate is 95.4%, which is above DoE State, Network and Similar School groupings. Work will be done in 2022 to support students with unsatisfactory attendance. Attendance data will be regularly monitored and actioned at an executive level on a regular basis.

### Expectations of Learning and Behaviour

With regard to behaviour and the implementation of PBL, we have made significant progress in implementation. Relevant initiatives have included staff defining major and minor behaviour and the development of a flowchart for responding to problem behaviour in consultation with staff, students and community. Next steps in 2022 will be to develop environmental supports including signage.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time to be above the system-negotiated target baseline of 84.9%.	In 2021 student attendance was 91.7% which is above annual trajectory lower bound target of 87.66% and above the agreed lower bound target of 90.40% and nearing our annual trajectory upper bound target of 92.46%.
Expectations of learning and behaviour are co-developed with all students, staff and community and monitored through explicit ILP, behaviour and attendance plans based on the findings from the Wellbeing Self-assessment Tool.  Teachers undertake a sequenced program of professional learning in the Every Student is Known toolkit with a refined focus on Personalised Learning, Attendance and Relationships	Positive Behaviour for Learning (PBL) has been our school-wide approach to effective and positive classroom management. At the end of the third year of implementation of PBL, we have enacted whole school systems for non-classroom settings. This has included a positive rewards system that also impacts classroom learning. Community consultation was undertaken regarding our behaviour management system which led to the development of whole school expectations, a matrix for non-classroom settings and a universal flowchart for responding to problem behaviour.  In 2021, Individual Learning Plans (ILPs) for learning and behaviour have continued to be co-developed by students, staff and community and updated on a termly basis. Integration Funding Review meetings have taken place with all stakeholders in preparation for 2022.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,526.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Funding used to employ SLSOs to support student engagement in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor student learning and engagement and provide target support in areas of need.</p>
<p>New Arrivals Program</p> <p>\$22,424.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Annandale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students eligible for New Arrivals funding receiving specialist Eal/d teacher support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Monitor English language acquisition skills.</p>
<p>Integration funding support</p> <p>\$182,872.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Annandale Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and</li> </ul>

<p>Integration funding support</p> <p>\$182,872.00</p>	<p>support plans (PLSP)</p> <p><b>The allocation of this funding has resulted in:</b> Employment of additional staff to support students with disability to access targeted programs to support learning engagement and social development.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor student learning and engagement and provide support in identified areas of student needs.</p>
<p>Socio-economic background</p> <p>\$8,353.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Annandale Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement literacy intervention program to support identified students with additional needs</li> <li>• supplementation of extra-curricular activities</li> <li>• equitable access to specialist resources</li> <li>• employment of additional staff to support MiniLit program implementation.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of evidence-based, explicit and effective early literacy intervention program for teaching reading skills. Provision of educational materials, uniforms and other items to support the engagement of students without economic support.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor the learning and engagement of equity groups and provide targeted support for areas of need.</p>
<p>Aboriginal background</p> <p>\$6,533.58</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Annandale Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning and support</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Individualised and differentiated learning plans formulated to work towards the achievement of Aboriginal students to match or better the outcomes of all students.</p>

<p>Aboriginal background</p> <p>\$6,533.58</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor student achievement and provide additional support in target areas identified from analysis.</p>
<p>English language proficiency</p> <p>\$131,366.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Annandale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning and support</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of specialist Eal/d teacher support for students at emerging and beginning phases of English language acquisition.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor student language acquisition and provide targeted support in areas of need.</p>
<p>Low level adjustment for disability</p> <p>\$206,383.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Annandale Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning and support</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provision of specialist teacher support for literacy and numeracy intervention programs Provision of a combination of withdrawal and in class support programs, differentiated to cater to student need.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor student learning and engagement and provide targeted support to identified areas of student need.</p>
<p>Literacy and numeracy</p> <p>\$17,723.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Annandale Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$17,723.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• teacher release to engage staff in quality teaching observation and feedback sessions</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teacher professional learning to support evidence based practice in literacy and numeracy initiative.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Aligning QTTS initiative to support 'learn, do, reflect' model of professional learning.</p>
<p>QTSS release</p> <p>\$171,989.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Annandale Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective classroom practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Assistant Principal release to model, observe and provide feedback on teacher instructional practice, with a focus on literacy and numeracy programs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Align QTSS model to support professional learning to initiatives in Strategic Improvement Plan and develop the capacity of staff</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Annandale Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning and support</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice</li> </ul>

