

2021 Annual Report

Strathfield North Public School



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Introduction

The Annual Report for 2021 is provided to the community of Strathfield North 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 Strathfield North Public School we have a shared belief and understanding that students and staff are empowered to reach their full potential through quality teaching, learning and wellbeing programs. We build a community of collaborative learners within a culture of high expectations and strive for continuous improvement and excellence.

School context

Strathfield North Public School is on Eora Nation land of the Wangal people. The approximate enrolment is 480 students including 70% from a culturally and linguistically diverse background. Our community is proactive and supported by an involved and dedicated Parent and Citizens Association and enjoy strong partnerships with the local community.

The school enjoys a strong reputation in the local community for its high academic achievement, enrichment opportunities and differentiated support programs for students with additional needs. Our Learning and Support and English as an Additional Language or Dialect teams work in partnership with students, teachers and the community to ensure all learning and wellbeing needs are catered for within an inclusive environment.

All students are afforded with the opportunity to learn one of three community languages; Chinese, Italian or Korean. There is an Itinerant Hearing Support Team based on site which supports students within our school and surrounding schools. We are also proud of a small but significant number of Aboriginal students enrolled at our school.

SNPS has a long tradition of performing arts and sporting excellence including a range of NSW Primary School Sports Association (PSSA), public speaking and debating, Wakakirri, choirs, music, dance and sport programs. Technology is embedded throughout the school to enhance learning opportunities for all students, examples of this include our media hub, coding room, computer lab and Bring Your Own Device (BYOD) program.

Opportunities for student voice are evident through leadership teams including Prefects, Environmental, Logistics, Playground, Library, Sport and Media Crew. There is also a strong focus on building leadership capacity and student voice through our whole school Student Representative Council and Buddy program.

Through our situational analysis and strong community consultation process we have identified six areas that will direct our school to achieve our system negotiated targets: explicit teaching in reading and numeracy, formative assessment, differentiation, effective lesson practice, learning empowers teachers and instructional leadership.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth through continually improving explicit teaching using data, student goal setting and effective feedback.

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.

- Explicit Teaching in Reading and Numeracy
- Attendance Monitoring

Resources allocated to this strategic direction

Professional learning: \$19,800.00

QTSS release: \$22,000.00

Literacy and numeracy intervention: \$47,089.00

Literacy and numeracy: \$22,000.00

Low level adjustment for disability: \$67,270.80

Socio-economic background: \$16,900.00

Summary of progress

At the beginning of Term 1, executive reviewed data and identified comprehension as a focus area for improvement for 2021. Term 1 all teachers were supported by professional learning run to up skill in best practice in teaching reading K-6. All stages collected data from the comprehension assessments.

During Term 2, teachers collaborated using the case management approach from Lyn Sharratt focusing on a sound student in each class. Teachers created reading programs with that student in mind. There was whole school impact wall created to show the data collected. 3-6 teachers implement a team teaching approach focusing on vocabulary development using rich texts. Teachers used resources from the departments reading and numeracy hub. This was to be extended to a HPGE student and a student with additional learning needs in Term 3 but was put on hold due to COVID.

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
Top 2 Bands Numeracy Uplift of 2.8% of students achieving the top 2 bands in NAPLAN numeracy from baseline.	60.56% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
Top 2 Bands Reading Uplift of 1.5% of students achieving top 2 bands in NAPLAN Reading from baseline.	66.4% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
Expected growth in Numeracy Uplift of 1% of students achieving expected growth in NAPLAN numeracy from baseline.	The percentage of students achieving expected growth in numeracy decreased to 57.89% indicating progress yet to be seen toward the lower bound target.
Expected growth in Reading Uplift of 1% of students achieving	The percentage of students achieving expected growth in reading decreased to 66.1% indicating progress yet to be seen toward the lower bound target.

expected growth in NAPLAN reading from baseline.	
Attendance Uplift of 2% of students attending greater than 90% of the time.	The number of students attending greater than 90% of the time or more has increased by 6.22%.

Strategic Direction 2: High Expectations

Purpose

Teachers foster high expectations to ensure all students are engaged, empowered and challenged in order to enable continuous improvement.

