

2021 Annual Report

Ingleburn Public School



2206

Introduction

The Annual Report for 2021 is provided to the community of Ingleburn 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.

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School vision

An innovative and collaborative learning environment that empowers all of us to be future focused global citizens.

School context

Ingleburn Public School is part of the St Andrews Principal Network in the South Western Sydney Region. It is located near the CBD of Ingleburn. There are approximately 550 students enrolled from Kindergarten to Year 6 from a diverse range of student backgrounds. The school has approximately 64% of students with a language background other than English and 25 Aboriginal students.

Ingleburn Public School has undertaken a dramatic transformation as evidenced in 2018-2020 School Plan to bring about a cultural change that ensures students are equipped to continually strive to reach their potential. As a result Universal Design for Learning has become the foundation of learning at the school.. This ongoing transformation is at the heart of our plan for the coming years.

It is important to note that this School Improvement Plan builds upon the work undertaken in the previous school planning cycle around Innovative Learning Design and Empowered Learning.

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are 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.

- Data for Learning
- Meeting Individual Needs

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$52,900.00

Socio-economic background: \$118,902.80

Professional learning: \$12,208.00

Low level adjustment for disability: \$199,388.00

English language proficiency: \$304,320.00

Aboriginal background: \$8,000.00

Integration funding support: \$78,452.00

Literacy and numeracy: \$7,500.00

Summary of progress

A Data 4 learning team was established to analyse Literacy and Numeracy data, identify the specific areas for improvement, and design a process for ongoing data collection and evaluation.

The evidence in both Literacy and Numeracy showed some gaps across Years 1-6. In Literacy, this applied to some aspects of comprehension, and in Numeracy, Additive Strategies and Quantifying Numbers. Following a presentation to the executive team, a plan was created to provide individualised support for teachers to address these areas. During RFF, an AP worked with teachers in each Hive to explore and develop their understanding of the data, and how it is used as a demonstration of student learning.

The work of the Data 4 Learning Team, in sharing the data analysis, created a deep understanding and commitment by everyone of what we needed to do, as a school, to improve. Following this process and through the data collected across the school, a focus on the outcome of EN-4A (Literacy) was identified as an area of improvement across Yrs 1-6. This same process of data collection was to be followed by Numeracy. The initial meetings scheduled with our teachers indicated a need for further training, knowledge and understanding in the concepts of comprehension, and how to implement that in the classroom.

During the lockdown period staff completed PL on Literacy and Numeracy progressions, Scout and PLAN 2 in order to utilise this understanding upon return. There was positive feedback from teachers about an improvement in comprehension skills in their class. We have identified that Comprehension skills and a Numeracy focus should be a priority throughout the whole school, and that this focus should be reflected through continued support of our teachers in appropriate professional development and High Impact Curriculum Learning sessions. The current plan and resources need sufficient time to be implemented throughout the school so that the evidence of impact can be collected. We are to organise monthly sessions with Hive Leaders to assess progress on Literacy and Numeracy strategies, share learning and the next steps that need to be taken to ensure this continual focus and filter knowledge across to all leaders.

The Literacy and Numeracy Team was established in Term 1 with an aim to meet weekly in order to implement the K-2 Phonics and Phonemic Awareness Learning Sequence that was created at the end of 2020. We presented the Learning Sequence and our learning with a Literacy and Numeracy Strategy Advisor to all staff, and invested in decodable readers to support the implementation of this sequence. This sequence was developed in order to guide teachers in the development of Literacy and Numeracy skills and enable them to track student learning as an indicator for planning. Additional teaching staff were allocated to provide intensive small group intervention programs. These programs were developed based on identified areas of need throughout the school across K-6. COVID ILSP, LAST and EALD teachers were consistently using collected data and other evidence to assess how well students were progressing in response to the intensive interventions and lessons. Pre-testing was conducted to ensure we captured student growth and identified further areas of need. There was a shift in focus from supporting students who were working far below their expected stage level, to include our high potential students to supporting the uplift of data. The data was captured over a 10 week

period to show improvements in students learning specific concepts.

The teaching staff allocated to these programs had consistent discussions with classroom teachers and the school leadership team using considered data sets and collaborative practices to inform the selection of students. Due to the success of these programs, we will continue to build on these successes and ensure strong evaluative practices are utilised to capture the impact of what students have achieved. Due to school projects, structures, staffing requirements and COVID, this process was enacted as a result. A specific allocation of time for teacher professional learning and support structures will be allocated once school resumes to face to face learning on order for this strategy to be implemented across the school. For example, the area of phonological awareness became an area of need, and as a result this became the focus of COVID ILSP for 200 students and the driving force for the LST focus areas.

Building on this targeted approach, we will use the Scope of Learning to ensure a UDL focus across the curriculum for all staff. This will enable staff to assess individual student skills and plan strategies and learning experiences for student growth and attainment. Regular Hive meetings will be implemented to capture effective teaching practices and reflect on student progress to ensure a consistent approach across the school.

