

2021 Annual Report

Condell Park Public School



3789

Introduction

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

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

School contact details

Condell Park Public School

Augusta St

CONDELL PARK, 2200

www.condellpk-p.schools.nsw.edu.au

condellpk-p.school@det.nsw.edu.au

9796 7998

School vision

Condell Park Public School is an inclusive school with a culture of high expectations and collaboration. The whole community are partners in collective decision making. Student voice and parental engagement in learning are highly valued.

Exemplary teachers utilise evidence-based research, data analysis and reflective practices to create learning experiences that inspire and challenge students and continually drive whole school improvement.

Our wellbeing practices foster positive relationships, self-regulation and self-reflection, providing a strong foundation for effective teaching and learning while supporting students to become actively engaged learners and responsible citizens.

School context

Condell Park Public School was established in 1950 and is situated near Bankstown Airport in south-western Sydney. The school has approximately 580 students from diverse cultural, religious and socioeconomic backgrounds. Our teaching and learning, student well-being and parent programs are designed to address our community's needs. The school invests heavily in teacher professional learning, innovation and technology. Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy. Approximately 93% of our students are from a language background other than English. Many students benefit from community language instruction in Arabic and Vietnamese. The 2020 situational analysis and continued evaluation highlighted three focus areas namely: Student Growth and Attainment; Data to Inform Practice and Community Engagement in Learning. Extensive community consultation has occurred in the development of this plan.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student results and teacher knowledge and skills through explicit, reflective and collaborative systems which sustain and grow quality teaching practices.

Initiatives

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

- Instructional Leadership
- Teaching as Partners - Data Talks

Resources allocated to this strategic direction

School support allocation (principal support): \$30,199.54

Low level adjustment for disability: \$57,898.40

Socio-economic background: \$225,025.00

Professional learning: \$21,036.00

Early Action for Success (EaFS): \$154,361.70

QTSS release: \$53,480.00

Literacy and numeracy intervention: \$47,089.56

Summary of progress

Through the use of instructional leadership we are improving the use of data to inform practice and are developing explicit teaching strategies that cater for the full range of abilities in our classrooms. Instructional leaders and intervention teams worked with teachers in classrooms to support the development of literacy and numeracy pedagogy and differentiation of learning at point of need. Collaboratively, they led and delivered high quality professional learning, participated in the planning and delivery of learning and continually reflected on and evaluated the effectiveness of their practices to improve student outcomes. During external validation, our use of instructional leadership and collaborative practices were highlighted by the panel as a school strengths, the evidence of which placed us at excelling in many areas of the School Excellence Framework. Unfortunately, due to the impact of COVID during Terms 3 and 4, we were unable to follow our planned program delivery and were not able to support as many stage teams as we had anticipated. This will be rectified in 2022 and a new process of using constructs to identify teacher professional learning needs will be employed to ensure teachers are targeted at point of need. Student participation in online and paper learning activities during the Term 3 'lock down' was not universally completed and as a result our focus in 2022 will be to continue to support students in literacy and numeracy, to reduce the COVID impact on learning, while we continue to build teacher capacity.

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
Uplift in the percentage of students achieving the top 2 bands NAPLAN reading is trending up towards the system negotiated uplift target of 8.5%.	In 2021, our students exceeded the lower bound target by 1.02%. With a renewed focus on reading comprehension across the school we anticipate this positive trajectory will continue.
Uplift in the percentage of students achieving expected growth in NAPLAN reading is trending up towards the system negotiated uplift target of 8.8%.	The number of students achieving growth in NAPLAN reading was above the system negotiated lower bound target. We have a renewed focus on reading comprehension across the school and anticipate the levels of growth will continue to rise.
Uplift in the percentage of students achieving the top 2 bands NAPLAN numeracy is trending up towards the system negotiated uplift target of 7.3%.	The number of students achieving the top 2 bands in NAPLAN numeracy is trending up towards the lower bound target. Results in the top 2 bands improved by 4.58% when compared to 2019 data. Our numeracy team has a continued focus on building the capacity of teachers to differentiate lessons at point of need for students and we anticipate that levels of growth

Uplift in the percentage of students achieving the top 2 bands NAPLAN numeracy is trending up towards the system negotiated uplift target of 7.3%.	will continue to rise.
Uplift in the percentage of students achieving expected growth in NAPLAN numeracy is trending up towards the system negotiated uplift target of 6.8%.	The number of students achieving growth in NAPLAN numeracy was above the system negotiated lower bound target. Our numeracy team has a continued focus on building the capacity of teachers to differentiate lessons at point of need for students and we anticipate that levels of growth will continue to rise.

Purpose

To improve student results through tiered interventions targeting specific skills in literacy and numeracy. Improving whole school knowledge and use of data skills to inform teaching and future directions.

