

# 2021 Annual Report

North Sydney Public School



**NORTH SYDNEY**  
DEMONSTRATION SCHOOL

2766

# Introduction

The Annual Report for 2021 is provided to the community of North Sydney 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

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## Message from the principal

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During 2021 North Sydney Public School continued to be a dynamic place of learning, despite a second consecutive year of disruption due to Covid-19.

Following a thorough Situational Analysis completed in 2020, and community consultation at the beginning of 2021, the school's new Strategic Improvement Plan (SIP) 2021-2024 was developed, with three clear Strategic Directions: **Student Growth and Attainment** in *Literacy and Numeracy*, **Engagement** through *Expertise and Innovation*, and **Belonging** with a focus on *Wellbeing and Inclusivity*.

The first half of the year started as we hoped to continue - with sporting events, incursions, excursions and Year 6 students and teachers even making their way to Canberra for camp. The school executive worked closely with the P&C to plan for community events across the year, with the Mothers' & Carers' Breakfast and the K-2 disco being hugely popular and well-attended by students, staff and parents.

With the lockdown restrictions imposed at the start of Term 3, continuity of learning for all students and the determination to ensure that students remained closely connected with their peers and the school became the priority. Teachers' commitment to the delivery of quality teaching and learning programs for their students, and to their own professional development, never wavered. They connected with their students daily through a number of online platforms, including Google Classroom and Zoom. Additionally, weekly whole-school challenges and grade assemblies were introduced. The student executive met with the school executive to plan these challenges and remained connected with the entire school community through presenting at assemblies.

Teaching teams continued to participate in high impact professional learning during biweekly grade sessions, including throughout the lockdown period. The strong, professional partnerships with experts from the Primary English Teachers Association of Australia (PETAA) and the Mathematics Association of NSW (MANSW) continued, with teachers sharing what they learned and how they implement it into classrooms through a series of Masterclasses, presented to the community prior to P&C meetings.

Positive Behaviour for Learning (PBL) remained a major focus across the school in 2021, with the core values of Care, Respect and Ownership embedded into every facet of school life. This was coupled with the introduction of short, daily mindfulness sessions in all classrooms. The PBL team used data to identify negative behaviours and plan targeted lessons to reinforce the core values. Planning for the introduction of PBL into the classroom in 2022 became the focus for the team towards the end of the year.

Despite the restrictions imposed, the strong partnership between the school and the P&C was maintained, with regular online P&C meetings and the introduction of virtual morning teas for Class Parents. The P&C generously supported the expansion of flexible learning spaces, classroom resources and additional support staff. We look forward to continuing this strong partnership in 2022 and renewing community connections through community events.

**Fiona Davis**

**Principal**

## Message from the school community

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Like 2020 before it, 2021 was in many ways defined by the impacts of Covid-19. The school community was unable to meet on school grounds, so all P&C meetings remained virtual. A term-and-a-half of home learning put incredible pressure on families and school staff but also resulted in some remarkable moments. The Tuck Shop and Uniform Shop continued their Covid-safe operating procedures effectively requiring online ordering and classroom delivery only. And with sensitivity towards the difficult financial situations of many Dem families, large fundraising efforts were largely put on hold.

Fortunately, the P&C was still able to fulfil its mission in a number of ways. New play equipment in the Pacific playground was exciting for students, and the investment in flexible furniture helped the school take steps in preparation for the future-focussed learning environment that will be a transformative change that comes with the major capital works project in 2022. Even the significant number of P&C-funded air-conditioning units installed right at the end of 2020 got their first proper workout for ventilation and comfort in 2021. While some planned events were unable to go ahead, fortunately, we were able to get people together in a covid-safe way a few times. The Mothers' and Carers' Breakfast was a wonderful success, along with the K-2 Disco, the Year 6 Dinner Dance and the end-of-year Teachers' Lunch. We were also able to get into the schoolyard for a Working Bee, as well as, host a cracking Election BBQ.

The Class Parents and class chat groups worked overtime to keep people connected in the absence of in-person meetups (particularly during home learning), and Year 6 class parents worked together with the school to put together a

fantastic Yearbook which the P&C was pleased to fund.

