

2021 Annual Report

Islington Public School



2212

Introduction

The Annual Report for 2021 is provided to the community of Islington 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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Message from the principal

2021 was a year of upheaval and change. Although COVID impacted our school with lock downs, changes in school routines and sickness, it became increasingly evident that our students, staff, parents and community were resilient and adaptable. Our students ability to learn despite the hurdles has been outstanding, with 2021 eliciting some of our best NAPLAN and Check-in results in 5 years. This in turn, has meant that IPS has been chosen as an Accelerated Adopter School for 2022 to implement and trial the new English and Mathematics Syllabus prior to its release in 2023. Our skilled teaching staff have worked their hardest throughout the year, remaining somewhat stable for our students. We had two staff members relieving, one in higher duties and the other under the rural and remote transfer program. This year our allocation of EaFS, remained at 3 days per week and our COVID IL at 2.5 days per week, providing additional support for both staff and students throughout the year which facilitated and supported our improved results. Our whole school prime initiatives were creating texts, quantifying numbers and formative assessment. Together, these have kept us busy with Professional Learning opportunities, observations, whole school consistent teacher judgement and analysing student responses and work samples. In addition, our school undertook External Validation, which required the collection of evidence to support our placement on the Schools Excellence Framework in the 14 domains, an executive summary, an interview with the EV panel and final and next steps for our school. This experience validated our opinions and future directions as well as offering advice to assist us into 2022.

Building stronger relationships with our community continues to be at the forefront and we have done our utmost to include our parents throughout 2021 where able. Our P&C consists of a core group of parents/community who make valuable contributions to our school and were able to consistently adapt and meet throughout the lock down period via online platforms which is admirable. Their continued support of IPS is invaluable.

For a growing small school, Islington Public School, continues to advance and successfully modify as our community changes and expectations increase, whilst always maintaining our community feel and care for one another. Our year has been eventful and can only continue to improve for the future.

Kim Harris

School vision

"Working sustainably to build a better future" by providing inclusive, comprehensive and varied learning experiences that develop the whole child, underpinned by a nurturing and caring environment.

School context

Islington Public School is a small educational diverse community hub situated on Awabakal land in the inner city of Newcastle with the primary focus on the development and wellbeing of every child. Our school has 162 enrolments that operate within 7 mainstream classes and a support class for students with a moderate intellectual disability.

We offer an outstanding education with highly skilled staff, including a range of regional consultants and support teachers based at the school. Our school provides a well-balanced curriculum that is engaging with real life connections to help children thrive. We value sustainability, equity and diversity, fostering interconnections with all stakeholders, particularly our P&C and Muloobinbah AECG. All stakeholders facilitate a progressive educational approach with the children invested and driving their learning pathways.

We are progressive in our approach and delivery of educational services with a strong emphasis on creating literate and numerate individuals. We thrive on providing varied opportunities: social, emotional, academic and physical and creative to provide our students with a holistic educational experience and the ability to prosper in their desired specialties.

In our school, every child is known, valued and cared for. We have a commitment to foster a love of learning, differentiating learning experiences and tailoring teaching for varied learners. Children are well-supported, self-motivated and confident to take risks in their learning. Islington PS aims to instil a love of learning where children value their educational experiences, are well-informed and become active members of society.

We celebrate diversity with our population including over 21% of students with English as an Additional Language or Dialect and 15% identifying as Aboriginal and Torres Strait Islanders. Our school FOEI is currently 83, with an increase in families from a higher socio-economic demographic giving the school an eclectic mix.

Our 2020 situational analysis sought information from all stakeholders and generated our three Strategic Directions of: Student Growth & Attainment, Curriculum & Pedagogy and Wellbeing.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure every student reaches their full potential through the collaboration of all stakeholders - ACHIEVE

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.

- Assessment & Data
- Evidence-based pedagogy

Resources allocated to this strategic direction

Literacy and numeracy: \$2,795.97

Low level adjustment for disability: \$78,482.60

Summary of progress

Assessment & Data

Kindergarten have been implementing Explicit Instruction Warm-Ups to allow for the consolidation of phonological sounds, blending and high frequency words. Teachers are versed in monitoring reading levels and accuracy by assessing and collecting 5 weekly data K-2, with support and guide provided by our Early Action for Success in the classroom and working with individual and small groups of students to fast track progress. Student growth, teacher feedback and summative data indicate that these strategies are supporting the growth in reading. Stage 2 & 3 teachers have been collaborating, team teaching and modelling lessons to improve explicit teaching in literacy and have authentic discussions about how to move students in particular areas. Modelling questions and exposing students to NAPLAN style questions in guided reading groups and modeled lessons has increased the students vocabulary and taught them how to compartmentalise questions for best results. This collaborative approach aided improvement in the primary sector. Feedback and school results indicates our current strategies are working well for student progress, however need further focus on the area of spelling.

