

2021 Annual Report

Northmead Public School



2763

Introduction

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

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

School contact details

Northmead Public School
52a Moxhams Road
NORTHMEAD, 2152
www.northmead-p.schools.nsw.edu.au
northmead-p.school@det.nsw.edu.au
9630 3133

Message from the principal

I couldn't be more proud to be Northmead Public School's principal in a time of great challenge to meet the learning and wellbeing needs of our students. Maintaining a sense of community, resilience and a quality learning environment with a more restricted school site access and when learning from home demonstrated the amazing innovative solutions-focused team that provide excellence in educational outcomes for every student. Our community was engaged and supportive of the changes that "had to be" and were valued partners in their child/children's educational progress. The students of Northmead Public School continually brought smiles to our hearts with their adaptive attitude whether at school or on-line. "Staying together" when physically distanced was evident in the many virtual events produced by the school team including the truly memorable Northmead Olympics including a creative torch relay and we will always remember the spectacular results of our Northmead Bake-off!

Students connected with their teachers in on-line platforms and ZOOM and the analysis of data including Check-in assessments, Tell Them From Me and internal assessments have provided valuable insights on how we can do even better in 2022.

The Northmead Public School P&C remain valuable partners with their ongoing commitment to making a difference to our students, the school environment and continually planning for improvements to the school in cooperation with the executive and listening to all voices in our community. We are very appreciative of their positive, proactive support of our school.

My thanks in particular to Northmead's executive team who have demonstrated quality, creative leadership that steers our school towards our shared "True North" to make a difference to the lives of every student and supporting our whole school team towards continual improvement.

We look forward to a brighter and even better 2022 where we continue our journey of positive progress and school excellence.

Anne Ezzy | Principal



Student sharing their cooking skills with the principal.

School vision

At Northmead Public School we believe in the word "C.A.N." which stands for the Capacity to Achieve at Northmead. High expectations and continual improvement for students, staff and community are non-negotiable. Every child accesses evidence-based learning excellence; educational and social/emotional. Northmead Public School nurtures a connected and collaborative culture.

School context

Located in the Girraween network, Northmead Public School opened in 1924 with current student enrolment numbers of 721. The school has a diverse population with approximately 50% from a language background other than English. Less than 1% of student population identify as being Aboriginal. Northmead Public School provides a safe, compassionate, stimulating learning and wellbeing educational environment where everyone is encouraged to continually improve and where the practice and understandings of students, families, staff and whole school community are aligned with the values and goals of the NSW DoE Strategic Plan and the domains of learning, teaching and leading within the School Excellence Framework. Teaching is focused on learning success for every student in an integrated curriculum, based upon not only on what we learn but how we learn. Students are supported to transfer knowledge, skills and understanding to a range of concepts and critical questions linked with real world situations. Our students are provided with quality extra-curricular opportunities in the Creative Arts including respected and highly successful Dance and Band programs and annual submissions in Operation Art. Students participate in Public Speaking, Tournament of the Minds and leadership forums. Students successfully compete in school, zone and regional sporting events including swimming, athletics and cross-country as well as entering teams in weekly PSSA competitions and gala days. Northmead's learning team identifies with the responsibility to engage in research and evidence-based professional development and a commitment to data informed practice. The school culture promotes respectful and cooperative partnerships with all members of Northmead's community. The school completed and evaluated the data from their comprehensive Situational Analysis to inform the Strategic Directions and initiatives for the 2021-2024 Strategic Improvement Plan and incorporated consultation with students, staff and the community in order to bring about continual improvement in learning, teaching and leading for every student, every staff and community member.

The school will focus on the following Strategic Directions:

Strategic Direction 1 - Student Growth and Attainment: Northmead Public School is committed to embedding an integrated approach to teaching and learning and is focused on the delivery of quality, explicit teaching to continually improve student outcomes in reading and numeracy.

Strategic Direction 2 - High Expectations : Continual Capacity Building: At Northmead Public School, teachers differentiate curriculum delivery to meet the needs of all students, including adjustments to support learning or increase challenge underpinned by data informed practice, analysis of ongoing assessment and providing effective feedback to optimise student progress.

Strategic Direction 3 - Connected Culture: Northmead Public School focuses on student wellbeing and positive, respectful and authentic partnerships with parents/carers to enhance student learning success and continual improvement across the school.



Students of essential workers learning on-site during
COVID-19 lockdown created this Wishing Tree to
connect with all students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Students will demonstrate continual improvement in learning outcomes with an emphasis on reading and numeracy using data informed explicit pedagogy and practice aligned with each student's individual needs. Teachers will regularly monitor, measure and evaluate each student's growth and attainment using external and internal evaluative analysis tools.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

English language proficiency: \$246,236.00
Literacy and numeracy intervention: \$82,406.00
Integration funding support: \$42,000.00
Refugee Student Support: \$3,100.00
Literacy and numeracy: \$28,000.00
Aboriginal background: \$2,000.00
Low level adjustment for disability: \$20,000.00
Professional learning: \$2,080.00

Summary of progress

The COVID pandemic considerably interrupted the momentum of school the improvement agenda with our school being in an LGA of concern and under strict lockdown protocols in Term 3 and the beginning of Term 4 in 2021. The NSW COVID-19 lockdown necessitated the delivery of face-to-face learning for the students of essential workers with a limited staff allowed to be on-site during this time. The school provided innovative Learning from Home learning packs provided via SeeSaw (K-2) and Google Classrooms (Years 3-6) which saw stage teams rotate teaching roles from monitoring daily learning and providing feedback, programming and assessment and videos to support student understanding of the learning tasks. An integrated curriculum differentiated for students also included a daily wellbeing focus and activities to provide breaks from the screen. The school also provided technology, internet support and paper copies of the learning packs for those families who preferred this option. Our Community Engagement Officer also delivered over 90 learning packs each week within the Parramatta LGA whilst this was still permitted.

