

2021 Annual Report

Neutral Bay Public School



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Introduction

The Annual Report for 2021 is provided to the community of Neutral Bay 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

The programs and progress outlined in this report reflect the school community's commitment to educational excellence that empowers every student to be a highly successful lifelong learner.

Neutral Bay Public School is driven by a strong collaborative learning culture which focuses on student well-being, engaging learning, innovation and creativity. Every student is encouraged and supported to connect strongly to our school community. Our school's success continues to be underpinned by a highly professional staff who work collaboratively and engage with significant ongoing professional learning to maximise their effectiveness. Our school community is highly supportive of the school's vision, plans and directions, and seeks to enhance educational opportunities to enrich educational provisions on offer.

In 2021 we faced a pandemic landscape that required agility, flexibility and collaboration to design and adjust to new modes of learning and working. We are immensely proud of how our staff, students and community took up the challenge, supported each other and achieved positive outcomes across all areas.

The school's nominated building upgrade was approved in 2021. We look forward to the completion of the project which will provide contemporary learning spaces and improved facilities for the school community to use. We enjoy strong support from the Parents and Citizens' Association and School Council. The strong academic programs, dedicated staff and supportive parents offer every child at Neutral Bay the foundation to become confident, creative learners who can act sustainably and make a positive difference to their own lives and to the lives of those around them.

Judy Goodsell

Principal

School vision

Our school vision outlines our aspiration for students to strive for excellence, innovation and opportunity. Neutral Bay Public School believes in collaboratively empowering all students to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning. This vision places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. It also provides opportunities for teachers to know their students well and engage them in building supportive, inclusive and stimulating learning environments that allows students to achieve and grow as learners.

We recognise the central role of teachers as they use expert knowledge, skills and dispositions as designers. Our vision includes developing educational leaders who lead teachers to develop engaging and challenging learning programs through planned integration of curriculum, pedagogy and assessment. Our leaders and teachers create the optimal conditions for student learning, including supporting parents as partners in our students' education and wellbeing. Leaders and teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to improve their own learning and develop learner agency.

School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curriculum areas, as well as in technology, public speaking, creative arts, band, sport and student leadership. In 2021, there are 868 student enrolments with 39% English as an Additional Language or Dialect (EAL/D) students and 0 students identifying as Aboriginal. The school's staffing entitlement includes 59 teaching staff and 12 non-teaching staff. The school employs two Instructional Leaders from QTSS funds.

In consultation with the school community through the P&C, School Council and parent engagement in the process, a thorough situational analysis led to development of the 2021-2024 Strategic Improvement Plan. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The desire to continue and improve community partnerships in the Strategic Improvement Plan are reflective of parent engagement in the process.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through the use of evidence-based, high-impact teaching strategies and collaborative practice that drives professional practice and supports individualised and differentiated learning. Evidence of this will include explicit criteria referenced against achievement standards and learning goals, teachers regularly undertaking peer observation and providing feedback on teaching practice, collaborating with colleagues to trial and refine application of evidence-based, high-impact teaching strategies and seeking expert practitioner advice, coaching and mentoring. Through our situational analysis, we have identified a need to examine our use of authentic, fit-for-purpose formative and summative assessments that reflect student needs and inform teaching and learning.

Another objective is facilitating precise, timely, specific and accurate feedback that builds student capacity to monitor and evaluate their own progress and achievement. Integral to this process will be the use of questioning, assessment and student voice as feedback on teaching practices. Individual and targeted support will be provided where growth is not evident. Continual monitoring of student performance data will determine areas of need and success at a class and whole-school level.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data. This plan aims to provide curriculum for every student which is underpinned by evidence-based strategies and evaluative practice.