The P&C finished 2021 in a good financial position. We look forward to 2022 and future community-building events, along with the excitement of a new build at the school ensuring amazing outcomes for students well into the future.

Personally, I would like to especially thank the P&C executive for their enthusiastic efforts during a difficult year, along with the Uniform Shop and Tuck Shop staff who handled the unpredictable circumstances with grace and pragmatism. As always, a massive thanks is owed to those in the parent community who put their hand up to volunteer their time and efforts to make events and projects so successful. And of course none of the above would have been possible nor enjoyable without the entirely cooperative relationship shared between the P&C and the senior school executive team of Fiona, Ashley and Aisling, who very capably navigated another extraordinarily challenging year whilst always putting students first.

***Luke McElnea***

***President, The Dem P&C***

## School vision

At North Sydney Public School we believe that every student should be known, valued and cared for in order for them to reach their full potential. Students will be challenged to learn and continually improve in a respectful, inclusive and high-expectation environment. Our vision is to empower all students to become confident, resilient, self-directed and successful learners. Every student and every teacher will be challenged to continue to learn and improve every year.

## School context

North Sydney Public School has an enrolment of 837 students. 49% of those are from a diverse language background other than English, and three students identify as Indigenous. The school is located on Cammeraygal Country (Waverton), on Sydney's lower north shore, close to the North Sydney CBD. North Sydney Public School values the diversity and cultural richness of its student population.

As a PBL school, our values of Care, Respect and Ownership are embedded in programs, practices and relationships. The school has an emphasis on outstanding teaching and learning programs, supported by on-going quality professional learning of staff. Curriculum differentiation and integrating technology to support learning are key focus areas for the school. Students and staff approach all learning experiences with a growth mindset.

A diverse mix of dedicated and talented staff, equip students to achieve their personal best through an innovative, student-centred approach to learning.

Collaborative planning and decision-making, together with distributed leadership practices are key features of the school.

Our parent community has high expectations of the school. The P&C generously fund many projects within the school and is a valued partner in ensuring each child's experience at the school is positive and rewarding.

Our school also has a long-standing partnership with the University of Sydney, actively engaging in on-going educational research, professional learning and the development of pre-service teachers.

A major capital works project has been approved and preliminary work is due to commence shortly.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy, enhancing engagement levels and building a strong sense of belonging. Using high-impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. This will involve a deeper use of data to inform all processes and practices across the school. There will be a focus on building student engagement, through expertise and innovative practices. We will ensure a strategic and planned approach to wellbeing by implementing evidence-based change to school practices resulting in measurable improvements.

Our comprehensive situational analysis led to the development of this Strategic Improvement Plan, both of which involved genuine consultation with students, staff, the school community and the Gawura Aboriginal Education Consultative Group (AECG).

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure students grow in their learning through explicit, consistent and research-informed teaching. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted high-impact professional learning and use of student assessment data to inform 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.

- Literacy
- Numeracy

### Resources allocated to this strategic direction

**Teaching and Learning:** \$20,300.00

**Low level adjustment for disability:** \$70,606.07

**Literacy and numeracy:** \$63,209.52

**Literacy and numeracy intervention:** \$47,089.56

**QTSS release:** \$80,949.18

**Professional learning:** \$43,730.58

### Summary of progress

In Literacy, we made significant gains in our expected growth in NAPLAN and pleasing progress towards our upper bound target of percentage of students in the top two bands of NAPLAN reading. This was due to a number of factors. Evidence-based, differentiated professional learning facilitated by Dr Kathy Rushton and Joanne Rossbridge (PETAA) as well as our instructional leader focused on the use of quality literature to build literacy skills with a particular focus on comprehension. To maintain our progress, a continued focus on high-quality professional learning will continue throughout 2022.