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
A minimum of 29.3% of Year 3 and Year 5 students will meet the agreed lower bound in Numeracy NAPLAN results.	21.56% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating progress is yet to be seen toward the annual progress measure.
A minimum of 31.8% of Year 3 and Year 5 students will achieve the agreed lower bound target in NAPLAN results in Reading.	26.64% of students are now in the top two skill bands (NAPLAN) for reading, indicating progress is yet to be seen toward the annual progress measure.
A minimum of 20% of students from Years 1-3 will show at least 12 months improvement Literacy Progression (Understanding Texts)	Due to COVID 19 Lockdown literacy progressions were not implemented. At the beginning of 2022 base line literacy progressions data will be collected and will be collected again at the end of 2022 to establish improvements.
A minimum of 20% of students from Years 1-3 will show at least 12 months improvement Numeracy Progression (Quantifying Numbers and Additive Strategies)	Due to COVID 19 Lockdown numeracy progressions were not implemented. At the beginning of 2022 baseline literacy and numeracy progressions data will be collected and will be collected again at the end of 2022 to establish improvements.
Increase of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy, while maintaining their cultural identity.	<p>There are no students achieving the top 3 NAPLAN bands in reading.</p> <p>In Year 3- 20% of students achieving Band 1, 20% of students achieving Band 2 and 60% of students achieving Band 3.</p> <p>In Year 5- 40% achieving band 3, and 60% achieving Band 4 and 20% of students achieved the top 3 NAPLAN bands in numeracy.</p> <p>Cultural Identity: In 2021, our school a completed our very own Bush Tucker Garden, to ensure our future generation remain connected to a rich and vibrant history. Our Bush Tucker Garden will become a valuable part of our Aboriginal education program and an integral resource in our continuing commitment to raising cultural awareness throughout the school.</p> <p>In 2021, Personal Learning Pathways were completed by class teachers with parent collaboration and evaluation of goals, in order to support our Aboriginal and Torres Strait Islander students in all areas of their learning journey. Relationships with our Aboriginal and Torres Strait Islander families have been strengthened through the Personalised Learning Plans process and more regular consultation with student progress and achievement.</p> <p>Several members of our staff are active members of The Fields AECG. We have many Aboriginal members of staff who are dedicated to our Aboriginal</p>

Increase of Aboriginal students achieving top 3 NAPLAN bands in reading and numeracy, while maintaining their cultural identity.	student's development of culture and connection. The next steps to support our students will be: develop our own Junior AECG (Aboriginal Education Consultative Group).
52.8% of students achieving expected growth in reading (Annual Trajectory Lower Bound)	Percentage of students achieving expected growth in reading increased by 9.7% leading to exceeding the progress measure.
55.69% of students achieving expected growth in numeracy (Annual Trajectory Lower Bound)	<p>The proportion of students achieving expected growth in NAPLAN numeracy has decreased by 2.7%.</p> <p>Through the Implementation of our numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan we have noted the proportion of students achieving expected growth in NAPLAN numeracy has decreased by 2.7%. This result is through the differentiated teaching, UDL practices and strategies implemented to support students needs, and on-going reflective strategies followed by targeted programs for identified students. This intensive approach has resulted in improved engagement in learning.</p>

Strategic Direction 2: Empowered Learning

Purpose

In order to maximise student learning we will empower students to have a deeper understanding of themselves as learners and how they collaborate with others, so they can connect, succeed, thrive and learn.

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.

- Universal Design for Learning (UDL)
- Wellbeing

Resources allocated to this strategic direction

Low level adjustment for disability: \$89,849.00

Integration funding support: \$12,280.00

: \$6,280.00

Aboriginal background: \$11,000.00

Professional learning: \$5,000.00

Summary of progress

Universal Design for Learning

Our school has undertaken a dramatic change in recent years. This has brought about a shift in focus and a cultural change that ensures students are equipped with the necessary skills to continually strive to reach their potential. As a result, Universal Design for Learning has become the foundation of learning at our school. This UDL approach aims to provide multiple means of engagement, representation, and action and expression for all students across K-6.

A closer look at staffing at our school has revealed that many teachers are either Beginning Teachers or those from are new to the school, with limited knowledge of UDL practises. As a result, the UDL Implementers Team was established. They comprised of teachers who are passionate about the inclusion of UDL in all learning. They worked closely to create initiatives that support staff to engage in professional dialogue and learning to increase teacher confidence and proficiency to implement UDL in their own classrooms. Throughout the year, members of the UDL Implementers Team have offered other all staff opportunities to observe their classrooms and inspire UDL practices.

During Semester 1, the team created a document that captured practical examples of various UDL experiences across the school with external links that allowed teachers to access further information and resources. This document successfully enhanced teacher understanding of UDL and broadened their expertise to better cater for the needs and passions of all students. During this time, a survey was created to gauge the knowledge and engagement of staff in UDL.

Despite the effects of COVID-19 to school operations, our school maintained a strong commitment to the ongoing support of teacher knowledge and practise of UDL. The school invested in High Impact Professional Learning for all staff, including copies of 'Innovate Inside the Box' by Katie Novak and George Couros, and the ILLUME UDL Short Course. Upon return to face to face, baseline data for the knowledge and engagement of UDL will be collected at the in the form of a staff survey and collegial discussion. The UDL Implementers team will analyse and collate this data to form the basis of UDL goals for next year.

Next year in this initiative we will work with all staff to create UDL goals based on evidence from the baseline data. Due to the addition of new staff, we will need to re-evaluate the experiences of our staff in order to establish the appropriate structures that will be required to continue to support the whole school approach of UDL. Once this has been achieved, we will draw upon the expertise and experience of the UDL Implementers Team to formulate assessment strategies that can be applied for all students throughout K-6. This process will focus on a shift away from teacher led assessments tasks and rubrics, and towards assessments that highly involve students as key stakeholders of their learning. This will ultimately capture student voice and choice. Through this consistent school-wide approach, a criteria for success and measurement tool is established to identify and record student growth.

Wellbeing

Our school has a strong commitment to improve and support the wellbeing of all our students. We have developed programs and initiatives based on the changing needs of our students. The school's innovative wellbeing practices and

procedures encompasses wellbeing into classroom management strategies. Growth mindset and Mindfulness continues to be embedded into classroom practice providing opportunities for all learners to see growth in themselves and learning is celebrated and approached with enthusiasm and confidence.