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.

- Differentiation
- Effective Lesson Practice

Resources allocated to this strategic direction

Professional learning: \$7,700.00

English language proficiency: \$337,432.96

Literacy and numeracy: \$6,800.00

New Arrivals Program: \$11,100.00

Aboriginal background: \$2,314.71

Low level adjustment for disability: \$44,203.14

Summary of progress

At the beginning of Term 1 our key initiatives of differentiation and effective lesson practices were aligned to our term by term job embedded professional learning cycle (LET). Senior executive met with the curriculum advisor to align the teaching and learning cycle with Lyn Sharrat's 'Case Management Approach'. Teachers were guided through step by step processes to collaboratively review assessment data, set individual goals and align teaching strategies to move learners forward. Teaching teams participated in classroom Learning Walks (5 questions) to gather data and reflect on the impact of the professional learning to support student success and improved outcomes. Our initial cycle focused on students who were identified as working at expected grade outcome levels and the next cycle will focus on students working above grade expected levels (HPGE).

Our collaborative case management approach lead to staff using data effectively when evaluating student understanding through promoting consistent and comparable judgments. Teams reflected on student progress and developed plans and strategies for further improvement. The case management approach process supported teachers to write and set individual students goals which were reviewed in Student Learning Conferences, increasing individualised learning for all students K-6.

In Term 1, an EAL/D Project Team was formed and successfully received a grant focused on improving the use of academic vocabulary in EAL/D students across K-6. Whole staff PL was run, focusing on vocabulary acquisition for EAL/D learners and utilising the Reading and Numeracy Learning Hub resources. The network Curriculum leader in EAL/D was engaged to assist with this PL. Due to this PL, all staff were aligned in their views about effective vocabulary instruction for EAL/D students. This learning was embedded in teaching and learning programs across K-6, including team teaching opportunities for 3-6 students with the teacher librarian and EAL/D specialist teachers. This led to weekly timetabled vocabulary games being introduced for all K-6 students to build their vocabulary and understanding. Additionally, EAL/D progression data was updated K-6 to track and monitor student outcomes.

In Term 2, we participated in whole school professional learning on the new HPGE policy and differentiation tool. A committee was formed later in the year to participate in the 2 day Leaders HPGE course then developed a plan to increase challenge and engagement of our HPGE students.

In 2022, the case management approach will continue with our high performing students and then students who are working towards expected outcomes to cover the diverse needs of learners in our school. We will re-designing our school reports to include individual learning goals for English and Maths and a self-reflection section.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Differentiation</p> <p>1. Teaching and learning programs in Literacy and Numeracy show evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning.</p> <p>2. Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.</p>	<p>1. Literacy programs were the focus in 2021, in particular Phonics and Reading. Delayed initiatives in term 2 have required this work in Numeracy to be postponed to 2022.</p> <p>An explicit vocabulary focus was continued throughout LFH across K-6, teachers shared effective teaching practices and student work samples during cross stage PL. The success of this targeted program was shared with the EAL/D network during an evaluation of the project.</p> <p>2. Learning Intentions and Success Criteria (LISC) support individual goal setting and achievement. Student Learning Conferences ensured families are aware of students individual learning goals in English and in 2022 Maths goals will also be included. LET and the case management approach also supported teachers to differentiate instruction to meet the needs of students at different levels of achievement, including adjustments to support learning or increase challenge.</p>
<p>Effective Lesson Planning</p> <p>1. Teachers collaborate across teams to share Literacy and Numeracy curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>2. Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p> <p>3. Teachers share criteria for student assessment with students. Formative and summative assessments create opportunities for students to receive feedback on their learning.</p>	<p>1. External and internal Literacy data was analysed when developing grade, group and individual learning programs which included Check-in, NAPLAN, Best Start, Yr 1 Phonics Screener, Kindergarten Phonics assessment data, DoE short assessments and grade based reading assessments.</p> <p>2. Feedback to and from students was embedded in teacher practice. This significantly increased during LFH. Teachers were supported in how to give effective feedback to students via PL. This led to an increase in teachers utilising applications such as Mote (verbal feedback), Google Forms, electronic exit slips, Zoom reactions, polls and chat functions.</p> <p>3. LISC, co-constructed rubrics, individual goals and assessment data are explicitly shared with students to reflect on and self-assess their progress towards achieving their goals. In 2022, individual student goals and progress will be shared in SLC and via the online learning platform Seesaw.</p>

Strategic Direction 3: Collaborative practice

Purpose

To collaboratively develop teacher capacity to ensure a shared understanding of and responsibility for improved student 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.

