

2021 Annual Report

Birrong Public School



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Introduction

The Annual Report for 2021 is provided to the community of Birrong 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

Birrong Public School

132 Auburn Rd

Birrong, 2143

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

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

9644 3078

School vision

Birrong Public School is a safe, inclusive and collaborative learning environment where students are supported to be resilient, respectful and responsible, while meeting high expectations for learning and behaviour. Staff and parents/carers work together to encourage and challenge students to take risks, use problem solving skills and self-regulate their learning. Students are inspired to become confident and empathetic young people who achieve goals in and out of the school environment.

School context

Birrong Public School is located in the Chullora Principals Network - Metropolitan South School Performance Directorate. The school has an enrolment of approximately 560 students and caters for a diverse student population, with 91% of students from a language background other than English (LBOTE). There are currently 30 language backgrounds, with Arabic and Vietnamese speaking backgrounds the largest groups.

Our school is supported by a strong parent body. Students, staff, parents and community members are committed to strengthening partnerships to improve student learning outcomes. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including creative and performing arts, debating, sport, environmental education and student leadership. As a Positive Behaviour for Learning (PBL) school, Birrong follows a holistic approach to child development and wellbeing.

The school has strong community links including a community of schools with Auburn PS and Regents Park PS, a link to the Islamic Women's Association to support the community use of the school for weekend Arabic Language School, and a church group that utilises the school hall for services on a Sunday.

There are approximately 47 school-based personnel including executive staff, classroom teachers, specialist EAL/D and Learning and Support (LaS) teachers, a school counsellor, administrative staff and a general assistant. Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff who have a range of teaching experience. Deep engagement in professional learning is underpinned by the Spiral of Inquiry process where teaching staff collaborate fortnightly to understand what is going on for our learners, target areas for development to improve student outcomes, and use consistent teacher judgment to ensure teaching and learning is making enough of a difference for all students.

In 2020 Birrong Public School participated in its first external validation. The evidence gathered highlighted some very strong practices within the school including our wellbeing framework, and our collaborative practices for teaching and learning. The external validation process also revealed some specific areas for the school to improve. These areas were further identified by the executive as focus areas for improvement in the new school plan. Teaching and non-teaching staff have engaged in discussions about the work of school improvement to understand the school's direction for the 2021-2024 school plan.

The whole school community, involving students, staff, parents, was consulted in a thorough situational analysis followed by the development of our strategic improvement plan. Through our situational analysis, we have identified specific areas to focus on including:

Assessment - a need to develop the school's practices in data collection became evident in the situational analysis as there was limited internal data available to determine student placement in literacy and numeracy with a deep focus on assessment including professional learning in data collection and analysis to understand, and plan accordingly, student placement.

Explicit Teaching - a consistent approach and focus across the school in the teaching of literacy and numeracy which is also supported by systematic and deep professional learning of explicit teaching.

Wellbeing - consistent implementation of the school's processes for behaviour management, wellbeing and attendance to ensure practices are current, appropriate and effective, to meet student needs.

The themes of the previous school plan will be enhanced in the 2021-2024 school improvement plan, including the provision of an environment where all students are challenged and supported to become self-regulated learners, a shared responsibility for student improvement through the collaborative analysis of data, and strengthened partnerships where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing.

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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students. We will further implement and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student is underpinned by evidence-informed strategies.

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.

- Data informed practices
- Evidence-based teaching

Resources allocated to this strategic direction

Socio-economic background: \$171,513.00

Professional learning: \$3,000.00

Summary of progress

A distributed instructional leadership structure through the employment of an additional Deputy Principal (K-2) was implemented. Deputy Principals (K-2 and 3-6) delivered initial professional learning in Data Skills and Use and Evidence Based Teaching to Assistant Principals and teachers K to 6. Teachers commenced utilising student data to develop and implement data driven evidence based teaching and learning programs. COVID 19 including the extended period of Learning from Home during 2021 reduced the school's capacity to effectively complete all of the planned professional learning aimed to improve data driven evidence based teaching. The focus of the professional learning changed to teachers completing learning online in the areas of phonics, teacher well-being, learning from home through Zoom and using Google classroom. Teachers embedded this practice into learning once students returned to school.