The school maintained a focus on blended reading strategies including phonics, phonemic awareness, building vocabulary and fluency to assist comprehension. The school remains committed to a teaching sprints methodology with data talks within stages and then fed back to the executive in weeks 5 and 10 with a specific Literacy and Numeracy focus in each sprint and a firm formative assessment platform to inform each student's "where to next" in literacy and numeracy. Data talks remained focused and targeted with teacher and executive preparation required prior to collaborative discussions. Teachers were also supported by the EAL/D team to take responsibility for the phasing of our EAL/D students to monitor their progress and provide explicit literacy teaching linked to the student's observed level of progress.

Despite lockdown the school maintained an on-line version for the students targeted for the COVID ILSP program with positive progress evident from data analysis for each student.

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
Percentage of students achieving in top 2 bands of NAPLAN reading to be trending upwards from baseline towards system-negotiated lower	The school showed an improvement in the percentage of students in the middle bands however further analysis and strategies of moving a higher percentage of students into the top 2 bands will be a focus in 2022.

bound target.	
Percentage of students achieving in top 2 bands of NAPLAN numeracy to be trending upwards from baseline towards system negotiated lower bound target.	2021 results demonstrated a negative trend in the top 2 bands which will be a targeted focus for improvement in 2022.
Percentage of students achieving expected growth in NAPLAN reading to be trending upwards from baseline of 67%.	Average growth exceeded our baseline target and the school performed positively in comparison to SSSG schools.
Percentage of students achieving expected growth in NAPLAN numeracy to be trending upwards from baseline of 63%.	Percentage of student achieving expected growth exceeded our 2019 results and demonstrated the school trending upwards from our baseline target.



Celebrating 100 days of Kindergarten @NPS!

Strategic Direction 2: High Expectations : Continual Capacity Building

Purpose

Through high quality, targeted professional learning underpinned by high expectations for every learner, the school will build capacity of teachers to plan, implement, monitor and analyse data informed teaching and assessment practices. Teachers will demonstrate explicit teaching practice and provide personalised learning that is data informed, effective feedback and mentor students to cooperatively develop learning goals to maximise learning outcomes and academic success in all key learning areas.

Initiatives

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

- Data Informed Practice
- Differentiated Assessment Informed Learning

Resources allocated to this strategic direction

QTSS release: \$132,380.00

English language proficiency: \$22,000.00

Professional learning: \$42,700.00

Low level adjustment for disability: \$39,000.00

Summary of progress

A data informed, formative assessment focused approach is the foundation of teaching, learning and assessment at Northmead Public School to support teacher decision making about student growth and attainment in reading, writing and numeracy. Data talks in weeks 5 and 10 each term created a foundation for teacher, stage and whole school accountability for positive progress for students and targeting students identified as not meeting expected internal and external benchmarks. The school identified specific professional learning in the Department's resource hub in literacy and numeracy to be undertaken by all teaching staff to provide a cohesive, consistent curriculum knowledge and understanding to underpin data informed practice, data literacy, data skills and use and data analysis to inform differentiated learning. Staff identified positive growth for students K-2 in phonics and phonemic awareness from our 2020 results. Students identified an increased awareness of what was needed for them to meet their individual next level of success using the Learning Intentions Success Criteria (LISC) approach and linked to the criteria in the Learning Progressions. Analysis of data demonstrated a need to improve student growth in word problems in Numeracy and the staff identified that their focus had been greater in Literacy versus Numeracy which will be address in our 2022 plans. A priority for 2022 will be developing a deep teacher understanding of the incoming English and Mathematics K-2 syllabus documents for full implementation in 2023.

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
Executive articulate the priorities of the Strategic Improvement Plan and provide professional learning opportunities for teachers to identify areas for development to build collective capacity of staff.	Regular Data Discussions and Compass Conversations to track the school's progress aligned with the School Plan demonstrated that all members of the executive were aware of and could articulate the school's initiatives in Strategic Direction 2 but there was agreement that the interruptions to professional learning, on-site collegial discussions and tracking with our improvement measures had been impacted by the COVID lockdowns. Professional learning was largely done on-line in Term 3 and the beginning of Term 4 and the school is committed to a renewed focus on shared professional learning and capacity building in 2022.
Tell Them From Me (TTFM) teacher survey collects baseline responses in the areas of: <ul style="list-style-type: none">• teacher collaboration drives student learning;	TTFM data demonstrated growth in the areas of relevance of curriculum, explicit teaching practices and percentage of effective learning time. Expectations for success also demonstrated a positively trending outcome.

