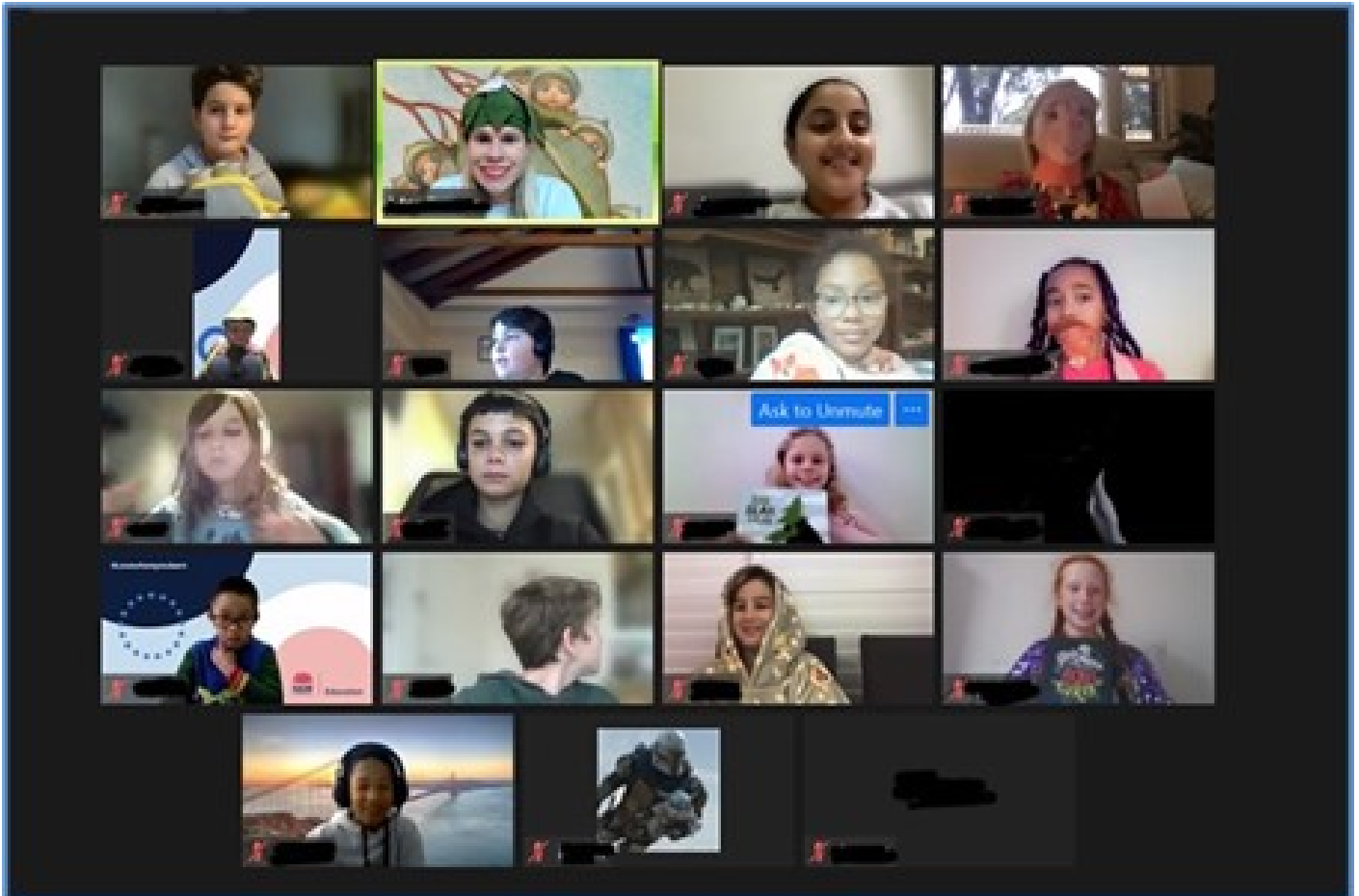


# 2021 Annual Report

## Pagewood Public School



3905

# Introduction

The Annual Report for 2021 is provided to the community of Pagewood 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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Pagewood Public School

Page St

Botany, 2019

<https://pagewood-p.schools.nsw.gov.au>

[pagewood-p.school@det.nsw.edu.au](mailto:pagewood-p.school@det.nsw.edu.au)

9316 9313

## School vision

Pagewood Public School's vision is to work in active partnership with its community to offer a quality learning environment, a positive sense of belonging, and engagement with school life. The goal of lifelong learning to become productive, confident, responsible and successful members of Australian Society is held for each and every student. Developing the whole child and promoting critical and creative thinking skills for all students is a shared commitment.

