

# 2021 Annual Report

## Picton Public School



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# Introduction

The Annual Report for 2021 is provided to the community of Picton 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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While 2021 provided another year of challenges and obstacles, our school is proud of the relentless focus on growth and improvement that has been demonstrated by the entire school community. 2021 brought about another phase of Remote Learning and tightened school restrictions. While this made for a challenging and somewhat stalled year, we have been able to implement a number of new initiatives and demonstrate growth in a number of areas, as identified in our Strategic Improvement Plan and Situational Analysis.

The adversity that 2021 provided has only strengthened our school community and has laid the foundation for future growth and achievement, with increased resilience, tenacity and collaboration at the heart of our future directions.

I am extremely proud of and humbled by our school community and look ahead positively to what 2022 will bring.

Nathan Neilson - Proud Principal

## School vision

At Picton Public School, we believe all students can and will be successful.

Every student is challenged to grow in all aspects of learning and wellbeing. All teachers are committed to collaboratively designing and implementing consistent, evidence-based teaching practices in inclusive, authentic, culturally connected and engaging learning environments.

## School context

Picton Public School is located in the community of Picton, just outside of south-west Sydney, serving a middle-class, although changing, socio-economic community.

There are approximately 330 students, with a growing number of Aboriginal and Torres Strait Islander students (currently 7%) and less than 1% of students with an EALD background. The school has a Support Unit, comprising of two Multicategorical (MC) classes (mostly supporting students with an autism diagnosis) and an Intellectually Moderate (IO) class, for students with an intellectual disability.

In recent years, the school has undergone significant staffing changes, with many staff members (executive, teaching and non-teaching) moving into retirement. A new substantive principal was appointed in 2019, along with two new substantive Assistant Principals in 2019 and 2020 respectively. A third substantive Assistant Principal will be appointed in 2021. Within three years, most of the executive team will have changed.

The school has an increasing FOEI (Family Occupation and Education Index) of 102 and an ICSEA (Index of Community Socio-Educational Advantage) of 1005.

Picton Public School completed the External Validation process in 2020 and has used the results of this process to drive the Strategic Directions of this Strategic Improvement Plan. A key focus of this plan is the enhancement of data-informed teaching practices, with an emphasis on data skills and use. The staff has recently undergone robust reflection practices using the What Works Best document, to reflect on strengths and areas of development in their teaching practice. Out of this process, it was revealed that the two practices which require the greatest focus across the school is in the areas of 'Use of data to inform practice' and 'Effective feedback'. As a result, a Deputy Principal Instructional Leader (school funded) has been committed to for a four year period, to drive improvement and best practice in this area. This resource will also facilitate multiple models of professional learning to support staff and improve teaching practice, including whole-staff, differentiated and targeted professional learning modes. This will lay the foundation for increased staff collaboration and the sharing of staff expertise across the school.

The school was successful in its application to be part of the Primary Mathematics Specialist Teacher Initiative (PMSTI). One staff member will undertake this role in 2021 and 2022, to drive improvement in mathematics teaching practice K-6.

Throughout 2019-20, the school has had an increased focus on Aboriginal Education. This will continue and expand throughout this school plan, with the implementation of an Aboriginal Education Specialist Teacher.

Picton Public School has always placed a strong emphasis on inclusion, and this will be further developed and enhanced throughout this plan. Along with this, increased opportunities for students to be challenged and to experience success in a wide range of areas will be fostered.

While the school has always fostered positive and active partnerships with parents and the community, the focus in recent years has shifted to ensure parents and community have a more robust role in the school, with frequent opportunities to engage in conversations about student learning and school directions. This collaborative and authentic approach to community engagement will continue throughout this plan, and will permeate across all three Strategic Directions.



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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes and to build strong foundations for academic success, we will implement consistent formative and summative assessment processes that will drive our data analysis, to inform future teaching practices.

### 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-driven practices
- Assessment and feedback

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$8,197.00

**Socio-economic background:** \$67,271.00

**Literacy and numeracy intervention:** \$35,317.17

**Literacy and numeracy:** \$1,500.00

### Summary of progress

Throughout 2021, the school had a strategic focus on data-informed teaching practice, which was led and supported by the Instructional Leader. Data Talks were introduced which saw every class teacher released from face-to-face teaching for an additional 45 minutes each fortnight. During these sessions, the Instructional Leader worked shoulder-to-shoulder with teachers to analyse student assessment information to inform fortnightly teaching and learning cycles. The capacity of class teachers was also developed to rigorously extrapolate teaching and learning focus areas from external assessment sources, such as PAT, check-in assessment and NAPLAN.

