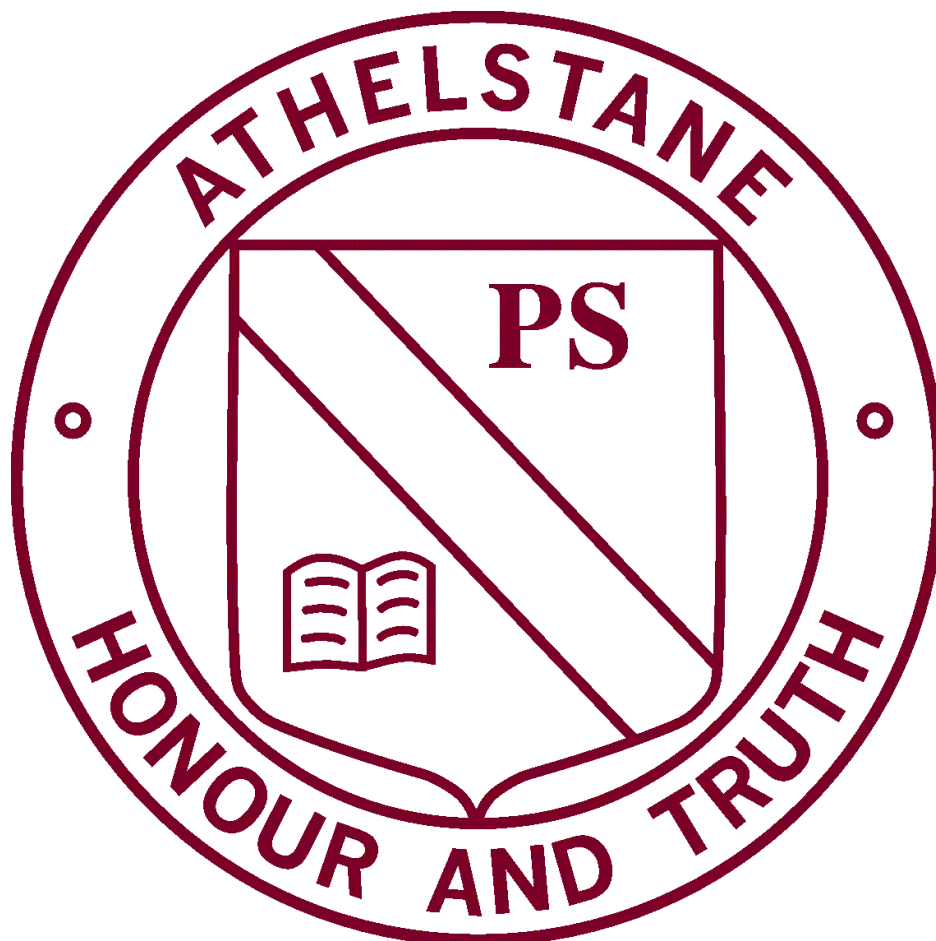


# 2021 Annual Report

## Athelstane Public School



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# Introduction

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

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

## School contact details

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## Message from the principal

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The year of 2021 was one where Athelstane Public School continued to provide quality teaching and learning for each and every one of our students. Our school values of respect, responsibility and success were more evident than ever with the impact of COVID-19 resulting in the majority of semester two meaning learning and working from home for our students and staff. As a school our continued focus on striving to achieve excellence and continued improvement was at the core of our daily work. The significance of our connections and relationships at school was highlighted when we were unable to learn face to face. As a school community we should be proud of how adaptable and resilient we were in facing the many changes and challenges required to keep us safe and healthy.

Due to the impact of COVID-19, Athelstane Public School was in an LGA of concern where learning and working from home was required due to Public Health Orders. Learning from home in 2021 again saw students, teachers and parents engage in the use of online platforms such as Zoom, Google classroom, Seesaw and Classdojo to collaborate, communicate and learn together. This was supported by the development of our online expectations for students, teachers and parents.

