

# 2021 Annual Report

## Canley Vale Public School



1494

# Introduction

The Annual Report for 2021 is provided to the community of Canley Vale 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

---

Canley Vale Public School

Canley Vale Rd

Canley Vale, 2166

[www.canleyvale-p.schools.nsw.edu.au](http://www.canleyvale-p.schools.nsw.edu.au)

[canleyvale-p.school@det.nsw.edu.au](mailto:canleyvale-p.school@det.nsw.edu.au)

9724 1555

## Message from the principal

---

2021 was again a year of challenges, not just for our school community but for the world, as we once again had to navigate COVID-19, remote learning and restrictions. Whilst the year started with thoughts of the previous year behind us, we forged ahead with planning and implementing our new four-year Strategic Improvement Plan (SIP) for our school and looked to the future to set new goals.

Semester One moved along, and restrictions eased, allowing some 'normality' to return to school life. Parents and carers were welcomed back to school and planning began for excursions and events. As we neared the end of Term 2 and commenced school holidays, we listened to the news that we would flip what we were doing and prepare for learning from home for the start of Term 3. This would be a challenge, but we had done this before, we could do it again.

During a continuing global pandemic, our school and community once again completely changed the way it operated to ensure our students continued to be at the core of everything we do. CVPS is a school of over 860 students, 98% coming from a non-English speaking background, and yet, teachers and parents did whatever needed to be done to ensure students could continue with their learning. Teachers and students transitioned to our online learning platforms quickly and students were able to continue their focus on learning and communicate regularly with their teachers.

Parents played a vital role with learning whilst at home. Thank you for supporting your children, while many of you tried to navigate your own challenges of working from home. Dining rooms became classrooms and the whole family got involved in our Friday Funday themes. It was wonderful to see the extended community participating in our activities from home, while in our extensive lockdown period in the Fairfield local government area.

Many of us spent over fourteen weeks teaching and learning from home. We did not have the opportunity to see each other, play, laugh or cry with each other, yet the relationships remained strong and when we returned to school we continued where we had left off. Staff, students, parents and carers showed what an amazing group of people form our Canley Vale school community.

I would like to acknowledge, and take this opportunity, to thank the hard work and commitment of all staff, teaching and non-teaching, as they worked together to navigate the challenges of the year. Canley Vale Public School continues to have a dedicated staff of professionals who work tirelessly to ensure that our students are at the forefront of all decisions. They go above and beyond to ensure engaging and challenging learning opportunities are provided to all our students in a safe and supportive environment.

Congratulations to our students who successfully continued to learn from home and then their efforts to focus on their learning when they returned to face-to-face schooling. The past two years have been challenging but our students all strive to be self-reliant and endeavour to always do their best.

Thank you to every student, staff member and family member of Canley Vale Public School for ensuring that throughout 2021, student learning remained a priority for our school. I am proud of how much the school was able to achieve this year, despite the external challenges that faced us all.

**Margaret Creagh**

**Principal**

## School vision

We strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future in a culturally inclusive environment. In partnership with our wider school community, our goal is to create quality and engaging learning opportunities that equip students with the knowledge and skills necessary to continually improve and succeed in a technologically advanced world.

## School context

Canley Vale Public School is a large, dynamic and complex school located in the heart of South Western Sydney catering to the needs of 860 students P-6 and their families. The school serves a culturally diverse community with 97% of students identified as EAL/D; Vietnamese, Chinese and Khmer are the most highly represented cultures. Recent newly arrived students and their families are of Arabic, African and Pacific Island background. Some of these families are identified as being refugees.

The school has a strong academic focus, achieving excellent student growth and value added results. The school provides a wide range of academic and extra-curricular programs aimed at developing the 'whole child'. These programs include Early Action for Success, Community Languages, Preschool, community and multicultural events, creative arts opportunities, public speaking, debating and various sporting activities. Students are provided with many leadership opportunities supported by dedicated staff preparing our young learners to connect, succeed and thrive. Links with partner primary and high schools are forged and maintained via initiatives such as the Community of Schools Performing Arts Program, High Potential and Gifted Education projects and weekly PSSA sport.

The school is a hub of the local community and often serves as a meeting place for parents. It provides a venue for weekend Community Language schools and an Out of School Hours Care (OoSHC) facility. Canley Vale has a Schools as a Community Centre (SaCC) program, which runs both community and supported playgroups, as well as parenting programs.

Professional learning in Literacy and Numeracy for all staff continues to be a major focus. Instructional Leaders deliver regular team-based sessions, reflecting on current research practices and authentic data analysis to drive improved teaching and learning programs. This is supported by significant equity funds to employ additional human resources. These resources are in the form of our School Learning Support Officers (SLSOs), Community Liaison Officers (CLOs) and Technical Support Officer (TSO) to drive identified programs to improve and support learning outcomes of all students. The community has high expectations of student success and engagement in all aspects of school life and these extra resources assist the school to maintain positive and open channels of communication between staff, students, parents and community members.

Canley Vale Public School is supported by a small but dedicated P&C Association to provide a further avenue via which parents and school community members are able to actively participate in and contribute to, the education and wellbeing of our students.

As a result of a comprehensive situational analysis, in consultation with our school community, we have identified three areas of focus for our 2021-2024 Strategic Improvement Plan. The identified areas are: Student Attainment and Growth, with a focus on Literacy and Numeracy; Excellence in Collaborative Practices, whereby quality staff expertly respond to the needs of students through embedding evidence informed practice in teaching and learning to improve student outcomes; and Belonging to Canley Vale Community, focused on our attendance and wellbeing practices to support the community's high aspirations for student growth and engagement.

## 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>

### Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To nurture a supportive, engaging and challenging environment for all students through the promotion of high expectations, effective practice and the implementation of high quality differentiated programs in Literacy and Numeracy to address individual learning needs of 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.

