

2021 Annual Report

Regents Park Public School



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Introduction

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

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

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School vision

At Regents Park Public School we are committed to ensuring all students receive a high quality education that is founded on high expectations and the belief that all students can learn and achieve given the appropriate time and support. We develop students who are motivated, resilient and successful individuals through providing a nurturing environment that meets their social, emotional and academic needs. Our learning community aims to develop accomplished and educated individuals who are active and confident members of their community through the provision of an education that promotes creativity, celebrates differences and understands and supports individual goals and aspirations.

School context

Regents Park Public School provides learning opportunities for approximately 271 students. The school is located in the Chullora Principals Network in South Western Sydney. The school is located in the Canterbury/Bankstown local government area. The school caters for a diverse student population with 88% of students from a language background other than English. The most represented groups are from Cantonese, Mandarin, Arabic Speaking and Pacific -Islander backgrounds. The school FOEI is 132 identifying the school as catering for a community from a low socio economic background.

The school has approximately 30 full-time and part-time staff including executive staff, classroom teachers, librarian, English as a Second Language teachers, Learning and Support teachers, school counsellor, administrative staff, a general assistant and school learning support officers.

The school focuses on teacher professional learning and effective community partnerships to improve educational outcomes for students through tailored personalised learning in a supportive and respectfully challenging learning environment.

The school provides every student with access to technology suited to their age and purpose to utilise in a variety of learning activities. All classrooms have internet access to ensure students have the ability to locate information beyond the classroom and connect with others within the education community.

Regents Park Public School is part of the Early Action for Success initiative which commenced in Term 2, 2014. Staff are collaboratively working within a conceptual framework for improvement in student outcomes. with a particular focus on early intervention in the early years of schooling.

The school has a Support Unit consisting of 3 specialist classes, catering for students with specific needs.

The school is an active member of a community of schools - Regents Park, Auburn and Birrong and Mortlake PS. The schools work collectively to continue to improve student learning outcomes through participation in Instructional Rounds - viewing classroom practice across all sites and facilitating improvement through open discussion and reflection supported by ongoing professional learning and modification of teaching and learning practices.

Through our situational analysis, the school identified the need for a continued emphasis on quality teaching practices in literacy and numeracy. Reviewing and refining teaching and learning practices, informed by data, will provide opportunities for students to achieve expected growth and attainment in their learning. This will be achieved through professional learning, consistent monitoring of data to inform future directions and identify support needs and the use of expertise within the school to improve student learning outcomes.

The analysis of the school achievement data has identified a clear direction for school improvement. A focus on improving teacher practice, reviewing and refining current teaching and learning programs and providing targeted support for identified students. Continual reflection and evaluation of all initiatives and impact will enhance the ability of staff to respond and adapt to the needs of students.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
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	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students and inform differentiated teaching for all students. Building a strong foundation in literacy and numeracy will enhance students' ability to successfully engage in all key learning areas.

Initiatives

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

- Data analysis and use
- Personalised learning

Resources allocated to this strategic direction

English language proficiency: \$208,406.00
QTSS release: \$62,001.00
Professional learning: \$25,820.00
Early Action for Success (EaFS): \$171,513.00
Refugee Student Support: \$763.00
Socio-economic background: \$139,663.00
Low level adjustment for disability: \$156,769.00
Literacy and numeracy intervention: \$47,090.00
Integration funding support: \$112,524.00
Aboriginal background: \$2,948.00

Summary of progress

Jolly Phonics

Professional Learning for all staff was provided by Jolly Phonics consultant Santina Di Mauro. Explicit strategies are embedded in teaching programs and incorporated in daily practice. The learning was delivered face to face early 2021 and remotely in Semester 2. There has been a significant increase in student knowledge and use of phonemes in reading and writing across the curriculum. This has resulted in an uplift of students being able to use a wide range of strategies and confidently compose and respond to a variety of texts.

Numeracy

A school numeracy team was formed to facilitate the Interview for Student Reasoning (IfSR) assessment. A need was identified in the area of "Equivalence". Strategic and thoughtful teaching and learning was delivered in every Stage 1 classroom paying close attention to language, communication and reasoning in relation to equivalence. There was an increase in student understanding and reasoning in this area. Across Years 3 to 6, teaching programs embedded explicit instruction when working mathematically to communicate and justify their strategy and reasoning.