There are many members of our school community that I would like to thank for their outstanding efforts and the many roles they played over the course of 2021 to ensure the year was a great success. To our student leaders and Student Representative Council who designed and delivered some positive messages and encouragement to all. To all of our incredible students who were challenged to learn in different ways and tried their best to engage in new learning in an online environment.

To our amazing teachers, school learning and support staff and administration staff who continued to place students at the centre of their work every day. Thank you for your connection and care for all of our learners across the school community. This was evident with the way in which you continued to connect and prioritise wellbeing for our students and families.

Thank you to our parents and wider school community members for all of your support, patience and understanding in facing the challenges of 2021. Your contributions in learning from home were incredible and hugely appreciated, understanding how you were often juggling your own commitments of working from home, supporting your children with their learning and keeping a household operating under challenging circumstances. Thank you for your ongoing support and commitment. We look forward to a 2022 where we hope to be able to welcome parents and the school community onsite.

Whilst 2021 was a year of incredible learning in different ways there was much to celebrate with how we were able to adapt some of our events such as our Virtual Art Showcase. As a school community we should be proud that we were able to continue our learning while prioritising caring for one another and staying safe. The year has helped us to understand more than ever the value of school. Congratulations Athelstane, you have proven our school community to be a family who look after each other and care for all.

Mrs T. Black

## Message from the school community

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The P&C met in March of 2021 and a new executive was elected. However due to the impact of COVID-19 this meant that parents and the P&C as a whole were unable to meet onsite throughout the year. The P&C executive continued to communicate with the Principal to ensure communication between home and school occurred. The P&C were supportive of the health and safety guidelines the school was required to operate under. In 2022 the P&C look forward to being able to be more involved in activities where guidelines support this.

2021 P&C

## Message from the students

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The 2021 school year for the School Representative Council (SRC) started brightly. The new SRC was elected at the beginning of the year, with eager and enthusiastic students taking their place in the team, supported by Mr Georgas and Miss Ivanovska as co-ordinating teachers.

Semester One brought many successes as the SRC were able to begin the creation and writing of our school's Playground Expectations. This allowed the students to have their opinion heard and their own expectations of our school solidified through negotiation, debate and several proposals to our principal, Mrs Black. We were also able to successfully undertake our first fundraising event for the year, which was to raise money for the Smith Family. The SRC chose this charity as they assist children who live in poverty to access basic human rights such as food, shelter and education. Through our Hairspray stalls and Penalty Shootout events, the SRC worked collaboratively and successfully raised funds to donate to this charity.

Semester Two brought the event of learning from home in Term 3 due to the COVID-19 pandemic and Public Health orders. This impacted on school operations and our whole school community. Planning the SRC had undertaken for the second half of the year was also paused until we were able to safely return to school. However, through the use of digital technologies and the recommencement of SRC meetings via Zoom, our leaders were able to create a wellbeing video for our school community with tips on how to remain positive and to alleviate the tough times at home.

On our return to school in Term 4, the SRC were able to reconvene as a team to create our very first SRC Ethos, which was developed over several weeks with input from all team members. Our Ethos was developed to outline the responsibility of the SRC across the school, a mission statement to hold the SRC accountable in their roles and to promote the duties of the SRC to interested students in joining in 2022. The Ethos is a working document that will continue to be revised each year as we reflect on our journey thus far.

Whilst 2021 was a turbulent year in many ways, the SRC is extremely proud of their efforts in accessing student voice and displaying the leadership necessary to navigate and support our school onto a positive learning path.

2021 SRC Representatives, Miss Ivanovska and Mr Georgas.

## School vision

At Athelstane

Public School we nurture, challenge, support and equip all students to become independent, successful lifelong learners who actively contribute to the community.

## School context

Athelstane Public School has strong community connections with a diverse, inclusive and multi-cultural community with high expectations for success for every student. Our school is located in the metropolitan south area of Sydney and has a student enrolment of 346 students. The student population reflects this multi-cultural community with 93% of students having a language background other than English. The main language backgrounds of students are Arabic, English, Mongolian and Bengali. The Arabic Community Language Program supports students in learning and developing communicative skills and knowledge in a community language. EAL/D and New Arrival support provides students opportunities to develop skills as English language learners.