Initiatives

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

- Initiative A: Reading and Writing
- Initiative B: Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$22,638.69

Professional learning: \$26,398.00

Summary of progress

Reading and Writing

Our focus for 2021 was on the use of highly effective teaching practices to improve the teaching of phonics in Kindergarten, reading comprehension across the school, and writing. Focusing on High Impact Professional Learning, grade teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on comprehension teaching strategies drawn from the evidence-base was a focus in executive and leadership teams to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Differentiated support in classrooms, in the form of instructional leadership and mentoring, has been provided for staff at their point of need, however, further support for the effective teaching of vocabulary and the editing process in writing is required. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

Next year, in this initiative, we will work with staff to establish a process to provide staff with instructional leader feedback on the implementation of their teaching and learning programs to address a gap in evidence of implementation fidelity. This will support further improvement in teaching practice across the school.

Numeracy

In numeracy, the key area of working mathematically and problem solving featured significantly in our work in Strategic Direction 1 this year. Executive support staff analysed student achievement data and a numeracy team was established to design and deliver professional learning. This included quality teaching practices in numeracy and the importance of using data to design class, group and individual learning. Instructional Leaders and Executive attended Professional Learning in the Primary Mathematics Specialists Initiative (PMSI) program with a Community of Schools. Instructional Leaders and teachers shared resources on what quality teaching in numeracy looks like, collaboratively designed and delivered lessons, observed each other's practice and provided professional feedback. Teachers found this approach to be extremely valuable with every teacher reporting an increase in knowledge and expertise. As a result, this structure will continue as we move forward into next year.

Data analysis was incorporated into stage and whole staff meetings, and staff from Stage 2 and 3 have acknowledged the value of participating in professional learning on collecting, tracking and monitoring student progress data, particularly in relation to the school's tracking system developed to individualise student learning. Assessment tasks have been refined to better match syllabus outcomes and comparative results from the start of Term 2 to mid-Term 4 indicate considerable improvement in student achievement in the areas of measurement as a result of our work in this area. This has put us on track to achieve our annual progress measures.

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
<p>NAPLAN TOP 2 BANDS - READING</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Reading of 83.1%.</p>	<ul style="list-style-type: none"> • 81.27% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
<p>NAPLAN TOP 2 BANDS - NUMERACY</p> <p>The percentage of students achieving in the top two bands to be moving towards the school's lower bound system-negotiated target in Numeracy of 74.5%.</p>	<ul style="list-style-type: none"> • 64.55% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
<p>NAPLAN EXPECTED GROWTH - READING</p> <p>The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 77.9%.</p>	<ul style="list-style-type: none"> • The percentage of students achieving expected growth in reading increased to 74.75% indicating progress toward the lower bound target.
<p>NAPLAN EXPECTED GROWTH - NUMERACY</p> <p>The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 68.6%.</p>	<ul style="list-style-type: none"> • Percentage of students achieving expected growth in numeracy increased to 65.26% indicating progress toward the system-negotiated target.

Purpose

Maximise student growth in reading and numeracy through the use of high-impact teaching strategies in keeping with explicit, consistent and research-informed practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching. This will be supported by coaching, modelling, observation and feedback to ensure widespread use of high-impact 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.

- Initiative C: Collaboration for school improvement
- Initiative D: Data-Informed Practice

Resources allocated to this strategic direction

QTSS release: \$172,101.13

Summary of progress

Collaboration for School Improvement

The focus for this initiative was to use a collaborative inquiry framework to underpin professional development to enable teachers to use student data to establish the area of effective teaching practice development. The framework will build collective efficacy and professional knowledge that will lead to improved teaching practice and student attainment. The school implemented the framework in 2019 which provided a significant impact on the collaborative culture of learning. Our focus for 2021 was on the use of highly effective teaching practices to improve comprehension across all subject areas. Focusing on High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on working mathematically teaching strategies drawn from the evidence-base was a focus in grade groups and the executive team to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Instructional Leadership support across most grades has been provided for staff at their point of need, however, support for all classroom teachers will need to be embedded to ensure excellence is attained.