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
An uplift of 4-6% in the number of students achieving in the top 2 bands in Year 3 and Year 5 NAPLAN Reading from system negotiated target baseline.	22.09% of students are now in the top two skill bands (NAPLAN) for reading, indicating that progress is yet to be seen towards achieving the annual progress measure.
An uplift of 2-4% in the number of students achieving in the top 2 bands in Year 3 and Year 5 NAPLAN Numeracy from system negotiated target baseline.	16.18% of students are now in the top two skill bands (NAPLAN) for numeracy, indicating that progress is yet to be seen towards achieving the annual progress measure.
An uplift of 2-4% in the number of students achieving expected growth in NAPLAN Reading from system negotiated target baseline.	62.82% of students achieved expected growth in reading indicating achievement of the lower bound target.
An uplift of 1-2% in the number of students achieving expected growth in NAPLAN Numeracy from the system negotiated target baseline.	48.72% of students achieved expected growth in numeracy indicating achievement progress yet to be seen toward the lower bound target.
Our on-balance judgement for the following themes will be to consolidate our self-assessment as SUSTAINING AND GROWING for:	Self-assessment against the School Excellence Framework remains at SUSTAINING AND GROWING for the themes listed.

- Formative assessment
- Summative assessment
- Whole school monitoring of student learning
- Explicit teaching
- Feedback
- Lesson planning

Strategic Direction 2: Quality teaching and leading

Purpose

In order to build collaborative practices to enhance school performance, school leaders and teachers need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in every day school life so that all key stakeholders are supported by external and internal expertise and identify and implement best practice to improve student 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.

- Collaborative professional practices
- Coaching feedback practices

Resources allocated to this strategic direction

Professional learning: \$26,000.00

Summary of progress

Whole school systems to facilitate collaboration continued to be embedded across the school in 2021 such as Spirals of Inquiry which were led by Deputy Principals in Semester 1. However, such systems were placed on hold as impacted by COVID-19 home learning. Stage teams continued collaborative professional practices throughout the year to meet the needs of students.

The executive team successfully undertook a "Building a Cohesive Team" program along with formal mentoring focused on strengthening their skill set towards improving school leadership. Next year we will continue to focus on feedback practices with all staff to develop a feedback culture for school improvement. The executive will further engage in the work of important conversations where valid information is sought, respect is maintained, and an internal commitment to improvement of outcomes for students continues.

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
0.1 growth from baseline data in the Collaboration driver in the Tell Them From Me teacher survey.	<p>The Tell Them From Me teacher survey data indicated a slight decrease in the Collaboration driver (from 8.2 in 2020 to 8.0 in 2021) which can be directly attributed to the restrictive nature of working from home. However, the school mean continues to sit above the state norm of 7.8.</p> <p>The trend of teachers reporting that they had opportunities and avenues to discuss learning problems of students with their colleagues continued in 2021 and was seen as a valuable collaborative practice.</p>
0.2 growth from baseline data in the Leadership driver in the Tell Them From Me teacher survey.	<p>Through Executive team reflection it was collectively agreed that positive traction was achieved in 2021 towards greater cohesion. This was also reflected in the leadership driver of Tell Them From Me teacher survey, where the highest scoring statement '<i>I work with school leaders to create a safe and orderly environment</i>' was indicated.</p> <p>The 2021 Tell Them From Me data in the Leadership driver indicated a school mean of 6.9 which is a decrease compared to 2020 data where the school mean was 7.8.</p>
0.2 growth from baseline data in the Learning Culture driver in the Tell Them From Me teacher survey.	<p>The Tell Them From Me school mean for 2021 in the Learning Culture driver remained the same as the baseline data despite the challenges and obstacles of Learning from Home. Teachers effectively worked with the barriers to learning by developing and setting engaging yet challenging</p>

0.2 growth from baseline data in the Learning Culture driver in the Tell Them From Me teacher survey.	work. On-going monitoring of individual student progress continued together with teachers providing students with feedback on their learning via the online platform and phone calls.
0.2 growth from baseline data in the Data Informs Practice driver in the Tell Them From Me teacher survey.	The Tell Them From Me school mean for 2021 in the Data Informs Practice driver remained the same as the baseline data.
<p>Our on-balance judgement for the following themes will be to consolidate our self-assessment as SUSTAINING AND GROWING for:</p> <ul style="list-style-type: none"> • Curriculum provision • Teaching and learning programs • Differentiation • Explicit teaching • Improvement of practice • Collaborative practice and feedback • High expectations culture 	Self-assessment against the School Excellence Framework remains at SUSTAINING AND GROWING for the themes listed.

