

2021 Annual Report

Padstow Heights Public School



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Introduction

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

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

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Message from the principal

Whilst reflecting upon this year the one big take away and cause for celebration has been the strengthening of genuine partnerships, friendships and mutual respect parents and staff have developed for one another whilst focusing front and centre on our most precious children.

The *Kindness Pandemic* and *Pay It Forward* has been an absolute highlight of my year as the principal of our school. This project was a true reflection of the love and care we have for our entire school community coupled with the tenacity and practical 'can do' attitude of our community. The impact of these projects are still rippling through our community and I guess we will never truly know the true impact our community's support has had. 2021 was a challenging time for our community but together we really showed what we were made of as a school community.

I'd like to take this opportunity to thank the Pay It Forward committee for their vision, dedication and hard work in facilitating this program. Janine Simons (P&C President), Angel Aube (Parent), Markos Yanni (Teacher), Nat Murarotto (Teacher), Jodie Nadjova (Parent), Karlina Panagotaris (School Psychologist), Chris Coleman (General Assistant) and Lisa Trevithick (School Administration Officer) were spectacular to watch in action and the results of this project have been outstanding.

326 community members directly benefited from the *Pay It Forward Project* in the form of:

- Dinners delivered to hard working parents with Uber Eats vouchers
- Pamper packs to exhausted families
- 'Hang in There' Kits to exhausted families with home learning
- Essential Worker Morning Tea Deliveries
- Staff Care Packs
- Boredom Buster Family Games night experiences
- Food Security with Grocery Gift / Fruit and Vegetable Vouchers Cards
- *You're a Kindness Pandemic Star Kid* Gifts
- Home Isolation Care Packs for families affected by COVID- food & activity packs for the whole family
- Family Afternoon Tea Kits
- New Families to the school welcome packs
- New Baby gifts
- New Homes gifts
- Mindfulness Sessions run by qualified psychologist
- Virtual Family Friendly Bingo night

Educationally, the teaching staff and support staff were able to pivot and ensure educational continuity for all students during an extended period of home learning. This facilitated a deepening of relationships between home and school whilst building our own capacity to deliver excellent practice remotely. In a 10 week period, the support staff alone made over 1 000 phone calls to students and their families to check in on wellbeing as well as explicit teaching remotely.

The school executive team completed university studies in Educational Leadership this year. Two members of the

executive have indicated they will continue in 2022 and 2023 to complete a Masters of Educational Leadership. This was an impressive effort and demonstrated a deep commitment to the students and staff of the school in ensuring their professional development. This has ensured a strengthening of the school leadership team to devise and deliver best practice pedagogy and school leadership based on current research and evidence-based approaches.

Moving into 2022, teachers will explore a more hybrid model of pedagogy to facilitate greater opportunities for students to work more independently and be self-guided in their own learning. We continue to work tirelessly in leveraging the great work of deepening authentic connections with parents as partners in their child's learning which has been established this year.

In leading our School Improvement Plan initiatives this year, we have established a solid foundation and clear direction of where to next in 2022. Already we are seeing some encouraging improvements as a direct result of initiatives undertaken and are excited to see us build upon this success in 2022.

As always, a huge thank you to our P&C for their guidance, support and true partnership in ensuring every student at Padstow Heights Public School is known, valued and cared for.

Most importantly to the students of Padstow Heights, your resilience, joy of learning, initiative and genuine care for one another are a privilege to observe daily. You are the changemakers of the future and it is my honour to support and guide you on your journey to be the very best you can be.

Message from the school community

Presidents Annual Report 2021

The P&C meets on the first Wednesday of each month during school terms at 7pm in the staffroom. These meetings are a great way to be involved in the education of our children and the overall decision making within the school community. At the meetings we hear about what is going on around our school. I would like to take this opportunity to thank everyone that attended a few in person meetings in 2021 as well as many zoom meetings we held due to COVID-19.