- Data Informed Practices
- Student-Centred Learning

### Resources allocated to this strategic direction

**Early Action for Success (EAfS):** \$343,026.00  
**Socio-economic background:** \$599,674.00  
**Literacy and numeracy:** \$33,778.00  
**Low level adjustment for disability:** \$210,112.00  
**Professional learning:** \$61,450.00  
**Refugee Student Support:** \$8,898.13  
**English language proficiency:** \$696,702.00  
**New Arrivals Program:** \$5,500.00  
**Literacy and numeracy intervention:** \$117,723.90

### Summary of progress

In Semester One high impact professional learning was delivered in grade teams on a weekly basis around the National Literacy and Numeracy Learning Progressions and quality teaching practices in Reading and Mathematics by Instructional Leaders. This supported the Thrive in Five initiative where teams regularly collected and tracked data on the Learning Progressions, and analysed this data to set future directions for learning to improve student outcomes in Literacy and Numeracy. Teachers were supported in a collaborative process through professional learning and shoulder to shoulder teaching in classrooms to enhance teaching and learning practices. The inclusion of support teachers and non-teaching staff, using equity funds, enabled quality teaching and support to take place in a variety of settings, including whole class, small groups and withdrawal sessions. There was a teaching focus on inferential comprehension to understand texts and explicit teaching in additive strategies using evidence-informed teaching practices.

Learning from home impacted heavily on teacher professional learning opportunities and the implementation of new teaching strategies to focus on reading and mathematics across the curriculum. Professional learning continued online to build increased teacher knowledge using the on-demand portal while working from home. A combination of face to face and online training late in Term 4 enabled staff to increase their data literacy in NAPLAN and Check-in Assessment using the SCOUT platform.

While we were unable to measure the impact of Thrive in Five at the end of 2021, strong foundations have been established for this initiative to move forward in 2022. Staff feedback regarding the weekly professional learning and the Thrive in Five sessions revealed a strong knowledge and understanding of the Learning Progressions and use of PLAN2. Baseline data has been collected, tracked and analysed showing that all students K-6 now have data aligned to the Learning Progressions. Many students who requires extra support in 2022 were identified, as a result of the extensive learning from home period, and further support will be provided in small group instruction with the continuation of the COVID ILSP funding.

The next step in 2022 is to use the newly appointed Assistant Principals Curriculum and Instruction, along with interventionists, EALD and Learning and Support staff to continue high impact professional learning weekly and explicit teaching and learning strategies to sustain and improve the directions of literacy and numeracy outcomes for all students. Regular, consistent collection of data will continue with the Thrive in Five days, enabling data entry, analysis and future teaching directions to be collaboratively planned ready for implementation.

In 2021, staff undertook Professional Learning on SMART goals and incorporated SMART goals into their Professional Development Plans. This would lead into the introduction of SMART goals for students in Semester Two. This plan was hampered due to the extensive lockdown period. Staff used Google Classroom and Seesaw to familiarise themselves with an online learning platform that could be used to create ePortfolios to showcase and track student achievement in literacy, numeracy and student SMART goals. Remote learning meant that we were unable to develop meaningful



SMART goals with students whilst they engaged in Learning From Home, and this is now a priority for Term One, 2022.

Google Classroom and Seesaw were used extensively during remote learning to engage students in teaching and learning activities. Years 3-6 used Google Classroom, while P-2 used SeeSaw. 95% of students engaged with their teachers online using the platforms as well as logging in at set times to engage with their classmates via Zoom. Hard copies of activities were posted each fortnight to ensure hands-on activities were provided to the youngest learners as extra support and to a few students in older grades who experienced issues with technology. Use of SeeSaw in P-2 highlighted the suitability of the platform for the development of ePortfolios. Positive feedback obtained through surveys from staff, students and parents will see the online learning platform of SeeSaw be extended across P-6 in 2022. Goggle Classroom, while fantastic for engaging students in online learning activities, lacked the flexibility that SeeSaw offered in the creation of ePortfolios. Linking these ePortfolios directly to student learning goals, when they are established, is our next step.

### 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 proportion of students achieving in the top 2 reading bands by 5% or more.	NAPLAN data indicates an increase of 4.1% from baseline data in the top 2 bands for reading.
Increase the proportion of students achieving in the top 2 numeracy bands by 3.5% or more.	NAPLAN data indicates a slight decrease of 0.5% of students in the top 2 bands for numeracy from baseline data.
Increase the percentage of students achieving expected growth in NAPLAN reading by a minimum of 3.1% from system-negotiated baseline.	NAPLAN data indicates that we have exceeded the percentage of students achieving expected growth in reading by 6.4% from baseline data.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by a minimum of 1.1% from system-negotiated baseline.	NAPLAN data indicates we have exceeded the percentage of students achieving expected growth in Numeracy by 6.6% from baseline data.
Value added data from Scout for K-3, Y3-5 and Y5-7 continues to show Excelling.	Value added data from Scout for Y3-5 and Y5-7 continues to show Excelling. Data is not available to report progress against value added K-3 due to changes to the Best Start Kindergarten assessment in 2018.
4% or more improvement of students attaining expected levels on Literacy benchmarks K-6 as evidenced by school-based data.	School-based data indicates a decline in K-2 reading levels. Semester One data indicated that 51.3% of students were on track, however, Semester Two data indicated that 49% of students met end of year targets. The 14 weeks of remote learning hindered student progress. Semester One PAT-R data indicated that 9.62% of students were achieving beyond 75th percentile range. Semester Two data for PAT-R was unable to be collected due to interruptions to learning.
4% or more improvement of students attaining expected levels on Numeracy benchmarks K-6 as evidenced by school-based data.	School-based data indicates a decline in K-2 Additive Strategy levels. Semester Two data indicated that 76% of students met end of year targets, a difference of 15% from 2020. The 14 weeks of remote learning hindered student progress. Semester One PAT-Maths data indicated that 15.2% of students were achieving beyond 75th percentile range. Semester Two data for PAT-Maths was unable to be collected due to interruptions to learning.
All students in K-6 are tracked against Literacy PLAN2 data for Understanding Texts for baseline data.	100% of students across K-6 have been identified on the National Literacy Learning Progression in PLAN2 against the sub-element Understanding Texts.
All students in K-6 are tracked against Numeracy PLAN2 data for Additive Strategies for baseline data.	100% of students across K-6 have been identified on the National Numeracy Learning Progression in PLAN2 against the sub-element Additive Strategies.
Achieve Sustaining and Growing in the theme 'Data Use in Teaching' within the element Data Skills and Use.	After assessment against the School Excellence Framework, we are currently achieving at Sustaining and Growing within the element Data Skills and Use.