Evidence-based Pedagogy

Islington Public School has used the What Works Best Guides to drive improvement in explicit teaching, assessment and feedback. Our school has seen growth in numeracy as our staff have undertaken Teacher Professional Learning in additive strategies, multiplicative strategies, problem solving and Targeted Early Numeracy. Our Early Action for Success and COVID Instructional Leader have both worked with their respective facilities to provide pedagogical advice and assist with groups of students. Our 2021 focus has putting intervention into the middle cohorts to 'bump them up', which has proven to be an effect strategy with improved results for both NAPLAN and the Check-in assessments. Our funding has been utilised to resource the classrooms and support differentiated lessons. Teacher and student feedback has indicated the need for a school Mathematics scope and sequence and continued focus on problem solving and understanding mathematical questions.

Islington Public School had one Aboriginal and Torres Strait Islander child in Year 5 in 2021 with their results very pleasing across all areas, specifically Top 2 bands for Reading and Top 3 bands for Numeracy. We didn't have any students identify as ATSI in Year 3 2021 which meant we are unable to harvest data to support growth in this area.

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 in the top two bands for reading from 43.5%- 46.5%.	Data indicates that 71% of students in Year 5 and 76% in Year 3 are in the top 2 bands reading showing dramatic growth from our baseline data.
Increase the percentage of students in the top two bands for numeracy from	35% of Year 5 and 48% of Year 3 of students are now in the top two skill bands (NAPLAN) for numeracy, indicating our progress toward the annual

39.3% to 41.5%	progress measure.
Increase the percentage of Aboriginal students achieving in the top 3 bands in numeracy from 40.7% to 42%.	100% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating we have improved immensely, however we only had one student who identified as ATSI which these percentage was generated, giving a false indication of true results.

Strategic Direction 2: Curriculum and Pedagogy

Purpose

To embed consistent systems and processes in curriculum implementation and monitoring to ensure optimum student growth - EXCEL.

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.

- School Planning
- Quality Pedagogy

Resources allocated to this strategic direction

Literacy and numeracy: \$8,300.00

Low level adjustment for disability: \$16,490.80

Professional learning: \$4,800.00

QTSS release: \$1,500.00

Summary of progress

School Planning

IPS staff generated whole school scope and sequence documentation for targeted Key Learning Areas. Trial implementation of English and Science Scope & Sequence has been undertaken with development of other KLA's underway. Staff worked collaboratively with curriculum experts to develop flexible documents K-6, implementation identified the need to include more prescriptive detail and direction to inform teaching and learning programs. The impact evidenced includes more consistency across stage groups, continual progression of student learning through the stages and reduced duplication of content. Triangulation of data was sourced from teacher reviews, collection of teaching and learning programs, alignment with NESA guidelines and critiqued by curriculum advisors. Teacher feedback indicates the need for development of remaining Scope & Sequence documents to support their stage & classroom planning.

Quality Pedagogy

IPS staff utilised community of schools professional learning to develop a suite of evidence based practice to improve the use of formative assessment as a valid source of data collection. As a result, Professional Development Plans were created to align with school priorities and individualised teacher development. Formative assessment strategies were embedded and observed in lessons and teaching programs. Class walk-throughs and teacher observations elicited evidence of implementation to varying degrees. Student and teacher voice has indicated an improvement in formative assessment practices and knowledge of learning intentions. A majority of the data collected was anecdotal and included teacher and student reflections, photographs, testimonials, pre and post surveys. To strengthen the validity of formative assessment strategies, we identified the need to source further evidence-based practices that complement and enhance current teacher pedagogy. In future years, a focus will be on expanding the development of vocabulary in the junior years to activate students as owners of their own 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
<ul style="list-style-type: none">• Trialing English and Science scope and sequences and associated documentation• Drafting History/Geography and Mathematics scope and sequences	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at delivering, an improvement from working towards.
<ul style="list-style-type: none">• Developing staff expertise and implementation of Formative Assessment practices	Formative Assessment practices has increased by approximately 50% indicating that 90% of our staff actively collaborated with staff members, embedded formative assessment in their classrooms and reflected in their

• Developing staff expertise and implementation of Formative Assessment practices

teaching programs. Self-assessment against the School Excellence framework shows the element of assessment to improve from working towards delivering to sustaining and growing.