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 proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy by 5% from our baseline data.	NAPLAN scores indicate an increase of 0.37% in the percentage of students in the top two skill bands for Numeracy.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading by 6% from our baseline data.	21.79% of students achieved in the top two bands in NAPLAN reading indicating progress toward the annual progress measure.

Increase the proportion of students achieving expected growth in NAPLAN Numeracy by 3% (Lower bound system-negotiated network target).	Percentage of students achieving expected growth in numeracy decreased to 48.28% indicating progress yet to be seen toward the system negotiated target.
Increase the proportion of students achieving expected growth by 4% in NAPLAN Reading (Lower bound system-negotiated network target).	The percentage of students achieving expected growth in reading increased by 9.28% indicating achievement of progress toward the system negotiated target.

Strategic Direction 2: Evidence based practice to deliver a challenging, supportive and inclusive curriculum

Purpose

Improve teacher practice to ensure teaching and learning programs have the key elements to provide opportunities for all students to succeed. Effective use of data, professional learning focused on differentiation and best practice will support continued improvement in student learning outcomes.

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.

- Strategic support in the development of whole school vocabulary and comprehension
- Instructional rounds to inform practice

Resources allocated to this strategic direction

Literacy and numeracy: \$7,419.00

Per capita: \$54,463.00

Professional learning: \$16,830.00

Summary of progress

All staff engaged in high impact professional learning to improve practice in comprehension, leading to improvement in student growth in inferential comprehension K-6. This was delivered by Literacy Consultant, Jann Farmer-Hailey and the Instructional Leader facilitated and supported the implementation of the professional learning across the school.

K-2 were provided with strategies and guidelines through modelling in rooms, team teaching, observations for new teachers and new to stage. Teachers were able to implement more explicit teaching into their programs around comprehension strategies. This was filtered through to inferential questioning in programs and across KLAs. Students demonstrated more confidence in participating in meaningful discussions across the curriculum, which led to students meeting expected growth

Students in Years 3 to 6 explored how to use more complex vocabulary, to support their comprehension. The delivery of the professional learning was evident in all teaching and learning programs modified to show inclusion of new strategies. Student data indicated that vocabulary, summarizing and making connections continues to be an area of focus.

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
Understanding Text PLAN2 student data A minimum of 50% of Year 1 students achieve Level 5 UNT	80% of Year 1 students have achieved a Level 5 or above of the Understanding Texts sub-element of the Literacy Progressions.
Understanding Text PLAN2 student data A minimum of 25% of Year 2 students achieve above Level 6 UNT	56% of Year 2 students have achieved above Level 6 of the Understanding Texts sub-element of the Literacy Progressions.
Understanding Text PLAN2 student data A minimum of 25% of Year 4 students achieve Level 8 UNT	29% of Year 4 students have achieved Level 8 of the Understanding Texts sub-element of the Literacy Progressions.
Understanding Text PLAN2 student	2% of Year 6 students have achieved Level 10 of the Understanding Texts

<p>data</p> <p>A minimum of 25% of Year 6 students achieve Level 10 UNT.</p>	<p>sub-element of the Literacy Progressions.</p>
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Strategic Direction 3: Student engagement and wellbeing

Purpose

Enhance students sense of belonging and engagement through refining teaching and learning programs to ensure a balance of opportunities to succeed in learning and challenge students to move their learning forward.

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.

- Whole school attendance review
- Student and community feedback

Resources allocated to this strategic direction

Socio-economic background: \$174,013.00

School support allocation (principal support): \$17,420.00

Per capita: \$20,000.00

Summary of progress

Attendance

All staff promoted the shared responsibility of positive school attendance across our school community. At the beginning of each school year, all staff received professional learning to record and track student attendance. This was regularly updated throughout the year to incorporate Learning From Home guidelines and restrictions. Student attendance is regularly tracked, monitored and reviewed with concerns addressed when they emerge in partnership with the Home School Liaison Officer. As a result of a high percentage of unexplained absences, families receive an SMS requesting an explanation of a student's absence from school. This has made it easier for parents/carers to explain their child's absence as well as assist staff to maintain records of student attendance.