The Department's Situational Analysis Tool was used to evaluate whole-school reading practices, with the analysis of multiple data sources (looking inward) providing the foundation of professional learning sessions (looking outward and forward). This sustained focus saw the development of consistent understanding across the school in Scarborough's Reading Rope, The Simple View of Reading and Dezlea Konza's Big Six of Reading. A sustained effort was placed on developing consistent literacy blocks K-6, encompassing all elements of the research-based pedagogy which was explored throughout the year.

### 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
Maintain the % of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading at the baseline system-negotiated target of 31%.	In 2021, our school exceeded our progress measure of 31% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Reading. Our school also exceeded our upper-bound system-negotiated target, with 45.12% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Reading.
Maintain or exceed the baseline system-negotiated target of 17.6% of Year 3 and Year 5 students achieving in the top two bands in NAPLAN Numeracy.	In 2021, our school exceeded the baseline system-negotiated target of 17.6 % of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Numeracy. Our school also exceeded the annual trajectory lower-bound system-negotiated target of 22.08%, with 22.35% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Numeracy.
Maintain or exceed the baseline system-negotiated target of 64.9% of students achieving expected growth in NAPLAN Reading.	In 2021, our school did not achieve the progress measure of 64.9% of students achieving expected growth in NAPLAN Reading. 53.13% of Year 5 students achieved expected growth.
Maintain or exceed the baseline	In 2021, our school exceeded the progress measure of 55.6% of Year 5

system-negotiated target of 55.6% of students achieving expected growth in NAPLAN Numeracy.	students achieving expected growth in NAPLAN Numeracy. 58.82% of Year 5 students achieved expected growth, slightly above the annual trajectory lower-bound system negotiated target of 58.33%.
Increase the % of Years 2-6 students achieving above the mean scale score in PAT Reading by at least 3.75% to be at or above 45%.	In 2021, our school did not achieve the progress measure of 45% for all students across Years 2-6. 40.8% of students achieved above their mean scale score. Year 6 reached their target with 52.5%, Year 5 reached their target of 47%, and Year 4 reached their target of 48% of students above the mean scale score. Only 29% of Year 3 students and 15% of Year 2 students achieved above the mean scale score..
Maintain or exceed the % of Years 2-6 students achieving above the mean scale score in PAT Mathematics (48.26%).	In 2021, our school exceeded the progress measure of 48.26% in PAT Mathematics. 49.7% of students achieved above their mean scale score. The school had students at the following percentages, Year 6 at 45%, Year 5 at 42%, Year 4 at 57%, Year 3 at 58% and Year 2 at 50% above their mean scale score.

## Strategic Direction 2: Collaborative design of dynamic learning

### Purpose

In order to design and implement authentic and relevant learning experiences for students, staff will engage in differentiated professional learning models. Through a collaborative and consistent approach, evidence-based teaching practices will be embedded across the school.

### 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.

- Evidence-based teaching practices
- Professional learning models

### Resources allocated to this strategic direction

**Professional learning:** \$2,000.00

**Literacy and numeracy:** \$12,000.00

### Summary of progress

In 2021, a new whole-school professional learning structure was introduced and trialed, led by the Instructional Leader. This structure comprised of three models of learning: Whole school (Involving whole staff), targeted (involving small groups of staff), and differentiated (options for staff to choose). The three models were both varied and dependent on the subject matter of our Professional Learning.

Professional learning in Reading was the priority area in 2021, and although Covid-related remote learning hindered some professional learning plans, the school was able to sustain this focus through the implementation of online professional learning packages which were engaged with by the whole staff while working from home. This saw a consistent approach to the teaching of reading developed, grounded in research-based pedagogical approaches such as Scarborough's Reading Rope, The Simple View of Reading and Deslea Konza's Big Six of Reading.

Our updated professional learning model was evaluated using the High Impact Professional Learning (HIPL) self-reflection tool and Guskey's Five Critical Levels of Professional Development Evaluation Tool.