This past year due to the pandemic the P & C was very quiet as we were unable to organise many fundraising activities at all. We were successful in holding the Easter raffle, Mother's Day stall and the Christmas raffle fundraiser. The P&C also helped to work with the school during the pandemic to create a Kindness Pandemic to reach out to families in the difficult times we were facing to reward them for doing a great job while in lockdown.

We were also able to reach out and build connections with a local nursing home with the children writing letters of love to the residents, and they wrote letters back to our children as well. Such a lovely experience this was for both the children and families and the residents. We hope to continue to build on this relationship and do more activities with them.

The P&C are involved in many things throughout the school. We run the Uniform Shop, help with the running of the band and paying for buses to transport students to events, organise working bees, cake days, the Interrelate program and helping lost items of clothing find their way back to their owners. We also assist with organising the Year 6 Farewells. We volunteer to be on panels when new members of staff are needing to be appointed and attend School Finance Committee meetings. We sponsor awards for Presentation Day, provide vouchers to band students and also donate Easter Eggs when the Easter Bunny comes to school. With these activities we have raised money to help improve the school's facilities for our children. Some of the projects we have paid for over the years are walkway coverings, library wall paneling, playground game markings, sandpit and car track. These fundraisers would not have been successful without the ongoing support from the families and friends of Padstow Heights, so thank you! I would like to take this opportunity to thank the very hard-working P&C committee. Mel and Renee our Vice Presidents, Sophie the Secretary, Catherine the Treasurer, Jodi the Fundraising coordinator, Megan our social media extraordinaire and Helen and helping with the Uniform shop. I would also like to take this opportunity to thank Revesby Workers who again generously donated money to the P&C in 2021. Thank you must also go to Mrs Blackmore, Mrs Dwyer and Mr Godkin, all the teaching staff (including support staff) for their continuous support, Lisa and the office staff for always going above and beyond and Chris Coleman for always willing to help the P&C out.

Janine Simons P&C President

School vision

At Padstow Heights Public School we believe every student should be challenged to learn and continually improve in an environment of inclusivity and high expectations. We believe connecting students to purpose and meaning in their learning is vital for supporting the development of the whole child.

Our vision is the entire school community become learning partners who work collaboratively to ensure our students leave school demonstrating resilience and determination in their pursuit of continuous growth, empowered to be local and global citizens.

School context

Padstow Heights Public School is located in South West Sydney and has a student enrolment of 360. The school culture is that of genuine care for one another and connectedness, inclusion and belonging. Students, staff, parents and the wider community work together to promote school excellence.

Our school is supported by a diversity of cultures with 54% of students speaking a language other than English at home.

Extracurricular opportunities in Sport, Band, Creative and Performing Arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen collaborative practice and feedback that ensures quality teaching practices are sustained and strengthened throughout the school. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Our work with teachers and leaders will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Work will take place on building upon strong relationships with our community to build effective partnerships in learning with parents and students which will support students to be motivated to deliver their best and continually improve. The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement. We acknowledge the collective responsibility our school community has in ensuring every child is known, cared and valued and our work will focus on engaging with our school community in supporting high expectations of student learning as well as opportunities for our students to be changemakers in their local and global community.

This plan was developed in consultation with the whole school community.

Self-assessment and school achievement

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

This year, our school undertook self-assessment using the School Excellence Framework. 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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To achieve improved student learning outcomes in Reading and Numeracy we will embed evidence informed teaching practices in all classrooms and school processes to ensure differentiated and explicit teaching practices which are highly responsive to supporting the individual learning needs of 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.

- Explicit teaching supported by school systems and practices that is evidence informed.
- Teaching and learning programs are differentiated to challenge and support students.
- Quality professional learning that builds teacher capability in explicit teaching and differentiation.

Resources allocated to this strategic direction

Literacy and numeracy: \$20,934.00

English language proficiency: \$39,252.00

Socio-economic background: \$41,032.00

Low level adjustment for disability: \$112,604.00

QTSS release: \$0.00

Summary of progress

Initiative 1: Explicit teaching supported by school systems and practices that is evidence informed.