## Strategic Direction 2: Excellence in Collaborative Practice

### Purpose

To develop a collaborative school culture where collective efficacy and continuous improvement is underpinned by evidence-based teaching and learning practices.

### 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.

- Enhanced Capacity through Collaboration
- Feedback for Learning

### Resources allocated to this strategic direction

**Professional learning:** \$5,000.00

**QTSS release:** \$165,822.00

**Beginning teacher support:** \$29,690.00

**Socio-economic background:** \$1,000.00

### Summary of progress

In 2021, our school started to look closely at the High Impact Professional Learning (HIPL) model to ensure high quality professional learning practices were in place to deepen our teaching practices for ongoing growth in student learning. We identified as excelling using the HIPL Self-Assessment tool, whereby the principal and school leadership team modelled instructional leadership and supported a culture of high expectations resulting in sustained and measurable whole school improvement. Teachers participated in their own professional learning, during remote learning, to maintain effective teaching and learning practices. The intention in 2021 was to collate information from staff PDPs and align professional learning to suit a cohort of teachers in anticipation of collaborative learning. Due to remote learning and cohort mingling restrictions, this has been deferred to start in 2022.

Our current senior leadership have a firm understanding of the Quality Teaching Framework (QTF) and understand the process of coding for assessment using the Quality Teaching Rounds (QTR) model, as a result of prior knowledge and professional learning. Due to remote learning for 16 weeks of the school year in semester two, the senior leadership team were unable to work alongside the middle leadership team in professional learning communities to build capacity in coding processes for assessment and teaching practices. This will be a continued focus for 2022.

Initial professional learning was held at the commencement of 2021 in High Potential and Gifted Education (HPGE) and staff attended this training within our network. While remote learning has left a marked impact on further professional learning for staff, the teachers collated data around student participation in extra curricular activities and identified HPGE students across the four domains, within their own class and across the school P-6. Our data showed creative and physical domains provided more opportunities for HPGE students to be identified. This data will drive our directions in 2022 to ensure further opportunities are available to students in all domains, particularly intellectual and social-emotional.

Using a range of data from the Tell Them From Me (TTFM) surveys, explicit teaching and feedback continue to be focus areas for our staff, although there has been some positive progress on our targets. As a school we plan to provide further professional learning using evidence-based research, particularly through the What Works Best document.

We have exceeded our targets under the Collaborative Practice driver in the TTFM teacher survey and have exceeded NSW Government norms. In 2022 we will aim to provide further opportunities for teachers to work together collaboratively including implementation of the Watching Others Work (WOW) initiative and involvement in Quality Teaching Rounds and feedback sessions.

### 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
100% of senior leadership team to participate, embed and regularly model	83% of our senior leadership team completed professional development in Quality Teaching and Assessment Practices and shared this information



high quality effective classroom practice.	across our team. We have refamiliarised ourselves with the Quality Teaching Framework and have a shared language for understanding the coding process. We are prepared for coding assessment to ensure quality tasks are embedded in classroom practice. Lockdown restrictions hindered our progress towards achieving this annual measure. Using the SEF Self Assessment tool, staff judged the element of effective Classroom Practice at sustaining and growing.
Staff survey themselves to obtain baseline data on the High Impact Professional Learning (HIPL) school self-assessment tool.	HIPL School Self Assessment Tool was delivered by our senior executive to all teaching staff to self assess where they felt they were on a continuum between Delivering and Excelling. Teachers reflected on the implications of professional learning and whether it was enabled by senior executives and if it was collaborative, continuous, coherent and applied to strengthen teaching practice and support student progress and achievement. We completed our SEF SaS and we identified as excelling, whereby the principal and school leadership team modelled instructional leadership and supported a culture of high expectations resulting in sustained and measurable whole school improvement.
In the element of Effective Classroom Practice the school identifies as Sustaining and Growing in the themes of Explicit Teaching and Feedback.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice, including the themes of explicit teaching and feedback.
1% or more improvement from baseline data under the Collaborative Practice driver in the TTFM teacher survey and > NSW Govt norm.	Tell Them From Me teacher survey data shows an improvement of 1% improvement from baseline data under the Collaborative Practice driver and a 0.1 increase above state norms.
2% or more improvement from baseline data under the Explicit Teaching Practices and Feedback driver in the TTFM student survey and > NSW Govt norm.	Tell Them From Me student survey data shows an improvement of 2% improvement from baseline data under the Explicit Teaching Practices and Feedback driver and a 0.3 increase above state norms.

## Strategic Direction 3: Belonging to Canley Vale community

### Purpose

To foster a collective responsibility to improve the wellbeing of all stakeholders through the implementation of school-wide programs that promote high engagement, active participation and strong positive relationships within our diverse 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.

- Community of Leaders
- Connect, Succeed, Thrive and Learn

### Resources allocated to this strategic direction

**Socio-economic background:** \$406,550.00

**Low level adjustment for disability:** \$107,375.00

**Aboriginal background:** \$2,098.00

### Summary of progress

In 2021 staff, student and parent leadership strategies were established to embed a culture of learning and leading. Opportunities for staff included grade leadership and shadowing and mentoring roles across the school, grade, stage or network. For students, peer leadership in structured play activities was established enabling student mentoring to occur. Peer Support was not able to be implemented due to lockdown restrictions. The parent community established executive mentoring roles within the P&C, however, traction was not gained due to the extensive period where parents were unable to be on the school grounds. All student, parent and staff leadership initiatives were greatly impacted by interruptions during the learning from home period in semester two and many initiatives will be carried over into 2022.