Wellbeing

All students are supported to connect, succeed and thrive. During the remote Learning From Home period, all students were regularly contacted weekly for wellbeing and curriculum support. Families expressed appreciation with the school's high level of communication. Wellbeing Fridays were established during lockdown where classes participated in activities that promoted positive relationships with their peers and teaching staff. All students received a medallion to acknowledge their effort whilst Learning From Home and celebrate their successful return to the school environment. The review of current wellbeing programs will commence 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 (uplift) percentage of students attending school more than 90% of the time by 3%.	Due to the impact of Remote Learning, there was a decrease in student attendance across the school in 2021.
Increase (uplift) of 2% from baseline data evident in TTFM Wellbeing data (advocacy, belonging, expectations).	<p>Advocacy - According to TTFM data, the extent to which students feel they have someone at school who consistently provides encouragement and can be turn to for advice, has been maintained from the baseline data.</p> <p>Belonging - There was a 6% decrease from the baseline to the extent to which students feel accepted and valued by their peers and by others at their school.</p> <p>Expectations - There was a decrease of 4% from the baseline data that students felt school staff held high expectations for students to succeed.</p>

<p>Increase (uplift) of 2% from baseline data evident in TTFM Wellbeing data (advocacy, belonging, expectations).</p>	<p>The extended lockdown in Term 3 and Remote Learning impacted on the students which was reflected in the responses to the survey. It is expected that there will be an increase across all areas in the 2022 survey, administered in a climate of face-to-face learning, connection and belonging. The school is reviewing current Wellbeing programs to respond to student needs.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>SEF - Learning culture - to meet or exceed <i>Sustaining and Growing</i></p> <p>SEF - School resources - to meet or exceed <i>Delivering</i></p> <p>SEF - Management practices and processes - community engagement -to meet or exceed <i>Delivering</i></p>	<p>Learning Culture</p> <p>Student learning was supported with differentiated programs and additional support throughout the year. In Term 3 remote learning and the location of the school in an identified local government area that experienced the harshest restrictions in the Sydney area, impacted negatively on student perceptions and engagement in their schooling. The school continues to develop and provide differentiated learning programs and ensures high expectations underpin all aspects of schooling.</p> <p>School Resources</p> <p>The school has provided access for all students to engage in digital platforms to support the learning. Additional digital resources were purchased to further support differentiated learning during Learning From Home. Overall student engagement was high however, some families were unable or reluctant to engagement with online learning. The school provided individual physical learning packs for students as well as physical resources.</p> <p>Community access to the school was limited due to restrictions that were in place. This impacted on the school achieving the target of increased community engagement within the school. This will be an area of focus in 2022.</p> <p>Management Practices and Processes</p> <p>The school reviewed the most effective way to engage the community and ensure all families felt supported and connected to the school. The school selected platforms that enabled all community members access to translated documents to ensure all families were informed of current guidelines and general school information. In 2022 community engagement on-site will be a priority. The provision of Playgroup and Parent Workshop through Auburn Diversity will be re-instated.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in: enabling identified students were given targeted support to successfully engage in school curriculum and activities across all areas of school life.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to monitor and support student engagement within the school community.</p>
<p>Integration funding support</p> <p>\$112,524.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Regents Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$313,676.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Regents Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning • Whole school attendance review

<p>Socio-economic background</p> <p>\$313,676.00</p>	<ul style="list-style-type: none"> • Student and community feedback <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement intensive additional individual/group support for identified students with additional needs • professional development of staff through the department's literacy and numeracy hub as well as Jolly Phonics and Grammar to support student learning • equitable access to specialist resources <p>The allocation of this funding has resulted in: targeted students identified through multiple data sources were supported to achieve their individual learning goals. Additional funding was allocated due to high support required for identified students to access the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to monitor student progress through collation of data and provide strategic support to identified students.</p>
<p>Aboriginal background</p> <p>\$2,948.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Regents Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging an Aboriginal Community Liaison Officer (ACLO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • employment of additional external specialists (including Speech Pathologists) to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: students and their families receiving strategic support that resulted in improved engagement of schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to support students and families across all aspects of school life.</p>
<p>English language proficiency</p> <p>\$208,406.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Regents Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D Progression levelling PL to staff • additional teacher time to provide targeted support for EAL/D students and for development of programs • utilising the Instructional Leader to support the delivery of targeted initiatives as well as development and implementation of resources