Through the development and implementation of new school structures and empowered learning initiatives, our Behaviour Specialist Team ensures that our school vision is embedded in all we do. This is to enable the success of all our students, fostering a learning culture where students are provided with opportunities to connect, succeed and thrive. By painting this approach, Ingleburn Public School adapted a school wide wellbeing system to reflect the core values that underpin our school pillars: Innovation; Collaboration, Empowerment, and Global Citizenship.

The main aim for the Behaviour Specialist Team was to create a collective understanding and commitment to ensure that student wellbeing is at the forefront in all we do. The Wellbeing initiatives in Strategic Direction 2; Empowered Learning include developing whole school strategies that provide consistent support in self-regulation and managing student behaviours. This has been achieved through the implementation of the Smiling Minds program and daily mindfulness practices embedded throughout the school. Each class across the school has access and is embedding the Smiling Minds curriculum into daily classroom practice. In addition to this, students who are identified as needing additional mindfulness practice, are encouraged to attend the specialist Mindfulness Group after lunch that is run by two Smiling Mind Educators. Playground Lunchtime Groups occur daily and are open to all students across the school. A range of activities have been developed by teachers, SLSOs and executive members that cater for a diverse range of skill sets and abilities. These activities take place at different locations throughout the school and are supervised by staff and student leaders.

Strategies utilised by the whole school include Four Pillar awards, PBL Buddy lessons across K-6, virtual assemblies celebrating success and achievement, termly reward days and consistent use of house points for positive reinforcement of desired behaviours. These strategies have focused on our high expectations of students to continually demonstrate expected behaviours. Providing opportunities of choice in the form of interest-based lunchtime groups both inside and outside the classroom such as Mindfulness, Dance and Art Club. As a result of the implementation of these groups, students are engaged in activities of their own interest, improving the overall wellbeing and engagement of students and therefore, the quality of their learning.

During the COVID-19 lockdown all teachers engaged in professional learning with the aim to enhance their knowledge in wellbeing strategies, and to adjust and improve practice within our school context. This included the Introduction to Positive Behaviour Learning, PBL Tier 1 Classroom systems of supported Learning and Introduction to Functional Behaviour Assessment (FBA) eLearning and Trauma Informed Learning.

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
83% of students have a positive sense of belonging at school (TTFM results 2017)	75% of Years 3-6 students report they have a positive sense of belonging and feel accepted and valued by their peers. Student survey results show students rate Ingleburn Public School lunchtime groups a 4.6 out of 5 and comment on 'the fun activities they do that help calm their mind' and 'how they get to help other people'.
20% decrease in disruptive behaviours (Sentral behaviour data)	Sentral data indicates an increase of classroom and playground issues in comparison to the year 2020. This could be due to the fact that teachers were encouraged to actively record all negative incidents that occurred to ensure all data was recorded and noted on file.
74% of students attending >90% of the time.	The data to date has shown a similar trajectory of attendance over the last few years with the school currently not meeting the progress measure of 74% of students attending 90% of the time. We believe that the lockdowns due to COVID-19 has had a considerable impact on attendance and will continue to impact this in future years. We will review the target for 2022 to reflect these changing needs.
A minimum of 10% of assessment tasks throughout the school include student voice	Document analysis of assessment tasks survey indicate 20% of staff utilise assessment tasks which include student voice.
50% of assessment tasks throughout the school reflect UDL practices	Document analysis of assessment tasks survey indicate 20% of staff utilise assessment tasks which include UDL practices

Strategic Direction 3: Innovative Learning Design

Purpose

In order to maximize student learning across all year levels, we will implement innovative learning design and focus on developing a culture of high expectations that builds on individual interests and talents, and extends student capabilities through authentic learning experiences.

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.

- Hive Learning
- Supportive Learning Environment

Resources allocated to this strategic direction

QTSS release: \$103,373.00

Professional learning: \$21,735.00

English language proficiency: \$2,696.00

Socio-economic background: \$52,504.00

Integration funding support: \$600.00

Literacy and numeracy: \$17,500.00

Low level adjustment for disability: \$21,140.00

Summary of progress

Our innovative learning spaces, multi-age classrooms and Hive of Learning strategies allows learning to be tailored to individual strengths, needs and interests and does not restrict students based on their age or stage. Our Hive of Learning structure and flexible learning spaces ensure that every space is a learning place and that learning can occur in all areas throughout the school. Our multi-age and open classrooms allow for students to move flexibly throughout the space and utilise different spaces in a variety of ways. By allowing students to utilise different learning spaces, they choose their pathway to success and are the drivers of their education. Team-teaching in multi-age and open classrooms allows for consistent teacher collaboration and enhances positive relationships among colleagues.

Hive Learning

In 2020, the school leadership team, in collaboration with a Literacy and Numeracy Advisor from the NSW Department of Education, investigated and researched evidence-based pedagogies and the benefits of multi-age classroom environments. This resulted in the creation of a school wide kaleidoscope of learning, that demonstrates the progression of learning from K-6, supporting the notion of students not being restricted by their age or stage. 2021 saw the implementation of 'Hives' and 'Hive Learning' across the school. The benefits of this model included a holistic, child-responsive curriculum that considered the understandings, capabilities and dispositions that students need for future work.

As a staff, we identified a need for a communal document that outlined the thread of content taught across all stages. Working towards the school vision of-creating multi-age learning environments where students are not restricted by age or stage, we developed a scope that displays the flow of content from K-6.