Athelstane Public School students come from a wide range of socio-economic backgrounds and are provided with a range of opportunities across all Key Learning Areas to develop holistically and promote engagement. As an Early Action for Success school a strong focus on literacy and numeracy utilising evidence based teaching practices promotes individualised learning. Instructional Leadership is a vital component in supporting reflective, evidence based practices of teachers and developing leadership capacity for continuous improvement to maximise outcomes for students.

Our situational analysis and school wide reflection using the School Excellence Framework has supported the identification of strategic directions to plan whole school improvement. The strategic directions identified are student growth and attainment, collaborative learning culture and wellbeing and engagement. These strategic directions will ensure the use of data driven practices support and enable personalised learning for all students. Data will be analysed to monitor the progress of every student. Collaborative practices will support teachers to reflect and work together to share evidence informed practice and strengthen consistency of teacher judgement across stage and whole school teams. Assessment and evaluative practices will be supported through a focus on the use of inquiry conversations, feedback and reflective practices. Positive learning environments and a consistent school wide approach, which engages all stakeholders, will ensure targeted support for students.

Consultation with the school community and input into the strategic improvement plan occurred through actively seeking feedback to support partnerships between home and school. The school culture of inclusion, support and challenge for all students through engagement and connectedness will ensure continued improvement and high expectations to achieve excellence. Partnerships will be strengthened through students, staff, parents and the wider community working together in a collaborative learning community.

## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy utilising effective data driven teaching practices that are responsive to individual learning needs.

### 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.

- Personalised learning
- Data driven practice

### Resources allocated to this strategic direction

**English language proficiency:** \$240,706.17

**Socio-economic background:** \$144,216.00

**Literacy and numeracy:** \$2,714.74

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

**School support allocation (principal support):** \$12,000.00

### Summary of progress

**Personalised learning** - All students were supported in their reading and numeracy through differentiated teaching and learning programs and individual learning goals. Targeted support through the implementation of COVID ILSP occurred with groups of students identified and data tracked through PLAN2. The leadership team engaged in professional learning focusing on literacy and reading which was trialled in some classrooms in Terms 2 and 4, in the form of 'close reading' strategy. Personalised Learning Plans were developed for students below grade expectations and also for enrichment and extension of high achieving students. In order to support numeracy teaching, professional learning by teams of teachers occurred through participation in K-2 Starting Strong and 3-6 Big Ideas. Due to COVID-19 this learning was not able to be shared beyond these teams and will be an area of future focus.

**Data driven practice** - During 2021 internal student data was collected in 5 weekly cycles. These cycles were impacted on during Terms 3 and 4 due to learning from home and COVID-19 operating guidelines, as assessment proved challenging, internal student data for Term 3 was inconsistent. Internal data was collected utilising a traffic light system and discussed at stage and leadership team levels. External data in the form of NAPLAN and Check In Assessments were also undertaken. Triangulation of this data in Term 4 indicated some inconsistency of judgements between internal and external student data. This indicates clear directions for moderation of work samples and the need for clear baseline data to be established as next steps.

### 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
• Greater than 20.9% of students achieving in <b>Top 2 bands</b> in NAPLAN reading	In 2021 NAPLAN there were 28.7% of students achieving in Top 2 bands in reading. This was on track towards achieving the lower bound target of 29.4% and surpassed the annual progress measure.
• Greater than 17.5% of students achieving in <b>Top 2 bands</b> in NAPLAN numeracy	In 2021 NAPLAN there were 20.54% of students achieving in the Top 2 bands in numeracy, which surpassed the annual progress measure of 17.5%.
• Greater than 57.6% of students achieving <b>expected growth</b> in NAPLAN reading	In 2021 NAPLAN there were 65.22% of students achieving expected growth in reading. This surpassed the lower bound target of 63.2% and the annual progress measure.
• Greater than 67.2% of students achieving <b>expected growth</b> in NAPLAN numeracy	In 2021 NAPLAN there were 48.89% of students achieving expected growth in numeracy. This was a decline from 59.38% in 2019. The annual progress measure and lower bound target of 70.0% was not met.