In Numeracy, although the students exceeded expected growth in NAPLAN results, progress has yet to be seen in the percentage of students achieving in the top two bands of NAPLAN numeracy. During 2021, whole school and grade based differentiated professional learning was provided through Pathways sessions and in consultation with Fiona Foley (MANSW), which focused on building number sense across K-6 with the introduction of Number Talks, and review and revision of our K-6 scope and sequence. Teaching teams were asked to cluster concepts to ensure effective teaching of all mathematical outcomes across the year. This focus will continue, however, with the introduction of the new K-2 syllabus, further work will be required on the K-2 scope and sequence in 2022.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be between 67% and 68% - above our current value of 66.22%	NAPLAN scores indicate an increase in the percentage of students in the top two skill bands for reading to 70.23%, which is an increase of 4%.  Our Year 3 Indigenous student achieved above Band 6 in Reading.
Increase the percentage of students achieving expected growth in NAPLAN reading to be at or above the system negotiated target baseline of 65.87%	The percentage of students achieving expected growth in reading increased to 77.11% indicating an increase of 17.35% of students achieving expected growth, which is pleasing result.
All students in Years 2-6 will demonstrate growth when comparing start year to end year scale scores in the PAT in reading.	While the PAT assessments are only one measure of student growth, not all students have demonstrated growth in their raw score from the beginning to the end of the year. Approximately 81% of students across Years 2-6 demonstrated measureable growth in the PAT Reading assessments.

<p>At least 90% of students completing Kindergarten will have achieved within Level 4 of the understanding texts subelement of the Literacy Progressions.</p>	<p>97% of students completing Kindergarten are achieving within Level 4 of the understanding texts sub-element of the Literacy Progressions.</p>
<p>Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be between 64% and 66% - above our current value of 62.56%</p> <p>100% of our Indigenous students are achieving in the top 3 bands of NAPLAN numeracy.</p>	<p>The percentage of students achieving in the top two bands of NAPLAN numeracy has increased to 63.13%, an increase of less than 1%. We are yet to see the progress needed to reach our lower bound target.</p> <p>Our Year 3 Indigenous student achieved Band 5 in Numeracy. Our Year 5 student sat NAPLAN at another school and results have not been forwarded to our school.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the system negotiated target baseline of 67.90%%</p>	<p>The percentage of students achieving expected growth in numeracy increased to 76.47% indicating an increase of 9.04% of students achieving expected growth, which is pleasing result.</p>
<p>All students in Years 2-6 will demonstrate growth when comparing start year to end year scale scores in the PAT in mathematics.</p>	<p>While the PAT assessments are only one measure of student growth, not all students have demonstrated growth in their raw score from the beginning to the end of the year. Approximately 89% of students across Years 2-6 demonstrated measureable growth in the PAT Numeracy assessments.</p>
<p>Value added data in Scout for K-3 increases to Delivering and Y3-5 to maintain or exceed Delivering; Value added data in Scout for Y5-7 to maintain or exceed Delivering</p>	<p>As of 4 November, the Value Added for K-3 has not been updated in Scout, the latest result being Working Towards Delivering in 2019. The Value Added for 3-5 has increased to Sustaining and Growing. This is a pleasing result. The Value Added for 5-7 is maintained as Delivering.</p>

## Strategic Direction 2: Engagement

### Purpose

Our purpose is to improve student engagement in order for them to become competent learners and problem-solvers. School staff will build strong, engaged partnerships with the parent community in order to support their child's learning. By providing stimulating and connected learning environments every student will have the opportunity to reach their full potential. Through building teacher expertise we will deliver the curriculum in an innovative manner, utilising research-based pedagogy. Teachers will be supported by relevant and differentiated professional learning.

### 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.

- Expertise
- Innovation

### Resources allocated to this strategic direction

**QTSS release:** \$80,949.21

**Low level adjustment for disability:** \$35,303.04

**Professional learning:** \$10,000.00

**Flexible Furniture - School and Community Sources:** \$50,000.00

**Computer Costs - Consolidated Funds:** \$60,000.00

**Computer Costs - School and Community Sources:** \$25,000.00

### Summary of progress

A review of absentee procedures during 2021 resulted in the introduction of new processes relating to unexplained student absences. The number of students attending greater than 90% of the time or more has increased by 4.52% since 2019. Clear communication in parent newsletters about the importance of daily attendance was a focus of 2021. This, with the new absentee procedures, appears to be having a positive impact and will continue in 2022.