A 'hive' is recognised as a group of classes ranging from K-6, who work together as a community of learners. Following this approach, Five Hive learning groups were established across the school: Hive days were allocated to a specific day across the whole school this was allocated on every Thursday on a weekly basis.

At the beginning of 2021 L'ENFANT LEARNING conducted a professional learning session which explored aspect of multiage grouping and structures. This was a springboard for hives to develop routines and strategies to begin phase 1 of implementation. Rather than setting a whole school strategy and approach, we embarked on an exploration and discovery where hives were given the opportunity to develop their own process in order to see what worked. We utilised expertise and lessons of specialist staff within our hiving days. This provided further opportunity for students to engage in programs that were more interest based such as our kitchen garden program, music and technology.

All Hives had a focus on explicitly teaching collaboration skills, especially during term 1. These skills were embedded in activities throughout Term 2. In Term 2, Hive assemblies were created to celebrate positive outcomes from hive learning. Hive learning was interrupted by a move to remote learning at the end of second term. This meant that the achievement is student ownership of their own learning was not completely developed.

We aim to continue develop a whole school approach, establishing key aims of hive learning across the school and consistent practices. The whole school approach must be conducive and fit within a framework that encourages individual hive identity and strength based practices. The framework needs to allow for flexibility and provide opportunities for students and teachers to grow, change and flourish. We will strive to develop systems that embed UDL practices and data collection of specifically of Literacy and Numeracy achievement.

Enrich current learning spaces

Our school optimises learning and provides environments that foster continuous improvement for all students. This is achieved through effective collaboration and planning, evidence based teaching methods and effective classroom management. Teachers are given sufficient time to collaborate with team members to create and implement engaging and authentic learning experiences across the different teaching and learning structures within the school. Classrooms are productive learning environments which cater for the students diverse learning needs e.g. single classrooms, open classrooms and multi-aged environments.

In order to maximize student learning across all year levels, we will implement innovative learning design and focus on developing a culture of high expectations that builds on individual interests and talents, and extends student capabilities through authentic learning experiences. Throughout 2021 prior to COVID- 19 Lockdown, a variety of programs have ensured students at Ingleburn Public School have actively engaged with their learning.

At the beginning of Semester 1, the Learning Spaces Team created a practical resource for all teachers so that they could better integrate learning into their curriculum planning. This has taken in the form of an online resource to ensure that teachers can continuously refer to through their practice. This was recorded and kept as a resource for teachers to access at any time. The online resource links UDL research on the use of learning spaces and the impact on behaviour. It includes ideas for the use of technologies such as AR, Microbits and QR codes. It also highlights the UDL principles in relation to inside spaces and how these can best be created. The online resource contains learning ideas for each outdoor space in the school, these are linked to curriculum areas and can be adapted to suite all ages. In addition to this we have have curated relevant resources for each of the outdoor learning spaces that children access through the QR code. It is expected that teachers can use this information for directed student research and other creative learning activities.

Learning spaces is a key focus for Ingleburn Public School, which links to new strategies in our student wellbeing initiatives. Outdoor learning spaces are and will continue to be a focus for 2022. To plan the next phase of outdoor area development, the school will develop strategies to capture how often outdoor areas are being used, by whom, and for what purpose. Flexible learning spaces and outdoor learning spaces are continuing to facilitate UDL principles throughout the school. For example the Mindfulness room, Gazebo, Fab Lab, Limestone Lair, Student Kitchen, Pebble Place, UDC and the Music Room, all provide opportunities for students to both discover and express new learnings in ways that reflect their interests and abilities.

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
50% of students on task all of the time during lessons	Due to COVID-19 it has been difficult to monitor time on task during home learning. Baseline data for this measure will be collected when students return in 2022.
10% decrease in classroom behaviour issues	Sentral data indicates an increase of classroom and playground issues in comparison to the year 2020. This could be due to the fact that teachers were encouraged to actively record all negative incidents that occurred to ensure all data was recorded and noted on file.
30% increase of students collaborating with others from two or more year groups.	Hive Learning occurred in Semester 1, the school gradually introduced Hive Learning days where students collaborated with others from over to year groups. This resulted in a 33% increase of student collaboration with two or more year groups.
40% of teacher planning shows evidence of UDL and student voice.	Document analysis of learning programs indicate 30% of learning programs include evidence of UDL practices. The UDL lessons and experiences developed by our teachers for our students, ensures that students are offered options for how information is presented, how our students respond or demonstrate their knowledge and skills, and how our students are engaged in learning. This has supported our goal of UDL in providing all