- Learning Empowers Teachers
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$22,447.00

Beginning teacher support: \$29,690.00

Summary of progress

Early in 2021, teachers were guided through professional reflection aligned to standards when developing and refining PDP goals. To better support our Early Career and Beginning teachers, new processes were established in 2021. This included selecting new mentors, providing professional development opportunities for mentors and creating a responsive and flexible needs based timetable to build a stronger collective culture to support new teachers. This provided leadership opportunities for our existing expert teachers and/or aspiring leaders. The new process provided individualised co-designed support based on EC/BT knowledge, practice and engagement with standards. Teachers and mentors were given regular time to meet, review and discuss progress towards attainment of their professional goals in their PDPs and while collecting evidence. In 2022, we will evaluate and refine the process for BC/BT, mentors and executive staff roles and responsibilities. Collaborative practices drive ongoing improvement in teaching practice and student results.

Three members of our executive team attended Instructional Leadership (IL) professional learning modules, 'The Impact Cycle' in Semester 1. This was shared with the rest of the executive team. The IL model was used for several cycles of professional learning during LFH to celebrate and self assess the effectiveness of online lessons and measure their impact on student outcomes.

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
Learning Empowers Teachers 1. Staff have a shared belief and understanding in data concepts, analysis and use of student assessment data and related tools.	Staff data analysis skills have been strengthened through individual and collective goal setting for student improvement using the 'Case Management Approach'. In 2021, we focused on students working at the expected level in English (phonics and comprehension). During weekly sessions, teachers met and collaboratively analysed student data via work samples and assessments to identify skill gaps for improvement.
Instructional Leadership 1. The school identifies expertise within its staff and draws on this to further develop its professional learning community through mentoring and coaching.	Staff expertise and capabilities have been strategically built on to ensure every student experiences high quality teaching and every teacher improves every year. School leaders have used IL processes and coaching techniques to lead reflective conversations that facilitate ongoing growth and reflection on impact.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,100.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Strathfield North 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"> • Differentiation <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • New Arrivals Program <p>The New Arrivals Program (NAP) provides initial, on-arrival intensive English language tuition for newly arrived students at the beginning and emerging levels of English language proficiency.</p> <ul style="list-style-type: none"> -K-6 School developed New Arrivals Program -Led by EALD specialist staff (timetable linked as evidence) -1 hour per day each student -Intensive language acquisition, focus on oral language -Tailored to suit needs of individual students <p>The allocation of this funding has resulted in: 100% of students progressing to the next phase of English learning proficiency</p> <p>After evaluation, the next steps to support our students with this funding will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible.</p>
<p>Integration funding support</p> <p>\$68,427.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Strathfield North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs (teacher and SLSO) • employment of staff to provide additional support for students who have high-level learning needs <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. LaS meetings discuss integration funding decisions making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring integration funding will be adjusted throughout the year in</p>

<p>Integration funding support</p> <p>\$68,427.00</p>	<p>response to student PLSPs so funding is used to specifically address each student's support needs. In 2022, we will formalise goal setting meetings in Term 1 and reviews in Term 4.</p>
<p>Socio-economic background</p> <p>\$16,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Strathfield North 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"> • Attendance Monitoring <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • release time for teachers preparing for Student Learning Conferences <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <ul style="list-style-type: none"> - Student attendance at SLC - All students accessing resources as needed. <p>After evaluation, the next steps to support our students with this funding will be: Explore further options to support students to share their learning goals with families.</p>
<p>Aboriginal background</p> <p>\$2,314.71</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Strathfield North 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • release time for staff attending local network opportunities with and for our students 'Koori Connections' <p>The allocation of this funding has resulted in: Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 100% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continuing to strengthen partnerships between students and teachers within and beyond our network.</p>
<p>English language proficiency</p> <p>\$337,432.96</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Strathfield North 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"> • Differentiation