Utilising school and funds donated by our P&C, we were able to establish a number of flexible learning spaces across the school. We started with the establishment of a collaborative teaching space, available for use by all teaching staff and students, with a range of flexible seating and tables for staff and students to trial. As a result of this trial, and using feedback from staff and students, additional flexible furniture was purchased for classrooms. Our goal during 2022 will be to focus on collaborative teaching practices to further enhance engagement.

Access to mobile digital technology was a focus during 2021. Using our T4L allocation, and school funds, additional sets of Chromebooks and charging trollies were purchased for Grades 2-5. This allows for one set of 30 devices to be available for authentic integration into teaching and learning programs across a year group. Following successful use of the StemShare kits, and Robokids incursions, we purchased additional robotic / STEM kits for use across the school. Further professional learning is required to build teacher capacity and confidence. All students K-6 will have the opportunity to participate in the Robokids program in 2022.

There was a strong focus on evidence-based, high quality, differentiated professional learning throughout 2021. Despite teachers having up to 13 weeks of working remotely, this strong focus on professional learning was maintained. Professional learning highlights for 2021 included working closely with experts from PETAA and MANSW. Teaching staff were also provided with the opportunity to engage in professional learning related to their Personal Development Plan (PDP) goals. This included a focus on HPGE, Creative and Critical Thinking for Improved Learning Outcomes, Introduction to Collaborative Teaching Practice, Effective Reading, Starting Strong and Working with the Big Ideas.

This extensive professional learning is intricately linked to our current Strategic Improvement Plan, which focuses on improving outcomes for students through engagement in learning.

### Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
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<p>Increase the percentage of students attending &gt; 90% of the time to be above the agreed lower-bound system negotiated target of 91.2%</p>	<p>While our attendance 90% of the time or more has increased by 4.52% to 88.09%, we have not yet achieved our lower bound target of 91.2%.</p>
<p>Establish an open learning space with flexible furniture, providing co-teaching opportunities.</p>	<p>An open learning space containing flexible seating and writable tables was established in Term 1 and available to all teachers to trial co-teaching practices. Teachers used this space as part of their observational rounds, during their follow-up, co teaching sessions.</p> <p>Repairs were completed on moveable walls to enable larger teaching spaces to be used again.</p>
<p>Purchase additional devices to allow for greater student access across K-6.</p>	<p>Additional devices have been purchased throughout the year to ensure that all grades from Years 2-6 have a set of 30 Chromebooks available to them. This means that students in these grades have the opportunity to work on devices daily, ensuring greater digital literacy skills. Six updated interactive boards were purchased to replace older SmartBoards.</p> <p>Following successful use of StemShare kits, we purchased BeeBots and Cue Robots to encourage the embedding of digital technologies into curriculum areas. We intend to continue to use StemShare kits, and engage external providers, to build confidence in teachers and engage the students in authentic learning.</p>
<p>Teaching staff will participate in relevant professional learning to support innovative teaching practices.</p>	<p>While targeted teachers have participated in Professional Learning provided by School Learning Environments and Change (SLEC) - Introduction to Collaborative Teaching Practice - additional PL is needed for all staff. This will be a focus during 2022, in preparation for our new learning spaces.</p>
<p>Teaching staff will participate in relevant professional learning in order to provide engaging teaching and learning programs.</p>	<p>Teachers have had the opportunity to engage in high quality, differentiated professional learning throughout the year. Opportunities to work with experts, engage with latest evidence-based practice and work alongside instructional leaders have been beneficial to the teaching teams. Dr Kathy Rushton (PETAA) led professional learning in utilising quality literature to engage students and build comprehension skills. Joanne Rossbridge (PETAA) worked with teaching teams to ensure the integrity of literacy programs was maintained during the learning from home period. Fiona Foley (MANSW) has worked extensively with staff to introduce Number Talks across the school, to review the mathematics scope and sequence and demonstrating how to engage students with mathematical manipulatives. Selected staff members have had the opportunities to participate in additional PL directly related to their personal PDP goal. This has included: HPGE, Creative and Critical Thinking for Improved Learning Outcomes, Introduction to Collaborative Teaching Practice, Effective Reading, Starting Strong and Working with the Big Ideas.</p>

## Strategic Direction 3: Belonging

### Purpose

Our purpose is to ensure a strong sense of belonging through developing a positive learning climate. We will foster connected and meaningful relationships through a whole school planned approach that supports the wellbeing of all students. We will provide an inclusive education where all students feel respected, valued and are able to fully participate in learning.