Strategic Direction 3: Productive partnerships for learning

Purpose

In order to enhance student engagement and wellbeing, we will further refine and implement evidence-based change to whole school practices resulting in measurable improvement in attendance, engagement and wellbeing to support learning. Positive, respectful relationships built on trust and high expectations will be established to promote constructive partnerships across the school, and the wider community responsive to student need.

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.

- Attendance promoting engagement
- Wellbeing supporting learning

Resources allocated to this strategic direction

Socio-economic background: \$10,000.00

Summary of progress

Birrong Public School's attendance procedures were documented and practices and procedures were communicated to staff. Due to the impact of COVID, the implementation of an Attendance team was postponed until 2022. Scout data was analysed for differences in data for different groups showing no significant differences. An SMS trial was instigated to engage parents with their child's learning with a goal of improving student attendance. There was no increased rate of attendance in the period of this test but evidence suggests that over time continued SMS may lead to increased attendance. Tell Them from Me surveys were conducted to report on students' Expectations for Success, Advocacy and Sense of Belonging at School. Whole school Student Wellbeing programs were not implemented in the early part of 2021 and with the onset of COVID, these initiatives were delayed to 2022. There was a major emphasis during the Learning from Home period on positive interactions with students and their families by all staff.

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
An uplift of 1-3% in the percentage of students attending school more than 90% of the time from system negotiated target baseline.	The number of students attending greater than 90% of the time remains strong at 92.6%. Teachers discussed student attendance during stage meetings, Learning and Support meetings and executive meetings. All student absences were followed up by classroom teachers. Students with poor attendance were followed up by the Attendance Delegate in an effort to increase attendance. The Learning from Home period had a significant impact on student attendance but monitoring of student wellbeing throughout this period of time was strong.
An uplift of 1-2% in the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in advocacy at school in the Tell Them From Me (TTFM) survey from system negotiated target baseline.	Tell Them From Me data shows an improvement of 0.1% in expectations for success, a slight decrease in advocacy at school, and a decrease of 9% in sense of belonging. These changes were likely to have been impacted by the Learning from Home period due to COVID- 19. Teachers will continue to analyse TTFM Wellbeing Data to promote and support students to feel a sense of belonging as well as having an advocate for them at school.
60-65% of students surveyed can name at least two adults in the school setting who believe they will be a success in life (from the Spirals of Inquiry Key Questions Survey).	Survey was not completed at the end of 2021 due to the high number of students that did not return to school at the end of the year because of isolation or concerns about COVID.
Our on-balance judgement for the	Self-assessment against the School Excellence Framework remains as

following themes will be to consolidate our self-assessment as SUSTAINING AND GROWING for:

- High expectations
- Caring for students
- A planned approach to wellbeing

SUSTAINING AND GROWING for the themes listed.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,526.10</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Intensive English language and learning support to increase educational outcomes for students • Professional development for staff around impact of trauma, learning and wellbeing needs of refugee students. <p>The allocation of this funding has resulted in: Students from refugee backgrounds being supported in learning English as an additional language or dialect to enable them to access the curriculum. They are also provided with emotional, welfare and other educational support.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide time for a refugee support committee to coordinate personalised support for students and families from refugee backgrounds.</p>
<p>Integration funding support</p> <p>\$67,205.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birrong 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 Individual Education Plans and Individual Health Care Plans • Staffing release to build teacher capacity around behaviour intervention and the writing of Behaviour Response Plans • Employment of staff to provide additional support for students who have high-level learning needs • Intensive learning and behaviour support for funded students • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' Individual Education Plans, Behaviour Management Plans and Individual Health Care Plans. <p>The allocation of this funding has resulted in: Effective monitoring of student progress towards personalised learning goals. Collaborative decisions being made about the allocation of additional teachers and SLSO support to effectively put into place adjustments for each student.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to provide additional time for teachers to consult and collaborate with students and/or their parents/carers. To provide time for teachers to meet with the Learning and Support teacher to assess and identify the needs of each student.</p>
<p>Socio-economic background</p>	<p>Socio-economic background equity loading is used to meet the additional</p>