<p>English language proficiency</p> <p>\$337,432.96</p>	<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 • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • student progress on the EAL/D learning progressions in Oral Language and Vocabulary development of targeted EAL/D students showing expected or above growth . • EAL/D students are more confident learners and prepared to take risks with their language use. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to capitalise on teacher confidence and their capacity to differentiate and reflect the needs of EAL/D learners in English and Maths. Capitalising on staff expertise through personalised professional development for teachers in the form of mentoring, co-teaching and co-planning. • ongoing teacher professional learning utilising DoE advisor expertise to address current EAL/D and NAP needs.
<p>Low level adjustment for disability</p> <p>\$111,473.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Strathfield North 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"> • Explicit Teaching in Reading and Numeracy • Effective Lesson Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with an evidence-based interventions MiniLit and MultiLit to increase learning outcomes <p>The allocation of this funding has resulted in: the school achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students with this funding will be: to better identify and support our twice exceptional students through individualised learning plans.</p>
<p>Professional learning</p> <p>\$49,947.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Strathfield North 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"> • Explicit Teaching in Reading and Numeracy • Differentiation • Effective Lesson Practice

<p>Professional learning</p> <p>\$49,947.00</p>	<ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for Professional Learning (external) • Stage planning days twice a term <p>The allocation of this funding has resulted in: All staff being supported at their point of need as well as collaborative grade based focus areas aligned to PDP goals and our School Plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: With a further refined LET and PDP process based on feedback from individual staff and out TTFM data.</p>
<p>Beginning teacher support</p> <p>\$29,690.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Strathfield North Public School during their induction period.</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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Funded release time to plan, observe and meet with mentors • Release time to develop the professional learning for the mentors <p>The allocation of this funding has resulted in: Strengthened staff mentoring programs in spite of COVID-19 disruptions and being online for a significant part of the year. Early career teachers co-designed professional learning goals with mentors and supervisors.</p> <p>After evaluation, the next steps to support our students with this funding will be: Funds have been carried forward to 2022 which has allowed us to provide weekly timetabled additional support coupled with flexible time-in-need release e.g. lesson study cycle, observing expert staff, programming time</p>
<p>School support allocation (principal support)</p> <p>\$26,000.00</p>	<p>School support allocation funding is provided to support the principal at Strathfield North Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Administration tasks have been re-allocated and 'topped up' through additional days eg. WHS, ICT, website updates, promotional materials • Specialist staff allocation has been 'topped up' to support target students through small group and 1:1 programs <p>The allocation of this funding has resulted in: Reduced administration for the Principal to focus on the implementation and monitoring of the SIP. Targeted and differentiated support to meet grade based outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to build on the success of 2021 with flexible responses to school and Principal needs as well as tracking via Plan2 and through our school GDrive systems.</p>

<p>Literacy and numeracy</p> <p>\$28,800.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Strathfield North 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"> • Explicit Teaching in Reading and Numeracy • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy • teacher release to engage staff in stage planning days and multiliteracy training <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Targeted students receive Mini-Lit and word attack intervention which resulted in improved student outcomes which continued during online learning. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Continue Mini-Lit and train an additional staff member.
<p>QTSS release</p> <p>\$22,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Strathfield North 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"> • Explicit Teaching in Reading and Numeracy <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 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Weekly job embedded collaborative practice with grade teams and releasing executive staff to support and facilitate. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the model into the future.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Strathfield North 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"> • Explicit Teaching in Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Targeted support for additional identified students. <p>After evaluation, the next steps to support our students with this funding will be:</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.00</p>	<p>- Continue to employ additional staff to support identified students.</p>
<p>COVID ILSP</p> <p>\$89,347.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • providing targeted, explicit instruction for student groups in literacy and numeracy • employment of teachers/educators to deliver small group tuition • providing professional learning for COVID educators to use PLAN2 <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Targeted support for additional identified students resulting in improved outcomes as evidenced in PLAN2 data and annotations. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> - Streamline the identification, monitoring and evaluation of the COVID ILSP.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	300	272	268	256
Girls	273	254	221	233

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	95.7	93.9	95.9
1	95.4	95.8	93.1	96.5
2	96	95.5	95.7	95.6
3	96.2	95.4	94.8	96.5
4	96.2	95.5	95.4	95.2
5	95.5	95.4	96	94.8
6	95.6	95	93.9	95.7
All Years	95.9	95.4	94.7	95.7
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	21.74
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	2.6
School Counsellor	1
School Administration and Support Staff	3.78
Other Positions	2.4

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

and departmental priorities.