### 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
- Inclusivity

### Resources allocated to this strategic direction

**Professional learning:** \$7,000.00  
**Teaching and Learning:** \$9,700.00  
**Aboriginal background:** \$2,818.51  
**Integration funding support:** \$144,560.00  
**Socio-economic background:** \$6,646.69  
**Low level adjustment for disability:** \$35,303.03  
**English language proficiency:** \$140,753.90  
**New Arrivals Program:** \$18,315.00

### Summary of progress

The continued implementation of our Positive Behaviour for Learning (PBL) on the playground has been successful, resulting in fewer playground issues. Due to the interrupted year, the plan to move PBL into the classroom was delayed, with the implementation to occur in Term 1, 2022. The core values of Care, Respect and Ownership are firmly embedded across the school with a consistent language being used by all stakeholders.

The Smiling Mind program was successfully implemented across the school in Semester 1. An allocated time was set aside daily for the entire school to participate in mindfulness. Unfortunately, due to remote learning and the cohort model, the program was interrupted in Terms 3 and 4, however, teachers are endeavouring to include mindfulness activities in their daily plans. Feedback indicated that teachers valued the Smiling Mind program and feel confident when implementing it.

Students in Years 4-6 participated in the Tell Them From Me (TTFM) survey twice this year. The second snapshot was completed not long after the students returned following 13 weeks of remote learning. We believe this has had an impact on the students' sense of belonging, having not engaged with face to face learning for a long period. We look forward to completing the TTFM survey again in 2022.

A strong focus on High Potential and Gifted Education (HPGE) is planned for 2022, with the establishment of a committee of interested teachers across K-6 focused on implementing and embedding HPGE strategies related to the new policy. Procedures around the identification of students with potential in all four domains (intellectual, creative, social-emotional and physical) needs to be established and firmly embedded to allow us to cater for their particular needs.

A focus on inclusivity will continue throughout 2022. Teachers will undergo professional learning to build an understanding of the disability standards. An additional focus is the development of a Reconciliation Action Plan (RAP) to embed the principles and purpose of authentic reconciliation.

### 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
TTFM overall Wellbeing data trending	The Tell Them From Me overall Wellbeing data is currently at 85.77%,