The school prepares students to embrace a challenging learning environment and take personal responsibility to strive for excellence in all they 'Endeavour'. The school community values the wellbeing of its students, staff and parents and carers to ensure optimum learning outcomes. Shared goals for the school include *Student attainment and growth in reading and numeracy; Leading learning and Wellbeing for learning.*

## School context

Pagewood Public School was established in 1950. Its surrounds include a mix of industry, commercial complexes, low and high density housing and golf courses. Student enrolments at the school have increased significantly since 2015, with 332 students enrolled. There are a small number of students who identify as Aboriginal and/or Torres Strait Islander as well as students for whom English is an additional language or dialect.

There is a strong sense of community and family friendly atmosphere with acceptance of and respect for difference an important aspect. The school has an extensive playing field, shaded outdoor learning areas and timber adventure playground. Opportunities are provided for students to participate and extend their learning experiences in academic, social, sporting, musical and cultural activities in a safe and accepting environment with supportive, highly skilled educators and non-teaching staff.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure all students grow in their learning in reading and numeracy through evidence-based, differentiated teaching. Our teachers will review and evaluate their impact through both school based and external data analysis.

### 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.

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$65,917.20

**English language proficiency:** \$92,786.23

**QTSS release:** \$63,122.43

**Aboriginal background:** \$2,083.56

**Professional learning:** \$2,083.56

**Socio-economic background:** \$11,709.70

**Per capita:** \$82,337.00

**Integration funding support:** \$90,573.00

**COVID ILSP:** \$40,808.25

**Literacy and numeracy:** \$11,993.59

**Literacy and numeracy intervention:** \$22,423.60

### Summary of progress

Reading progress has been made in the area of uplift with the the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increasing to 80%. Progress is being made towards the achievement of the top two bands targets, however, attention will need to be given to the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy as this has decreased in 2021.

### 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
<ul style="list-style-type: none"><li>• Top 2 bands NAPLAN reading increase to 67%</li><li>• Top 2 bands NAPLAN numeracy increase to 69%</li></ul>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 59.2% (State 46.5%) with progress yet to be seen toward the lower-bound system negotiated target.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is 54.4% (State 35.5) with progress yet to be seen toward the lower-bound system negotiated target.</p>
<ul style="list-style-type: none"><li>• Increased (uplift) percentage of students achieving expected growth in NAPLAN reading to 67%</li><li>• Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy to 66 %</li></ul>	<p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading has increased to 80% indicating achievement of the lower bound target.</p> <p>The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has decreased to 50% indicating progress yet to be seen toward the lower bound target.</p>
To increase the percentage of Aboriginal students in top 3 bands - Reading to 100%	75% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target 100%.

<p>To increase the percentage of Aboriginal students in top 3 bands - Numeracy to 100%</p>	<p>75% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress toward the lower bound target 100%.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning:</b></p> <p>Curriculum - Towards Sustaining and Growing</p> <p>Focus Theme: Curriculum provision (S&amp;G)</p> <p>Focus Theme: Differentiation (S&amp;G)</p> <p><b>Teaching:</b></p> <p>Data skills and use - Towards Excelling</p> <p>Focus Theme: Data analysis (S&amp;G)</p> <p>Focus Theme: Data use in teaching (E)</p> <p>Effective Classroom Practice - Towards Excelling</p> <p>Focus Theme: Lesson planning (E)</p> <p>Focus Theme: Explicit teaching (E)</p>	<p>Pagewood Public School teachers have been very realistic about what has been able to be achieved in the School Excellence Framework in 2021. Many elements are Delivering or Sustaining and Growing due to the long period of time of COVID impacted learning and the extensive period of Learning from home and staff working from home.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at</p> <p><b>Learning</b></p> <p>Element of Curriculum - Delivering</p> <p>Focus Theme: Curriculum provision - Sustaining and Growing</p> <p>Focus Theme: Differentiation - Delivering</p> <p><b>Teaching:</b></p> <p>Element of Data skills and use - Delivering</p> <p>Focus Theme: Data analysis - Delivering</p> <p>Focus Theme: Data use in teaching - Delivering</p> <p>Element of Effective Classroom Practice - Sustaining and Growing</p> <p>Focus Theme: Lesson planning - Sustaining and Growing</p> <p>Focus Theme: Explicit teaching - Sustaining and Growing</p>