• Establish baseline % of students achieving grade based expectations using Literacy and Numeracy Progressions

Due to the impact of COVID-19 and learning from home during Semester 2, establishing a baseline using the literacy and numeracy progressions proved challenging during 2021. Regular 5 weekly data cycles were impeded. This will be an area of focus in 2022.

## Strategic Direction 2: Collaborative learning culture

### Purpose

To maximise student outcomes through developing a sustainable, collaborative learning culture through effective assessment and collaborative practices.

### Initiatives

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

- Collaborative practices
- Assessment practices

### Resources allocated to this strategic direction

**Early Action for Success (EaFS):** \$137,210.38

**QTSS release:** \$71,531.28

**Beginning teacher support:** \$4,885.00

**Socio-economic background:** \$34,304.24

**Professional learning:** \$31,294.16

### Summary of progress

**Collaborative practices** - The area of instructional leadership was a clear focus in Terms 1 and 2, with an Instructional Leader, Deputy Principal joining the leadership team. There were initial meetings held to begin to plan network partnerships with a local school and Instructional Leaders, however this was impacted on by COVID-19 and unable to progress further. This activity will continue to develop through a Community of Schools network to support and develop capacity of middle leaders in 2022. Moderation practices and consistent teacher judgement discussion was undertaken through stage team meetings in 2021. However, school wide protocols and moderation beyond stage teams is an area for development moving into 2022 and the sharing of this data at a wider school level. The use of inquiry and open to learning conversations was also impacted due to COVID-19. Future directions in this area is to review professional learning with the leadership team and support through the new Assistant Principal, Curriculum and Instruction in undertaking open to learning conversations about data and working towards establishing collaborative inquiry.

**Assessment practices** - The area of formative assessment was identified as an area for further professional learning and development across the school. Due to the occurrence of COVID-19 and the transition to learning from home, the implementation of planned activities proved challenging. This will be an area of future focus and professional learning. One assessment practice was trialled in the area of reading in the form of a retell rubric which was used across the school. This enabled the leadership team to engage in professional conversations about a common assessment task and how this could be possibly developed in the future.

### 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
• Establish tool to gather % baseline of staff capacity in area of collaborative inquiry	The establishment of baseline data for collaborative inquiry did not occur in 2021. This was due to the challenges of moving to learning from home and staff unable to teach face to face for most of Semester 2 and the difficulty of gathering valid, reliable student assessment data.
• Establish % baseline of staff effectively analysing assessment data to challenge and support all students based on internal school data	The impact of COVID-19 affected the establishment of baseline data in 2021. This was due to COVID-19 impacting on the implementation of Strategic Improvement Plan initiatives in a comprehensive manner. The process of External Validation occurred at the end of Term 2 and beginning Term 3 learning from home was required.



## Strategic Direction 3: Student wellbeing and engagement

### Purpose

To provide targeted support to maximise student engagement and wellbeing through whole school practices that promote social, emotional, behavioural and intellectual engagement.