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.

- Tiered Interventions
- Data Skills and Use

Resources allocated to this strategic direction

Low level adjustment for disability: \$293,346.20

Literacy and numeracy: \$14,613.48

Socio-economic background: \$345,143.00

Early Action for Success (EaFS): \$154,361.70

Literacy and numeracy intervention: \$47,089.56

Professional learning: \$21,037.39

QTSS release: \$53,480.57

Summary of progress

Teacher understanding of data concepts and use of data to inform practice will continue to be an area of focus for 2022 as the COVID school 'lock down' in term 3 hindered progress in this area. Constructs have been developed to gain a greater understanding of teacher skills in the area of data collection and use in both literacy and numeracy and will be provided to teachers in Term 1 2022. The information collected will lead to a more refined process of determining who needs support and what professional learning we need to provide.

Targeted and tiered interventions were driven by data and we saw improved results in reading, phonemic awareness and numeracy, for our target students. The strategies employed will be expanded upon and refined in 2022, with a team approach to tiered interventions to continue. Data collected at the end of this year will be used to explicitly target students requiring support in literacy and numeracy through targeted interventions in 2022, these interventions will be supported through the use of COVID ILSP funds and will include the 'reading and numeracy factories' and 'reading and numeracy machines', all school based strategies which saw improved results in 2021.

Strategic direction 1 and 2 are very closely linked and will remain so in our school plan. 2022-25.

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
Uplift in the percentage of students achieving expected growth in NAPLAN numeracy is trending up towards the system negotiated uplift target of 6.8%.	Strategic directions 1&2 work together to support improved pedagogy, tiered interventions and improved results. See annual progress measures for SD1.
Uplift in the percentage of students achieving expected growth in NAPLAN reading is trending up towards the system negotiated uplift target of 8.8%.	See annual progress measures SD1.
Internal school assessment data in numeracy demonstrates an average	At the beginning of Term 2, spreadsheets were set up by the IL Numeracy to collect pre and post class data in Stage 2 and 3. For each content

school effect size of at least 0.4.	marker, a score of 0-6 was assigned to each student according to their assessment data. These scores were to be compared to determine student growth. The data collection process in numeracy was impacted by the COVID lock down, found to be onerous and not sustainable. In 2022, data collection will be simplified . A score will be assigned to measure the effect size across the cohort, so this target will change in the new school plan.
Internal school assessment data in comprehension and writing demonstrates an average school effect size of at least 0.4.	<p>The average school effect size for writing is greater than 0.4. Our aim is to improve the effect size in 2022.</p> <p>In comprehension we intended to use PAT data but due to COVID, we did not feel we had completed sufficient teaching cycles to achieve an accurate measurement.. We will use PAT in 2022 as a baseline measure for our new school plan.</p>

Strategic Direction 3: SD 3 Community engagement in learning and wellbeing

Purpose

To build a school community where families are actively engaged in well-being and learning processes. Students, teachers and families share the language of self-reflection and together, with effective student voice, build a high expectations culture in all aspects of school life.

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.

- Connecting with Parents - Learning Ecosystem
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Summary of progress

The Learning Ecosystem was a huge success and we have improved in our ability to authentically engage with parents to develop their understanding of learning and results improved in the target areas. The COVID lock down in Term 3 hindered progress in the second half of the year but due to the quality of results in semester 1, this process will be further developed in 2022 and scaled to include Stage 1.

The Positive Behaviour for Learning (PBL) program has also been adapted at CPPS to include opportunities for students to express, share and regulate their emotions through the Zones of Regulation. This will continue to promote understanding and communication between staff and students so students feel genuinely known, valued & cared for. All students are regularly taught explicit lessons on the schools expectations of 'I am Safe, I am Respectful, I am a Learner'. These lessons are based on data from playground and classroom incidents across the school. Explicit teaching these lessons in context shows the students what success looks like if everyone is following the school expectations. These two areas combined have helped with providing a platform of consistent language that all stakeholders understand and use when working with well being of students.

COVID severely impacted our ability to engage students in authentic opportunities to share their voice and be active participants in their learning. Following school lock down, reduction of syllabus outcomes for Semester 2 and cohorting requirements meant we are continuing to work on this as a focus in 2022. Student voice will be continued to be valued in decision making and in 2022 we are seeking genuine opportunities for students to be engaged with wellbeing processes across the school. Our aim is always to have the students working in partnership with teachers to make proactive decisions. Student Leadership (Future Leaders Council) will contribute to decision making through class discussions and leadership sessions. The PBL team will include students in decision making and advocate for student voice through the regular invitations for the student parliament members to be included in PBL meetings.

Attendance has improved as a result of our well being focus and we have reached the lower bound target of 74% in 2021. We will continue to maintain a focus on this in 2022 to see further improvements.