All stakeholders shared the responsibility to enable our students to connect succeed and thrive in 2021. Our initiatives to increase the percentage of students attending school greater than 90% of the time had greater impact during Semester 1 than it did in Semester 2 due to at home learning. Several initiatives have been postponed due to COVID. High impact professional learning for parents in wellbeing and HPGE professional learning will be held in 2022. Another initiative, PAX (consistent classroom and playground language program) didn't proceed due to high turnover of staff and inability to train all staff due to COVID. A new approach to creating a safe and supportive learning environment will be designed and implemented in 2022.

Our support for all our students is strong, with additional resources being used to employ extra staff to assist students in classrooms with literacy and reading. The employment of Community Liaison Officers (CLO) is highly regarded in our community and we will continue with this program in 2022. The feedback from both staff and parents/carers with regard to CLOs is extremely positive. The CLOs were a constant source of support for all stakeholders during remote learning to ease language barriers between school and home.

Although Canley Vale Public School does not have any Aboriginal students, we continued to support non-Aboriginal students and staff to develop knowledge, understanding and appreciation of Aboriginal histories and culture. In Term 4, two executive staff participated in Aboriginal Education Collaboration Network Meetings and professional learning. The school also purchased online courses to support the teaching of Aboriginal histories and culture.

Our Canley Caf e restarted in 2021 but was only short-term due to COVID restrictions. Feedback from our community showed many of our parents and carers anxious about remote learning and missing the engagement with school, for their children and for themselves.

In 2021 there was much disruption to all stakeholders in our community. Our third strategic direction is all around wellbeing and in 2022 we will employ a Deputy Principal, Engagement and Wellbeing, to monitor, support and implement wellbeing projects, learning and support for all students, and community engagement activities.

### 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 87.1%	Scout Attendance data indicates that students attending >90% of the time was achieved in 2021 with 87.1%, which is above Network, SSSG and State. Semester one attendance data, before remote learning, was 91.54%
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) increases to be above the system-negotiated target baseline of 88.2%.	In 2021 the average Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is 86.3% This is slightly below our system-negotiated target by 1.9%.
The community survey themselves to obtain baseline data on the Family-School Partnerships Framework (FSPF) school assessment tool.	Due to the impacts of COVID-19 restrictions, this has been deferred to 2022.
Sustaining and Growing in two or more statements of the High Potential and Gifted Education (HPGE) policy.	Due to the extended learning from home period baseline data was not collected in these elements. This will be done in 2022.
Leadership capacity exists to lead others in a culture of high expectations and school improvement.	<p>In 2021, there was evidence of enhanced leadership capacity to lead others in a culture of high expectations and school improvement.</p> <p>Leadership capacity building with staff resulted in 12 promotions and appointments made by the end of 2021 for the coming 2022 school year: three classroom teachers to grade leaders positions, two classroom teachers to Assistant Principals through merit selection and EOI process for Curriculum and Instruction (APCIs), four classroom teachers to Assistant Principals (two internal and two external), one Deputy Principal Instructional Leader (DPIL) to Deputy Principal (Relieving in a Network school), two Deputy Principal Instructional Leaders (DPILs) to Deputy Principals (one substantive and one relieving), two temporary teachers to permanent appointment in DoE schools. During 2021 there were also four classroom teachers on higher duty positions as Relieving Assistant Principals within the school.</p> <p>Leadership capacity for students did not gain traction due to the extensive remote learning period. This was also the case for our parents and carers in leadership positions in the P&amp;C.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$8,898.13</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>• Data Informed Practices</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 (SLSOs) for targeted interventions to support student learning</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee students (STARTTS)</li> <li>• engage with external providers and specialist to provide intensive language support to identified EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* ongoing support for refugee students with literacy and numeracy</li> <li>* ongoing support for families of refugee students</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* renewed support to enhance learning of Literacy and Numeracy programs for refugee students</li> <li>* continuation of wellbeing support for refugee students and their families and offer of assistance to connections with external agencies</li> <li>* further professional learning for staff around supporting students from refugee backgrounds delivered by Network EAL/D Leaders</li> <li>* provide interpreters for families to assist in communication between school and home</li> </ul>
<p>New Arrivals Program</p> <p>\$5,500.00</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 Canley Vale 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>• Data Informed Practices</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 enable successful participation of newly arrived students in schooling</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved achievement in Literacy and Numeracy outcomes for newly arrived students and continued support in accessing all aspects of the curriculum</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue to provide specialist EAL/D staff to meet the needs of newly arrived students to Canley Vale Public School</li> <li>* ensure enrolment process is well supported with interpreters/CLOs for families newly arrived in Australia</li> <li>* monitor new enrolments and access additional funding and support for newly arrived and enrolled students at Canley Vale Public School</li> <li>* reach out to Network EAL/D Leaders to support school staff with New Arrivals anticipated in 2022 from various cultural backgrounds.</li> </ul>

<p>Integration funding support</p> <p>\$12,708.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Canley Vale 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 (SLSOs) to assist students with additional learning needs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) with Assistant Principal Learning and Support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* support for students with additional needs, through employment of School Learning and Support Officers (SLSO), to access the curriculum</li> <li>* consultation time with parents and Learning and Support Team (LST) was scheduled to develop Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* professional learning for staff to continue to meet the needs of students with additional needs</li> <li>* plans are in place to ensure that all students are known, valued and cared for through quality wellbeing programs delivered by compassionate, caring staff</li> <li>* continued consultation with parents/carers, teachers, support staff and LST to implement quality PLSPs</li> </ul>
<p>Socio-economic background</p> <p>\$1,207,224.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Canley Vale 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>• Data Informed Practices</li> <li>• Connect, Succeed, Thrive and Learn</li> <li>• Feedback for Learning</li> <li>• Community of Leaders</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>• additional staffing through one hour of specialised RFF to enable class teachers to engage with Instructional Leaders in professional learning activities and data talks in Literacy and Numeracy to support all students</li> <li>• additional SLSO staffing to implement MiniLit program to support identified students with additional needs</li> <li>• employment of additional staff (Community Liaison Officers) to support parents and carers in open communication with the school</li> <li>• resourcing to increase equitability of resources and services for all students across our school from preschool to Year 6 to support student learning</li> <li>• engage with external providers in the community to support student engagement and retention through parent workshops and teacher professional learning</li> <li>• equitable access to specialist resources (technology) and online platforms (Seesaw) to meet the needs of all students. and families</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional teaching and non-teaching staff to implement Intervention programs to support identified students with additional needs</li> </ul>