towards the agreed lower bound system-negotiated target of 88.7%	indicating a decrease of less than 1%. We are yet to achieve our lower bound target and further work is needed in this area.
TTFM Advocacy at School trending between the agreed lower bound and upper bound system negotiated targets of 88.6% and 93.6%	90% of students indicate a positive sense of wellbeing (Advocacy at School) demonstrating an increase of almost 2.5% towards this school-based progress measure.
TTFM Expectations for Success data trending towards the annual trajectory lower bound target of 96.84%	94.41% of students indicate a positive sense of wellbeing (Expectations for Success) demonstrating an increase of almost 2% towards this school-based progress measure.
TTFM Sense of Belonging data trending towards 81%	The TTFM student survey results indicate an overall result of 73% of students reporting a positive Sense of Belonging. The percentage of students reporting positive wellbeing outcomes has decreased by 6% across the positive wellbeing measures.
<p>Teachers undertake a sequenced program of professional learning to develop an understanding of the benefits of mindfulness in education and how it can be utilised in the classroom to improve learning.</p> <p>Parents are provided with the opportunity to partake in a teacher led Masterclass to develop a shared understanding of the benefits of mindfulness in education.</p>	<p>All staff participated in a number of professional learning sessions about mindfulness during 2020 in preparation for the whole-school introduction in 2021. It was revisited at the beginning of 2021, implemented by staff across the school and embedded in the timetable. Feedback from staff at the end of Term 2 reported teachers feeling confident to implement mindfulness sessions in classrooms, and calmer students as a result. The mindfulness / Smiling Mind initiative will continue throughout 2022.</p> <p>The Parent Masterclass was held during Term 2, and was very well-received by parents / carers, with very positive feedback and parents / carers reporting that they were trialling mindfulness exercises at home with students. During Semester 1, the Smiling Mind focus was shared with parents / carers weekly via Schoolstream.</p>
A consistent focus on our core values of CARE, RESPECT and OWNERSHIP is evident in all classroom practices.	<p>The plan to implement PBL into the classroom in Semester 2 was interrupted due to the remote learning period. A PBL home matrix was created and distributed to all students during this time, and referred to weekly in PBL lessons and assemblies.</p> <p>PBL will be introduced into the classroom in 2022.</p>
Teachers engage in professional learning to deepen their understanding of Department policies such as HPGE and Disability Standards to understand how to make reasonable adjustments to cater for every student's learning needs.	All leaders completed the Disability Standards for Leaders PL at the beginning of 2021. Six members of staff have completed the online teachers HPGE Policy Tier 1 online learning teachers course, and two members of the executive team completed the Tier 1 Leaders HPGE implementation course. At the beginning of 2021, all staff were introduced to the policy. Further PL is planned for 2022.
Baseline data of negative behaviours (red and orange slips) is recorded and analysed at the end of Term 2 2021.	Analysis of red and orange playground slips indicates a decrease of 36% in negative behaviours between Semester 2 2020 and Semester 1 2021, demonstrating the positive impact of PBL on the playground.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$18,315.00</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 North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• EAL/D targeted support for students who are developing their English language knowledge</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- in-class EAL/D teacher support</li> <li>- adjustment of teaching and learning programs by EAL/D teacher</li> <li>- withdrawal lessons to support the learning of English</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continuation of EAL/D support within classrooms, with adjustments to teaching and learning programs and withdrawal lessons to ensure the development of students' English language proficiency.</li> </ul>
<p>Integration funding support</p> <p>\$144,560.00</p>	<p>Integration funding support (IFS) allocations support eligible students at North Sydney Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for targeted professional learning around supporting students with disabilities</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the employment of additional Learning Support Teachers (LST) to support targeted students to achieve personalised learning goals</li> <li>- the employment of additional School Learning Support Officers (SLSOs) to ensure all students can participate equitably in learning alongside their peers</li> <li>- targeted professional learning for teachers of students with additional needs</li> <li>- regular meetings with stakeholders regarding individualised learning and behaviour plans</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continuation and strengthening of the above strategies, adjusted to students' needs</li> </ul>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at North Sydney Public School who may be</p>

<p>\$6,646.69</p>	<p>experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• supplementation of extra-curricular activities</li> <li>• engaging with external providers to support student engagement and retention</li> <li>• employment of additional staff to support teaching and learning within the classroom</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- ensuring that all students have equitable access to resources required for school</li> <li>- employment of additional SLSOs to support teaching and learning programs</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continuing to ensure all students have equitable access to resources which will ensure success at school.</li> </ul>
<p>Aboriginal background</p> <p>\$2,818.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at North Sydney 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• purchase of school literacy resources to introduce Indigenous languages</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways</li> <li>• all staff participated in Cultural Awareness training</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- the development of PLPs, in consultation with students and families</li> <li>- the purchase of Indigenous quality literature to support the teaching of Aboriginal perspectives and the introduction of Indigenous languages</li> <li>- staff participating in Cultural Awareness training</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- yearly development of PLPs to support student learning</li> <li>- purchase of additional teaching resources which support the embedding of Aboriginal perspectives.</li> </ul>
<p>English language proficiency</p> <p>\$140,753.90</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>English language proficiency</p> <p>\$140,753.90</p>	<ul style="list-style-type: none"> <li>• Inclusivity</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing for intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- provision of targeted EAL/D lessons, in class and withdrawal groups, to support student learning</li> <li>- employment of additional teaching staff to support students identified in the beginning and emerging phases of learning English</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- the continuation of targeted EAL/D support</li> </ul>
<p>Low level adjustment for disability</p> <p>\$141,212.14</p>	<p>Low level adjustment for disability equity loading provides support for students at North Sydney Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Inclusivity</li> <li>• Numeracy</li> <li>• Expertise</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention - Spelling Mastery - to increase learning outcomes</li> <li>• 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</li> <li>• employment of LaST and interventionist teacher</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- employment of additional staff to support targeted literacy and numeracy learning needs, including the growth in high potential and gifted students.</li> <li>- purchase of resources to support literacy and numeracy learning</li> <li>- release of teachers for professional learning or to work with the Learning and Support Team to develop differentiated programs to cater to all students needs</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- additional learning support staff and SLSOs employed to support literacy and numeracy growth across K-6</li> <li>- additional literacy and numeracy resources purchased</li> </ul>
<p>Professional learning</p> <p>\$60,730.58</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 North Sydney</p>