In 2022, Instructional Leaders will support classroom teachers to effectively use the learning progressions in targeted areas to analyse, support and track student growth in Numeracy, inform decisions about learning needs and assess the impact of teaching and learning. Another focus will be on strengthening teacher capacity to effectively differentiate and target explicit instruction, particularly in integrating working mathematically and number skills, to make connections to other strands of numeracy. Four Instructional Leaders will collaborate at a Network level in 2022 to undertake professional development to support their leadership goals.

Collaboration efforts to embed Visible Learning concepts continued in 2021. Learning Intentions and Success Criteria have been included in teaching and learning programs. They are collaboratively planned to ensure differentiation. This will support further improvement in teaching practice across the school.

Stage 2 classes conducted an online trial of weekly teaching and learning program reflections in 2021. Survey data indicated that 86% of teachers felt that weekly program reflections allowed them to effectively monitor and evaluate teaching and learning, and agreed that this system provided data to plan explicit teaching and review prior learning before beginning new or more complex learning.

Data-informed practice

This year, the focus to improve data-informed practice was on exploring formative assessment strategies to determine and embed what works best for teachers' planning, teaching and reflecting on differentiated student learning. Student

learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders. Teachers have a clear understanding of how we analyse data, enabling the executive team to carefully choose valid and reliable data to monitor and track the effectiveness of school initiatives. Through data-informed practice, teachers have begun to individualise student learning and will continue professional learning in 2022 in formative assessment strategies to enable skilled differentiated learning and explicit teaching in all classrooms. Next year, formative assessment strategies will build consistency in the way HPGE students are supported through teaching and learning programming of the curriculum.

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
Collaboration for school improvement <ul style="list-style-type: none"> Up to two 'Walkthroughs' per year are used for PDP observations and teacher feedback for selected teachers. Learning Intentions and Success Criteria are set using data from Literacy and Numeracy Progressions and school assessment data with a five weekly review. Students learn to articulate their own learning goals using the Learning Progressions, Success Criteria and Learning Intentions Teachers develop the practice of conferencing with selected students on learning goals. Spirals of Inquiry (or similar process) becomes a regularly used process for teachers to identify areas of improvement in their practice. 	<ul style="list-style-type: none"> 100% of teachers were provided with feedback from observations by school executive. 100% of teachers use formative and summative assessment to differentiate teaching and learning programs. TTFM Student Survey: 75% of students considered teachers set clear goals for learning, checked for understanding and articulated their learning goals. Walkthroughs, Spirals of Inquiry and conferencing were delayed in Term 3 due to Covid-19. Such delays have required these initiatives to be postponed to 2022. To date 0% of staff were able to fulfil this progress measure.
Data-informed practice <ul style="list-style-type: none"> All teachers investigate a range of assessment strategies to inform teaching and learning based on system-negotiated expected growth data. All teachers review student assessment data and compare results with grade team members through the implementation of Spirals of Inquiry. 50% of teachers use assessment to provide feedback to support students at their point of challenge. 	<ul style="list-style-type: none"> 50% of teachers used the new student achievement tracking system, Spirals of Inquiry were delayed in Term 3 due to Covid-19. Such delays have required this initiative to be postponed to 2022. To date 0% of staff were able to fulfil this progress measure. TTFM Student Survey: 82% of students considered they received quality feedback from their teachers.
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Element: Curriculum</p> <p>Focus Theme: Teaching and learning programs</p> <p>Learning Element: Assessment</p> <p>Focus Theme: Student engagement</p> <p>Teaching Element: Data Skills and Use</p>	<p>The 2021 External Validation process validated the school against the School Excellence Framework and attained:</p> <p>Focus theme: Teaching and learning programs, validated at sustaining and growing</p> <p>Focus Theme: Data use in teaching, validated at excelling</p> <p>Focus Theme: Collaborative Practice and Feedback, validated as excelling</p> <p>Focus Theme: Instructional Leadership, validated as excelling.</p> <p>Focus Theme: Explicit teaching, validated as excelling.</p>

Focus Theme: Data use in teaching

Teaching Element: Learning and Development

Focus Theme: Collaborative Practice and Feedback

Teaching Element: Effective Classroom Practice

Focus Theme: Explicit Teaching

Leading Element: Educational Leadership

Focus Theme: High Expectations Culture

Strategic Direction 3: Excellence in community partnerships for student learning and wellbeing

Purpose

Expand and strengthen positive, respectful partnerships as an educational community with students, teachers, families and carers to support student learning and wellbeing.