<p>Socio-economic background</p> <p>\$1,207,224.00</p>	<ul style="list-style-type: none"> <li>• employment of additional staff (Technical Support Officer) to support a large school with ongoing complex technology demands to support student and staff learning</li> <li>• additional staffing (SASS) to meet the ongoing day to day needs in communication and administration in a complex P-6 school</li> <li>• Executive, aspiring leaders and teaching staff release to increase leadership capacity, mentoring and community engagement</li> <li>• supplementation of extra-curricular activities</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved student outcomes in literacy and numeracy and increased access to all curriculum areas and specialised subjects through a quality RFF program</li> <li>* NAPLAN scores for Year 3 indicate an increase in the percentage of top 2 skill bands for literacy (39.6%) and numeracy (30.9%). Year 3 students also performed above statistically similar school groups (SSSG) in all domains.</li> <li>* NAPLAN scores for Year 5 in the top 2 skill bands for literacy and numeracy showed students performed above SSSG in all domains.</li> <li>* Expected growth in reading and numeracy has exceeded lower bound targets to be reached in 2023.</li> <li>* Years 3, 4, 5 and 6 Check-in Assessment results for both reading and numeracy are above SSSG.</li> <li>* NAPLAN value added across Years 3-5 continues to be maintained at excelling.</li> <li>* NAPLAN value added across Years 5-7 continues to be maintained at excelling.</li> <li>* additional support for students with complex learning needs occurred with excellent educational programs and quality staff employed - both teaching and non-teaching staff</li> <li>* quality technology resources available in every classroom to ensure equity across our community and were also distributed (laptop and internet dongle) to students to use during remote learning to continue engagement of learning</li> <li>* improved relationships between the school and community with the assistance of Community Liaison Officers in three languages to remove language barriers</li> <li>* all students being provided with opportunities to pursue and participate in extra curricular activities regardless of socio-economic background or disadvantage.</li> <li>* implementation of additional leadership positions and aspiring leaders for students, staff and community members to build capacity and continue to drive excellence in education</li> <li>* professional and supportive staff working shoulder to shoulder with the community providing quality service to support all student learning</li> <li>* feedback from the community in communication, educational delivery and school processes remains very high despite the lengthy period of remote learning in semester two.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue high impact professional learning to improve literacy and numeracy outcomes for all students at Canley Vale Public School</li> <li>* continue to employ additional staff, both teaching and non-teaching, to enhance learning and support programs for students, ensuring rigorous use of data to drive individual and group support programs, using quality evidence-based educational programs</li> <li>* maintain and build stronger relationships with the community with increased workshops driven by student learning and community need</li> <li>* provide increased extra curricular experiences and dispense student assistance for students in need to ensure equity and remove socio-economic disadvantage</li> <li>* improve student attendance with a text messaging system to align school procedures with Department of Education policy</li> <li>* implement a consistent approach to our wellbeing system for all students, staff and community that promotes positive behaviour for learning.</li> </ul>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Canley Vale Public School. Funds under this</p>

<p>\$2,098.00</p>	<p>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>• Connect, Succeed, Thrive and Learn</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>• Develop cultural awareness of Aboriginal and Torres Strait Islander groups</li> <li>• Provide Incursion/Excursion opportunities for all students</li> <li>• Review Acknowledgement of Country for school events P-6 and individual class and staff meetings</li> <li>• Review programs to ensure Aboriginal perspectives are authentically embedded in all classrooms P-6</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* a more in-depth understanding of embedding Aboriginal perspectives in classroom events and programs P-6</li> <li>* involvement in a Fairfield Network leadership initiative in Aboriginal Education</li> <li>* all staff participated in professional learning around Aboriginal Personalised Learning Pathways (PLPs) and increased knowledge and understanding</li> <li>* ensured all students had the opportunity to participate in the Indigenous incursion.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* all staff to embed aboriginal perspectives in programs</li> <li>* all students to have the opportunity to participate in Aboriginal Education incursions</li> <li>* establishing an Aboriginal Education committee to support Aboriginal families, students and staff in embedding authentic Aboriginal Education across the school</li> <li>* continue involvement in Fairfield Network initiative</li> <li>* provide further professional learning opportunities for school staff to engage in Aboriginal Education</li> </ul>
<p>English language proficiency</p> <p>\$696,702.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Canley Vale 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>• Data Informed Practices</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>• engagement of seven EAL/D (FTE 6.4) specialist teachers to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• provision of EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• establish a core practice for supporting students learning English as an Additional Language or Dialect</li> <li>• provide EAL/D Progression levelling professional learning to staff</li> <li>• staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved learning outcomes for all EAL/D students in Literacy and Numeracy outcomes</li> <li>* an increase in knowledge for all staff in using EAL/D learning progressions</li> </ul>