<ul style="list-style-type: none"> • leadership capacity drives student learning. 	
<p>The school uses Tell Them From Me (TTFM) parent survey responses to create baseline responses that parents are informed partners in their child's learning and the % of parents who have been provided with student achievement examples at Sound, High and Outstanding for their child's Stage of learning.</p>	<p>The COVID-19 lockdown restrictions had a negative impact on parent-teacher communication whilst a high percentage of parents remained positive on the learning programs provided on-line during Learning from Home and feedback provided by teachers through the digital platforms. The school is committed to improving school-home communication pathways in 2022 and will continue to use surveys to measure parent perceptions on the school's effective communication around student achievement. There was a positive trending percentage of the perception that the school was providing learning that focused on high skills with high challenge. Parents indicated that teachers have high expectations for their child's learning (6.3) and students are encouraged to do their best work (7.0).</p>
<p>The school collects student TTFM surveys to provide baseline evidence of:</p> <ul style="list-style-type: none"> • students in Years 2-6 who can confidently articulate their learning goals; and • % of students who can provide feedback to their teacher on the "next steps" to achieve their next learning goal for improvement. 	<p>Whilst our results were comparable to the State for quality instruction, the school recognises that students in Years 4-6 demonstrated a higher level of disengagement than the State which may in part be attributed to the separation from the school caused by COVID. However the school will refocus on improvement student perception of their classroom having a positive learning environment and understanding their teacher's expectations for success. The school will renew its focus on student articulating their learning goals in every classroom in 2022.</p>

Strategic Direction 3: Connected Culture

Purpose

Positive, respectful relationships are evident among all members of the school community. The wellbeing and optimal engagement in learning and life outcomes for every student is understood to be a collective responsibility, is monitored and continually improved through high expectations and consultation between teachers, students and parents/carers. Mutually effective, responsive and productive communication and feedback is sought within the school community to positively impact the wellbeing and learning outcomes for every student.

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.

- Wellbeing: Navigating to True North
- Productive Partnerships

Resources allocated to this strategic direction

School support allocation (principal support): \$55,200.00

Integration funding support: \$40,000.00

Aboriginal background: \$1,500.00

Low level adjustment for disability: \$127,000.00

Socio-economic background: \$48,320.00

Summary of progress

Strategic Direction 3 progress was the most impacted by the COVID-19 restrictions to school site, parent/carer involvement and the move to Learning from home (LFH) in Term 3 and the beginning of Term 4. Community connection was an area of focus whilst at school and when LFH which saw every classroom adopt a digital platform for learning (SeeSaw for K-2 and Google Classrooms for Years 3-6) to connect parents on a daily basis with what their students were learning, producing audio and video snapshots of student achievement and creating not just written but visual representations of their child/children's abilities, progress and areas for guided feedback for improvement. Wellbeing linked with all learning remained a commitment and focus at Northmead Public School and the staff engaged with the 2021 Behaviour Strategy and aligned it with current student reflective practices including the use of Zones of Regulation. Students were linked with not only their own class teacher but other members of the school executive to provide coaching and mentoring opportunities as well as opportunities to practice regulating behaviour learnings with the school-employed Occupational Therapist. It is the aim to embed processes for parents to be even greater partners in their child's learning once restrictions have been eased, including moving to parent/student/teacher learning evaluations and student-led conferences linked to their learning goals (**S.I.N.G. - Students Imagine Next Goal**). The school has been revising its Attendance Policy and procedures and once the new H.S.L.O. is appointed, the school will work with them to develop strategies for positive attendance, a relaunch of the Positive Behaviour for Learning (PBL) program and work towards improving achievement of our targets for >90% of student daily attendance throughout the year. The appointment of a Community Engagement Officer has been identified by students, staff and families as having a significant positive impact on student engagement, connecting with families throughout the COVID-19 restrictions and the school plans to enhance this role in 2022 with a Breakfast Club and long-term goals for a community space and playgroup once the current Before/After School program moves to its new building. In addition the EAL/D coordinator has been building communication pathways with our multicultural families, to breakdown language barriers and provide opportunities for feedback on how the school can improve, enhance and maximise communication opportunities within and across our cultural groups.

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
Students undertaking Tell Them From Me (TTFM) Surveys demonstrate an positive upward trend from 2020 data in the areas of:	Data trends remain the same for Advocacy at school and Expectations for Success. Students showed a 2% decrease in their sense of belonging, which may be directly linked to Term 3 and early Term 4 COVID restrictions necessitating Learning from Home for around 90% of our student cohort.

<ul style="list-style-type: none"> • Advocacy at school • Expectations for Success and • Sense of belonging 	
Attendance data demonstrates positive uptrend trend in students attending >90% of the time from 2020 data.	Attendance data shows a 3% increase of students who are attending >90% however the school is committed to an improvement in this data through positive attendance strategies and focusing on parent partnerships to improve punctual arrival at school and decreasing whole day absences.
<p>School collects baseline marker of the % of parents who respond to the Tell Them From Me parent surveys in the areas of:</p> <ul style="list-style-type: none"> • Parents are Informed and • Inclusive School questions 	Parents indicated that understood their child's reports and were generally informed however there was definitely indications that parents would like enhanced and increased availability for communication with their child's teacher. The school's data comparable to the Government norm in the area of Inclusive School questions.



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,100.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • employment of additional staff for targeted student support • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students • engagement of a refugee support leader to coordinate personalised support for students and families from refugee backgrounds <p>The allocation of this funding has resulted in:</p> <p>Additional EAL/D parent/carer engagement to support communication with families in their own language/dialect, increasing the capacity of parent/carers to connect with outcomes for student learning with use of parent interpreters and community based information newsletters in targeted languages. Community Engagement Officer maintains communication with families during COVID lockdown to ascertain access to paper copies/digital learning and internet dongle provisions and link families to government services where needed. Partnerships between the school and parent/carers is being strengthened.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Once permitted, school visits by key school community members to set up regular communication access for our EAL/D families on school initiatives and understanding their child's learning needs in reading and numeracy. Parent workshops with interpreter assistance towards helping their child with reading and numeracy. Setting up coffee/morning tea visits at school with Community Engagement Officer, EAL/D teacher and key school community liaisons to enhance school/parent and carer communication, wellbeing and feeling more at ease within the less familiar school environment.</p>
<p>Integration funding support</p> <p>\$132,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northmead 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"> • Reading • Numeracy • Wellbeing: Navigating to True North • Productive Partnerships • 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 • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/