### 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.

- Positive learning environments
- Targeted support

### Resources allocated to this strategic direction

**Integration funding support:** \$27,355.00

**Low level adjustment for disability:** \$213,582.44

**Refugee Student Support:** \$763.05

### Summary of progress

**Positive learning environments** - At the beginning of 2021 a school wide survey was undertaken by staff and analysed by the Learning and Support Team. The survey indicated inconsistencies in understandings of school wide expectations. At the onset of learning from home due to COVID-19 there was a need to clearly identify guidelines for online learning and expectations for platforms such as Zoom. Thus, guidelines for staff were produced and info-graphics for Zoom expectations for students, teachers and parents were developed and shared with the whole school community. In Semester 2 the Positive Learning Team was established on the return to face to face learning. This team worked with the Student Representative Council (SRC) to co-construct expectations for the playground. These were displayed and shared with the school community. Future directions in continuing to develop school wide expectations for all areas will include explicit lessons to teach these expectations and develop a shared language. To support both student and teacher wellbeing Smiling Minds was implemented in 2021, with a particular focus during learning from home in semester 2. Transitions were planned and occurred in 2021 in a variety of ways due to the impact of COVID-19. Kindergarten transition commenced with online sessions and due to updated guidelines one session onsite in 2021 was able to be held. Year 3 transitions occurred via a team visit to Arncliffe West Infants School and data conversations. End of year profile packs and conversations between teachers occurred during School Development Day in Term 4. High school transitions occurred in a variety of forms in 2021, with a combination of Zoom sessions and onsite when COVID-19 operating guidelines permitted.

**Targeted support** - In Term 2 of 2021, professional learning for leaders and Learning and Support Team members was undertaken to support planning of strategies to improve student attendance. Planned professional learning sessions for staff and parent information sessions on 'Attendance Matters' were unable to occur due to the impact of COVID-19. These sessions are planned to occur in Term 1, 2022. In 2021 progress towards establishing more streamlined processes to monitor and track student attendance occurred and during learning from home daily check-in procedures were implemented. The use of attendance data and discussion at a stage and leadership team level will be an area of future focus. Data will also be analysed to support a tiered intervention approach as a next step. Tell Them From Me data indicated that 'Expectations for Success' was the strongest rated area by students. 'Advocacy at School' indicated a slight decline, and 'Sense of Belonging' was the area rated lowest by students across years 4 to 6. An area of future focus will be to undertake further analysis of this data and inquiry to examine further the disparity between genders and relationship to motivation and engagement.

### 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
• Greater than 80.4 % of students attending school above 90%	<p>Since 2019 there has been a slight increase from 72.58% in 2019 to 74.83% in 2021 of students attending above 90%.</p> <p>In 2021 there were 74.83% of students attending above 90%. This is below baseline of the annual lower bound trajectory target of 81.95% and lower</p>

<ul style="list-style-type: none"> <li>• Greater than 80.4 % of students attending school above 90%</li> </ul>	bound target of 83.5%. The impact of COVID-19 on student attendance was a significant factor in 2021.
<ul style="list-style-type: none"> <li>• Greater than 88.5% of students achieving wellbeing targets</li> </ul>	There were 78.53% of students achieving wellbeing targets in 2021. This is below the annual lower bound trajectory of 81.19%.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted support</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for targeted interventions to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Staff being engaged to support literacy and numeracy intervention in classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue in class support for identified students. Engage in professional learning support and collaboration with EAL/D Advisor.</p>
<p>Integration funding support</p> <p>\$27,355.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Athelstane Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive learning environments</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Effective transitions for students into Kindergarten, Year 3, to the next grade/stage and to High School. Strengthening of capacity to cater for student needs and differentiated teaching and learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Engage in networks with pre-schools and early years providers to strengthen transition into Kindergarten. Engagement in continued professional learning opportunities to support students with high-level needs and disabilities.</p>
<p>Socio-economic background</p> <p>\$178,520.24</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Athelstane Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading</b></p>

<p>Socio-economic background</p> <p>\$178,520.24</p>	<p><b>include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Instructional Leadership Literacy Masterclass to support student learning</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Engagement of the leadership team in professional learning in literacy in a network Literacy Masterclass. Additional resources being purchased and updating of technology in classrooms. Additional support for students through COVID ILSP and interventionist teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to seek opportunities to engage in professional learning opportunities in a network or community of schools. Provide opportunities for leaders and teachers to engage in data conversations.</p>
<p>English language proficiency</p> <p>\$240,706.17</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Athelstane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provision of EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of support for EAL/D students in a New Arrivals Program. Differentiation of teaching and learning programs to cater for EAL/D students by EAL/D teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provide opportunity for teachers to engage in professional learning about the EAL/D Learning Progressions. Establish baseline data where students are assessed and placed on the EAL/D Learning Progressions to monitor and track school wide.</p>
<p>Low level adjustment for disability</p> <p>\$213,582.44</p>	<p>Low level adjustment for disability equity loading provides support for students at Athelstane Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive learning environments</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Additional SLSO support for students in mainstream classes. The Learning and Support Teacher providing support in case management to teachers with differentiation of classroom programs and Personalised</p>