<p>English language proficiency</p> <p>\$696,702.00</p>	<p>to identify student needs in language acquisition</p> <ul style="list-style-type: none"> <li>* collaborative planning and team teaching opportunities, with class teachers and EAL/D specialist teachers, using quality literature in every classroom</li> <li>* explicit teaching in all classrooms by providing extensive scaffolding to EAL/D students to enable access to the curriculum</li> <li>* consistent school wide practices in reporting for EAL/D students</li> <li>* exceeded school lower bound targets in expected growth for both literacy and numeracy in NAPLAN.</li> <li>* EAL/D students in the developing phase of the EAL/D progressions have increased significantly from 2019 NAPLAN results in reading from 354.6 to 427.4 in 2021 for average score. In 2019 numeracy average score from 328.4 to 404.5 in 2021.</li> <li>* Year 3 and Year 5 EAL/D students achieved higher in NAPLAN in all domains compared to statistically similar schools group (SSSG)</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continued opportunities for teachers to engage in Teaching English Language Learners (TELL) professional learning</li> <li>* extensive, committed EAL/D professional learning for all teaching staff to be delivered by the Network EAL/D Leaders on Supporting Students from Refugee Backgrounds</li> <li>* continued models of explicit team teaching with EAL/D teachers and teachers will be present in all classrooms</li> <li>* greater understanding of the EAL/D progressions will exist for all staff when regularly levelling EAL/D students</li> </ul>
<p>Low level adjustment for disability</p> <p>\$317,487.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Canley Vale 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>• Data Informed Practices</li> <li>• Connect, Succeed, Thrive and Learn</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 learning and support teachers (FTE 1.8) to work with individual students and in a case management role within the classroom/whole school setting</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 as Interventionists to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students in all classrooms P-2</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved learning achievement outcomes for students in increasing expected growth for students in reading and numeracy and a decrease in the percentage number of students performing in the lower bands of NAPLAN</li> <li>* Year 3 NAPLAN results showed a marked increase in reading results in 2021 and above SSSG</li> <li>* Year 3 NAPLAN results showed significant increases in spelling and grammar &amp; punctuation results and were above State and SSSG</li> <li>* an increase in students achieving at or above expected growth in NAPLAN results</li> <li>* the school's value-added results have increased in both years 3-5 and Years 5-7 to maintain excelling</li> <li>* targeted intervention support delivered by staff and quality intervention programs to students in early years with additional learning needs,</li> </ul>

<p>Low level adjustment for disability</p> <p>\$317,487.00</p>	<p>supported by the EAfS initiative</p> <ul style="list-style-type: none"> <li>* employment of Speech therapists in classrooms P-2 has led to improved results in expressive and receptive language for all students and deepening knowledge for teachers through team teaching opportunities</li> <li>* continued learning support programs for students has enhanced wellbeing, resulting in increases to both a sense of belonging and positive behaviours at school</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continue to use funding for teachers and SLSOs in a support role, to work with specific students with additional learning needs, in addition to staffing entitlement</li> <li>* continue to support students through evidence-based interventions such as MiniLit and MacqLit programs</li> <li>* employment of SLSOs to ensure targeted support for students with additional learning needs</li> <li>* employment of a speech therapist to work within classrooms P-2 and carry out individual student assessments</li> <li>* wellbeing practices will be enhanced to ensure consistency across the P-6 school. This will occur through professional learning opportunities for all staff, consultation with parents and the community, and enhanced learning and support programs and structures</li> <li>* an additional Deputy Principal to be employed in 2022 to support Learning and Support and Wellbeing processes at Canley Vale Public School for our students and community</li> </ul>
<p>Professional learning</p> <p>\$66,450.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Canley Vale 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>• Data Informed Practices</li> <li>• Enhanced Capacity through Collaboration</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 delivered by Instructional Leaders through an RFF program and Thrive in Five</li> <li>• leadership team engaging in professional learning for Quality Teaching Rounds to improve teaching practice</li> <li>• professional learning in evidence informed teaching practice - What Works Best (WWB) document</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved student results in meeting targets and improvement measures</li> <li>* expected growth in reading and numeracy has exceeded lower bound target that is to be reached in 2023</li> <li>* initial professional learning for Quality Teaching Rounds (QTR) was carried out by the senior leadership team but the middle leadership team were unable to participate in training due to COVID.</li> <li>* Enhanced capacity of teachers to analyse student data and design effective teaching strategies to improve students outcomes in literacy and numeracy</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* the continuation of professional learning for Literacy and Numeracy, delivered by our newly appointed Assistant Principal, Curriculum and Instruction (APCI) teachers</li> <li>* effective evidence-based teaching strategies will be learnt, implemented and evaluated by teaching teams</li> <li>* the leadership team will complete QTR professional learning and commence Quality Teaching Rounds in professional learning communities to enhance teaching practice</li> </ul>

Professional learning \$66,450.00	<ul style="list-style-type: none"> <li>* stage teams will also view other professional learning needs based on Performance and Development Plan (PDP) requirements</li> <li>* the implementation of the new K-2 syllabus, supported by APCIs as a Self Selector School will also occur throughout 2022</li> </ul>
Beginning teacher support \$29,690.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Canley Vale Public School during their induction period.</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>• Feedback for Learning</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 additional teaching staff to provide RFF to Beginning Teachers for professional learning, mentoring and observation of exemplary classroom practice</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* two beginning teachers being released regularly in semester one to work with their supervisor on best practice</li> <li>* observations of best practice in classroom demonstrations were regularly organised, with time for reflection</li> <li>* professional learning was carried out via learning on demand during semester two due to COVID restrictions and the long period of remote learning</li> <li>* support continued through the mentoring program rather than beginning teachers being able to engage in the Watching Others Work (WOW) program during remote learning</li> <li>* seven new scheme teachers completed accreditation as Proficient Teachers</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* engaging additional staff to provide release to beginning teachers from the beginning of the year to ensure support is provided as soon as possible</li> <li>* ensuring beginning teachers are supported with a mentor and introduced to quality professional learning and strong collaborative teams will ensure student learning is supported</li> <li>* the WOW program to commence as soon as possible to enable beginning teachers and all staff to observe high quality classroom demonstrations of good practice.</li> </ul>
School support allocation (principal support) \$42,616.00	<p>School support allocation funding is provided to support the principal at Canley Vale Public School with administrative duties and reduce the administrative workload.</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>• employment of a Technical Support Officer</li> <li>• employment of additional office administration days, including overtime for the SAM</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* smoother processes involving technology and software programs throughout the school by the employment of a TSO full time, this proved extremely beneficial during the long period of remote learning</li> <li>* administration tasks and processes have been completed thoroughly due to extra staff being employed during busy periods in the school office</li> <li>* extra support with finance and Health &amp; Safety issues from employment of extra administration staff have ensured school programs are not impacted</li> </ul>