<p>Integration funding support</p> <p>\$132,000.00</p>	<p>curriculum adjustments]</p> <ul style="list-style-type: none"> • consultation with external providers for the implementation of [strategy] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: SEF Elements: Curriculum Assessment Student Performance Measures Data Skills and Use.</p> <p>Following regular assessment each term both at school and via Learning from home; including parent/carer attending at point of need, mid year and/or annual review meetings all student demonstrated progress towards their personalised learning and/or wellbeing goals. IEPs are regularly updated and responsive to student learning needs and incorporate parent/carer input and recommendations from external providers where appropriate (e.g. paediatric psychologist, paediatrician, occupational or speech therapy). Learning Success Coordinator and members of the Learning Success team updated NCCD data for all students K-6 whether receiving integration funding or covered by flexible funding. All decisions around students supported by integration funding or flexible funding student support and or evaluation "next steps" in weekly meetings following the school's tiered evaluation model. Additional professional learning was accessed, implemented and monitored and evaluated both at school and via "working from home" during the Terms 3-4 COVID lockdown by the Learning Success AP and outcomes reported to the Principal and Learning Success Coordinator regularly. Additional funding was used to employ additional SLSOs on part time allocations of 0.2, 0.6 and 0.4FTE, to support student familiarity with more than one SLSO at school and during learning from home on-line support in the case of leave and to ease student anxiety with less familiar support personnel. During Learning from home, teachers were supported to complete on-line learning to support students with anxiety, autism and behaviour strategies. Evaluation on PL was sought via their Stage APs and reported to Executive and Learning Success Coordinator.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to strengthen professional development, mentoring and coaching of all staff (early career through to experienced practitioners) to successfully support students accessing integration funding support or flexible funding support for improved student learning and wellbeing progress and outcomes. To improve teacher and support staff knowledge, skills, understanding and implementation, including regular monitor/reviews of student IEPs as well as engage students to be partners in their own learning and wellbeing goals and be capable of evaluating their progress aligned with SMART goals. The use of integration funding support will be regularly tracked every term and adjusted in response to student IEP reviews in consultation with parents/carers.</p>
<p>Socio-economic background</p> <p>\$48,320.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northmead 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"> • Productive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Community Engagement Officer position to support identified students with additional needs • supplementation of extra-curricular activities

<p>Socio-economic background</p> <p>\$48,320.00</p>	<ul style="list-style-type: none"> • equitable access to specialist resources • engage with external providers to support student engagement and retention • staff release to increase community engagement, specifically EAL/D teacher forms community connections to support refugee families and improve school community pathways in 2021 and towards 2022 • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: SEF Elements: Wellbeing Learning Culture Educational Leadership Management Practices and Processes.</p> <p>Successful appointment of Community Engagement Officer (CEO) who has demonstrated improved communication pathways and relationships with families that were disengaged from the school. This resulted in improved attendance data compared with 2020 for identified at-risk students and also engagement with paper/on-line learning in Terms 3-4 during Learning from home. Breakfast Club created in 2021 which was well attended by targeted students as well as other students who arrive at school early or attend early School Band practice. CEO successful in gaining sponsorship of food and equipment donations to support the Breakfast Club initiative (which became inactive during COVID lockdown July-October 2021. Targeted students and others demonstrating poor social skills were given "hospitality training" which the CEO and teachers identified as positive and demonstrated improved self-esteem and belonging indicators for these students. Positive "at school on time" trends were evident on Breakfast Club days by students who accessed this initiative. The CEO (when still permitted) delivered Learning from home packs to students weekly with over 90 families accessing this service. The CEO and Learning Success Coordinator monitored student engagement with on-line learning July-October, 2021 and made regular phone calls to families/students who demonstrated downturns in engagement or attendance. The CEO and SAM created a digital loan device register for laptops and dongles for students/families requiring this support to engage with on-line learning. Uniforms, shoes and school equipment have been provided to students/families requiring support. Excursions or access to extra-curricular programs were funded by the school to identified families. The school implemented a 'no voluntary fee' practice in 2020 and 2021 in response to family income distress due to COVID and ensuring the use of all targeted funding through SBAR including needs-based funding and also per-capita funding. The school also fully funded all digital software access including Mathletics and Reading Eggs in 2020 and 2021.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund the CEO position in 2022 0.6FTE with this same staff member engaged with students as SLSO 0.4FTE in 2022 to maintain and strengthen their connection with identified students and their families. The Breakfast Club will be reinstated when COVID guidelines permit. To improve school/community understanding and connections, the CEO will establish family coffee/morning tea connections within multi-cultural groups, in coordination with the EAL/D Coordinator, once guidelines permit. The CEO is in the process of creating communication surveys to be conducted with families in 2022 so the school's initiatives are based in identified community requirements. The school will continue to fund student school resources, digital learning, excursions and uniform requirements for identified families and monitored by the CEO in cooperation with the SAM. The school will only request a "user-pay" fee for software and extra-curricular activities (e.g. gymnastics), but also offer payment plans for all families as required. CEO will work with Learning Success Coordinator and HSLO on improving >90% attendance rates for identified students.</p>
<p>Aboriginal background</p> <p>\$3,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northmead 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>Aboriginal background</p> <p>\$3,500.00</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"> • Reading • Numeracy • Wellbeing: Navigating to True North <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • community and NSW DoE Aboriginal staff 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:</p> <p>Engaging NSW DoE Aboriginal Education Officer to enhance staff understanding of cultural significance of our own "Welcome/Acknowledgement To Country" and connection to Country required to engage students (including non-ATSI and other first nations students). Executive were released to engage in understanding Aboriginal policy implementation with NSW DoE AEO. Further PL for all staff was delayed due COVID Lockdown restrictions and will be revisited in 2022. Students/staff identified the need to make the school appearance and resources more culturally inclusive and whilst literacy resources could be obtained, school physical environment enhancements are postponed to 2022 due COVID restrictions of access to site. Staff mentored with Executive and EAL/D staff on more meaningful and individualised PLP proformas and meetings with parents.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Identified Executive linked with Strategic Improvement will oversee development with students, families and staff of PLPs for students identifying as ATSI and including First Nations' students K-6. School will re-engage with AEO to developed personalised NPS Acknowledgment of Country in consultation with students, families and staff. All students (ATSI, First Nations and non-ATSI) will be involved in developing further school physical environments including yarning circle and totems, to improve connection to Country for our students within the school. All staff will revisit purpose, template and implementation strategies for PLPs and include learning and wellbeing goals for all students that are cooperatively created, implemented and regularly reviewed.</p>
<p>English language proficiency</p> <p>\$268,236.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northmead 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"> • Reading • Data Informed Practice • Differentiated Assessment Informed Learning <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 support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support