In Semester 2, the School Executive and Strategic Direction 1 team evaluated and reviewed our results against annual progress measures. Student Reading and Numeracy achievement data was analysed from a range of sources including 2021 NAPLAN, Internal PAT data and Term 4 Check-in assessment results. The Strategic Direction 1 team collated, published and shared outcomes from the improvement focus, identifying mathematics as a necessary area of focus. Staff implemented the teaching sprints framework to develop teaching expertise and establish collaborative planning for effective differentiation and programming in Numeracy.

In consultation with our curriculum advisor and professional learning community, whole school professional learning was delivered on what an effective numeracy program looks like and how our school's programming allows for differentiation in mathematics instruction. Next year, effective numeracy programming will continue to be a focus, with a sustained focus on differentiation. This will support further improvement in our school's growth and attainment targets.

Initiative 2: Teaching and learning programs are differentiated to challenge and support students.

In Term 4, a review of the school's mathematics teaching programs was undertaken in order to evaluate the effectiveness of differentiation in mathematics. The Strategic Direction 1 team investigated NESA compliance in programming. We then reviewed and analysed numeracy programs, ensuring adequate differentiation for all students and NESA compliance. Baseline data was measured in order to track progress and maintain consistency in the quality of our teaching programs.

The Strategic Direction 1 team created a consistent program template that is contextually relevant and allows for improved evidence of differentiation which is now used school-wide.

During 2022, teachers will continue to refine programming practices to ensure teaching and learning programs across the school show evidence that they are adjusted to address individual student needs and are dynamic, showing evidence of revisions based on feedback on teaching practices.

Initiative 3: Quality professional learning that builds teacher capability in explicit teaching and differentiation.

During Term 1, the school's leadership team completed training in Simon Breakspear's Agile Leadership course. This proved to be extremely influential on the structure of our school's professional learning. The leadership team were trained in using the Learning Sprints model; a manageable and meaningful approach to evidence-informed professional learning for teachers, to continually develop teacher performance and capacity.

The implementation of teaching sprints began in Term 2 with a focus on Number Talks (Sherry Parrish). Staff used this new framework to complete professional learning using the 3 phases of Plan, Sprint and Review. This teaching sprint was based on current research and focused on implementation and iterative adjustments during the term.

Feedback was collected from teachers at the conclusion of the teaching sprint. Feedback shows a considerably positive response from teachers when asked about the impact of the teaching sprint. When asked if the teaching sprint had impacted their teaching practice, all teachers said that the sprint had a positive impact on their teaching. The teaching

sprint is a structure of professional learning that will continue across the school in 2022 as it supports teachers to meaningfully engage with the best available evidence in the field; make incremental changes to teaching practice, for big impact over time and engage in collaborative and disciplined dialogue with their peers.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Greater than 49.4% of students achieve top 2 bands in NAPLAN Reading.	NAPLAN scores indicate an increase on annual progress measure in the percentage of students in the top two skill bands for Reading 56.44%
Greater than 39.5% of students achieve top 2 bands in NAPLAN Numeracy.	NAPLAN scores indicate a decrease on annual progress measure in the percentage of students in the top two skill bands for Numeracy 37.62%
Greater than 63.7% of students achieving expected growth in NAPLAN Reading	Percentage of students achieving expected growth in Reading increased by 5.77% indicating progress toward the system-negotiated target. NAPLAN scores indicate the percentage of students achieving expected growth for Reading as 59.26%, 3.44% below system negotiated target.
Greater than 62.1% of students achieving expected growth in NAPLAN Numeracy.	Percentage of students achieving expected growth in Numeracy increased by 1.60% indicating progress toward the system-negotiated target. NAPLAN scores indicate the percentage of students achieving expected growth for Numeracy as 57.41%, 4.69% below system negotiated target.
Establish a tool which establishes baseline data for Reading (PAT Effect Size data)	The school has developed a spreadsheet to calculate student growth using the effect size formula. This can be used with all internal assessment measures to monitor student growth in Reading and triangulate internal measures with SCOUT NAPLAN data.
Establish a tool which establishes baseline data for Numeracy (PAT Effect Size data)	The school has developed a spreadsheet to calculate student growth using the effect size formula. This can be used with all internal assessment measures to monitor student growth in Numeracy and triangulate internal measures with SCOUT NAPLAN data.