<p>School support allocation (principal support)</p> <p>\$42,616.00</p>	<p>for students</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continuation of supplementing an extra TSO day with other needs based funding for smooth technology processes in a large complex school</li> <li>* additional employment of SAO staff and overtime for SAM to meet the ever growing needs of administration burden</li> </ul>
<p>Literacy and numeracy</p> <p>\$33,778.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Canley Vale Public School from Kindergarten to Year 6.</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>• Data Informed Practices</li> <li>• Student-Centred Learning</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* all staff participating in professional learning around SMART goals to support student learning in literacy and numeracy</li> <li>* staff created SMART goals for their own PDP as a starting point</li> <li>* coupled with professional learning, staff have used Seesaw (P-2) and Google Classroom (Yrs 3-6) to deliver learning to all students throughout the year, particularly during the long period of learning from home in semester two; learning focused on Literacy and Numeracy activities</li> <li>* feedback from staff, students and community around the quality of the Seesaw platform was extremely positive</li> <li>* quality literature texts were purchased to replace well used resources and new decodable texts were acquired in preparation of the new K-2 syllabus</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* purchasing Seesaw for P-6 students to track student progress in Literacy and Numeracy as an ePortfolio and to show SMART goal progress</li> <li>* quality literature resources and numeracy equipment will continue to be sourced to ensure explicit teaching strategies and engagement in lessons are implemented in classrooms</li> </ul>
<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Canley Vale Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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>• Data Informed Practices</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 Instructional Leaders (FTE - 2.0) to support literacy and numeracy programs to build capacity of all staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* improved performance in NAPLAN results for our younger students who have benefited from the previous years of the EAfS initiative</li> </ul>

<p>Early Action for Success (EAfS)</p> <p>\$343,026.00</p>	<p>* Year 3 students showed marked increases in the top two bands of reading, writing, spelling, grammar &amp; punctuation and numeracy, while the bottom two bands showed a marked decrease in percentages</p> <p>* high impact professional learning delivered to all staff supported evidence-based teaching strategies from WWB document to improve learning outcomes has increased staff knowledge and understanding to meet the wide variety of student needs in each classroom</p> <p>* a focus on differentiation in programming, to meet individual needs, was followed up with tracking of data using the learning progressions. As a result, all students K-6 have data aligned to understanding texts, additive strategies and quantifying numbers on the Literacy and Numeracy progressions in PLAN2</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>* further high impact professional learning across K-6 staff to support evidence-based teaching strategies to improve learning outcomes</p> <p>* while the EAfS initiative will no longer be in schools, quality professional learning will continue to be delivered by APCIs during quarantined grade professional learning sessions.</p>
<p>QTSS release</p> <p>\$165,822.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Canley Vale 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>• Enhanced Capacity through Collaboration</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>• assistant principals and team leaders provided with additional release time to support classroom programs and teams</li> <li>• additional staffing in higher duty positions as team leaders to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* a quality executive structure to ensure substantial support for grade teams and beginning teachers to implement evidence-based teaching strategies and provide immediate feedback</li> <li>* our professional learning programs were severely hampered during semester two due to COVID and remote learning. This has played a big part in our QTSS plans for 2021</li> <li>* Tell Them From Me surveys were delivered with consistent language and instruction to students in Years 4-6 to provide unbiased data. The results showed a small increase in positive data for explicit teaching and feedback.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* continuing with an executive structure to support each grade, with quarantined time for supervisors to meet individually with team members and as a group for collaborative practice, observation and feedback</li> <li>* two executive higher duty positions will be removed and EALD staff will work shoulder to shoulder with stage teams, underneath the assistant principals</li> <li>* Learning and Support staff will work under the guidance of a DP Engagement and Wellbeing to improve outcomes for students</li> <li>* the planned approach to QTSS will continue into 2022 with the initiative WOW being implemented, based on PDP goals and evidence-based teaching strategies looking at explicit teaching and feedback</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Canley Vale 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</b></p>

<p>Literacy and numeracy intervention</p> <p>\$117,723.90</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Informed Practices</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 interventionists to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* interventionist teachers working alongside Instructional Leaders to implement effective teaching strategies to improve student outcomes in Literacy and Numeracy</li> <li>* small gains were made in the Year 3 NAPLAN results in the top 2 bands for all domains.</li> <li>* teachers expressed improved confidence in working collaboratively with support teachers in classrooms and all staff felt a collective responsibility for data collected and analysed, across all classes K-6.</li> <li>* data was analysed during grade high impact professional learning sessions, which included stage-based interventionists, and evidence-based teaching strategies were learnt and then implemented in classrooms by both class teacher and interventionist in a collaborative approach</li> <li>* small group sessions were carried out as tiered interventions to enhance and supplement classroom learning practices.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* to continue to use funding to employ interventionist teachers to work with students with additional needs and who are at risk of not meeting minimum standards</li> <li>* interventionists will work with students across the school K-6 in 2022 alongside the APCIs</li> </ul>
<p>COVID ILSP</p> <p>\$306,799.40</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 at least four times per week</li> <li>• leading/providing professional learning for COVID educators</li> <li>• employing/releasing teaching staff to support the administration and supervision of the program</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>* 26 groups of between three and four students, participating in small group tuition four times per week by qualified teachers during semester one for Years 3-6</li> <li>* COVID remote learning impacted the program and the student movement into and out of groups</li> <li>* while students engaged in online learning with their CILSP teacher, attendance was irregular</li> <li>* Kindergarten to Year 2 had 14 small groups involved in the COVID ILSP program</li> <li>* all data for groups was tracked through PLAN2 using the progressions, with the focus on reading</li> <li>* preschool children commenced involvement in the COVID ILSP program late semester one in preparation for semester two with an SLSO. Due to COVID remote learning their program had a delayed start. Resources were sent home in learning packs, however, online learning engagement did not occur</li> </ul>