## Strategic Direction 2: Leading Learning

### Purpose

Our purpose is to develop leadership for learning in both our students and staff. Students are empowered by leadership opportunities in leading learning and organisational aspects of Pagewood Public School. Staff leadership of learning will focus on Educational Leadership to address the need for high quality teaching and learning experiences for all students.

### 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.

- Staff leadership capacity building
- Student leadership capacity building

### Resources allocated to this strategic direction

**Professional learning:** \$13,489.35

**Beginning teacher support:** \$19,330.00

### Summary of progress

Staff leadership capacity was built through professional learning including analysis of NAPLAN reading data, selection of quality literature and viewing and reading of picture books to students to develop comprehension strategies. This allowed teachers to plan and prepare professional learning based on CESE research, school and class data. Numeracy was also addressed through school based professional learning in Number Talks HPGE was not included as the School Development Day was during Learning from Home. The School Leadership Identification Framework was not successful as many teacher were working from home.

Ongoing opportunities were provided for the student school leaders and upper primary students to lead aspects of school life including:

- Involvement in regular School Representative Council meetings
- Sporting house Captains and Vice Captains
- Leading of Kindergarten Open Day and parent tours - some of these were online.

The following aspects were impacted negatively due to COVID:

- Opportunities to form a buddy relationship with a younger student through the Kindergarten Orientation program (Years 4 -5 students).
- Organising and delivering school assemblies.

### 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
Improvement as measured by the School Excellence Framework <b>Leading:</b> <i>Educational Leadership</i> Instructional Leadership - Sustaining and Growing Performance management and development - Sustaining and Growing <i>School Planning, Implementation and Reporting</i>	In 2021 the impact of COVID on these programs was significant. Whilst we did not complete some of the areas we had planned for, other areas were very much improved such as the use of technology by team leaders to communicate and plan teaching and learning programs for whole stages.

<p>Continuous Improvement - Sustaining and Growing</p>	
<p>Improvement as measured by Tell Them From Me student data:</p> <p>Advocacy at school - School mean of 8.4 or above (increase of 0. 2)</p> <p>Positive teacher - student relations - School mean of 8.6 or above (increase of 0.1)</p>	<p>Using Tell Them From Me survey data we can report that in the 2021 Semester 2 snapshot:</p> <ul style="list-style-type: none"> <li>• Advocacy at school school mean was 7.4, so there is still improvement to necessary reach 8.4</li> <li>• Positive teacher - student relations was 7.9, so there is still improvement needed to reach 8.6</li> </ul> <p>We are hopeful that will a full return to school in 2022 these results can be improved.</p>



## Strategic Direction 3: Wellbeing for Learning

### Purpose

Our purpose is to work with our school community to address the importance of the need for consistent attendance, student wellbeing and student engagement for optimum learning outcomes.

### Initiatives

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

- Home and school partnerships
- Student engagement and wellbeing

### Resources allocated to this strategic direction

**School support allocation (principal support):** \$19,596.15

**Integration funding support:** \$0.00

**Professional learning:** \$4,167.12

**Aboriginal background:** \$4,502.00

### Summary of progress

The achievement of this direction was in some ways negatively impacted by the extensive Learning from Home period. In others, the communication and partnership of the school and parents working together in this period was a success in developing communication and teaching skills. The home and school partnerships goal of the review of key school policies was put on hold after a successful beginning, this will continue into 2022.