<p>Low level adjustment for disability</p> <p>\$213,582.44</p>	<p>Learning Plan implementation. Engagement in professional learning for teachers and SLSO's to support students with disabilities (SEPLA conference).</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to provide additional support for students with high level needs in mainstream classes. Provision of professional learning to strengthen process and quality of Personalised Learning Plans.</p>
<p>Professional learning</p> <p>\$31,294.16</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 Athelstane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Assessment practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging in professional learning in mathematics for staff in Big Ideas 3-6 and Starting Strong K-2</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of professional learning for staff and leaders in literacy and numeracy. Trialing of assessment practice school wide in the form of a rubric for reading.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Due to the impact of COVID-19 and limited face to face teaching at school this initiative was challenging to implement and will be a continued focus in 2022.</p>
<p>Beginning teacher support</p> <p>\$4,885.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Athelstane Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• release for beginning teachers and leaders to engage in mentoring</li> <li>• mentoring support for beginning teachers in completing accreditation</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Beginning teachers supported and mentored to develop their professional knowledge, skills and understandings. Support for beginning teachers to commence the accreditation process at proficient level.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Strengthen school based induction processes for beginning teachers.</p>
<p>School support allocation (principal support)</p> <p>\$12,000.00</p>	<p>School support allocation funding is provided to support the principal at Athelstane Public School with administrative duties and reduce the administrative workload.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>School support allocation (principal support)</p> <p>\$12,000.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of a Business Manager to support financial management and mentoring administration staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Engagement in strategic financial management support with Business Manager, School Administration Manager and Principal. Support to establish a finance team to regularly monitor and track expenditure and school budget.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Embed school finance team structure to plan, monitor and track expenditure and school wide budget. Establish SIP teams responsible for planning, monitoring and expenditure of funds related to strategic initiatives.</p>
<p>Literacy and numeracy</p> <p>\$2,714.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Athelstane Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• teacher release to engage staff in professional learning in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of opportunities for students to participate in online literacy and numeracy learning utilising programs such as Reading Eggs and Mathletics. Staff engaged in target professional learning in Literacy Masterclass and Big Ideas 3-6 and Starting Strong K-2. Purchasing of resources to support implementation of professional learning in classrooms, such as guided reading texts and quality picture books.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Provision of continued opportunities for staff to engage in professional learning, with new syllabus focus. School wide baseline data systematically collated to support monitoring and tracking of student progress in both literacy and numeracy.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.38</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Athelstane Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of Instructional Leader EAfS to train staff and assist with data analysis in Literacy and Numeracy</li> <li>• employment of Instructional Leader to facilitate and support K-2 teachers</li> </ul>

<p>Early Action for Success (EaFS)</p> <p>\$137,210.38</p>	<p>in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students</p> <p><b>The allocation of this funding has resulted in:</b> The recruitment of an Instructional Leader, Deputy Principal to focus on developing capacity of teachers in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to strengthen evidence based practices and instructional leadership capacity within the leadership team. Utilise data to evaluate teaching and plan next steps. Develop whole school structures to consistently monitor and track student progress and data collection.</p>
<p>QTSS release</p> <p>\$71,531.28</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Athelstane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> School leaders mentoring teachers through instructional leadership including observation and feedback on lessons, teaching and learning programs and collaborative planning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to develop instructional leadership and mentoring practices school wide. Embed the use of the co-planning, co-teaching cycle.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Athelstane Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Provision of additional teacher to support intervention in classroom with focus groups of students. Additional 0.2 supplementation for Instructional Leader, Deputy Principal to build capacity of teachers in literacy and numeracy and personalised learning for students.</p> <p><b>After evaluation, the next steps to support our students with this</b></p>