Strategic Direction 2: Evidence-informed teaching and learning (Instructional Leadership) for challenging and engaged learning for all

Purpose

To meet the learning needs of all learners we will build a culture of shared responsibility through evidence informed pedagogy and sustained collaborative professionalism.

Initiatives

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

- Collaborative Practice supported by school systems and practices.
- Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers.
- Evidence informed pedagogy supported by systematic and reliable assessment information.

Resources allocated to this strategic direction

Beginning teacher support: \$30,200.00

Professional learning: \$19,813.00

QTSS release: \$69,289.00

Summary of progress

Initiative 1: Collaborative Practice supported by school systems and practices

Our focus for 2021 was on establishing systems that promoted collaborative practices among teams. Underpinned by the SEF, with a focus on building distributive leadership, school teams and roles were established such as Stage Coordinators, Beginning teacher mentors, Stage team meetings, and Strategic Direction teams. By including all staff in the critical decision making and change processes we, in turn, increased the leadership capacity and capability at all levels. On reflection, this model is very new and will need time to be embedded in our daily practices.

Next year, we will monitor, create the conditions to develop a culture which supports high quality collaborative practice. Teachers can engage in professional discussions during stage meetings and collaborate to improve teaching and learning in their classes and year groups.

Initiative 2: Quality Professional Learning that builds teacher capacity in coaching, mentoring and feedback with peers.

Our focus for 2021 was building the knowledge and understanding of the executive team on the importance of distributed instructional leadership to sustain a culture of effective, evidence-based teaching for ongoing improvement. This was done through participation in the 3 Rivers 4 Learning program and training on Simon Breakspear's 'Learning Sprint' model.

Alongside the professional learning undertaken by the leadership team, learning/teaching sprints were implemented within Stage teams as the main form of targeted professional learning. While this was introduced at a superficial level and took time to gain buy-in from the staff, we endeavour to evolve this PL process to sustain a culture of effective, evidence-based teaching for ongoing improvement.

Next year, in this initiative we will work with staff to ensure that mentoring and coaching support is established and professional learning is differentiated, responsive to student need and informed by evidence.

Initiative 3: Evidence informed pedagogy supported by systematic and reliable assessment information.

Our focus for 2021 was completing a thorough audit on current internal and external assessment practices at PHPS. As a Strategic Direction team, we co-designed a data inventory template. From this, team members in consultation with their stage teams, ascertained current data sources which were collated and presented to the exec staff. As a team we looked at the content areas, frequency, current DoE assessment resources and validity of the data sources to ensure a model that can be trialed in 2022.

Next year, the data inventory will be implemented in K-6 with a spreadsheet created to collect the data, ensuring teachers are using data to respond to trends in student achievement, at individual, group and whole school levels. Teachers will be trained in the use of data as part of our learning sprints. This will ensure the school has processes in place to support teachers' consistent, evidence-based judgement and moderation of assessments.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Establish the tools required to measure collaborative practices.</p> <p>Establish baseline data.</p> <p>Effect size against rubric, self reporting, peer review etc Triangulation is very important</p>	<p>Staff surveys, observation and document analysis indicates and increase of staff actively participating in collaborative practice to reflect and improve upon teaching practice.</p> <p>Baseline data established through staff surveys and collaborative practice audit.</p> <p>We are in the process of developing a rubric to use as a way of measuring effect size.</p>
<p>Establish the tools required to measure evidence-informed pedagogy.</p> <p>Establish baseline data.</p> <p>Effect size against rubric, self reporting, peer review etc</p>	<p>Staff surveys, observations, QTSS documents, meeting minutes and learning sprint reflections indicated an increase in evidence-informed pedagogy.</p> <p>Baseline data established through staff surveys and collaborative practice audit.</p> <p>We are in the process of developing a rubric to use as a way of measuring effect size.</p>



Strategic Direction 3: A Flourishing School Community

Purpose

In order to create a flourishing school community we will support the development of the whole child and enhance the conditions to enable greater connection and partnerships in learning.