Smiling Mind professional learning for team leaders and teachers was given with all classes subsequently engaging with the program leading to improved student wellbeing in the areas of self-regulation and resilience strategies. This will continue to be a focus in 2022.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement as measured by Tell Them From Me student data:  To increase the percentage of students with a sense of belonging to 80% (from boys 67% and girls 68%)	Tell Them From Me 2021 Semester 2 data indicates that: <ul style="list-style-type: none"><li>• the percentage of students with a sense of belonging is 71% which is the same as the state average. We are hopeful with a full return to school in 2022 this will improve towards the target of 80%.</li></ul>
Attendance communication for at risk students both full and partial absences  Communication with home school liaison regarding students' with an attendance percentage deemed 'at risk' (less than 85%).	<ul style="list-style-type: none"><li>• Attendance was impacted by COVID Learning from home so the attendance data and student wellbeing data is unreliable.</li></ul>
Collection and analysis of student, staff and parent data to monitor and refine a whole school approach to 'sense of belonging' to improve student learning.  Revision of school rules in relation to the 5 R's of student behaviour and wellbeing.	<ul style="list-style-type: none"><li>• Feedback on school performance was gained from parents and carers in regards to their child's wellbeing during the year and addressed by teachers and school support staff.</li></ul>

Creation of flexible Library learning space, self-regulation areas of classrooms and use of outdoor Stage 3 learning space.

- The creation of a flexible Library learning space was beneficial and well received by the school community. The self-regulation areas in classrooms was trialed in some rooms with teachers and students reporting they well utilised and we will look at expanding this to all classrooms in 2022. The transformation and use of outdoor Stage 3 learning space had a positive impact on student wellbeing and learning. These areas are aesthetically pleasing and an enjoyable learning space for our Stage 3 students.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$90,573.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pagewood 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>• Reading</li> <li>• Home and school partnerships</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 staff to provide additional support for students who have high-level learning needs and working together with parents and carers</li> <li>• engaging school learning support officers (SLSOs) to assist with personalised learning and support for students in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Students who received Integration Funding Support to have their educational, health, behavioural and wellbeing needs met.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022/23 providing release for classroom teachers to undertake targeted professional learning regarding a specific disability.</p>
<p>Socio-economic background</p> <p>\$11,709.70</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pagewood 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>• Reading</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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional staffing to implement [program/initiative] to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All students had access to resources needed for learning from home and at school. Families were supported to assist their child with their learning. Students were provided with small group lesson in reading and numeracy to support their needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued support for students across the school to ensure they have necessary items for school. Continued employment of a teacher part-time to support learners not achieving stage outcomes as yet..</p>
<p>Aboriginal background</p> <p>\$6,585.56</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pagewood Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$6,585.56</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Reading</li> <li>• Student engagement and wellbeing</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>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in:</b> All Aboriginal students having a Personalised Learning Plan in consultation with the student and families to address learning and wellbeing needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> In 2022 to make more effective use of the funding across the broader school community in cultural awareness.</p>
<p>English language proficiency</p> <p>\$92,786.23</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pagewood 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>• Reading</li> <li>• Numeracy</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>• Teacher of EAL/D for identified students in small groups and support in class. Employment of additional EAL/D teacher to deliver targeted support for EAL/D students.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in:</b> EAL/D students receiving support in class as well as withdrawal for small group learning. Students in the early years have felt supported in their learning and made good progress. EAL/D teacher provided support to the families during Learning from Home.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Review how EAL/D professional learning for the wider staff could be incorporated in to our school initiatives in the future.</p>
<p>Low level adjustment for disability</p> <p>\$65,917.20</p>	<p>Low level adjustment for disability equity loading provides support for students at Pagewood 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>• Reading</li> <li>• Numeracy</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>• targeted students are provided with an evidence-based intervention Multilit program to increase learning outcomes</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$65,917.20</p>	<p><b>The allocation of this funding has resulted in:</b> The school engaging a learning and support teacher to work with individual students and small groups in addition to providing support for targeted students within the classroom and playground.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Reviewing the possibility of engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students.</p>
<p>Professional learning</p> <p>\$19,740.03</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 Pagewood 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>• Reading</li> <li>• Staff leadership capacity building</li> <li>• Student engagement and wellbeing</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>• Targeted professional learning for staff, through engaging with ongoing research and evidence, to build their own capacity and the capacity of others to improve student outcomes.</li> <li>• Early Stage 1 teachers presenting a professional learning session to the whole staff based on phonemic awareness. The focus of this learning will be evidenced based literacy instruction in the areas of speaking, reading and writing.</li> <li>• Professional learning about using 'Classroom talk' as a powerful tool for both teaching and learning. Focus on the use of rich dialog to assist teachers in supporting students in making sense of complex ideas..</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Teachers engaged with the professional learning but were not able to implement their learning very effectively due to the significant Learning from Home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Revisit the learning and how it could be implemented in 2022.</p>
<p>Beginning teacher support</p> <p>\$19,330.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Pagewood 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>• Staff leadership capacity building</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>• Classroom observations of mentors, release form class for development of assessment tasks and reporting of student outcomes. Mentors observing lessons and providing constructive feedback, and team teaching with beginner teachers. Targeted professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Early career teachers receiving support from mentors to increase their confidence and knowledge within their teaching capacity. Mentor teachers provided feedback from observations, teaching programs, assessment tasks, student reports and collegial dialogue. It was not as successful as hoped for due to extended Learning from Home periods.</p>