<p>English language proficiency</p> <p>\$268,236.00</p>	<ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • specialist EAL/D staff engage with targeted professional learning on-line and connected to EAL/D support personnel to provide additional knowledge, skills and ability to mentor non-EAL/D staff for improved student outcomes <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Additional 0.8FTE funding was allocated to support students in Stages 2 and 3 at Emerging, Developing and Consolidating, as well as students who were identified as “New Arrivals” (0.2FTE). • EAL/D specialist teachers are supporting classroom teachers with team-teaching, professional learning and mentoring to increase teacher confidence, knowledge and practice in their classrooms for EAL/D students. • A number of students were identified in Kindergarten with both EAL/D and learning challenges, which took time to identify language vs learning difficulties. These students will continue to be tracked in 2022 for additional support. <p>Expected growth - NAPLAN:</p> <ul style="list-style-type: none"> • student progress in reading in Year 5: 67% students at Developing identified as achieving at or expected growth and 60% students at Consolidating as achieving at or expected growth • student progress in numeracy in Year 5: 67% students at Developing identified as achieving at or expected growth and 80% students at Consolidating as achieving at or expected growth <p>In reading, individual student progress in Year 5 at Developing was slightly below the NSW and SSSG averages. Individual student progress in Year 5 at Consolidating was on average slightly above the NSW but slightly below the SSSG averages.</p> <p>In Year 3, 50 students sat the 2021 NAPLAN assessment. In reading students scored above both NSW and SSSG average scores for students identified at Developing, however students identified at Emerging scored below the NSW and SSSG averages. Only 1 student was identified at Consolidating, which is not statistically relevant. In numeracy, students scored above both NSW and SSSG average scores for students identified at Developing, however students identified at Emerging scored below the NSW and SSSG averages. Only 1 student was identified at Consolidating, which is not statistically relevant.</p> <p>After evaluation, the next steps to support our students with this funding will be: SEF Elements: Curriculum Assessment Student Performance Measures Data Skills and Use. Expand impact of knowledge of specialist EAL/D teachers with all staff to improve knowledge of EAL/D progressions and provide staff competency and confidence to phase EAL/D students. School will engage with specialist NSW DoE EAL/D Support Coordinator to provide targeted professional learning on EAL/D progressions and support teachers to more directly provide differentiated and explicit support in Reading and Numeracy to every EAL/D student and provide ongoing formative and summative assessment progress to their families. Improve communication pathways and methods for our EAL/D families including introducing community key contacts in the major languages within the school and opportunities to engage socially as well as with educational parent workshops on-site, once permitted.</p>
<p>Low level adjustment for disability</p> <p>\$206,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northmead 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"> • Wellbeing: Navigating to True North

Low level adjustment for disability

\$206,000.00

- Numeracy
- Reading
- Differentiated Assessment Informed Learning
- Productive Partnerships
- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students
- 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
- targeted students are provided with an evidence-based intervention including NSW DoE My PL Literacy Hub professional learning in reading intervention and phonics to increase learning outcomes
- employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs
- employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists
- employment of LaST and interventionist teacher
- employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students
- development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

The allocation of this funding has resulted in:

SEF Elements: Curriculum | Assessment | Student Performance Measures | Data Skills and Use.

Individual student assessments are regularly updated and responsive to student learning needs and incorporate parent/carer input and recommendations from external providers where appropriate (e.g. paediatrician, behaviour optometrist, occupational or speech therapy), specialist Learning and Support Teacher (LaST), Learning Success AP (with Special Education qualifications) and specialist staff including the COVID ILSP Coordinator and Literacy/Numeracy Intervention teacher. All decisions around students supported by flexible funding student support and or evaluation "next steps" in weekly meetings following the school's tiered evaluation model. Additional professional learning was accessed, implemented and monitored and evaluated both at school and via "working from home" during the Terms 3-4 COVID lockdown by the Learning Success AP and outcomes reported to the Principal and Learning Success Coordinator regularly. Additional funding was used to employ SLSOs on part time allocations of 0.2, 0.6 and 0.4FTE, to support students at school and at home during Learning from home, including reading, phonics, phonemic awareness and vocabulary. During Learning from home, teachers were supported to complete on-line learning to support students with targeted literacy learning including reading, phonics, phonemic awareness and evidence-based programs accessed through the NSW DoE Literacy Hub. The school's professional learning team includes members from the specialist Learning and Support team, EAL/D and COVID ILSP practitioners who work cooperatively with the principal and Executive to identify, plan, program and provide differentiated and explicit support, assessment and evaluation, meeting the needs of individual students and small cohorts requiring intensive support. The school also employed a teacher with specialist intensive reading background to create a Year 1-2 intensive support class, which has resulted in reading and vocabulary improvements for these students, many who will return to regular mainstream classes in 2022 as a result of this school intervention approach.