While Reading was the priority professional learning area in 2021, our school also participated in the Primary Mathematics Specialist Teacher Initiative. The focus of this initiative in 2021 was developing the skills and knowledge of our identified specialist teacher, as well as that of a small PMSTI team, with the to whole school implementation 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
School leaders across the school are familiar with current evidence-based approaches to teaching reading K-6, and have committed to a school-wide approach based on the analysis of school evidence.	In 2021, we embarked on a review of our Reading practices throughout K-6. Every teacher participated in a whole school Situational Analysis whereby we journeyed through three phases ; Looking Inward, Looking Outward and Looking Forward. In the <i>Looking Inward</i> phase we analysed our student data as well as programs and teacher surveys to determine what the development of reading looked like for our school. During the <i>Looking Outward</i> phase we looked at evidence based practices and what the current research was saying around the teaching of reading. At the end of the year we reached the <i>Looking Forward</i> phase, which is where we determined our next steps forward and began to implement some of our newly-learned reading pedagogy. We anticipate that our understandings will now deepen into 2022 as we incorporate reading into our Spirals focus.
Evidence of <i>Starting Strong</i> (K-2) and <i>Big Ideas</i> (3-6) mathematics pedagogy in the teaching and learning programs	Evidence of <i>Starting Strong</i> (K-2) and <i>Big Ideas</i> (3-6) mathematics pedagogy is evident in some programs developed by the PMSTI Maths Team. This is largely based on the impact of Covid and the remote learning

and classroom practice of the PMSTI Maths Team.	restrictions enforced in 2021. The pedagogy that is embedded in programs is reflected in classroom practices.
Increased student access to technology, in line with the Rural Access Gap (RAG) allocation.	In Term 4, the school received 28 iPads and 39 lap tops through the Rural Access Gap program. These devices were prepared for distribution and use in 2022. Delays were experienced due to remote learning and Covid-19 circumstances.
School leaders introduce and become familiar with Learning Walks as an approach to support Professional Learning Cycles.	The school's executive team participated in professional learning on Learning Walks. This involved engaging with research, videos and professional dialogue underpinning the theory behind this practice. A plan was developed to trial Learning Walks with on-class members of the executive team, however, remote learning hindered the implementation of this plan. This plan will be revisited in 2022.
A new whole school Professional Learning model is introduced and trialed across the school.	Based on feedback at the end of 2020, a new Professional Learning structure was introduced at the beginning of 2021. This structure comprises of three models of learning: Whole school (Involving whole staff), targeted (involving small groups of staff), and differentiated (options for staff to choose). The three models are both varied and dependent on the subject matter of our Professional Learning. The Professional Learning timetable is also written based on the school needs at the time, and subject to change during the term. Feedback has indicated that staff are happy with this Professional Learning structure to continue into 2022.



## Strategic Direction 3: Challenge, success and inclusion for all

### Purpose

In order to build a learning environment that is inclusive, culturally connected and engaging, we will develop teaching and whole-school processes and practices that provide the skills and opportunities for academic, social and emotional success.

### 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.

- Inclusion
- Learning adjustments and opportunities

### Resources allocated to this strategic direction

**Socio-economic background:** \$35,424.00

**Integration funding support:** \$32,883.00

**Low level adjustment for disability:** \$144,951.07

**Aboriginal background:** \$11,392.51

### Summary of progress

Throughout 2021, the school attempted to provide additional extra-curricular opportunities for students, however, this was largely impacted by Covid-related home learning and school-based restrictions, which prevented cross-stage and inter-school opportunities.

The chaplaincy program was sustained throughout 2021, which greatly assisted targeted students throughout challenging months.

Targeted students were supported through SLSO engagement, by both Integration Funding and Flexible Funding sources.

Aboriginal Education was a major focus throughout 2021, with the introduction of an Aboriginal Education Specialist Teacher. This staff member worked with each class on a fortnightly basis, providing additional learning experiences in Aboriginal and Torres Strait Islander (ATSI) culture and history. The staff member also supported the introduction of Koori Groups, specifically targeted to our ATSI students.