40% of teacher planning shows evidence of UDL and student voice.	students equal opportunities to succeed. It's about building in flexibility that can be adjusted for every student's strengths and needs, and this is evident within the document analysis of learning programs.
20% of activities in HIVE learning include UDL strategies	Internal measures indicate an increased percentage of staff actively using UDL strategies across the school during Hive Learning to reflect and improve on teaching practice. This was made highly evident during the period of COVID 19- Learning from Home
25% of teachers report confidence in Hive learning practices	Due to COVID-19 it has been difficult to monitor time on task during home learning. Baseline data for this measure will be collected when students return in 2022.
10% increase of learning experiences that include communities/resources from outside the school community.	In term 1 and 2, activities such as F45 Prodigy, and Library visits engaged students from 4 Hives in community based activities. Due to COVID-19 community based activities have ceased and will recommence in accordance with health guidelines in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$91,332.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Ingleburn Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs • Wellbeing • Supportive Learning Environment <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Targeted ELET (LST) programs for identified students who are performing below the expected level for their stage. • To strengthen current PCIT programs. • Develop a new school wide behaviour strategy. <p>The allocation of this funding has resulted in:</p> <p>Throughout 2021, Integration Funding Support was utilised across our 3 Strategic Directions, in order to support our holistic approach to student support, wellbeing and our learning environments.</p> <p>The Enhanced Learning and Empowerment Team worked with approximately 35% of students across K-4. Targeted intervention programs focused on literacy, and wellbeing. Data was consistently used to make informed decisions around targeted intervention and personalised instruction. Students who received LST intervention were closely monitored through a 10-week cycle and were assessed to evaluate and modify learning experiences and to determine 'where to next'. Students participated in an explicit phonics program. 3 in 5 of these students showed growth in the number of single sounds they could recognise and their ability to segment and blend CVC words increased. Intensive small group daily instruction with a focus on phonics and sight words was provided to students who were working well below year level. This targeted program improved students in their ability to segment and decode words and their spelling and reading abilities increased significantly.</p> <p>Our school has a strong commitment to improve and support the wellbeing of all our students. We have developed programs and initiatives based on the changing needs of our students. The school's innovative wellbeing practices and procedures encompasses wellbeing into classroom management strategies. Growth mindset and Mindfulness continues to be embedded into classroom practice providing opportunities for all learners to see growth in themselves and learning is celebrated and approached with enthusiasm and confidence.</p> <p>During first semester K-2 screening was completed as per previous years. This identified students who could benefit from this program. The PCIT Team continuously monitored Sentral data to identify any behaviour patterns. The team worked with class teachers to determine whether the program would be beneficial for students.</p> <p>The behaviour specialist team continued to develop our school wide behaviour strategy across the school consistent with our school vision and 4 pillars.</p> <p>We adapted a school wide reward system to reflect the core values that underpin our school pillars: Innovation; Collaboration, Empowerment, Global Citizenship. In the classroom, students have the ability to strive to receive five matching mini pillar awards by displaying the school values. Lunchtime interest groups were developed to promote student wellbeing and support the students social and emotional needs. These programs are significant as they cater for all students, regardless of age or stage and provide a safe space to develop a variety of skills.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Moving into 2022, the The Enhanced Learning and Empowerment Team will continue to use whole school data to make informed decisions around</p>

<p>Integration funding support</p> <p>\$91,332.00</p>	<p>individual and small group interventions. Programs will continue to be used to support students from years 1-6 who are working well below the expected stage level. Students will be provided with small group instruction to help support their identified PLaSP goals in literacy, numeracy, and wellbeing.</p>
<p>Socio-economic background</p> <p>\$171,406.80</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Ingleburn Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data for Learning • Meeting Individual Needs • Supportive Learning Environment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities • additional staffing to implement programs and activities to support students • Development of literacy and numeracy skills-based programs with a UDL focus i.e Learning and Support program to support students who require learning interventions • Engage additional teaching staff to provide an intensive small group intervention program (COVID/ELET/EALD) <p>The allocation of this funding has resulted in:</p> <p>Throughout 2021, Socio-economic background funding was utilised for many interventions, programs and activities.</p> <p>The Literacy and Numeracy Team was established in Term 1 with an aim to meet weekly in order to implement the K-2 Phonics and Phonemic Awareness Learning Sequence that was created at the end of 2020. We presented the Learning Sequence and our learning with a Literacy and Numeracy Strategy Advisor to all staff, and invested in decodable readers to support the implementation of this sequence. This sequence was developed in order to guide teachers in the development of Literacy and Numeracy skills and enable them to track student learning as an indicator for planning. Additional teaching staff were allocated to provide intensive small group intervention programs. These programs were developed based on identified areas of need throughout the school across K-6. COVID ILSP, LAST and EALD teachers were consistently using collected data and other evidence to assess how well students were progressing in response to the intensive interventions and lessons. Pre-testing was conducted to ensure we captured student growth and identified further areas of need. There was a shift in focus from supporting students who were working far below their expected stage level, to focusing on our high potential students to supporting the uplift of data. The data was captured over a 10 week period to show improvements in students learning specific concepts.</p> <p>The teaching staff allocated to these programs had consistent discussions with classroom teachers and the school leadership team using considered data sets and collaborative practices to inform the selection of students. Due to the success of these programs, we will continue to build on these successes and ensure strong evaluative practices are utilised to capture the impact of what students have achieved. Due to school projects, structures, staffing requirements and COVID, this process was enacted as a result. A specific allocation of time for teacher professional learning and support structures will be allocated in 2022 in order for this strategy to be implemented across the school. For example, the area of phonological awareness became an area of need, and as a result this became the focus of for 200 students and the driving force for the LST focus areas.</p> <p>Our school has undertaken a dramatic change in recent years. This has bought upon a shift in focus and a cultural change that ensures students are equipped with the necessary skills to continually strive to reach their potential. Our school has a strong commitment to improve and support the wellbeing of all our students. We have developed programs and initiatives</p>

