

2021 Annual Report

Padstow North Public School



4088

Introduction

The Annual Report for 2021 is provided to the community of Padstow North 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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School vision

At PNPS we build confident, resilient and self directed individuals. We achieve this through creating challenging and engaging learning opportunities, setting high expectations and supporting the belief that every child, teacher and leader has the capacity for continued growth. We ensure students are at the centre of all our decision making and work cooperatively with colleagues, parents, communities and organisations to build strong partnerships.

School context

Padstow North Public School is situated in the suburb of Padstow in the South West Sydney Region of New South Wales. The school currently has 345 students enrolled with approximately 69% of students having a language background other than English. The school has two classes for students with a primary diagnosis of Autism.

Padstow North Public School is a welcoming, friendly and supportive environment where students are provided with a range of experiences that promote excellence in literacy and numeracy. Current priorities include a whole school approach to wellbeing, data driven practice and a culture of high expectations. We also provide quality extracurricular programs in creative and performing arts, dance, debating, public speaking, sport and technology.

Padstow North Public School has a strong team of professional and dedicated teaching and non-teaching staff who are at various stages of their careers. The school culture is collaborative and supportive. The school maintains a strong partnership with parents and the community through an active Parents and Citizens (P&C).

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching.

1. Student Growth and Attainment.

When analysis was conducted against student outcome measures it was evident that expected growth in both reading and numeracy would be an area for explicit focus in the new school plan. The student performance results are consistent with the 2018 and 2019 SEF-SaS which identified several key components in the elements; data skills and use, feedback, differentiation and assessment. Our staff through internal and external measures have also identified these as areas for future professional learning.

2. Collaborative Expertise.

The leadership team will maintain a focus on distributive instructional leadership to sustain a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning progress and the gaps in student achievement decrease. Our approach will build upon the current instructional leader model and provide further opportunities for staff to plan, observe and teach lessons together. Opportunities will be provided that enable teachers to work together collaboratively to increase collective teacher efficacy and develop a shared understanding of a year's progress. This will include a focus on 'Know They Impact' and embedding Visible Learning strategies.

3. Known Valued and Cared For.

After conducting an analysis of School Wellbeing, using TTFM data, staff feedback and student focus groups, it was evident that students' sense of belonging, individual learning needs including closer consultation with families and student voice are areas of ongoing focus. Student attendance was also a concern and a whole school streamline process is needed with closer community partnerships. This was consistent with 2018 and 2019 SEF-SaS data that referenced 'a planned approach to wellbeing' as a focus theme.

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	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	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

We will provide our students with a strong foundation in reading and numeracy through high expectations, explicit teaching and data driven practice, supporting learning success now and in the future.

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 skills and use, Literacy and Numeracy.
- Evidence Based Pedagogy in Numeracy

Resources allocated to this strategic direction

COVID ILSP: \$125,866.42

English language proficiency: \$97,606.20

Low level adjustment for disability: \$89,694.40

6101 funds carried forward: \$112,118.00

Refugee Student Support: \$763.05

Professional learning: \$8,920.00

Literacy and numeracy intervention: \$6,000.00

QTSS release: \$2,080.00

Literacy and numeracy: \$1,040.00

Summary of progress

Data Skills and Use. Our teachers are in the very early stages of using data to inform teaching. Marking rubrics and assessments are more in line with syllabus and progression content, reading data half days focused on lifting teacher expectations. Data collection and regular conversations about student achievement occurred more often. The school data spreadsheet indicated that all teachers collected the required reading and numeracy data; next steps include using data to support stronger differentiation and to evaluate teaching impact.

Numeracy Pedagogy. Staff have indicated a need to develop numeracy teaching capacity, little PL has been conducted in this area over the last 5 years. PL was delivered in term 2 unpacking working mathematically, mathematical dispositions and growth mindset. Unfortunately PL linked to surface, deep and transfer learning could not take place due to COVID 19 and learning from home. 2022 will catch up, consolidate and build upon 2021 PL, then move into mathematical vocabulary and developing differentiated rich tasks linked to reasoning and problem solving.

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
Achievement of system-negotiated targets <ul style="list-style-type: none">• Greater than 41% (system-negotiated target baseline) of students perform in the top two NAPLAN bands in reading.	2021 Naplan data documents a 9.8% increase of students in the top two skill bands for reading compared to 2019 data, indicating achievement of the annual progress measure.
Achievement of system-negotiated targets <ul style="list-style-type: none">• Greater than 38.44% (system-negotiated target baseline) of students perform in the top two NAPLAN bands in numeracy.	2021 Naplan data documents a 4.57% increase of students in the top two skill bands for numeracy compared to 2019 data, indicating progress toward the annual progress measure.
Achievement of system-negotiated targets <ul style="list-style-type: none">• Greater than 69% (system-negotiated target baseline) of students perform in the top two NAPLAN bands in reading and numeracy.	2021 Naplan data documents a 7.95% decrease in student expected numeracy growth compared to 2019 data, indicating minimal progress toward the annual progress measure.

target baseline) students achieve expected growth in NAPLAN numeracy.	
Achievement of system-negotiated targets <ul style="list-style-type: none"> • Greater than 69.86% (system-negotiated target baseline) of students achieve expected growth in NAPLAN reading. 	2021 Naplan data documents a 1.24% decrease in student expected reading growth compared to 2019 data, indicating minimal progress toward the annual progress measure.
Internal Improvement Measure <ul style="list-style-type: none"> • 70% students make expected growth in internal literacy and numeracy assessments. 	<p>K-6 internal data collections including PAT, reading benchmark levels and internal assessments indicate that over 70% of students made progress in literacy and numeracy.</p> <p>Our school check-in assessment data (years 4-6) documents mainstream students achieved above state average in reading and slightly below state in numeracy.</p>

Strategic Direction 2: Collaborative Expertise

Purpose

To improve teacher capacity to deliver high impact teaching strategies through enhanced collaboration and effective feedback, further improving student performance.