<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p><b>funding will be:</b>          Ensure baseline data is established utilising Learning Progressions to monitor and track student progress school wide.          Provide professional learning to staff on the use of Learning Progressions and PLAN2.</p>
<p>COVID ILSP</p> <p>\$159,791.35</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in:</b>          Engagement of additional teachers to teacher identified students in small groups.          Provision of time to support teachers to engage in COVID ILS professional learning and tracking student progress through PLAN2</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>          Utilise PLAN2 to continue to track progress of identified groups engaging in small group teaching and learning.          Continued engagement in professional learning opportunities and collaborative practices.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	158	182	170	173
Girls	157	164	166	164

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.4	93.5	93	93.1
1	95.5	93.2	85.1	92.8
2	93.3	90.9	82.9	92.4
3	92.7	93.8	87.6	94
4	94.1	92.4	90.1	92.6
5	92.8	91.8	87.6	91.7
6	94.7	91.8	87.9	92.2
All Years	93.8	92.5	88	92.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

### Attendance

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	14.02
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.6
School Counsellor	1
School Administration and Support Staff	6.92
Other Positions	2

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2021 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,364,514
<b>Revenue</b>	4,780,014
Appropriation	4,723,863
Sale of Goods and Services	14,059
Grants and contributions	41,420
Investment income	472
Other revenue	200
<b>Expenses</b>	-4,437,517
Employee related	-4,122,131
Operating expenses	-315,386
<b>Surplus / deficit for the year</b>	342,498
<b>Closing Balance</b>	1,707,011

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	27,220
<b>Equity Total</b>	632,809
Equity - Aboriginal	0
Equity - Socio-economic	178,521
Equity - Language	240,706
Equity - Disability	213,582
<b>Base Total</b>	3,140,680
Base - Per Capita	88,766
Base - Location	0
Base - Other	3,051,915
<b>Other Total</b>	722,132
<b>Grand Total</b>	4,522,842

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

At Athelstane Public School the Tell Them From Me (TTFM) surveys have been conducted annually to support the tracking of results over time. Students, parents and staff all participate in the survey.

The results of the TTFM survey for 2021 need to be considered within the context of learning and working from home for students and teachers during Terms 2 and 3 due to COVID-19 Public Health Orders. During this time parents and the community were restricted in their access to schools.

The 2021 TTFM student survey was completed by 153 respondents. Some of the key findings for social-emotional outcomes were 79% students indicated a positive sense of belonging and 84% positive behaviour at school.

In relation to drivers of student outcomes overall student responses indicated a school mean of 8.0 for advocacy at school, greater than 7.7 NSW norm and 8.8 for effective learning time, greater than 8.2 NSW norm. Student responses also indicated a school mean of 9.3 for expectations for success, compared to 8.7 NSW norm.

The 2021 TTFM parent survey was completed by 45 respondents. A ten point scale is used to indicate perspectives of the parent community. A key finding was that across all areas the school mean was greater than the NSW norm. These areas included parents feel welcome (7.6 school, 7.4 NSW), inclusive school (7.7 school, 6.7 NSW), safety at school (7.8 school, 7.4 NSW), school supports positive behaviour (8.0 school, 7.7 NSW), parents support learning at home (7.0 school, 6.3 NSW), school supports learning (7.8 school, 7.3 NSW) and parents are informed (7.1 school, 6.6 NSW).

The 2021 TTFM staff survey was completed by 31 respondents. A ten point scale is used to indicate and evaluate eight drivers of student learning. Some key findings included leadership (7.7 school, 7.1 NSW), collaboration (7.9 school, 7.8 NSW), learning culture (school and NSW norm 8.0) and data informs practice (school and NSW norm 7.8), teaching strategies (8.2 school, 7.9 NSW), technology (6.8 school, 6.7 NSW), inclusive school (school and NSW norm 8.2) and parent involvement (7.0 school, 6.8 NSW).

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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