<p>Beginning teacher support</p> <p>\$19,330.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b> To provide further support for these early career teachers in 2022.</p>
<p>School support allocation (principal support)</p> <p>\$19,596.15</p>	<p>School support allocation funding is provided to support the principal at Pagewood 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 including:</b></p> <ul style="list-style-type: none"> <li>• Home and school partnerships</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>• Overtime for the School Administrative Manager to support the Principal in administrative tasks.</li> <li>• Reporting to and discussion with staff regarding feedback on school performance; executive team analysis of staff surveys.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The principal focussing on the impact that professional learning and school leadership has on teaching and learning programs and workplace wellbeing, in particular during the Learning from Home period.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continuing the funding of overtime for the School Administrative Manager and Executive teachers to support the Principal in administrative tasks and leading learning..</p>
<p>Literacy and numeracy</p> <p>\$11,993.59</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pagewood 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>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an additional Learning and Support intervention teacher (0.125 EFT) in mathematics for Stage 3. Small groups established for targeted learning.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Identified Stage 3 students working in small numeracy groups with the specialist teacher once per week. Increase in skills and confidence for these students, particularly those moving into high school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued employment of the specialist numeracy teacher to work with identified Stage 3 students.</p>
<p>QTSS release</p> <p>\$63,122.43</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pagewood 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>• Reading</li> <li>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative</b></p>

<p>QTSS release</p> <p>\$63,122.43</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Every class in years 3-6 allocated a session per week during which the instructional leader planned and facilitated a reading lesson based on the program 'Focus on Reading', equipping staff to more effectively teach students to comprehend and gain a deeper understanding from the texts they read. This involved explicit teaching with staff and students with growth shown in NAPLAN Reading data after the first term.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> A shift to a more flexible QTSS staffing arrangement in 2022 to respond to staff need after the challenges seen in 2021, in particular in student wellbeing.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,423.60</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Pagewood 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>• Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students in the classroom</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Targeted support for English Language Learners and students with low level adjustment for disability in literacy and numeracy. The equivalent of one teacher day per week was funded.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> To utilise this funding in 2022 to support Year 1 and 2 students who have been most impacted by the Learning from home disruptions with smaller class sizes..</p>
<p>COVID ILSP</p> <p>\$81,616.25</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>• Numeracy</li> <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>• Providing targeted, explicit instruction for student groups in literacy and numeracy.</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b> COVID ILSP teacher three days (0.6) per week for Term 1 and 2 2021. There was no COVID ILSP teacher in Term 3. In Term 4 there was one teacher day per week (0.2 plus 5 teacher days for assessment ) to continue teaching and monitoring students who were part of the program in Term 1</p>