<p>Literacy and numeracy intervention</p> <p>\$94,179.00</p>	<p><b>The allocation of this funding has resulted in:</b> Provision of specialist staff to collaboratively develop learning goals with students and work closely with students and classroom teachers to improve student learning in targeted areas.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Collaborate with classroom teachers to identify and adjust literacy and numeracy teaching and learning programs in line with student areas of need.</p>
<p>COVID ILSP</p> <p>\$31,466.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The provisions of targeted, explicit instruction for student groups in literacy/numeracy - reading comprehension</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to monitor student engagement and learning progress and provide targeted support in areas of student need.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	213	222	211	214
Girls	187	180	199	195

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.3	95.9	97.4	95.5
1	96.5	95	96.4	95.7
2	94.4	95.8	96.2	95.2
3	95.5	93.3	96.1	95.2
4	94.9	95.6	94.5	95.9
5	94.8	94.8	96.4	92.5
6	93	94.2	96.2	93.9
All Years	95	95	96.2	95
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures in 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.



Furthermore, the Department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the Department's centralised data warehouse every night. The AAF has significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.31
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	6.42

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	551,282
<b>Revenue</b>	4,969,458
Appropriation	4,647,294
Sale of Goods and Services	-5,025
Grants and contributions	326,113
Investment income	975
Other revenue	100
<b>Expenses</b>	-4,838,948
Employee related	-4,352,954
Operating expenses	-485,994
<b>Surplus / deficit for the year</b>	130,511
<b>Closing Balance</b>	681,793

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	203,778
<b>Equity Total</b>	182,806
Equity - Aboriginal	5,581
Equity - Socio-economic	8,353
Equity - Language	65,681
Equity - Disability	103,191
<b>Base Total</b>	3,243,171
Base - Per Capita	105,263
Base - Location	0
Base - Other	3,137,908
<b>Other Total</b>	885,892
<b>Grand Total</b>	4,515,648

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me Survey

### Student responses

This report provides results based on data from 130 students in Year 4, Year 5 and Year 6 who completed the survey in May 2021 and October 2021.

Student participation in sports 63% (decrease of 5% from May 2021)

Student participation in extra-curricular activities 61% (NSW government norm 55%)

Students with a positive sense of belonging 75% (increase of 11% from May 2021)

Students with positive relationships: 88% (NSW Government norm 85%)

Students that value schooling outcomes 93% (increase of 4% from May 2021)

Students with positive homework behaviours 32% (decrease of 8% from May 2021)

Students with positive behaviour at school: 92% (NSW Government norm is 83%)

Students who are interested and motivated: 66% (NSW Government norm is 78%)

Effort: 86% (NSW Government norm 88%)

Effective learning time: 7.7 (increase of 0.1 from May 2021)

Relevance: 7.4 (increase of 0.3 from May 2021)

Explicit teaching practices and feedback: 7.1 (increase of 0.4 from May 2021)

Advocacy at school: 7.4 (increase of 0.2 from May 2021)

Positive teacher-student relationships: 8.1 (increase of 0.3 from May 2021)

Positive learning climate: 6.8 (increase of 0.2 from May 2021)

Expectations for success 7.9 (same figure from May 2021)

### Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

This report provides results based on data from 7 respondents in this school who completed the Parent Survey between October 2021 and November 2021.

Parents feel welcome: 7.6 (increase of 0.5 from 2020)

Parents are informed: 5.5 (decrease of 0.4 from 2020)

Parents support learning at home: 6.4 (increase of 0.4 from 2020)

School supports learning: 6.3 (decrease of 0.4 from 2020)

School supports positive behaviour: 7.5 (decrease of 0.2 from 2020)

Safety at school: 7.6 (increase of 0.4 from 2020)

Inclusive school: 6.6 (same figure from 2020)

### Focus on Learning Survey Self evaluation tool for teachers and schools

Learning Culture 8.1 (NSW Government norm is 8.0)

Data informs practice: 7.6 (NSW Government norm is 7.8)

Teaching strategies: 7.9 (NSW Government norm is 7.9)

Challenging and visible goals: 7.2 (NSW Government norm is 7.5)

Planned learning opportunities 7.5 (NSW government norm is 7.6)

Quality Feedback: 7.1 (NSW Government norm is 7.3)

Overcoming obstacles to learning 7.7 (NSW Government norm is 7.7)

Technology: 6.1 (NSW Government norm is 6.7)

Inclusive school: 8.2 (NSW Government norm is 8.2)

Parent Involvement 7.5 (NSW Government norm is 6.8)

Collaboration: 7.4 (NSW Government norm is 7.8)

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.