<p>Socio-economic background</p> <p>\$171,406.80</p>	<p>based on the changing needs of our students. The school's innovative wellbeing practices and procedures encompasses wellbeing into classroom management strategies. Playground Lunchtime Groups occur daily and are open to all students across the school. A range of activities have been developed by teachers, SLSOs and executive members that cater for a diverse range of skill sets and abilities. These activities take place at different locations throughout the school and are supervised by staff and student leaders. Providing opportunities of choice in the form of interest-based lunchtime groups both inside and outside the classroom such as Mindfulness, Robotics, Kitchen Garden, STEAM, Dance and Art Club. As a result of the implementation of these groups, students are engaged in activities of their own interest, improving the overall wellbeing and engagement of students and therefore, the quality of their learning. Lunchtime interest groups were developed to promote student wellbeing and support the students social and emotional needs. These programs are significant because they cater for all students, regardless of age or stage and provide a safe space to develop a variety of skills. Lunchtime groups were established in consultation with teachers and students. This initiative provided an avenue for students who are finding the playground and friendships difficult and overwhelming or who are just looking for something different to do. Students and teachers were able to connect and form relationships with the students who attended their clubs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022, we have identified that Comprehension skills and a Numeracy focus needs to be a priority throughout the whole school, this focus must be reflected in continuing to support our teachers through appropriate professional development and high impact curriculum learning sessions. The current plan and resources need sufficient time to be implemented throughout the school so that the evidence of impact can be collected. We will refocus the use of the scope of learning with a UDL focus as a priority for all staff to assess individual student skills and plan strategies and learning experiences for them to be attained. Regular meetings will be established for teachers to share their analysis and collaborate on planning. For example these explicit skills could be taught in mastery groups Teachers of these groups will meet fortnightly to share progressions and plan the next skill focus.</p>
<p>Aboriginal background</p> <p>\$19,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Ingleburn 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • ELET Team will develop strategies of implementation in PLP's for our Aboriginal students with a focus on developing resources to support the literacy and numeracy outcomes for our students • ELET team to work with Aboriginal Team to further develop effective relationships between Aboriginal students, Aboriginal Parents and the Aboriginal wider community (PLP) <p>The allocation of this funding has resulted in: In 2021, Personal Learning Pathways were completed by class teachers with parent collaboration and evaluation of goals, in order to support our Aboriginal and Torres Strait Islander students in all areas of their learning journey. Relationships with our Aboriginal and Torres Strait Islander families have been strengthened through the Personalised Learning Plans process and more regular consultation with student progress and achievement.</p>

<p>Aboriginal background</p> <p>\$19,000.00</p>	<p>The Executive Team attended professional learning- Aboriginal Histories and Culture and gained knowledge and resources on how to teach Aboriginal History in a sensitive and respectful way, weaving through history, culture, language and significant events and people. This professional learning was booked for 2022, for all school staff due to its success.</p> <p>Funding allocation used for literacy based programs for all Aboriginal and Torres Strait Islander students utilising culturally appropriate resources. Recommended to continue in 2022. Due to COVID, planned programs and activities were put on hold as there were restrictions in place for our students and families.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Moving into 2022, we will continue to create literacy programs for all Aboriginal and Torres Strait islander students utilising</p>
<p>English language proficiency</p> <p>\$307,016.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Ingleburn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs • Data for Learning • Hive Learning • Supportive Learning Environment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EAL/D teachers will establish a system for sharing relevant data with classroom teachers. • Establish a Literacy and Numeracy team, particularly focused on Year 3 and 5 students who will help all staff understand the requirements of the school-wide targets. <p>The allocation of this funding has resulted in:</p> <p>At Ingleburn Public School we resource EAL/D and LaST teachers to support students across K-6 in Literacy and Numeracy. The school uses assessment, teacher observations and the Enhanced Learning and Empowerment (ELET/LST) process to identify students who require additional support. The focus is for our specialist teachers to provide support for students from K-6 to strengthen their Literacy and Numeracy development.</p> <p>The English as an Additional Language/Dialect (EAL/D) timetable that has been implemented by the EAL/D teacher from Monday to Friday, during Term 1 & 2 prior to Covid-19 Lockdown. This timetable ensured that students receive support based according to their EAL/D phases using the EAL/D Learning Progression. The students receive support in small withdrawal groups, as well as one-on-one support. This mode of delivery assists the students to progress through the different phases. The specialist teachers worked in collaboration with classroom teachers and the Enhanced Learning and Empowerment Team (ELET) team to access additional data to address individual needs.</p> <p>Programs were put in place to support identified EAL/D students' learning needs. Programs consisted of small withdrawal groups of New Arrival students, in addition to students at a BLL (Beginner Limited Literacy Phase) and BSL (Beginner with Some Print Literacy Phase). In class support was also provided to support students at an Emergent Phase. Teachers worked collaboratively to provide support and ensured all students had the same opportunities to achieve their best in English language proficiency.</p> <p>The Kitchen Garden program, as part of the EAL/D and Learning and Support program, supports students' language development and understanding through a combination of theoretical and practical learning experiences. Students develop real-world knowledge and life skills in food production and preparation, utilising our school's many rich resources, including the kitchen garden, greenhouse, chicken coop and fully functioning kitchen.</p> <p>These initiatives align with 'Strategic Direction 1: Student growth and</p>