Strategic Direction 3: Wellbeing

Purpose

To ensure strategically planned whole school procedures foster high expectations of attendance, engagement and the wellbeing of every student - BELIEVE

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.

- Attendance
- Wellbeing for School Excellence

Resources allocated to this strategic direction

Low level adjustment for disability: \$9,800.00

Literacy and numeracy: \$2,000.00

Summary of progress

Attendance

IPS improved attendance tracking and monitoring through streamlining school procedures and promoting high expectations to all stakeholders. In consultation with staff and students, a school mantra was developed to reduce the incidence of late arrivals and improve overall attendance patterns. This was communicated to the broader school community and continues to be reinforced. DoE support staff were sought to assist students and families with habitual low attendance rates, however, this is still an area of development. Our attendance campaign has resulted in better parental communication and dialogue regarding student absences. Overall, staff have improved their knowledge and application of school attendance procedures and regularly monitor and follow up on student attendance issues (phone calls etc). Executive staff have been integral in developing a draft attendance policy that is soon to be completed and endorsed by all stakeholders. 2021 attendance data has been adversely impacted by the COVID pandemic, which is mirrored by state data patterns. School data suggests we need to continue our focusing upon students with less than 85% attendance. Furthermore, we will facilitate collaborative discussion regarding the recognition of students with improved attendance and the finalisation and endorsement of the school attendance policy.

Wellbeing for School Excellence

IPS evaluated current wellbeing practices and school processes and developed a school Anti-bullying plan which was accepted by all stakeholders. We facilitated whole school events to encourage student and parent participation. Classroom teachers have their own negotiated reward systems that work concurrently with a school wide approach that recognises positive behaviour and achievements. Sentral is our online platform that records student wellbeing data including rewards/awards, student behaviour and parent communication. The consistent recording of data in Sentral has allowed for collegial discussion and whole school monitoring of student wellbeing and behaviour. Data from our parent survey indicates that parents feel staff know and value their child, however, it also indicated a need to provide parent and student education around the identification and management of bullying. The Tell Them From Me parent and student survey data continues to give us information to inform our future directions.

In the future we need to re-evaluate the school wellbeing policy and procedures, including staff, parent and student voice to ensure consistency, a shared vision and promote a positive school culture.

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 student whole day attendance by 2%.	The number of students attending greater than 90% of the time or more has remained stable at approximately 90.7%.
Increase the proportion of students' sense of belonging at school by	Tell Them From Me data shows an improvement of <insert value>% of reported positive wellbeing, including sense of advocacy at 94%, a 3.5%

measuring parent and student survey feedback.

decrease in sense of belonging which we believe has been heavily impacted by COVID.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$6,104.39</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>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"> • engage with external providers and specialist to provide intensive language support to identified EAL/D students • additional staffing to map individual students against the EAL/D progressions <p>The allocation of this funding has resulted in: Weekly English as an additional language or Dialect (EAL/D) lessons in Term Two and Three, parent workshops and events to increase their confidence in our school environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to offer EAL/D support through individualised teaching and learning activities, as well as, trying to attract a bilingual school learning support officer to support students and families more so</p>
<p>Integration funding support</p> <p>\$68,002.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Islington 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Improve our learning and support processes to ensure funding is regularly reviewed and children are receiving targeted intervention at point of need. Continuation of the PLSP process to maintain close contact with parents and caregivers.</p>
<p>Socio-economic background</p> <p>\$40,609.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Islington 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Socio-economic background</p> <p>\$40,609.12</p>	<p>include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • additional staffing to implement [program/initiative] to support identified students with additional needs <p>The allocation of this funding has resulted in: Student improvement evidenced by: Year 3 and Year 5 NAPLAN Reading and Numeracy above both state and SSSG.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$16,294.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Islington 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: An increase (25%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to engage with our families for PLPs to generate authentic usable documents that reflect the goals of all people involved with a heavy focus on improving literacy and numeracy outcomes.</p>
<p>English language proficiency</p> <p>\$22,891.97</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Islington 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in: The employment of an EAL/D teacher 1 day per week for the year, improvement in NAPLAN and Check-in assessment results through targeted intervention, although our value-add results have remained somewhat stable.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of</p>