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	1,364,443
Revenue	5,844,826
Appropriation	5,683,047
Sale of Goods and Services	8,410
Grants and contributions	151,971
Investment income	1,299
Other revenue	100
Expenses	-5,839,140
Employee related	-5,293,235
Operating expenses	-545,905
Surplus / deficit for the year	5,687
Closing Balance	1,370,130

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	68,427
Equity Total	468,004
Equity - Aboriginal	2,129
Equity - Socio-economic	16,968
Equity - Language	337,433
Equity - Disability	111,474
Base Total	3,545,915
Base - Per Capita	120,547
Base - Location	0
Base - Other	3,425,368
Other Total	1,389,753
Grand Total	5,472,099

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

During 2021 the school community was significantly impacted by COVID-19. When we transitioned to and back from Learning From Home (LFH), we regularly sought and acted on feedback and suggestions from families, students and teachers to ensure our planning best meet the needs of our community.

Families

Regular Zoom meetings were hosted by senior executive to provide families with opportunities to share insights, feedback and suggestions to best support families and students. We also sent out fortnightly LFH Feedback Google Forms to collect data on LFH tasks and engagement levels. The executive and stage teams analysed data to refine our LFH practices.

Students

Students in Stage 3, Stage 2 and Year 2 were invited to participate in feedback Zooms hosted by the senior executive to discuss their LFH experiences and share suggestions for future learning experiences. Teachers also regularly sought and acted on feedback and formative assessment within lesson structures e.g. *exit poll* to increase levels of engagement and differentiation. Our SCOUT data showed regular increases of students attending online class Zoom and Google Classroom activities during Term 2.

Staff

Whole staff meetings, team meetings and individual 1:1s with the principal were held throughout the online period to communicate updates and processes consistently. Our school counsellor ran 'Wellness' professional learning and we created weekly online social club events (based on survey results) which facilitated teachers remaining connected and having authentic shared experience.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

This year SNPS have explored a range of Indigenous Australian cultural groups and their respective practices. SNPS hosted and facilitated a local Network 'On Country' experience for Aboriginal students. The traditional custodians of our land are the Wangal clan of the Eora Nation.

Anti-Racism Policy

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

Anti-Racism - School statement

Strathfield North Public School has an Anti-Racism Contact Officer, who is the contact between students, staff, parents, and community members who wish to raise issues or complaints concerning racism. Our school's personal development programs educate students about current issues concerning racism, and the formal protocols involved in addressing racism at school. Throughout the year our social skills programs address the importance of respecting diversity and anti-racism.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

SNPS allows opportunities for students and the community to share their rich cultural diversity. In 2021, our school recognised National Aboriginal and Islander Day Observance Committee (NAIDOC) week: Ramadan and Eid-ulFitre, Christmas, Easter, Diwali and Chinese New Year. The school values and supports the range and diversity of student backgrounds. This year, we celebrated Harmony Day where students and staff wore orange mufti clothes or traditional costume to celebrate and demonstrate our unity. The Multicultural Public Speaking Program was held for students in Stages 2 and 3. Two students were selected to represent Strathfield North Public School at the District competition. The percentage of students at SNPS that have a language background other than English (LBOTE) is approximately 80%. The English as an Additional Language and/or Dialect (EAL/D) teachers work collaboratively with the class teachers from kindergarten to Year 6 to develop programs and practices that address the English language learning needs of their

EAL/D students. The EAL/D teachers offer support to students via individual and small group tuition. During remote learning, students received online support through structured scaffolds, instructional videos, Zoom meetings and were provided with oral and written feedback.