<p>English language proficiency</p> <p>\$307,016.00</p>	<p>attainment' and Strategic Direction 2: Empowered learning' of our current school plan, as they show how teachers are dedicated to strengthening EAL/D programs through enriching learning experiences, while effectively utilising flexible learning environments.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022, we will provide teachers with targeted professional learning on using the EAL/D progressions. This will support teachers in ensuring that they are catering for all EAL/D learners within their classrooms while working collaboratively to provide support and ensure that all students have the same opportunities to achieve their best in English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$310,377.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Ingleburn Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data for Learning • Meeting Individual Needs • Universal Design for Learning (UDL) • Wellbeing • Supportive Learning Environment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging specialist staff/behavioural specialists to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • Engaging a learning and support teacher/coordinator to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • LAST teacher to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • Targeted students are provided with LAST intervention to increase learning outcomes in literacy development. <p>The allocation of this funding has resulted in: At the beginning of 2021, the Enhanced Learning and Empowerment Teams (ELET) identified an area of focus; to collaboratively work with specialist staff to design, and share information with class teachers, and to develop intervention and enrichment strategies to meet the individual students needs. The ELET team developed a strategy to use Sentral as a central place for data collection and student information. During COVID 19 Lockdown the ELET team utilised Sentral as a platform for all learning and support information. The 'school documents' was utilised as a function to allow for files to be uploaded that refer to student Learning and support. Staff have access to this information from year to year. Sentral is used as our whole-school online administrative system due to its ease of accessibility and use. Our executive team received face-to-face training in the use of Sentral to ensure that we were using it to its full capacity.</p> <p>We resourced EAL/D and LaST teachers to support students across K-6 in Literacy and Numeracy. The school uses assessment, teacher observations and the Enhanced Learning and Empowerment (ELET/LST) process to identify students who require additional support. The focus is for our specialist teachers to provide support for students from K-6 to strengthen their Literacy and Numeracy development.</p> <p>The Learning and Support Teacher plans, implements, monitors and evaluates the personalised learning programs and adjusts when required.</p>

<p>Low level adjustment for disability</p> <p>\$310,377.00</p>	<p>The timetable highlights both small-group and one-to-one support, determined by the learning needs of the identified students. Programs reflect the needs of the individual students as well as school priorities.</p> <p>Students' individual learning needs are catered for by learning and support teachers and school learning and support officers. Funding was prioritised to meet the academic, social and emotional needs of identified students. Playground behaviour data was analysed and supervision matched accordingly. Our school monitored social and academic outcomes resulting in the development of personalised programs and Learning and support documentation evaluated and updated. Following this, Class Teachers developed intervention and enrichment strategies to meet the individual needs of our students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Our ELET/LAST will continue to implement a whole school, consistent approach to student support, working alongside our teachers to meet the individual needs of all students. Our approach will continue to be refined, as we further identify our areas of need and build upon our successes as we progress. We will ensure to maintain a high level of commitment to student support and invest in strategies and whole school processors to make a greater impact on student learning.</p>
<p>Literacy and numeracy</p> <p>\$25,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Ingleburn Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting Individual Needs • Supportive Learning Environment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: COVID-19 has presented the opportunity to extend teachers online learning through the provision of otherwise face to face online learning sessions in the new online learning format for example Effective Reading, PLAN/2, Introduction to the Literacy and Numeracy Progressions and other curriculum focus areas.</p> <p>2021 saw a need to focus on empowering teacher learning between and from each other. One of the ways this can be achieved is through a focus on analysing data to identify needs and focus areas . This was identified by staff in a collaborative process by working through the CESE What Works Best indicators. Teachers collaborate between classes in investigating the data to discover answers to key questions such as:</p> <p>What does the data say?</p> <p>What are areas of concern?</p> <p>What are the facts?</p> <p>What potential future areas of focus might there be?</p> <p>A focus on data collection strategies has resulted staff having a greater understanding of where their students areas of strength and needs are. Whilst formative assessments fit well within our UDL structures, staff had to interrogate a variety of summative assessment strategies through the lens of UDL practices. This means that the school has developed summative</p>

<p>Literacy and numeracy</p> <p>\$25,000.00</p>	<p>assessment strategies that align with UDL and enable teachers skills in analysing, interpreting and using that data.</p> <p>After evaluation, the next steps to support our students with this funding will be: We have identified that Comprehension skills and a Numeracy focus needs to be a priority throughout the whole school, this focus must be reflected in continuing to support our teachers through appropriate professional development and high impact curriculum learning sessions. The current plan and resources need sufficient time to be implemented throughout the school so that the evidence of impact can be collected.</p> <p>Organise monthly sessions with Hive Leaders team to assess progress on Literacy and Numeracy strategies and share learnings and next steps to ensure this continual focus and filter knowledge across to all leaders.</p>
<p>QTSS release</p> <p>\$103,373.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Ingleburn Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Hive Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in: The school leadership team, in collaboration with a Literacy and Numeracy Advisor from the NSW Department of Education, investigated and researched evidence-based pedagogies and the benefits of multi-age classroom environments. This resulted in the creation of a school wide kaleidoscope of learning, that demonstrates the progression of learning from K-6, supporting the notion of students not being restricted by their age or stage. 2021 saw the implementation of 'Hives' and 'Hive Learning' across the school. The benefits of this model included a holistic, child-responsive curriculum that considered the understandings, capabilities and dispositions that students need for future work.</p> <p>After evaluation, the next steps to support our students with this funding will be: Moving into 2022, we will work on determining and refining a whole school approach, establishing key aims of hive learning across the school and consistent practices. We need to determine a whole school approach within a framework that encourages individual hive identity and strength based practices. The framework needs to allow for flexibility and provide opportunities for students and teachers to grow, change and flourish. Develop systems that embed UDL practices and data collection of specifically of Literacy and Numeracy achievement.</p>
<p>Literacy and numeracy intervention</p> <p>\$52,900.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Ingleburn Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data for Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan

The allocation of this funding has resulted in:

In 2021, The Literacy and Numeracy Team and Data for Learning Team were established in Term 1 with a view to meeting weekly to implement many activities and support structures in order to meet out targets within our strategic directions.

The k-2 learning sequence created at the end of 2020 and was presented to all staff. We invested in decodables to support the implementation of this sequence and our learning with a Literacy and Numeracy Strategy Advisor at the end of 2020. This sequence was developed in order to guide teachers in the development of literacy and numeracy skills and enable them to track student learning as a indicator for planning.