<p>English language proficiency</p> <p>\$22,891.97</p>	<p>a teacher 2 x 1/2 days per week.</p>
<p>Low level adjustment for disability</p> <p>\$104,773.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Islington 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"> • Evidence-based pedagogy • School Planning • Attendance • Wellbeing for School Excellence <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher 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 <p>The allocation of this funding has resulted in: Allocation of this funding has assisted the differentiation and support for students requiring additional assistance in literacy and numeracy acquisition.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of a teacher 2 x 1/2 days per week and to release an executive member to foster wellbeing across the school.</p>
<p>Professional learning</p> <p>\$18,318.53</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 Islington 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"> • Quality Pedagogy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Executive run TPL in Formative Assessment Strategies with associated teaching sprints. <p>The allocation of this funding has resulted in: Increased capacity of all teachers to embed effective formative assessment practices in their classroom and engage in Consistent Teacher Judgement sessions for writing to develop consistency in explicit teaching, task allocation and assessment rubrics across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: The better use of learning intentions and success criteria within every classroom and collaborative goal setting to enhance differentiation.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at Islington Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>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 initiative funding include:</p> <ul style="list-style-type: none"> • Employment of SAO to assist with school organisation <p>The allocation of this funding has resulted in: The employment of a School Administration Officer 2 days a week to support the functioning of the school in order to develop better processes and systems.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the employment of an additional SASS member to support student and staff requirements and school functioning.</p>
<p>Literacy and numeracy</p> <p>\$16,095.97</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Islington 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"> • Assessment & Data • School Planning • Quality Pedagogy • Wellbeing for School Excellence • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in: Overview of activities partially or fully funded with this initiative funding include: * updating reading and mathematics resources to meet the needs of students * teacher release to engage staff in Sound Waves for Spelling and Decodables for Infants. Allocation of this funding has resulted in: * 78% of our infants reaching exit benchmark levels K-2. * Improved NAPLAN Reading results for both Year 3 and Year 5.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teacher release to engage with the new syllabus for the Accelerated Adopter Schools process and home reading workshops for Early Stage 1 parents to increase participation in the home reading program.</p>
<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Islington Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</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 initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to support literacy and numeracy programs

<p>Early Action for Success (EAfS)</p> <p>\$102,907.78</p>	<ul style="list-style-type: none"> • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students <p>The allocation of this funding has resulted in: Employment of Instructional Leader to build capacity of K-2 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, differentiation.</p> <p>After evaluation, the next steps to support our students with this funding will be: An increased in percentage of students in the top two bands in reading from _____.</p>
<p>QTSS release</p> <p>\$32,065.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Islington 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"> • Quality Pedagogy • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Supporting the development of an additional class to reduce class size numbers and maintain a personalised approach to teaching and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: The development of strong connections between staff and students, involvement and close relationships with parents regarding student literacy and numeracy levels and time and confidence to embed evidence-based pedagogy as outlined in CESE's What Works Best documents.</p>
<p>COVID ILSP</p> <p>\$72,766.52</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"> • small intensive group tuition in numeracy across Years 3 - 6, differentiated to meet individual needs and driven by assessment • teacher support - consistent assessment, Mathematics Scope and Sequence Yrs 3 - 6, data analysis eg PLAN 2 and Scout, teaching resources and strategies <p>The allocation of this funding has resulted in: 75% of students showed growth in NAPLAN Numeracy between Term 2 and 4, 24% scored marginally less and 1% no change.. Only 0.1% of students who were in for a full year showed no growth. 100% of students feel more confident doing mathematics in the classroom and 97% transfer tuition skills. 100% of teachers and parents surveyed reported their students transfer</p>

<p>COVID ILSP</p> <p>\$72,766.52</p>	<p>skills and have shown a growth in confidence . Students rated challenging activities, a small group setting, being able to ask questions and enjoyable learning activities as being the most beneficial aspects of the program. 100% of parents believe the program has been beneficial for their child..</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Specific attention will be provided to students in the middle bands with the view to 'bump them up' into the top two bands.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	75	82	87	78
Girls	77	82	80	79