<p>Professional learning</p> <p>\$60,730.58</p>	<p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> <li>• Innovation</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging external experts to unpack evidence-based approaches to teaching literacy and numeracy</li> <li>- professional learning for the PBL team</li> <li>- providing targeted professional learning to specific teachers based on personal PDP goals</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- measurable student growth in reading and numeracy</li> <li>- the development of evidence-based teaching programs to enhance engagement</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continued engagement with external experts to promote student growth</li> <li>- introduction of PBL to the classroom</li> </ul>
<p>Literacy and numeracy</p> <p>\$63,209.52</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at North Sydney Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to engage staff in professional learning around Effective Spelling and Little Learners Love Literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- targeted staff professional learning in effective spelling strategies and effective reading strategies</li> <li>- purchase of resources to support student learning</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- further develop the effective spelling program across K-6</li> <li>- expand the decodeable reader program into Stage 1</li> <li>- purchase of additional resources if needed</li> </ul>
<p>QTSS release</p> <p>\$161,898.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at North Sydney Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> </ul>

<p>QTSS release</p> <p>\$161,898.39</p>	<ul style="list-style-type: none"> <li>• Numeracy</li> <li>• Expertise</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of observational rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- high quality, evidence-based professional learning for teaching teams (Pathways) in literacy and numeracy</li> <li>- the implementation of Number Talks across the school</li> <li>- the development of literacy programs utilising quality literature</li> <li>- release of executive staff to support observational rounds and mentoring programs</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue Pathways sessions, allowing for high-quality professional learning in literacy and numeracy</li> <li>- continuation of observational rounds and mentoring program to build capacity and share expertise.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at North Sydney Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- building capacity of teaching teams to effectively teach literacy and numeracy skills</li> <li>- employment of additional LaST and SLSO to support student learning</li> <li>- executive staff supporting teams through mentoring and team teaching</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- continue to employ additional LST teacher and SLSOs to support student learning</li> <li>- further development of executive mentoring and team teaching program</li> </ul>
<p>COVID ILSP</p> <p>\$25,074.95</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>COVID ILSP</p> <p>\$25,074.95</p>	<ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to inform future teaching and learning programs</li> <li>• providing targeted, explicit instruction for student groups in literacy</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- improvement of literacy skills in a targeted group of students who have been impacted by Covid</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <ul style="list-style-type: none"> <li>- identification of students whose learning has been impacted by Covid lockdowns</li> <li>- continuation of targeted small group tuition for literacy</li> </ul>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	416	431	435	430
Girls	439	456	422	392

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.8	95.9	94.7	96.2
1	95.4	94.6	95.2	94.9
2	94.9	94.9	94.1	95.8
3	94.8	93.9	93.7	95.8
4	94.9	94.8	95.3	94.1
5	95.5	94.2	96.9	95.6
6	94.7	94.5	96.6	94.6
All Years	95	94.8	95.1	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

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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)	33.31
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1.4
Teacher ESL	0.8
School Counsellor	1
School Administration and Support Staff	4.87