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.

- Partnerships for Improved Student Learning
- Planned approach to whole school wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$3,675.00

Summary of progress

Initiative 1: Partnerships for Improved Student Learning

During 2021, initiative 1 was compromised due to Covid and the extended period of home learning. During this time, we pivoted and were able to form partnerships with families and our community online through The Kindness Pandemic and Pay it Forward Project. These projects helped create a supportive relationship between families and the school and developed a higher level of trust between parents and the school. These projects assisted the school in implementing evidence based change to whole school practices resulting in measurable improvements in wellbeing and engagement during online learning. Next year, we will build on this improvement through the development of a Parent Communication Portal through Sentral. We will utilise a grant obtained to refurbish our old canteen into a Community Hub for our school community.

We will also form a parent focus group using parents from classes across K-6 to obtain feedback on the implementation of the Second Step program and the impact this has on our families at home.

Initiative 2: Planned approach to whole school wellbeing

In previous years at PHPS, we have focused on Learning Powers and developing these learning dispositions across K-6. During 2021, after reflecting on current wellbeing procedures and our school behaviour policy, it was determined a schoolwide approach to social emotional development was needed. Throughout Term 4 2021, we consulted the Wellbeing Framework for Schools and current evidence based research in Positive Education and researched a variety of social emotional programs that would develop the whole child using a strengths based approach to wellbeing.

The school has purchased the Second Step program for K-6, which is a classroom based program designed to increase students' school success and decrease problem behaviours by promoting social-emotional competence and self-regulation. It teaches skills that strengthen student's ability to learn, have empathy, manage emotions, and solve problems. This will be implemented in 2022 Term 1.

Moving forward in 2022, we will collect baseline data from students, staff and our community on the current perception of well being at our school. We will train staff for the effective implementation of the Second Step Program and build a parent focus group that can be utilised to strengthen parent partnerships and foster a shared responsibility for developing active local and global citizens at PHPS.

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
Attendance Greater than 80.06% of	The number of students attending greater than 90% of the time or more has

<p>students attending school greater than 90 percent of the time.</p>	<p>increased by 0.26%.</p>
<p>Wellbeing Greater than 86% of students reporting expectations for success, advocacy, and sense of belonging at school.</p>	<p>Tell Them From Me data shows an improvement of 5.89% of reported positive wellbeing, including a 0.14% decrease in advocacy at school, a 2.58% increase in sense of belonging and 3.45% increase in expectations for success.</p>
<p>Internal measures indicate an increase % of students demonstrating positive wellbeing skills.</p> <p>Choose evidence-based tools and components which measure positive student wellbeing.</p> <p>Establish baseline for student wellbeing.</p>	<p>During remote learning due to COVID-19, students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School), demonstrating movement toward this school-based progress measure.</p>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$41,032.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Padstow Heights 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"> • Teaching and learning programs are differentiated to challenge and support students. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement in class support and Mini Lit, Multi Lit and Intensive Reading Program to support identified students with additional needs • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in: A significant increase in the number of students having accessed one on one and small group intensive reading instruction. In class support has supported all students along the learning continuum to access differentiated learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>Aboriginal background</p> <p>\$3,675.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Padstow Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Partnerships for Improved Student Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • creation of numerous Indigenous wall murals <p>The allocation of this funding has resulted in: A shared understanding of the PLP process Artefacts around the school which identifies and makes visible the school community's commitment to acknowledging our first nation's people</p> <p>After evaluation, the next steps to support our students with this funding will be: To create parent groups to seek voice on the co-creation of our school's unique Acknowledgement of Country Commission a mural to be placed front and centre at the entrance to the school Working collaboratively with our students, families, staff AECG and the DOE Aboriginal Education officers to co-create exemplary PLPs</p>
<p>English language proficiency</p> <p>\$39,252.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Padstow Heights Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>English language proficiency</p> <p>\$39,252.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Teaching and learning programs are differentiated to challenge and support students. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Small group reading instruction targeting students requiring additional support by a specialist Reading teacher</p> <p>After evaluation, the next steps to support our students with this funding will be: Seek support from department specialist in leading PL in EAL/D learning progressions to better support our EAL/D students for all teachers Endeavour to employ a specialist EAL/D teacher</p>
<p>Low level adjustment for disability</p> <p>\$112,604.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Padstow Heights 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"> • Teaching and learning programs are differentiated to challenge and support students. <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which Instructional Leaders (APs) collaborate with classroom teachers to build capacity in meeting the literacy needs of identified students • inquiry based, research and data informed professional learning supported by in class support <p>The allocation of this funding has resulted in: Increased teacher capacity in Data Skills and Use Increased teacher capacity in evidence informed planning with a focus on Mathematics Increased capacity of Instructional Leadership for our school leaders</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with our focus on explicit teaching and evidence informed teaching and learning. Deepen our understanding and capacity to lead Learning Sprints as our primary driver of professional learning Build leadership density in instructional leadership</p>
<p>Professional learning</p> <p>\$19,813.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Padstow Heights 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"> • Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers.