The Data 4 Learning Team was established and reviewed and analysed data to create a baseline. The evidence showed in both Literacy and Numeracy significant gaps across years 1-6. In Literacy, relating to all aspects of comprehension and in Numeracy, Additive Strategies and Quantifying Numbers. Following a presentation to the exec team a plan was created to provide individualised support for teachers in addressing these areas. -

During RFF our AP Leader would work with the teacher group of each hive to explore and develop their understanding of the data and how it is used as a demonstration of student learning. Following this a focus on the outcome of EN2-4A (Literacy) to ensure a collective understanding of the skill involved and how to explicitly teach them. This same process was to be followed with Numeracy.

The initial meetings scheduled our teachers indicated a need for further training, knowledge and understanding in the concepts of comprehension and how to implement that in the classroom. Due to school structural needs , staffing requirements and COVID ILSP this plan was not finalised. During the lockdown period staff were directed to complete PL on Literacy and Numeracy progressions, Scout and PLAN 2 in order to utilise this understanding upon return.

There was positive feedback from teachers about an improvement in comprehension skills in their class.

A curriculum experts literacy and numeracy team was established to analyse literacy and numeracy data to identify the specific areas for improvement, and design a process for ongoing reflection and evaluation. Staff engaged in professional learning throughout Terms 2 and 3 on quality practices in teaching numeracy, data analysis, PLAN 2 and the numeracy progressions.

All teaching staff engaged in Professional Learning to begin the initial stages of this activity.

- Introduction to the Literacy and Numeracy Progressions Online
 - PLAN 2- How to eLearning- a technical guide to using PLAN 2
 - ILLUME UDL- Universal Design for Learning Online Short-Course
- Due to COVID Learning from Home this activity was put on hold

After evaluation, the next steps to support our students with this funding will be:

We have identified that Comprehension skills and a Numeracy focus needs to be a priority throughout the whole school, this focus must be reflected in continuing to support our teachers through appropriate professional development and high impact curriculum learning sessions. The current plan and resources need sufficient time to be implemented throughout the school so that the evidence of impact can be collected.

Organise monthly sessions with Hive Leaders team to assess progress on Literacy and Numeracy strategies and share learnings and next steps to ensure this continual focus and filter knowledge across to all leaders.

We are required to further explore our professional learning program to support implementation of this activity. It is recommended for 2022 for all

<p>Literacy and numeracy intervention</p> <p>\$52,900.00</p>	<p>staff to further engage in effective curriculum planning sessions within Hives. High impact professional learning will be further explored to support this throughout the school- this could be through accessing further department professional learning suites through my pl.</p>
<p>COVID ILSP</p> <p>\$230,000.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in:</p> <p>Targeted COVID ILSP is focussed on meeting students 'point of need' in literacy and/or numeracy as identified through rigorous student assessments. Students were grouped with similar observed scores, although, observations were made by the tutoring teachers and groupings were fluid and flexible based on the students' needs and topics covered. As a direct result of the consistent, targeted intervention, students and teachers are reporting increasing engagement both in small group tuition and upon return to classroom. Analysis of PL shows the teachers found the COVID ILSP modules highly effective in developing their understanding of and capacity to deliver effective small group tuition.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue implementation of literacy and numeracy tuition. We are planning for frequent analysis of student assessment and recording of data on PLAN/2 and build in time for this information to be shared between COVID Coordinator and class teachers. Plan additional intervention for identified students not yet meeting their learning goals. Seek further input from the school's ELET. Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Further PL will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	312	314	260	252
Girls	290	286	284	245

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91.9	91.3	86.3	90.6
1	90.4	90.5	84.4	91.3
2	93.9	91.1	82.7	90
3	92.3	93.4	86.7	90.9
4	92.5	92.6	89.3	92
5	92.5	89.9	87.1	92
6	91.1	92.7	86.5	91.3
All Years	92.1	91.7	86	91.1
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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.56
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	2.6
School Administration and Support Staff	3.96

*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 ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
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 Actual (\$)
Opening Balance	699,362
Revenue	5,408,620
Appropriation	5,237,840
Sale of Goods and Services	1,499
Grants and contributions	168,318
Investment income	863
Other revenue	100
Expenses	-5,827,448
Employee related	-5,114,870
Operating expenses	-712,578
Surplus / deficit for the year	-418,829
Closing Balance	280,533

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 SBAR Adjustments (\$)
Targeted Total	90,390
Equity Total	811,667
Equity - Aboriginal	19,185
Equity - Socio-economic	171,858
Equity - Language	342,888
Equity - Disability	277,736
Base Total	3,760,027
Base - Per Capita	134,105
Base - Location	0
Base - Other	3,625,922
Other Total	296,297
Grand Total	4,958,380

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

Parent engagement with the school has continued to evolve and develop. Due to COVID-19 restrictions online communication played a vital role in our parents connecting with our staff across the already established platforms utilised at our school (Skoolbag, Seesaw, Goggle Classroom, Twitter and Class Dojo), allowing our parents to continue to feel connected to our school and their child's learning and as a result we have seen an increase in parents' engagement with these platforms.

Student voice continues to be monitored and as such, school events and opportunities have been tailored to students' interest and needs. 2021 also saw the continuation of our United Student Council, which has provided greater opportunities for students to be heard and express their ideas and lead initiatives across our school. COVID-19 restrictions saw many of our programs cancelled, however, our teachers have met the challenge of COVID - 19 and have engaged in new ways, such as video conferencing, online parent teacher interviews, assemblies streamed online, and online learning platforms developed across the school to continue to showcase student learning .

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.