<p>COVID ILSP</p> <p>\$306,799.40</p>	<ul style="list-style-type: none"> <li>* six groups of students engaged in the MiniLit and MacqLit program with trained SLSOs. Student data from these groups was also tracked on PLAN2</li> <li>* approximately 65% of students met targeted indicators in the COVID ILSP program during semester one</li> <li>* approximately 38% of students met targeted indicators in the COVID ILSP program during semester two, however this semester was greatly impacted due to the extensive learning from home period</li> <li>* 87.5% of Year 3 students in the COVID ILSP program showed progress against one or more of their targeted Understanding Texts progression indicators</li> <li>* Year 4 students in the COVID ILSP program showed a 3.25% increase in the percentage of questions they answered correctly in the Term 4 Reading Check-in Assessment</li> <li>* 85.7% of Year 5 students in the COVID ILSP program showed progress against one or more of their targeted Understanding Texts progression indicators</li> <li>* Year 6 students in the COVID ILSP program showed an 8.6% increase in the percentage of questions answered correctly in the Term 4 Reading Check-in Assessment</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>* re-evaluating the COVID ILSP structure across P-6</li> <li>* further training to be provided for the COVID ILSP educators, both teachers and SLSOs.</li> <li>* preschool children progress data will be tracked on PLAN2.</li> </ul>
---------------------------------------	--

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	472	464	450	435
Girls	423	424	410	392

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.9	92.6	92	93.1
1	94.3	94.1	89.9	95.2
2	94.2	93.7	94.3	95.3
3	94.8	95	91.5	96.9
4	94.8	94.4	94.2	96.4
5	96.7	95.2	93.1	96.6
6	96.3	95	94.3	96.2
All Years	95	94.3	92.8	95.7
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

---

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	34.23
Literacy and Numeracy Intervention	1.05
Learning and Support Teacher(s)	1.8
Teacher Librarian	1.4
Teacher ESL	6
School Administration and Support Staff	7.07
Other Positions	6.2

\*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>	774,693
<b>Revenue</b>	10,465,188
Appropriation	10,318,609
Sale of Goods and Services	39,015
Grants and contributions	104,178
Investment income	173
Other revenue	3,213
<b>Expenses</b>	-10,706,914
Employee related	-9,449,983
Operating expenses	-1,256,932
<b>Surplus / deficit for the year</b>	-241,727
<b>Closing Balance</b>	532,966

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

---

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>	21,606
<b>Equity Total</b>	2,223,514
Equity - Aboriginal	2,099
Equity - Socio-economic	1,207,224
Equity - Language	696,703
Equity - Disability	317,489
<b>Base Total</b>	5,514,277
Base - Per Capita	216,935
Base - Location	0
Base - Other	5,297,342
<b>Other Total</b>	2,074,390
<b>Grand Total</b>	9,833,788

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

In 2021, surveys were used to seek the opinions of students, staff and members of the community about the school. These surveys included: Tell Them From Me (TTFM) survey, The People Matters Employee (PME) survey and school satisfaction focus groups.

Students in Years 4-6 and staff participated in the TTFM survey. Parents did not participate in this survey in 2021 due to remote learning. In the past we have organised a kiosk for parents to visit the school and complete the survey using school devices and Community Liaison Officers (CLO) to provide support. This was not possible due to COVID restrictions. Instead, focus groups were held via Zoom.

All information gathered was analysed and used to plan 2022 directions through the Strategic Improvement Plan.

### Student Satisfaction

Student surveys are conducted to measure a range of indicators based on most recent research on school and classroom effectiveness through the Tell Them From Me survey. In 2021 the results from 325 students in Years 4-6, who were surveyed, were:

- 95% of students indicated that they valued school outcomes
- 80% of students indicated they have strong advocacy at school with someone who consistently provides encouragement and can be turned to for advice
- 67% of students indicated they have a positive sense of belonging
- 90% of students indicated they have quality instruction
- 78% of students indicated that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback
- 84% of students indicated they feel teachers are responsive to their needs and encourage independence with a democratic approach
- 86% of students indicated that school staff emphasise academic skills and hold high expectations for all students to succeed

### Teacher Satisfaction

Teacher surveys were based on two complimentary surveys: Tell Them From Me survey and People Matter Employee survey.

74 teachers participated in the Tell Them From Me survey in 2021. The report highlighted:

- 83% of teachers indicated they talk with other teachers about strategies that increase student engagement, a 2% increase on the previous year
- 77% of teachers indicated that other teachers have shared their learning goals for students, an increase of 9% on the previous year
- 84% of teachers indicated that teachers in our school share their lesson plans and other materials, a 4% increase on the previous year
- 82% of teachers indicated that they work with school leaders to create a safe and orderly environment
- 85% of teachers indicated that they set high expectations for student learning
- 84% of teachers indicated they give students written feedback on their work

87% of staff (Teaching and Non-Teaching) participated in the People Matter survey, which equates to 86 completed surveys. The final report highlighted strengths and opportunities for improvement.

### Strengths

- I understand what is expected of me to do well in my job
- My employer considers customer needs when planning our work
- There are people at work who care about me
- Senior managers communicate the importance of customers in our work
- My organisation meets the needs of the community

### Opportunities

- I am paid fairly for the work I do
- I have the time to do my job well
- I have confidence in the way recruitment decisions are made
- My manager supports flexible working in my team

### Parent/Carer Satisfaction

Parents and carers were asked a series of questions during focus group sessions held via Zoom. The questions covered several aspects of parent's perceptions of their child's experiences at home and school.

- Parents/carers expressed extremely positive feedback around the use of continuing to use the online platform 'Seesaw' as a communication tool and a portfolio of academic and social progress at school
- Parents/carers felt strongly supported through the period of Learning from Home in Semester Two
- Parents/carers liked the report format in Semester Two compared to Semester One
- Parents/Carers feel welcome when they enter the school
- Parents/carers feel the school is a safe and supportive environment for their child

**The areas of focus for 2022 include:**

- Continue to build positive sense of belonging for our students through a whole school wellbeing program.
- Strengthen teacher expectations and feedback provided to students
- Build on advocacy at school for students through social-emotional programs and student-teacher positive relationships
- Provide more opportunities for teachers to collaborate in planning quality teaching and learning programs
- Increase professional learning for teachers on data analysis, data use in teaching and data use in planning
- Increase professional learning for teachers on feedback
- Use Seesaw for all students P-6
- Review student reports

# Policy requirements

## Aboriginal Education Policy

---

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

---

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

---

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.