<p>Professional learning</p> <p>\$19,813.00</p>	<ul style="list-style-type: none"> • Evidence informed pedagogy supported by systematic and reliable assessment information. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Educational Leadership Development for the school's middle leadership • Coaching and mentoring of classroom teachers in evidence and research informed pedagogies in Literacy and Numeracy <p>The allocation of this funding has resulted in: Built capacity of middle leaders to effectively coach and mentor staff they lead with differentiated support. Built capacity of classroom teachers in current research practices in literacy Built capacity of teaching staff to implement and evaluate the impact of their own teaching</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>Beginning teacher support</p> <p>\$30,200.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Padstow Heights Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaborative Practice supported by school systems and practices. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • In class support with mentor • additional release from Face to face teaching for planning and feedback • additional access to PL <p>The allocation of this funding has resulted in: beginning teachers confidently supported to be collaborative and successful participants in a school culture focused on high expectations</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>School support allocation (principal support)</p> <p>\$20,717.00</p>	<p>School support allocation funding is provided to support the principal at Padstow Heights Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Business Manager <p>The allocation of this funding has resulted in: Ensuring streamlining of operational management in particular WHS and school finance.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>Literacy and numeracy</p> <p>\$20,934.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Padstow Heights Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$20,934.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching supported by school systems and practices that is evidence informed. • Quality professional learning that builds teacher capability in explicit teaching and differentiation. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher 0.2 • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: staff capacity built to deliver differentiated Literacy and Numeracy programs based on evidence of impact shared understanding of the function and purpose of quality assessment practices to inform teaching and learning</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue and streamline into 2022.</p>
<p>QTSS release</p> <p>\$69,289.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Padstow Heights 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"> • Teaching and learning programs are differentiated to challenge and support students. • Evidence informed pedagogy supported by systematic and reliable assessment information. <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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • Community of Schools collaborative professional learning in best practice teaching and learning in Mathematics. <p>The allocation of this funding has resulted in: Consistent quality programming across the whole school of explicit and best practice Mathematics programs Increased capacity of school leaders in Instructional Leadership Strengthening of collaborative leadership through our local Community of Schools</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Padstow Heights 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"> • Other funded activities