<p>English language proficiency</p> <p>\$208,406.00</p>	<p>The allocation of this funding has resulted in: all teachers have a sound knowledge and understanding of the Literacy, Numeracy and EAL/D Learning Progressions.</p> <p>After evaluation, the next steps to support our students with this funding will be: collection and analysing of data to inform teacher practice and identify trends and point of need.</p>
<p>Low level adjustment for disability</p> <p>\$156,769.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Regents Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with COVID ILSP intervention to increase learning outcomes <p>The allocation of this funding has resulted in: targeted students were strategically supported to achieve their individual learning goals. Students progress was measurable and consistently monitored to inform teaching and learning programs. Additional funding was allocated to support students with high needs to enable them to actively participate in the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to deliver data informed support programs for target students.</p>
<p>Literacy and numeracy</p> <p>\$7,419.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Regents Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Strategic support in the development of whole school vocabulary and comprehension <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy vocabulary and understanding • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in: the strategies being implemented across the school in all classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to deliver high impact professional learning facilitated by the executive and AP Curriculum and Instruction. A variety of data sources will drive focus areas across the school to cater for individual cohorts.</p>
<p>Early Action for Success (EAfS)</p>	<p>The early action for success (EAfS) funding allocation is provided to improve</p>

<p>\$171,513.00</p>	<p>students' performance at Regents Park Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead professional learning opportunities focused on school identified data • lead analysis of student performance data with whole school and stage teams • employment of Instructional Leader to build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: all teachers participating in professional learning and implemented their new learning in the delivery of the curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue the successful professional learning model and monitor and measure the impact on student learning outcomes.</p>
<p>QTSS release</p> <p>\$62,001.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Regents Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data analysis and use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: all teachers collaboratively planning, driven by deep data analysis to ensure high quality curriculum delivery.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to develop staff capacity to deeply analyse data and identify individual student needs and develop responsive programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Regents Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • purchase of quality texts and digital programs to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$47,090.00</p>	<p>The allocation of this funding has resulted in: all students were supported with differentiated learning materials in a variety of formats.</p> <p>After evaluation, the next steps to support our students with this funding will be: reflect on student engagement and achievement linked to their learning goals and departmental targets.</p>
<p>COVID ILSP</p> <p>\$200,599.61</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in: identified students were given intensive and explicit instruction in literacy and/ or numeracy and made significant gains in their learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: to continue to monitor and analyse data to inform student grouping and required support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	129	137	144	144
Girls	135	144	140	140

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.7	90.9	87.7	89.1
1	91.7	84.7	91.1	88.1
2	91.9	92.1	85.9	89.7
3	91.4	91.8	94	86.8
4	92.7	92	90.3	92.1
5	93.6	89.4	87.1	90.9
6	90.3	91.4	90.6	88.1
All Years	91.6	90.3	89.4	89.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	11.81
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.6
Teacher ESL	1.4
School Administration and Support Staff	5.57

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	101,441
Revenue	4,450,064
Appropriation	4,375,985
Sale of Goods and Services	16,868
Grants and contributions	56,867
Investment income	44
Other revenue	300
Expenses	-4,249,859
Employee related	-3,894,902
Operating expenses	-354,956
Surplus / deficit for the year	200,205
Closing Balance	301,646

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	113,287
Equity Total	695,092
Equity - Aboriginal	2,948
Equity - Socio-economic	313,677
Equity - Language	208,407
Equity - Disability	170,061
Base Total	2,740,275
Base - Per Capita	74,463
Base - Location	0
Base - Other	2,665,812
Other Total	532,117
Grand Total	4,080,771

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The school year was impacted by remote learning and the gradual return of full time schooling.

Students expressed satisfaction in the different modes of curriculum delivery and the resources available to them to actively participate in their learning. Overall students felt supported by their teachers and the principal. Teachers expressed satisfaction in the support they received from their supervisors and principal.

Teachers felt they were given opportunities to direct their professional learning and implement new learning within their classroom. Teachers expressed satisfaction in the availability of both human and material resources to be able to deliver high quality learning.

Parents expressed satisfaction in the teaching and learning provided across the school. They felt confident in the teaching staff and the leadership team. Parents expressed satisfaction in the resourcing of the school and the support their children received. They also expressed satisfaction in their ability to participate in learning and develop strong partnerships with the teaching staff especially during remote learning.

The school identified that not all parents were able to access or use resources provided. In 2022 the school will be working with the community to identify areas of highest need and implement strategies/initiatives to ensure all families are supported.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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