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.

- Initiative E: Partnerships for learning
- Initiative F: Partnerships for wellbeing

Resources allocated to this strategic direction

Professional learning: \$1,834.00

Summary of progress

Partnerships for Learning

A new report template was designed that explicitly referred to identified syllabus indicators in Literacy and Numeracy. The impact of these actions is that parent understanding of student learning, growth and next steps was strengthened. Further time needs to be attributed to producing report indicators in 2022, creating differentiated report descriptors for the other four subject areas and ensuring a progression of learning in the report indicators across K-6. Furthermore, additional parent workshops are required in order to educate parents about the assessment approaches used in the school and their benefits for learning in alignment with the refined report format.

Partnerships for Wellbeing

Attendance: The school executive developed a consistent and systematic process to monitor student attendance to improve the parental understanding that student absences impact on student learning outcomes. There were frequent newsletter articles published promoting regular attendance and the school took part in the Pioneering Attendance Trial, sending text messages to parents regarding absences. Attendance patterns were monitored and wellbeing check-ups instigated when necessary.

Wellbeing: The Bounce Back program was implemented to improve student resilience and wellbeing as part of the PD/H/PE curriculum. Staff participated in Bounce Back professional learning and felt more confident to implement the program. K-6 teachers developed a grade scope and sequence for the program. A 'Be You' Action Plan was implemented but the impact of the Action Plan cannot be accurately measured at this time as it is in the initial stages of implementation and Covid 19 has impacted the ability to deliver this program.

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
Partnerships for Learning <ul style="list-style-type: none">• The school consults with parents about refining student reports. The reports will have indicators for each stage of learning to enable parents to have a deeper understanding of their child's learning and progress.• Selected students are introduced to the concept of articulating learning goals in their school reports and participate in three-way parent-teacher-student meetings.• Up to two parent workshops per year	<ul style="list-style-type: none">• 100% of class teachers used the new report format to report to parents in 2021.• Parent workshops were held to promote understanding of the curriculum and activities.

enable parents to have a deeper understanding of the K-6 curriculum and guidance on how to support their children at home. This includes information on high potential and gifted students (HPGAT), Learning and Support Team (LST), assessment, reporting and strategies from 'What Works Best

Partnerships for wellbeing
ATTENDANCE

The percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 94.1%.

WELLBEING

TTFM Wellbeing data (advocacy, belonging, expectations) is moving towards the school's lower bound system-negotiated target of 91.2%.

Up to two parent workshops per year enable parents to have a deeper understanding of the school's wellbeing programs and strategies to assist their children at home.