<p>Literacy and numeracy intervention</p> <p>\$22,424.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher 0.2 to provide explicit and targeted literacy and numeracy intervention • Support for Early Stage 1 and Stage 1 AP to provide instructional leadership to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in: Increased early intervention support in literacy and numeracy Teachers supported in developing explicit Mathematics programming Identification of high performing students</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022</p>
<p>Integration funding support</p> <p>\$28,168.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Padstow Heights 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) • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in: Students being highly supported to access differentiated and adjusted curriculum Built capacity of teachers in developing impactful personalised learning Tiered interventions in Literacy and Numeracy becoming increasingly evidence informed and programs which include student voice. Strengthening of home and school partnerships which are underpinned by a shared vision of student success</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue into 2022.</p>
<p>COVID ILSP</p> <p>\$95,383.15</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - Reading comprehension and Number and Algebra • employment of staff to provide online tuition to student groups in literacy/numeracy - Reading comprehension and Number and Algebra • providing intensive small group tuition for identified students who were demonstrating potential growth to move into the top two bands of NAPLAN

COVID ILSP

\$95,383.15

in Reading and Numeracy

- leading professional learning for COVID educators both onsite and home during online learning

The allocation of this funding has resulted in:

The majority of students achieving significant progress towards their personal learning goals

87% of students demonstrated growth across a 6 month period and attained their Additive Strategies progression targets as captured in PLAN 2

78% of students demonstrated growth across a 6 month period and attained their Understanding Texts progression targets as captured in PLAN 2

After evaluation, the next steps to support our students with this funding will be:

Continue the implementation of numeracy small group tuition using data sources to identify specific student need. The school's learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	213	212	206	194
Girls	165	169	164	166

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	93.1	95.3	95.2
1	93.7	93.4	94.3	94
2	93	92.7	93.1	94.5
3	94.3	92.3	95.1	92.3
4	92.1	93.3	94.9	94.8
5	94.4	94	93.7	94.2
6	93.3	92.7	95.1	93.6
All Years	93.4	93	94.5	94.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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



Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.81
Literacy and Numeracy Intervention	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	321,808
Revenue	3,287,423
Appropriation	3,140,196
Sale of Goods and Services	15,588
Grants and contributions	131,062
Investment income	477
Other revenue	100
Expenses	-3,249,017
Employee related	-2,791,370
Operating expenses	-457,647
Surplus / deficit for the year	38,406
Closing Balance	360,214

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	15,703
Equity Total	196,563
Equity - Aboriginal	3,675
Equity - Socio-economic	41,032
Equity - Language	39,252
Equity - Disability	112,603
Base Total	2,579,811
Base - Per Capita	91,211
Base - Location	0
Base - Other	2,488,600
Other Total	187,255
Grand Total	2,979,332

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

School performance - NAPLAN

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

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



Parent/caregiver, student, teacher satisfaction

We were very happy to see such a wonderful response from our community this year with 103 parents participating in our Tell Them From Me survey.

Parents' responses saw the school exceeding state norms in parents supporting learning at home, safety at school and the school being considered inclusive. Of particular note were parents reporting the school's administrative staff are helpful when they have a question or problem (8.0 compared to state norm of 7.3) and being able to speak easily with their child's teacher (8.1 compared to 7.3 state norm).

Feedback from parents suggests we have mostly achieved a happy medium between the amount of time assigned to homework and the actual amount of time parents spend on helping their child with homework.

The takeaway message from both parents and students is a desire to be more challenged in Mathematics.

In the Tell Them From Me survey, teachers' responses exceeded state norms for four of the eight drivers for student learning. Teachers reported they excelled in parent involvement, in particular working with parents to help solve problems interfering with their child's progress. Teacher responses also exceeded the state norms in teaching strategies, technology, planned learning opportunities and overcoming obstacles to learning.

Our students reported our school is exceeding state norms in teachers setting clear goals for learning, establishing expectations and providing feedback.

Students overwhelmingly reported they feel they have someone at school who consistently provides encouragement and can be turned to for advice. 88% of our students indicated a high rate of participation in sports at school.

Opportunities for improvement

Parent feedback indicated they would welcome more opportunities to participate in more community events

Areas highlighted for further investigation from student feedback is supporting students to be more interested and motivated in their learning as well as supporting students to increase effort in their learning.

Further support for teachers, informed by teachers, may be to increase opportunities for leaders to observe and provide feedback about their teaching.

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.