<p>\$591,147.88</p>	<p>learning needs of students at Birrong 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"> • Data informed practices • Wellbeing supporting learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Supplementation of extra-curricular activities • Additional staffing to implement Jennie Whipp and Multilit to support identified students with additional needs • Equitable access to specialist resources <p>The allocation of this funding has resulted in: Teachers being released for Professional Development during school hours by Sport in Schools Australia. Teachers working with their stages to ascertain what learning is happening in classrooms, what is working and what they can improve on. Collecting and comparing student data to allow them to evaluate the effectiveness of a strategy by comparing results and student growth.</p> <p>After evaluation, the next steps to support our students with this funding will be: To examine the extent to which low socio-economic background equity loading has been used to implement evidence based initiatives that lead to measurable improvements in outcomes.</p>
<p>Aboriginal background</p> <p>\$5,108.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of specialist additional staff (SLSO) to support Aboriginal students • Classroom teacher release to support development and implementation of Personalised Learning Pathways (PLPs) <p>The allocation of this funding has resulted in: Aboriginal students and their families feeling valued and welcome at school. Personalised Learning Pathways implemented for all Aboriginal students and regularly updated to demonstrate goals achieved.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to implement Personalised Learning Pathways for Aboriginal students to achieve their aspirational, literacy and numeracy goals and further strengthen the relationship with Aboriginal parents / carers and the AECG. To continue to plan for all students to be taught Aboriginal and Torres Strait Islander stories, histories, cultures and diversities within the curriculum.</p>
<p>English language proficiency</p> <p>\$118,067.94</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong Public School.</p>

<p>English language proficiency</p> <p>\$118,067.94</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of additional EAL/D support in the classroom to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • Withdrawal lessons for small group (developing) and individual (emerging) support provided by EAL/D teachers <p>The allocation of this funding has resulted in: Classroom teachers engaged in effective EAL/D pedagogy through team teaching with the EAL/D specialist teacher. New Arrival students being supported in small withdrawal groups. by an EAL/D teacher.</p> <p>After evaluation, the next steps to support our students with this funding will be: For EAL/D specialist teachers to lead professional learning which integrates EAL/D practices for all teachers. To develop a professional learning plan that focuses on strengthening EAL/D pedagogical professional practice across all learning areas and stages of learning.</p>
<p>Low level adjustment for disability</p> <p>\$300,709.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Birrong 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: Improved student-to-teacher ratios and development of targeted programs for students with identified learning needs. Teachers improving their understanding and practice of the co-teaching pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to allocate resources to improving teachers' co-teaching practice and students' performance. To continue targeted programs that will be delivered in withdrawal and in-class settings to improve student outcomes.</p>
<p>Literacy and numeracy</p> <p>\$11,526.79</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Birrong Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities

<p>Literacy and numeracy</p> <p>\$11,526.79</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy • Staff training and support in literacy and numeracy • Literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in: Teachers being able to attend professional learning to support their PDP goals and purchase resources to support their teaching practices and student learning in the classroom.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support the teaching and learning of literacy and numeracy.</p>
<p>QTSS release</p> <p>\$108,978.70</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Birrong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this 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 • Implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in: Teachers improving practice through reflections, lesson observations and learning from each other.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure teachers continue to reflect on student data as a result of their teaching. This will regularly identify areas for observation and feedback in order to support the achievement student learning goals and improve literacy and numeracy achievements.</p>
<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Birrong 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>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • Implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan <p>The allocation of this funding has resulted in: Resourcing to provide learning support across areas including literacy and numeracy. Smaller class sizes to support teaching and learning of literacy and</p>