- The number of students attending greater than 90% of the time or more has increased by 4.08%.
- Tell Them From Me data indicates 86.91% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
- Two parent workshops were held in 2021.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$10,545.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Neutral Bay 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: High EAL/D support for 1 new arrival student.</p> <p>After evaluation, the next steps to support our students with this funding will be: EAL/D support in the classroom.</p>
<p>Integration funding support</p> <p>\$124,157.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Neutral Bay 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 <p>The allocation of this funding has resulted in: Individual learning plans delivered for students with Integration Funding and the provision of support staff with expertise to cater to students' additional needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with high level support for students based on need.</p>
<p>Socio-economic background</p> <p>\$4,170.47</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Neutral Bay 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 include:</p> <ul style="list-style-type: none"> • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in: Equitable access to the provision of excursions, camps and sport for students of lower socio-economic backgrounds.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Socio-economic background</p> <p>\$4,170.47</p>	<p>To continue to provide flexible funds to support access to excursions, camps and sport.</p>
<p>Aboriginal background</p> <p>\$1,535.10</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Neutral Bay 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"> • staffing release to support development and implementation of Individual Education Plans (IEPs) <p>The allocation of this funding has resulted in: An Individual Learning Plan was developed for a student identifying as Aboriginal. Professional Learning was delivered to leaders around the 'Turning Aboriginal Policy into Action'.</p> <p>After evaluation, the next steps to support our students with this funding will be: Develop an Aboriginal Reconciliation Plan as an initiative in the new school plan.</p>
<p>English language proficiency</p> <p>\$65,563.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Neutral Bay 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"> • employment of additional staff to provide intensive support for students identified as Beginning or Emerging on the EALD progressions <p>The allocation of this funding has resulted in: The provision of high quality EAL/D programs for students developing or emerging as English language learners.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue high level support for developing and and emerging English language learners.</p>
<p>Low level adjustment for disability</p> <p>\$128,837.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Neutral Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers

<p>Low level adjustment for disability</p> <p>\$128,837.23</p>	<p>The allocation of this funding has resulted in: School Learning Support Officers and a teacher were employed to support individualised and small group intervention sessions coordinated by the Learning Support Team.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide high support for students working on Individual Learning Plans and Behaviour Plans.</p>
<p>Literacy and numeracy</p> <p>\$22,638.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Neutral Bay 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"> • Initiative A: Reading and Writing <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 <p>The allocation of this funding has resulted in: -Professional Learning for all Kindergarten staff about the implementation, explicit teaching, maintenance and evaluation of the IntiaLit phonics program. -Purchase IntiaLit teaching resources and decodable readers. -Provide time for Kindergarten staff to collaboratively analyse data in order to assess the impact of the program on student reading and writing progress.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide the explicit teaching of phonics in K-2.</p>
<p>QTSS release</p> <p>\$172,101.13</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Neutral Bay 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"> • Initiative C: Collaboration for school improvement <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 • implementation of Spirals of Inquiry to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in: Collaboration time for Grade Leaders to meet with teachers and Instructional Leaders to implement the Spirals of Inquiry high impact professional learning. QTSS funding also provided Instructional Leadership to build teacher capacity in evidence-based teaching strategies.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, Instructional Leaders will support classroom teachers to effectively use the learning progressions in targeted areas to analyse, support and track student growth in Numeracy, inform decisions about learning needs and assess the impact of teaching and learning. Another focus will be on strengthening teacher capacity to effectively differentiate and target explicit instruction, particularly in integrating working mathematically and number skills, to make connections to other strands of numeracy.</p>

<p>Literacy and numeracy intervention</p> <p>\$89,694.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Neutral Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in: Students with additional learning needs have access to high quality intervention programs taught by support teachers and SLSOs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Offer the Minilit, Multilit and Quicksmart maths program to students with additional learning needs in Year 1, 2 and 4.</p>
<p>COVID ILSP</p> <p>\$44,848.00</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 <p>The allocation of this funding has resulted in: Literacy: Use of Multilit program to focus on vowels, sight words and spelling. There is an emphasis on mastery before progressing.</p> <p>Numeracy: Use of Targeting Early Numeracy (TEN) program to form targeted intervention groups. The focus is on addition and subtractions strategies such as counting on, friends of 10, difference between and numbers before and after. There is an emphasis on mastery before progressing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Student progress was monitored, and improvement gains against baseline data was communicated to classroom teachers, parents/carers and the Learning Support Team.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	475	488	469	427
Girls	480	471	448	434

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.9	95.8	95.5	95.6
1	95.8	94.8	94.7	95.1
2	95.2	94.5	96	96.2
3	96.5	93.9	95.3	95.4
4	94.7	96.1	94.5	95.5
5	96.4	94.6	95	95
6	94.7	93.8	94.3	94.6
All Years	95.6	94.7	95	95.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	32.41
Literacy and Numeracy Intervention	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	5.17