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

The school will continue to provide intensive literacy/numeracy intervention through the COVID ILSP intervention with specialist reading practitioners

<p>Low level adjustment for disability</p> <p>\$206,000.00</p>	<p>already engaged for 2022. The school has also appointed AP Curriculum and Intervention from Term 1, 2022 to support professional development and team teaching of staff to improve confidence, knowledge, skills to support students regarding additional literacy/numeracy intervention and consistency of literacy/numeracy and assessment programs K-6. In addition the school has appointed an AP Strategic Improvement to specifically monitor student improvement in Literacy and Numeracy linked to the 2021-24 SDs and coordinate/assist implementation of improved data informed practice and more consistent monitoring of assessment implementation K-6 through up-skilling of teachers and Executive and working with the principal/executive and Learning Success teams. We are using NAPLAN and Check-in Assessments 2018-2021 as baseline data to monitor trends to meet system and school targets in Literacy and Numeracy.</p>
<p>Professional learning</p> <p>\$44,780.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Northmead 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"> • Numeracy • Data Informed Practice • Differentiated Assessment Informed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in: SEF Elements: Educational Leadership Data Skills and Use Learning and Development.</p> <p>Funding was not able to be allocated due to COVID-19 lockdown restrictions to bring consultants including NSW DoE personnel on site. Also casual staffing shortages meant that the school could not release executive for school planning nor whole stages for term planning sessions. Professional learning and planning was done largely on-line. The school will seek to carry forward these funds for 2022 professional learning initiatives including coaching, observations and stage/whole school planning days.</p> <p>After evaluation, the next steps to support our students with this funding will be: Engaging with on-line learning in literacy and numeracy to bring consistency of understanding, practice and implementation for all teaching staff. Principal, executive and staff will deliver professional learning in evaluative practice, coaching and data informed practice including data talks/compass conversations in Weeks 5 & 10 to improve the knowledge, skills and understandings on being a data-informed teaching and learning team and evaluating school practices through an evidence based lens that evaluates quality process and impact. School will be employing Assistant Principal Curriculum and Instruction (AP CI) from Term 1 (temporary) then permanent from Term 2 to assist with professional learning plans and capacity building for staff and middle leadership within Literacy and Numeracy.</p>
<p>School support allocation (principal support)</p> <p>\$55,200.00</p>	<p>School support allocation funding is provided to support the principal at Northmead Public School with administrative duties and reduce the administrative workload.</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"> • Wellbeing: Navigating to True North • Productive Partnerships <p>Overview of activities partially or fully funded with this initiative</p>

<p>School support allocation (principal support)</p> <p>\$55,200.00</p>	<p>funding include:</p> <ul style="list-style-type: none"> • Community Engagement Officer works with SAM to use funds to support families impacted by COVID restrictions and to support students not accessing resources and needing school support. • Business Manager to collaborate with Principal and Executive to link school plan initiatives to EfPT budget and staffing <p>The allocation of this funding has resulted in: SEF Elements: Wellbeing Learning Culture Educational leadership Management Practices and processes. Community Engagement Officer established and used to connect with families during COVID-19 restrictions including technology hardware, supplying learning from home packs, review efficient communication pathways for families and evaluate impact in connecting with students with high absentee rates (at school and on-line).</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue Community Engagement Officer role, expand uniform and shoe bank, establish Breakfast Club once COVID-19 restrictions are lifted, evaluate positive trend in communication with previously disengaged families, evaluate "where to next" once further school space is available for community based activities including life skills and playgroups.</p>
<p>Literacy and numeracy</p> <p>\$28,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Northmead 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"> • Reading • Numeracy <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 • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • purchasing of literacy resources such as quality picture books for guided and shared instruction • teacher release to engage staff in [program name] <p>The allocation of this funding has resulted in: SEF Elements: Curriculum Assessment Student Performance Measures Data Skills and Use. Literacy and numeracy funding was linked with professional learning and the COVID ILSP program coordinator role to build knowledge, skills and capacity of teachers in the high quality planning, teaching and assessing of literacy and numeracy with a focus on reading, phonics, fluency, vocabulary and word problems in numeracy. Due to COVID-19 restrictions, increased purchases of on-line reading resources was activated and student subscriptions to reading, phonics, spelling, writing and numeracy programs. Learning Success teachers created timetables of support for students, professional development for early career teachers and data informed practice professional learning to support teaching sprints, formative assessment and collaborative practice. Quality literacy resources were also purchased to support literary studies K-6 using quality txts.</p> <p>After evaluation, the next steps to support our students with this funding will be: Increased focus on problem-solving comprehension in numeracy, EAL/D DoE support for teachers with phasing, evaluate literacy knowledge of EAL/D students as well as the explicit teaching of literacy in numeracy.</p>