In 2021, our school was successful in being selected to engage in the Got It! (Getting On Track In Time) initiative, a partnership between NSW Health, ICAMHS and the NSW Department of Education. This project is an early intervention well-being program for children in Kindergarten to Year 2 and their parents and carers. The program aims to reduce the severity and frequency of disruptive behaviours and reduce the incidence of emerging conduct disorders and other emotional difficulties. This will be a key focus 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
Exceed the baseline system negotiated target of 70.3% of students attending school at least 90% of the time.	In 2021, our school did not achieve the progress measure of more than 70.3% of students attending school at least 90% of the time. Our school had 67.78% of students attending at least 90% of the time. This is a direct result of Covid-19 school operating guidelines and is consistent with attendance trends across all NSW schools.
Exceed the baseline system negotiated target of 89% of students reporting positive wellbeing in Tell Them From Me.	In 2021, our school did not achieve the progress measure of more than 89% of students reporting a positive sense of wellbeing in Tell Them From Me. Our school had 78.99% of students reporting a positive sense of wellbeing. This may be as a result of two disrupted years of learning during Covid-19 lockdowns and remote learning.

<p>Increase the % of students reporting participation in extra curricular activities in Tell Them From Me to be above the 2020 result of 39%.</p>	<p>In 2021, our school achieved the progress measure of more than 39% of students reporting participation in extra curricular activities in Tell Them From Me. Our school had 40% of students reporting participation in extra curricular activities in Tell Them From Me.</p>
<p>Teaching awareness and understanding of the Gifted and High Potential Policy is achieved through Professional Learning.</p> <p>A system/process is established to identify gifted and high potential students.</p>	<p>All staff participated in robust professional learning on the High Potential and Gifted Education Policy. Consistent frameworks and checklists were implemented across the school as part of our end of year handover process, to ensure students identified as High Potential or Gifted were identified early in the new year.</p>
<p>Increase the % of students reporting a positive sense of belonging in Tell Them From Me to be above the 2020 result of 69%.</p>	<p>In 2021, our school did not achieve the progress measure of more than 69% of students reporting a positive sense of belonging in Tell Them From Me. Our school had 58% of students reporting a positive sense of belonging. This may be as a result of two disrupted years of learning during Covid-19 lockdowns and remote learning.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,883.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Picton 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>• Learning adjustments and opportunities</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>• Student Learning and Support Officers engaged in support identified students with disability in mainstream to meet their individual goals as outlined in their individual education plans.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified students with disability in mainstream classes have been supported both in the classroom and playground by an experienced Student Learning and Support Officer.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to engage experienced Student Learning Support Officers to support identified students, aligned to their individual education plans.</p>
<p>Socio-economic background</p> <p>\$102,695.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Picton Public School who may be 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>• Data-driven practices</li> <li>• Learning adjustments and opportunities</li> <li>• Inclusion</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>• the establishment of an Instructional Leader to work with all classroom teachers on assessment, data-driven practices and responsive teaching.</li> <li>• staff release to run 'Picton Prep' transition to school program.</li> <li>• employment of a School Chaplain to support the wellbeing and engagement of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- All classroom teachers developing their capacity to effectively use collect, analyse and extrapolate student assessment data to plan next steps in learning.</li> <li>- Incoming Kindergarten students supported to develop early Literacy and Numeracy skills and build crucial early teacher knowledge of student need.</li> <li>- Identified students reporting higher levels of engagement, advocacy and belonging in Tell Them From Me.</li> </ul> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue with all three initiatives into 2022.</p>
<p>Aboriginal background</p> <p>\$18,392.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Picton 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>\$18,392.51</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>• Learning adjustments and opportunities</li> <li>• Other funded activities</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 specialist additional staff to support Aboriginal students.</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engagement with a local Aboriginal artist to work with Indigenous students to create a mural within the school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- 80% of Aboriginal and Torres Strait Islander (ATSI) students reporting feeling good about their culture.</li> <li>- 60% of ATSI students reporting that their teacher understands their culture.</li> <li>- Increased % of students identifying as ATSI.</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 with Aboriginal Education Specialist Teacher role in 2022.</li> <li>- Continue to engage additional SLSOs to support the literacy and numeracy needs of targeted ATSI students.</li> </ul>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Picton 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>• Other funded activities</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 additional literacy resources (Heggerty) to support the needs of EALD students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Increased access to quality teaching resources to support critical literacy skill acquisition.</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>- Expand resources in 2022.</li> <li>- Providing Professional Learning for LaST in EALD progressions.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$144,951.07</p>	<p>Low level adjustment for disability equity loading provides support for students at Picton 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>• Learning adjustments and opportunities</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>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p>