<p>COVID ILSP \$81,616.25</p>	<p>and 2. Students benefited from numeracy and literacy gains as a result of the small group (3-5 students). The COVID ILSP teacher worked closely with the Learning and Support teacher and class teachers.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue supporting identified students in literacy and numeracy for Term 1 and 2 2022.</p>
<p>Per capita \$82,337.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Pagewood 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>• Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• The school chose to maintain a class as there has been a small reduction in full-time equivalent (FTE) staff.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An additional class being formed thus enabling lower teacher: student ratios in classes. This had a positive impact on student achievement and wellbeing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued into 2022 if necessary to support students with smaller class sizes following the impact of COVID learning interruptions.</p>



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	133	159	171	166
Girls	152	154	163	164

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.7	95.1	95.5	95.9
1	96.1	95.6	94.9	95.8
2	96.2	95	96.8	95.1
3	95.7	95.4	95.7	95.2
4	95.1	95.3	95.5	96.1
5	94.3	95.5	95	94.1
6	94.6	94	96.9	91.5
All Years	95.5	95.2	95.7	94.8
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)	3
Classroom Teacher(s)	11.61
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	2.82

\*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 Actual (\$)
<b>Opening Balance</b>	258,357
<b>Revenue</b>	3,059,440
Appropriation	2,965,192
Sale of Goods and Services	2,726
Grants and contributions	90,479
Investment income	443
Other revenue	600
<b>Expenses</b>	-3,029,624
Employee related	-2,733,217
Operating expenses	-296,407
<b>Surplus / deficit for the year</b>	29,816
<b>Closing Balance</b>	288,173

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>	92,833
<b>Equity Total</b>	174,916
Equity - Aboriginal	4,502
Equity - Socio-economic	11,710
Equity - Language	92,786
Equity - Disability	65,917
<b>Base Total</b>	2,415,306
Base - Per Capita	82,337
Base - Location	0
Base - Other	2,332,969
<b>Other Total</b>	167,115
<b>Grand Total</b>	2,850,170

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In 2022 the school collected data through the Tell Them From Me surveys for students, teachers and parents and caregivers. The surveys provided data about a range of school practices and procedures as well as school life. Below is a snapshot of the results:

### Student

The student surveys showed that many students experienced a decrease in sport participation and extra curricular activities in 2021. This appears to have negatively impacted a positive sense of belonging. Student effort in trying hard to succeed in their learning was the same as NSW State norms at 88% of students.

Positive highlights of the data were:

- 90% of students feel good about their culture when they are at school; 86% of students believe their teachers have a good understanding of their culture
- 95% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour
- 70% of students believe that after the finish high school, they expect to go to University.

Future Directions include increasing the number of students who:

- are interested and motivated in their learning
- feel teachers are responsive to their needs and encourage independence with a democratic approach.

### Staff

The teacher surveys showed that most school means are equal to or higher than NSW State norms. Areas where teachers rated themselves higher than state norms were:

- Collaboration. For example- I work with other teachers in developing cross-curricular or common learning opportunities.
- Data informs practice. For example - My assessments help me understand where students are having difficulty; I use results from formal assessment tasks to inform my lesson planning.
- Teaching Strategies. For example - When I present a new concept I try to link it to previously mastered skills and knowledge; Students receive written feedback on their work at least once every week.
- Inclusive School. For example - I establish clear expectations for classroom behaviour; I make an effort to include students with special learning needs in class activities.

Future Directions include:

- parent Involvement
- technology.

### Parents and caregivers

The parent/ caregiver surveys showed that school means are equal to or higher than NSW State norms included parent feel welcome and parents are informed. Areas where parents and caregivers rated the school higher than state norms were:

- Inclusive school. For example - Teachers help students develop positive friendships .
- Safety at school. For example - My child feels safe at school.
- School supports positive behaviour. For example - Teachers expect my child to pay attention in class; my child is clear about the rules for school behaviour.
- Perception of school facilities. For example - school is well maintained and physical environment is welcoming.

Future directions include:

- Involving parents and carers in school activities.

# 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.