<p>Literacy and numeracy intervention</p> <p>\$82,406.73</p>	<p>numeracy.</p> <p>After evaluation, the next steps to support our students with this funding will be: To support teaching and learning of literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$333,349.35</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>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 in phonics and reading instruction • Releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • Providing targeted, explicit instruction for student groups in literacy - phonics instruction and reading strategies in Years 1 and 2, and fluency in reading and comprehension strategies in Years 3-6 <p>The allocation of this funding has resulted in: Year 1 and Year 2 students showing improvement with retention of single sounds, diagraphs, and sight words as well as reading fluency and decoding skills captured in PLAN data. All Year 3 to Year 6 students showing improvement in phonological awareness with improved knowledge of single sounds, diagraphs, and multi-syllable words as shown in Educheck data. Data collected through implementation of individual reading assessments in the From Assessment to Programming document indicated that all students improved their fluency and comprehension. 92% of students read with an accuracy and fluency rate expected at Year level. Students confidently participating in whole class literacy programs in line with peers. Students identified as needing additional support being referred to the Learning and Support team for targeted intervention. Teachers evaluating assessment tools to ensure appropriate learning goals. Regular conversations between classroom teachers and support teachers to fully support student growth and progress in learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: To ensure that students who have taken more time to accelerate are kept in the program for the next cycle. To upskill SLSOs in assessment tools and intervention strategies. To regularly monitor students as they transition back into classrooms. To provide in class support by support teachers and SLSOs to continue to meet students' learning goals. To provide classroom teachers and support teachers with PL targeting phonics programs and reading intervention strategies. To continue the implementation of literacy small group tuition using data sources to identify specific student need. To continue intervention programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	289	284	286	275
Girls	270	285	299	285

Student attendance profile

School				
Year	2018	2019	2020	2021
K	93.4	90.2	93.4	90.4
1	91.1	93.2	92.5	91.6
2	92.8	91.8	93.7	89.5
3	93.5	91.6	94.4	92
4	92.8	93.1	95.2	91.9
5	93.8	92.5	94.7	92.3
6	92.4	92.8	93.7	92.3
All Years	92.8	92.1	94	91.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	20.88
Literacy and Numeracy Intervention	0.74
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	4.06

*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	589,966
Revenue	6,038,352
Appropriation	5,972,482
Sale of Goods and Services	19,018
Grants and contributions	36,035
Investment income	516
Other revenue	10,300
Expenses	-5,847,661
Employee related	-5,267,955
Operating expenses	-579,706
Surplus / deficit for the year	190,691
Closing Balance	780,657

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	68,731
Equity Total	1,015,034
Equity - Aboriginal	5,108
Equity - Socio-economic	591,148
Equity - Language	118,068
Equity - Disability	300,710
Base Total	4,005,483
Base - Per Capita	144,212
Base - Location	0
Base - Other	3,861,271
Other Total	446,473
Grand Total	5,535,722

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

Parents, students, and teachers were invited to participate in the Tell Them From Me survey during 2021. Key findings are listed.

PARENTS

For the Tell Them From Me 37 parents completed the Parent Survey. Parent responses were above state norms (in brackets) in:

- Parents are informed 6.7 (6.6)
- Parents support learning at home 6.7 (6.3)
- Inclusive school 6.9 (6.7)

Our parent community was also invited to participate in a school created survey during the Learning from Home period.

- 93.9% of parents reported that their child was supported by the school in his/her learning from home.
- 81% of parents could follow the Learning from Home Frameworks to support their child with his/her learning.
- 86.4% of parents reported that the Learning at Home Frameworks provided their child with the right amount of work each day.
- 89.2% reported that the school communicated with them regularly during Learning at Home including phone calls, emails, text messages and the newsletter.
- 78.5% reported that the school's use of Zoom was important for their child to connect with his/her class.
- 96.9% reported that the school's use of Zoom was important for their child to connect with his/her teacher.
- 97% reported that the school's use of Zoom was important for their child to connect with his/her learning.

STUDENTS

The Student Survey was completed by 241 students in Years 4, 5 and 6. Results indicated students at Birrong Public School, when compared to NSW Govt Norms, believe that effective learning time, relevance, explicit teaching and feedback, a positive learning climate and expectations for success were drivers for successful student outcomes and a positive school climate.

- 8.0 for Effective learning time
- 7.8 for Relevance
- 7.6 for Explicit Teaching and feedback
- 7.2 for Positive learning climate and
- 8.7 for Expectations for success

TEACHERS

The Teacher Survey was completed by 36 teachers. Results showed teachers at Birrong Public School, when compared to NSW Govt Norms (in brackets), scored higher in all eight drivers for Student Learning.

- Inclusive School 8.4 (8.2)
- Learning Culture 8.1 (8.0)
- Data Informs Practice 8.0 (7.8)
- Teaching Strategies 8.3 (7.9)
- Challenging and Visible Goals 7.7 (7.5)
- Planned Learning Opportunities 7.9 (7.6)
- Quality feedback 7.6 (7.3)
- Overcoming Obstacles to Learning 7.9 (7.7).

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.