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.2	95.2	94.9	93.1
1	93.6	95.1	94.7	93.6
2	95.1	92.1	97	92
3	92.9	94.8	95.7	93.2
4	92.6	93.2	93.8	91.4
5	92.1	92.3	92.4	92.4
6	94.8	90.5	93.7	85.2
All Years	94	93.6	94.7	91.8
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
Assistant Principal(s)	3
Classroom Teacher(s)	6.02
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	2.82
Other Positions	3

*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	558,090
Revenue	2,898,581
Appropriation	2,858,884
Sale of Goods and Services	8,281
Grants and contributions	31,130
Investment income	286
Expenses	-2,869,098
Employee related	-2,604,701
Operating expenses	-264,397
Surplus / deficit for the year	29,483
Closing Balance	587,573

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	74,106
Equity Total	184,569
Equity - Aboriginal	16,295
Equity - Socio-economic	40,609
Equity - Language	22,892
Equity - Disability	104,773
Base Total	1,526,703
Base - Per Capita	43,712
Base - Location	0
Base - Other	1,482,991
Other Total	834,975
Grand Total	2,620,354

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.

Teacher Satisfaction

Teaching and non teaching staff at Islington Public School generally express high levels of satisfaction in their workplace.

There was also a high level of satisfaction and pride resulting from the school response to COVID-19 lockdown where our school quickly adapted to online delivery of lessons and supporting students and their families with learning using a variety of online platforms, ensuring continuity of learning for our students.

Teaching staff believe that we continue to use data effectively in driving our teaching. We will continue to utilise high quality student assessment to support teachers in monitoring student progress and informing next steps, determining the effectiveness of chosen teaching strategies and to measure student understanding. Moving forward, we will work reflectively to evaluate and improve assessment practice using the School Excellence Framework.

Parent Satisfaction- P&C

We started the year with new members in P&C executive roles. Phoebe Trongchittham, President, Sarah Reeve and Lee Illfield, Vice President, and Claire Costigan , Secretary. Val Adams continued in the role of Treasurer and Mel Cressy continued as Canteen Coordinator. COVID lock downs and restrictions disrupted our activities somewhat in 2021-22 financial year and led us to return to Zoom meetings. Our focus during this period was largely on supporting our families, students and Islington Public School staff through the challenges of home learning and keeping COVID safe. In the coming financial year we'll be renewing our focus on improving our school environment, supporting students and families in participating fully in school activities, and bringing our school community together at our many social events.

Student Satisfaction- Elwood Year 6

Last year the school organised some amazing things to do such as crazy hair day, where everybody did a crazy hair style and had a great day. We also got a brand new set of computers which were great for the whole school. We had an awesome last day where we dressed up in Christmas colours and had a fun talent show. An amazing artificial grass area got installed where everybody could play and eat. The best thing about last year was the water fun day, the school rented two water slides and bought heaps of water guns. Every class had an extraordinary day then.

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.

Aboriginal Education - School statement

Our school successfully implements Aboriginal Education K-6 which is measured by the following successes:

- Involvement of the Aboriginal Education Consultative Group in the development of our School Improvement Plan.
- Development of partnerships with our local Aboriginal Education Officer and Aboriginal parents by having them involved in planning, teaching and evaluating Aboriginal Education.
- Our Aboriginal and Torres Strait Islander NAPLAN and Check-in Assessment results exceed the broader student population.
- Personal Learning Pathways are developed in consultation with parents and students and evaluated throughout the year.

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.

Anti-Racism - School statement

We have 3 members of staff trained as Anti-racism officers and have no reports of incidents that occurred last year. 2021 saw an overhaul of our school Anti-racism and anti-bullying policy, which was endorsed by all stakeholders.

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.

Multicultural and anti-racism education - School Statement

Islington Public School employed an EAL/D teacher for 2 days a week in Term 3 and 4 who worked with small groups and individual children to develop their language acquisition skills. Eight children were targeted for this program, with all students progressing to their next phase on the EAL/D progressions. Our school policy is due to be revised, however, COVID lock down impeded this process. It has been rescheduled to be completed in the near future.

Other School Programs (optional)

Environmental Education is an important initiative that is valued by our entire school community. Our school environmental management plan drives our decisions and developments with 2021 including:

- * Introduction of chickens
- * Initiation of Environmental Leaders
- * Planning for a bush tucker garden
- * Improved recycle and reuse programs across the school
- * Community working bees