<p>Literacy and numeracy</p> <p>\$28,000.00</p>	<p>Further replacement and enhancement of guided reading resources that are both decodable and PM reader based and increase access to quality texts for Years 3-6. Explicit professional development for non-teaching staff in supporting guided reading to support teacher programs. Revisit numeracy programs available on DoE Universal Hub to improve teacher formative assessment strategies and numeracy problem-solving strategies for students aligned with Learning Progressions.</p>
<p>QTSS release</p> <p>\$132,380.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northmead 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"> • Data Informed Practice • Differentiated Assessment Informed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: SEF Elements: Curriculum Assessment Effective Classroom Practice Data Skills and Use Learning and Development. The Quality Teaching, Successful Students (QTSS) funding allocation is provided to improve teacher capacity and quality through coaching and mentoring of an experienced middle leader as an Instruction Leadership, as well as provide targeted literacy and numeracy support and the development of IEPs, to identified students who are not working independently or at their capacity level in the general classroom setting.</p> <p>After evaluation, the next steps to support our students with this funding will be: A shift in this specific role around the historical focus on the role of Assistant Principal as “team manager” to a greater emphasis on the AP as a lead learner, building capacity in the What Works Best initiatives of collaboration, assessing, explicit teaching and the provision of effective feedback to members within a Stage team and thereby also to feed forward these feedback techniques to assist student knowledge of understanding success criteria and planning learning goals. Using QTSS for this middle leadership role also involved observation of students with learning and behaviour challenges to assist teachers with planning, programming, implementing and monitoring for the differentiation and targeted learning plans to meet the needs of individual students in cooperation with the Learning and Support Teacher (LaST) as part of the school's solutions focused approach to Learning Success. This role was also embedded in the school's development of a High Potential and Gifted policy review and planning for procedures to identify students requiring additional support and project-based learning challenges to meet their needs in their areas of talent. COVID-19 interruptions prevented this part of the QTSS program from being implemented at the intended level and will be revisited with teachers with expertise and talent in the HP & G curriculum and contemporary theory approach in 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Northmead 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</p>

<p>Literacy and numeracy intervention</p> <p>\$82,406.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan. • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy <p>The allocation of this funding has resulted in: SEF Elements: Curriculum Assessment Student Performance Measures Data Skills and Use. Improved student outcomes in reading and meeting benchmarks for students requiring additional support, focusing on literacy and numeracy. A targeted Year 1/2 class taught by a specialised Reading Recovery trained teacher, with a targeted emphasis on explicit literacy learning to improve the reading and comprehension of students who were not meeting state expectations for reading levels, vocabulary, phonics, fluence and comprehension. In addition the additional class teacher employed under Literacy and Numeracy Intervention funding employed a multi-prong approach of working with targeted students in a team-teaching model within Years 1 and 2 as well as withdrawing students for intensive support when significantly below expected literacy levels of achievement.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue this model of support into 2022 with the additional support of specialist teachers employed in the COVID ILSP funding model and the introduction of an AP C and I from Term 1 2022. This triangulation of effective teaching and targeted literacy learning support is with the aim to reduced students achieving in the bottom 2 bands in NAPLAN and move those students in the middle bands into the Top 2 Bands in order to improve our positive upward trend to meeting targets in 2022 and 2023.</p>
<p>COVID ILSP</p> <p>\$274,184.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - (phonics, reading and vocabulary) • employing/releasing staff to coordinate the program • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in: SEF Elements: Curriculum Assessment Data Skills and Use Student performance Measures Educational Leadership. Employing a specialist teacher to delivery small group teaching and learning experiences in Reading, phonics, vocabulary, fluency and comprehension. An emphasis on student centred goals acknowledging literacy is a complex problem-solving process; following Learning Intentions Success Criteria (LISC) model underpinned by NSW DoE professional learning and literacy support documents and templates; continual ongoing formative and summative assessment to track individual student progress; using quality texts for modelled reading (with vocabulary and comprehension development); shared reading/discussion including “quality talk” and in Writing providing opportunities for guided and independent learning tasks. Literacy learning involves children reading and writing continuous texts and</p>

<p>COVID ILSP</p> <p>\$274,184.00</p>	<p>reading cannot be independent of writing and a reciprocal/interrelated model built on consolidating vocabulary growth and correct use of sentence structure including spelling, grammar and punctuation. In addition, for students considerably below expected literacy learning levels, letter and word identification was linked with oral language, phonics, phonological awareness, comprehension, vocabulary, fluency and building on each student's strengths.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The continued funding of a specialist teacher/s to provide ongoing, targeted and personalised learning to positively impact on both literacy and numeracy experiences for students in a small group setting. The teacher will emphasise using and analysing data, plan for intervention models to meet the greatest need, expectation that students will rotate out and into this intervention based on their outcomes. Further, staff will be upskilled in coordination with the AP C and I in this model of small group intervention, in order to continually build capacity of all staff in literacy and numeracy targeted invention.</p>
---------------------------------------	---

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	377	372	371	357
Girls	353	354	354	361

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.5	93.1	93.1	93.9
1	93.3	92.1	93.5	93.1
2	95.2	92.8	94	94.4
3	94	93.2	93.4	93.9
4	93.5	92.8	93.5	92.4
5	93.6	92.5	95.1	93.4
6	94.1	92	93.6	92.3
All Years	94.1	92.6	93.7	93.4
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)	26.68
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	2
School Administration and Support Staff	4.47