*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	436,171
Revenue	7,526,527
Appropriation	6,757,601
Sale of Goods and Services	7,931
Grants and contributions	759,836
Investment income	858
Other revenue	300
Expenses	-7,600,682
Employee related	-6,749,933
Operating expenses	-850,748
Surplus / deficit for the year	-74,155
Closing Balance	362,016

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	124,157
Equity Total	200,106
Equity - Aboriginal	1,535
Equity - Socio-economic	4,170
Equity - Language	65,563
Equity - Disability	128,837
Base Total	5,715,736
Base - Per Capita	226,056
Base - Location	0
Base - Other	5,489,680
Other Total	560,787
Grand Total	6,600,786

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

In 2021, following the Learning from Home period, teachers rated school performance on a likert scale (1-5) as follows:

- 4.11 - In the classroom, teachers promote high expectations of their students when they differentiate instruction and provide individualised feedback.
- 4.07- Students are given opportunities and time to check their understanding, ask questions and receive clear, effective feedback about aspects of performance. Concepts are explained clearly.
- 4.26- Teachers work together to achieve a common goal through the sharing of evidence-informed practices, knowledge and problem-solving. Effective collaborative practice improves teacher quality.
- 4.07 - Schools support wellbeing through practices that promote social, emotional, behavioural and intellectual engagement and foster positive relationships across the school community.
- 3.89 - Effective feedback provides students with relevant, explicit, ongoing, constructive and actionable information about their performance against learning outcomes from the syllabus.

In 2021 parents/carers told us:

- 85% of parents can easily speak with their child's teacher and are well-informed about school activities.
- 78% are well-informed of their child's progress.
- 98% of parents talk to their child's teacher about learning and behaviour.
- 83% report their child feels safe at school.
- 83% indicated their child is encouraged to do their best work.

In 2021 students told us:

- There are high expectations for their success, and there is a positive learning environment, with 95% of students reporting that they demonstrate appropriate behaviour towards others and in the classroom.
- Students are interested and motivated in their learning.
- 96% of students are proud of their school.
- Students stated they received feedback, were provided resources, had clear instructions and were well supported during the Learning from Home period.
- Most students felt accepted and valued by their peers and others in the school., although this value was lower in 2021.
- Students reported high levels of advocacy at school and positive teacher-student relationships.
- During the learning from home period, 93% of students felt their teachers supported their learning and provided clear feedback.

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

Neutral Bay Public School is committed to increasing knowledge, understanding and value of the history, culture and contribution to the First Peoples of Australia- Aboriginal and Torres Strait Islanders. Indigenous and Aboriginal perspectives continued to be a strong concept studied. Our units of work have a particular focus on the cross-curricular priority of Aboriginal histories and cultures, ensuring that this priority is evident in key learning areas. Our school proudly celebrates the rich Indigenous culture in a range of ways across the year, including National Sorry Day and NAIDOC week, as well as acknowledging the traditional custodians of the land at all events, meetings and assemblies.

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

The school is committed to responding to incidents of racism and promoting an inclusive school. Students develop an understanding of racism and discrimination through the curriculum. There are procedures in place to respond to concerns of 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.

Multicultural and anti-racism education - School Statement

The school has maintained its focus on multicultural education by providing programs that develop the knowledge, skills, understanding and attitudes required to live harmoniously in a culturally diverse society. Students at our school come from over 40 language backgrounds. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in key curriculum areas. Specialist EAL/D teachers use the language learning progressions to analyse and discuss student progress for listening, speaking, reading and writing. These teachers support EAL/D learners in small withdrawal groups and through in-class support to develop English language skills.

We celebrate cultural diversity as a school and encourage students to be respectful of and embrace people of all

cultures. Each year we celebrate significant events such as Harmony Day and Chinese New Year.