<p>Low level adjustment for disability</p> <p>\$144,951.07</p>	<ul style="list-style-type: none"> <li>- Targeted support for identified students.</li> <li>- Wrap around learning and wellbeing support for targeted students.</li> <li>- Implementation of Minilit for targeted Year One students.</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 in with support structures in 2022.</li> </ul>
<p>Location</p> <p>\$3,967.00</p>	<p>The location funding allocation is provided to Picton Public School to address school needs associated with remoteness and/or isolation.</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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• student assistance to support excursions</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Participation of identified students in excursions and extra-curricular activities.</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 use this funding source in this way in 2022.</li> </ul>
<p>Literacy and numeracy</p> <p>\$13,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Picton 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>• Assessment and feedback</li> <li>• Evidence-based teaching practices</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Greater access to teaching and learning resources that are in line with research-based pedagogical approaches and targeted professional learning (Heggerty Phonemic Awareness and Decodable Readers).</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>- Expand resources in 2022.</li> <li>- Target numeracy resources.</li> </ul>
<p>QTSS release</p> <p>\$66,373.86</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Picton 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>• Other funded activities</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</li> </ul>



<p>QTSS release</p> <p>\$66,373.86</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Increased support for teachers to enhance teaching through collaborative practice with team leaders.</li> <li>- Ongoing support and feedback for teachers.</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 use this funding source in this way in 2022.</li> </ul>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Picton 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>• Data-driven practices</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 an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> <li>• Classroom teacher employed two days per week to release teachers for Data Talks with Instructional Leader.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- Increased data-literacy in teachers.</li> <li>- Enhancement in data skills and use among teachers.</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 use this funding to support Instructional Leadership and Data Talks in 2022.</li> </ul>
<p>COVID ILSP</p> <p>\$134,542.00</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><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>• 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>• providing targeted, explicit instruction for student groups in literacy &amp; numeracy through the Learning Boosts initiative.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <ul style="list-style-type: none"> <li>- 54 students receiving additional literacy and numeracy support through CILSP.</li> <li>- 89% of students receiving additional support through CILSP demonstrating growth and achievement of identified learning goals through small group instruction.</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 a teacher in 2022 to increase Learning Boost sessions for identified students.</li> </ul>

## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	182	186	170	175
Girls	191	187	159	138

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.7	93.6	92.8	92.9
1	94.1	90.8	95.4	90.9
2	93.1	94.3	94.4	92.9
3	93.1	93.1	95.3	90.6
4	92	93.9	93.4	91.8
5	91.2	92.7	93.4	88.3
6	90.6	90.7	93.3	89.6
All Years	92.3	92.7	94	90.9
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
Assistant Principal(s)	4
Classroom Teacher(s)	12.89
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.02

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	543,672
<b>Revenue</b>	4,099,445
Appropriation	4,023,158
Sale of Goods and Services	10,806
Grants and contributions	65,046
Investment income	436
<b>Expenses</b>	-4,044,292
Employee related	-3,665,266
Operating expenses	-379,027
<b>Surplus / deficit for the year</b>	55,153
<b>Closing Balance</b>	598,825

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>	32,883
<b>Equity Total</b>	279,499
Equity - Aboriginal	21,373
Equity - Socio-economic	110,775
Equity - Language	2,400
Equity - Disability	144,951
<b>Base Total</b>	2,927,876
Base - Per Capita	84,072
Base - Location	3,967
Base - Other	2,839,837
<b>Other Total</b>	314,553
<b>Grand Total</b>	3,554,810

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

In 2021, Picton Public School used the Tell Them From Me surveys to obtain information from students and teachers. The school did not receive any completed surveys from parents/community.

Key findings obtained from the **students** at the end of the year include:

- 88% of students answered positively when reporting on *advocacy at school*.
- 91% of students answered positively when reporting on *expectations for success*.
- 58% of students answered positively when reporting on *sense of belonging*.

Key findings obtained from the **teachers** at the end of the year include:

- 63% of teachers agree or strongly agree that school leaders lead improvement and change.
- 73% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for the school.
- 73% of teachers agree or strongly agree that there is a positive sense of belonging for students.
- 90% of teachers agree or strongly agree that they have the knowledge required to engage with students on Aboriginal culture and histories.
- 100% of teachers agree or strongly agree that our school is a welcoming and culturally safe place for all students.
- 70% of teachers agree or strongly agree that they share and implement ideas about ways to help students retain what they are learning.
- 91% of teachers agree or strongly agree that they have the skills and confidence to meet the needs of students with disability or special needs.
- Teachers report that the school's top two drivers of student learning evident are *Inclusivity* and *Parent Involvement*.

# 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.