*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	1,023,083
Revenue	6,427,527
Appropriation	6,305,350
Sale of Goods and Services	3,681
Grants and contributions	116,364
Investment income	1,531
Other revenue	600
Expenses	-7,354,865
Employee related	-6,011,802
Operating expenses	-1,343,063
Surplus / deficit for the year	-927,338
Closing Balance	95,745

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	197,772
Equity Total	471,258
Equity - Aboriginal	3,562
Equity - Socio-economic	41,456
Equity - Language	269,106
Equity - Disability	157,134
Base Total	4,973,757
Base - Per Capita	178,725
Base - Location	0
Base - Other	4,795,032
Other Total	385,125
Grand Total	6,027,912

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

2021 Tell Them From Me Parent/Carer survey:

Parents feel welcome

- 6.6 which was below target of 7.0

Parents are informed

- Met target of 6.0

School supports learning

- Decreased from 6.8 to 6.6 and below target of 7.0

Parents support learning at home

- Decreased from 6.6 to 6.5 and below target of 7.0

Educational aspirations

- 85% of families expect their child to complete Year 12
- 65% of families expect their child to go to University

School Facilities

- 72% of families feel the school physical environment is welcoming
- 73% of families feel the school is well maintained

Experiences learning from home - Percentage of families who agreed/strongly agreed with the following statements:

- 53% of families felt the school provided support
- 79% of families felt the resources provided were positive

Useful communication from the school - Percentage of families who agreed/strongly agreed that the following communication pathways the school employs are useful:

- Social Media 43%
- School Website 39%
- School Newsletter 71%
- P&C 40%

2021 Tell Them From Me Student survey:

There was a downward trend and the data indicated that the COVID-19 pandemic significantly impacted students' social-emotional outcomes. Not having daily face-to-face teacher or peer interactions as well as minimal involvement in school sports and extra-curricular activities, including cohorting after the return to school, had negative impacts on student wellbeing in 2021. It was encouraging to see a positive trend around behaviour, including students experiencing bullying and the learning climate at school. Results reflect November 2021 data.

Student participation in extra-curricular activities

- remained at 42% in comparison to September 2020

Students who are interested and motivated

- 6% decrease from 70% to 64% when compared to September 2020

Student participation in school sports

- 3% increase from 66% to 69% when compared to September 2020

Students with a positive sense of belonging

- 2% decrease from 67% to 65% when compared to September 2020

Positive Behaviour at school

- 4% increase from 84% to 88% when compared to September 2020

Positive Learning Climate at school

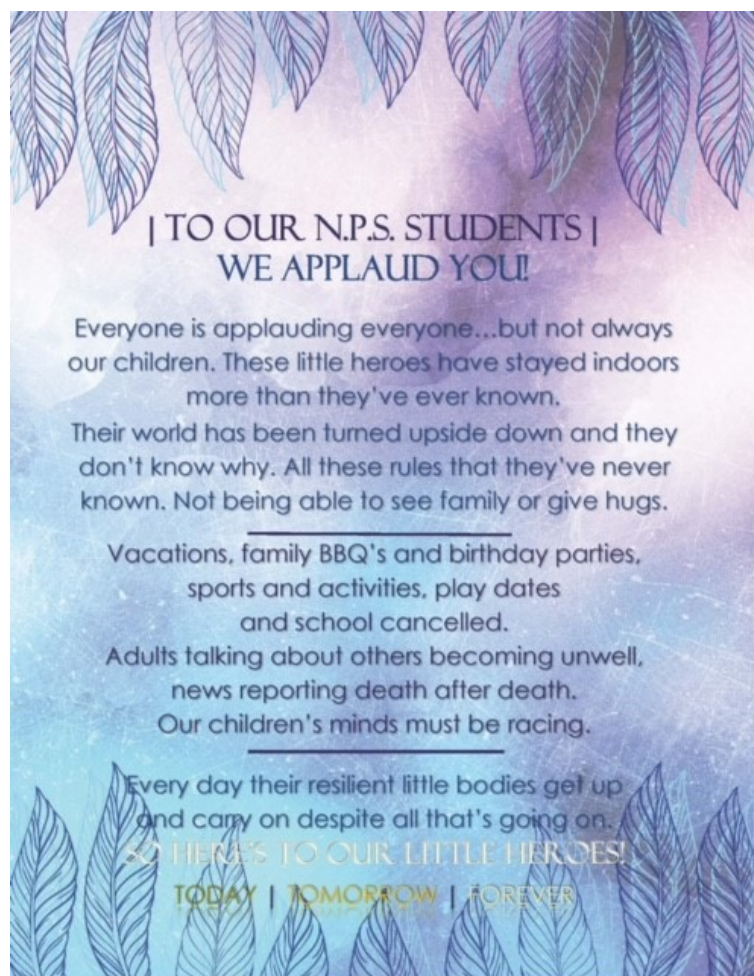
- We did not meet our target of 7.0 but increased from 6.7 to 6.8 when compared to September 2020

Expectation for success

- We did not meet our target of 8.5 and decreased from 8.4 to 8.3 when compared to September 2020

Experiencing Bullying

- Decreased by 9% from September 2020 of 35% to 26% in November 2021



Celebrating our "little heroes" during COVID lockdown restrictions.



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

Students engaged in Pathways to Reconciliation program run through Parramatta local council. Students were overwhelmingly positive about the cultural learning experience and gaining knowledge of language, art symbols and history. This culminated in an amazing art work gallery displayed on the school's perimeter fence on Kleins Road. Students will have the opportunity to participate in this program again in 2022.

Anti-Racism Policy

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

Multicultural Education Policy

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



Pathways to Reconciliation Student Art Walk