Due to COVID and learning from home, the second Tell Them From Me survey was not able to be completed for Semester 2, 2022. Students will complete the Tell Them From Me survey in Term 1, 2022. To assist with the quality of the data, a standard explanation of the survey and vocabulary used within the survey will be presented to all students in years 4-6. This is to ensure students understand both the purpose of the survey and what the questions are asking of them. We will also complete a focus group for students in K-3 to assist with a broader understanding of these three areas for all students.

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
Internal measures indicate an increase in parent engagement in the school and	We ran our Learning Ecosystem in Terms 1, 2 and 3. In kindergarten, 8/10 parents participated in the sessions which was unprecedented at our

authentic parent partnerships in learning K-1.	school. In 2022 we will bring Stage 1 onboard and will look to extend the interest from parents. Parent feedback was excellent, the sessions were valued and teachers saw an increase in student skills.
Uplift in the percentage of students attending 90% of the time is trending up towards the system negotiated target.	In 2021 we saw an increase of 8% in the rate of students attending 90% of the time. This may be indicative of two factors, the first being COVID lockdown where the bulk of our students were marked as attending school due to engagement with home learning and also an attendance project and focus that begin in T2 2021. We will continue this project in 2022 anticipating an upward trend in this area.
Uplift in the percentage of students indicating a positive response in the 'Tell Them From Me' survey to the questions related to; Sense of Belonging, Expectations of Success and Advocacy at School is trending up towards the system negotiated uplift target of 2.7%.	<p>In 'Sense of Belonging', the results demonstrated an increase of 3% from Semester 2, 2020. In Semester 2, 2022 the school will implement Peer Support with a focus on resilience. Students will work in groups and share together their experiences of school and how all stakeholders can support each other every day.</p> <p>In 'Expectation for Success', students scored 8.7 (out of 10), showing an increase of 0.1 compared to the 2020, Semester 2 results. This year we have a continual focus on visible learning in classrooms, with each lesson including a learning intention and success criteria. Sharing this with students at the beginning of a series of learning activities ensures that they are active in their learning and know what success looks like in each set activity. This has been a key focus in Literacy and Numeracy and will also continue to be embedding in other learning areas.</p> <p>In the area of 'Advocacy at School', students scored the school an average of 7.9 (out of 10), showing a decrease of 0.2 compared to the 2020, Semester 2 results. The possible drop in student advocacy is suspected to be related to the amount of time spent at home during remote learning and the restrictions placed on some school activities due to COVID.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$84,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Condell Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • staffing release to build teacher capacity around behaviour interventions and curriculum adjustments. • 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 funded students supported by SLSO's for their allocated hours. Students have made good progress in terms of behaviour and learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue SLSO support.</p>
<p>Literacy and numeracy</p> <p>\$14,613.48</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Condell Park Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Tiered Interventions <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. • literacy and numeracy programs and resources, to support teaching, learning and assessment. • updating reading resources to meet the needs of students. <p>The allocation of this funding has resulted in: Improved availability and use of decodable texts in classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: Purchase more resources from other funding sources and continue professional learning to support teaching.</p>
<p>Refugee Student Support</p> <p>\$2,116.85</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive English language and learning support to increase educational outcomes for students.

Refugee Student Support \$2,116.85	<p>The allocation of this funding has resulted in: Targeted time for an expert EALD teacher to support refugee students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use support in a similar way and employ an Arabic speaking teacher to support any refugee Arabic speaking students on arrival.</p>
New Arrivals Program \$22,400.00	<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 Condell Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in: support time provided through the employment of extra EALD teachers across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: continue to use support in a similar way and employ an Arabic speaking teacher to support any refugee Arabic speaking students on arrival.</p>
Socio-economic background \$704,319.25	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Condell Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Tiered Interventions • Connecting with Parents - Learning Ecosystem • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement literacy and numeracy interventions to support identified students with additional needs. • professional development of staff through TaP to support student learning. • resourcing to increase equitability of resources and services. • employment of external providers to support students with additional learning needs. <p>The allocation of this funding has resulted in: Improved results for students in literacy and numeracy. Growth trajectory in NAPLAN continues to improve.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use funds to support the employment of additional teachers and build teacher capacity.</p>
Aboriginal background \$2,118.55	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Condell Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key</p>

<p>Aboriginal background</p> <p>\$2,118.55</p>	<p>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"> • Other funded activities <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. <p>The allocation of this funding has resulted in: PLP's developed by teachers with students and families.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue current processes.</p>
<p>English language proficiency</p> <p>\$329,648.88</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Condell Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in: Extra teachers employed to support EALD students on each stage.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to use the funding in the same way.</p>
<p>Low level adjustment for disability</p> <p>\$351,244.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Condell Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Tiered Interventions • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in: Improvement in quality teaching through the use of Instructional Leadership and intervention roles. Targeted support for reading through the 'reading factory'. Focused support for students in the skills required in online test situations.</p> <p>After evaluation, the next steps to support our students with this</p>