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	919,130
<b>Revenue</b>	7,609,454
Appropriation	6,948,421
Sale of Goods and Services	2,742
Grants and contributions	655,552
Investment income	1,539
Other revenue	1,200
<b>Expenses</b>	-7,589,480
Employee related	-6,547,872
Operating expenses	-1,041,608
<b>Surplus / deficit for the year</b>	19,974
<b>Closing Balance</b>	939,104

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	126,311
<b>Equity Total</b>	291,431
Equity - Aboriginal	2,819
Equity - Socio-economic	6,647
Equity - Language	140,754
Equity - Disability	141,212
<b>Base Total</b>	5,837,842
Base - Per Capita	211,265
Base - Location	0
Base - Other	5,626,577
<b>Other Total</b>	514,439
<b>Grand Total</b>	6,770,023

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Tell Them From Me (TTFM) Surveys

The Tell Them From Me survey suite is an online survey system devised by The Learning Bar that helps schools capture the views of students, teachers and parents.

In 2021 the school participated in four surveys run by 'Tell Them From Me'. These were the 'Student Outcomes and School Climate' Student Survey (twice) and the 'Partners in Learning' Parent Survey and the 'Focus on Learning' Teacher Survey. The results of these surveys are outlined below.

### ***TTFM Student Survey***

327 students completed the survey between 1 November and 5 November 2021.

The results of the survey included:

- 69% of the students have a positive sense of belonging.
- 95% of the students believe they demonstrated positive behaviours at school.
- 83% of students believe that school staff emphasise academic skills and hold high expectations for all students to succeed.
- 78% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.

### ***TTFM Parent Survey***

85 parents responded to the Parent Survey, this was down 47% from the previous year. The survey was sent home to families via the weekly school newsletter and Schoolstream App. Every family receives the newsletter via email and all parents have access to Schoolstream.

Highlights of the survey included:

- Parents felt they could easily speak to their child's teacher.
- Parents felt well informed about school activities
- Parents indicated that teachers listened to their concerns
- Parents felt the written information from the school is in clear plain language
- Parents indicated the school's admin staff are always helpful when if they have a question or problem.
- Parents felt Student Reports on progress are written in terms they understand.

### ***TTFM Teacher Survey***

28 members of the teaching staff responded to the teacher Survey between 28 October and 26 November 2021.

Highlights of the survey included:

- Teachers felt that the school leaders create a safe and orderly environment.
- Teachers felt that school leaders had supported them through stressful times.
- Teachers felt school leaders assisted them in creating new learning opportunities for students.
- Teachers felt there was a collaborative culture, with teachers sharing lesson plans and other materials with each other, to support student engagement.
- Teachers set high expectations for student learning.
- Teachers discuss the learning problems of particular students with other teachers.

### ***Other surveys completed throughout 2021 included:***

#### **Parent Masterclasses Survey**

This survey was distributed broadly, via our school newsletter and Schoolstream to gain feedback to inform adjustments to be made to our Parent Masterclass series.

Despite our best efforts to engage parents and carers, only 24 people completed the survey. 16 of which had not attended a Masterclass during 2021.

Survey results indicated that:

- Parents who did attend the masterclasses found them to exceed expectations and were helpful and informative.
- An alternative format to present the masterclasses may result in greater uptake and attendance.
- Suggestions for further masterclasses were: Spelling, Creative and Critical thinking and embedding technology into the curriculum.

As a result of this feedback, we will look to adapt our current format of masterclasses - possibly pre-recording and uploading to a website for viewing at a convenient time.

### **Positive Behaviour for Learning (PBL) Community Survey**

Feedback was sought from parents and carers regarding our PBL program which is in its second year of implementation.

38 community members completed this survey.

Survey results included:

- 92% of parents indicated they are familiar with the behaviour expectations of students at school.
- 76% of parents indicated that students are acknowledged for positive behaviour.
- 73% of parents feel that their child has benefitted from increased opportunities to be recognised for positive choices.
- 76% of parents feel that the implementation of PBL has had a positive impact on our school.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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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

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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.