<p>Low level adjustment for disability</p> <p>\$351,244.60</p>	<p>funding will be: Scale the tiered interventions to enable us to support more students in reading and numeracy. Extra teaching staff will be employed through COVID ILSP funding, to ensure we can provide the support required to fill the learning gaps exacerbated through the COVID lock down in Term 3 and cohorting in Term 4.</p>
<p>Early Action for Success (EAfS)</p> <p>\$308,723.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Condell Park Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Tiered Interventions <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leaders to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery and differentiation. <p>The allocation of this funding has resulted in: Improved results across the school, with targets exceeded for growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: No funding will be available as EAfS has ceased.</p>
<p>QTSS release</p> <p>\$106,960.57</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Condell Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Tiered Interventions <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: Extra support for teachers through the provision of TAP time to analyse data and plan at point of need for students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to provide TAP time for teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Condell Park Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership • Tiered Interventions <p>Overview of activities partially or fully funded with this initiative</p>

<p>Literacy and numeracy intervention</p> <p>\$94,179.12</p>	<p>funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. <p>The allocation of this funding has resulted in: The availability of an extra IL to support the introduction of decodable texts and formalised sound/spelling sequences.</p> <p>After evaluation, the next steps to support our students with this funding will be: This funding has ceased.</p>
<p>COVID ILSP</p> <p>\$343,674.33</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. • employing staff to coordinate the program. <p>The allocation of this funding has resulted in: Student knowledge improved in the areas of focus.</p> <p>After evaluation, the next steps to support our students with this funding will be: Place the focus on the 'reading factory' and 'maths factory', with specialised support outside these initiatives determined by data. Extend the 'maths machine' into reading and support the use of problem solving skills using technology. Phonics and phonemic awareness will continue to be a priority in stage 1.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2018	2019	2020	2021
Boys	307	297	312	291
Girls	264	263	274	280

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	90.1	92.1	91
1	92.7	90.4	92	91.5
2	91.4	90.7	92.3	91.1
3	88.7	90.3	93.6	92.3
4	92.7	88.3	92.3	91.5
5	88.9	90.9	90.9	91.8
6	89.7	88.6	93	89.7
All Years	90.9	89.8	92.3	91.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	23
Literacy and Numeracy Intervention	0.84
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	2.4
School Administration and Support Staff	4.06
Other Positions	2.6

*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	1,137,992
Revenue	7,139,029
Appropriation	7,063,973
Sale of Goods and Services	38,124
Grants and contributions	35,435
Investment income	1,397
Other revenue	100
Expenses	-7,066,793
Employee related	-6,571,019
Operating expenses	-495,774
Surplus / deficit for the year	72,236
Closing Balance	1,210,228

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	89,697
Equity Total	1,387,331
Equity - Aboriginal	2,119
Equity - Socio-economic	704,319
Equity - Language	329,649
Equity - Disability	351,245
Base Total	4,169,059
Base - Per Capita	144,459
Base - Location	0
Base - Other	4,024,601
Other Total	981,803
Grand Total	6,627,890

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.

We were extremely pleased with our students' NAPLAN results in 2021 given the impact of COVID. Our growth in the number of students achieving the top 2 bands in reading and numeracy (Premiers' Priority) has increased by 8.57% when compared to 2018 data.

Our Value Add for 3-5 and 5-7 is excelling. Data is not available for K-2 this year, but through our own analysis of data, the value add for K-2 is also excelling.

In writing, the average score for our year 3 students increased from 389 (2018) to 428. This is the first time (data available from 2015) our students have matched the State average for writing. Our year 5 students also increased scores from 2018 and while not quite matching State, they performed better than our statistically similar schools.

Our average scaled growth for Years 3-5 continues to be excellent, exceeding State in 4 out of 5 areas.. In the area of writing, we believe a move to online assessment may have impacted results and we are working on methods to support students in this process change.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Parent Survey 2021 indicated that we performed above the NSW Government Norm for parents feeling welcome in the school, keeping parents informed, supporting learning, supporting positive behaviour, supporting safety and being an inclusive school. Over 80% of parents reported having a positive experience supporting their children learning from home with the school providing effective resources, instructions and support.

Teacher survey results indicated that performance (as a school) was at or above the NSW Government norm in all areas except the use of technology to support learning. All areas except technology saw growth over the 12 month period. There was a marked increase in the involvement of parents and collaboration between staff, perhaps as a direct result of home learning. Student retention of knowledge was an area of concern for teachers and requires more exploration in 2022.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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