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.

- Visible Learning
- Instructional Leadership

Resources allocated to this strategic direction

Professional learning: \$5,720.00
QTSS release: \$68,666.46
Aboriginal background: \$5,000.00
Integration funding support: \$70,807.00
Low level adjustment for disability: \$11,211.00
Socio-economic background: \$54,783.00
Literacy and numeracy: \$11,212.74
Literacy and numeracy intervention: \$520.00

Summary of progress

Visible Learning. Semester 1 provided time to collect and analyse baseline data. The findings indicated that the language associated with visible learning was evident within the school. It appeared in teaching programs, was used by most teachers to introduce lessons, and students indicated they were aware of such terms as success criteria and learning intentions. However, the terminology used was not consistent whole school and the understanding by teachers as to what visible learning is, and how to successfully create and use learning intentions & success criteria in the classroom, was also inconsistent and at surface level. Whole school professional learning targeting our school's identified needs was planned for semester 2, unfortunately due to COVID 19 and learning from home, this learning had to be put on hold.

Instructional Leadership. PNPS utilised three expert teachers to lead instructional leadership initiatives across the school. This included instructional leadership (IL) to lead ICT as the third teacher in numeracy, beginning teacher support and supporting students with a disability to be successful at school. All three expert teachers worked shoulder to shoulder in the classroom over several weeks with one set teacher each including planning, evaluating and setting goals. We applied an opt in model, focusing on trust and learning together to build the capacity of staff. This is a valued initiative and will continue into 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Achievement of TTFM targets <ul style="list-style-type: none">• TTFM teacher survey results in Collaboration continues to grow, achieving more than an overall score of 8.• Baseline data - % of staff indicate through the annual school survey that Instructional Leadership has embedded evidence based strategies and improved teacher capacity.	<p>Annual progress measure: TTFM document an overall score of 7.7 in collaboration, just below our annual target. High scores within this driver included; teachers in our school share their lesson plans and other materials with me (9.1) and I discuss learning problems of particular students with other teachers (8.3).</p> <p>Instructional Leadership was limited due to working from home; IL support was provided to beginning teachers, ICT as the third teacher in numeracy and to support teachers to make reasonable adjustments for students with a disability. Over 80% of teachers who participated documented sustained practices and value in our approach to IL.</p>

<p>Achievement of TTFM targets</p> <ul style="list-style-type: none"> • TTFM teacher survey results in Challenging and visible Learning Goals continues to grow, achieving more than an overall score of 7. 	<p>Annual progress measure: TTFM document an overall score of 7.2 in challenging and visible goals, meeting our annual target.</p>
<p>Achievement of internal targets</p> <ul style="list-style-type: none"> • Base line data collected on % of students who can clearly articulate their learning goals and share an example in Literacy and Numeracy. 	<p>Unfortunately, due to COVID 19 the professional learning to drive this goal was not delivered. This target will become a focus in the future.</p> <p>Term 2 data from both students and teachers indicated that some form of learning intention and success criteria was used to support learning in all classrooms. However, there were discrepancies in the frequency of use, teacher and student understanding of the terms and how to use to set student goals and provide feedback.</p>

Strategic Direction 3: Known, Valued and Cared For

Purpose

We will develop confident and resilient students with the skills and strategies for future success and wellbeing. Through a K-6 planned approach we will support students social and emotional development, increase their sense of belonging at school and foster a continued love of 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.

- Whole school social and emotional learning
- Increase students' sense of belonging and connection to school

Resources allocated to this strategic direction

Low level adjustment for disability: \$720.00

Summary of progress

Whole School Social and Emotional learning. Semester 1 centred on establishing a whole school approach to social and emotional learning (SEL) using the You Can Do It (YCDI) program. By the end of the year all classrooms had YCDI displays, teachers participated in planning and feedback sessions twice a term and students were using the language or key ideas at a very basic level. Teacher feedback has been very positive and the program adjusted to accommodate our context. 2022 will build upon what we have started and further develop a school culture focused on student wellbeing and social and emotional learning, moving towards YCDI awards, increased student use of the SEL way of thinking, school signage and community participation.

Student Belonging and Connection. Semester 1, the focus was on attendance and teacher expectations with roll marking and student absences, including increased collective responsibility. This supported students and teachers when we moved into home learning with every child known valued and cared for. Teachers did an exemplary job of monitoring and following up on student attendance and supporting families during the lockdown period. Our learning and support co-ordinator was utilised in an off class role to support teachers to understand and accommodate students with special needs, including liaising with outside agencies and families to deepen the school and home partnership.

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
Achievement of system-negotiated targets <ul style="list-style-type: none">• Greater than 77% of students attend >90%.	Annual progress measure: attendance data documents 81.61% of students attend school 90% of the time, meeting our annual target.
Achievement of system-negotiated targets <ul style="list-style-type: none">• Greater than 86% of students record positive wellbeing in the TTFM survey.	Tell Them From Me data indicates 90.23% of students report a positive sense of wellbeing (expectations for success, advocacy, and sense of belonging at school), meeting our annual target.
Achievement of internal targets <ul style="list-style-type: none">• Baseline data collected through TTFM and an internal student survey	Annual Progress measure: TTFM open-ended student question documented that 80% of students in years 4-6 could explain how they use one of the social and emotional keys from the whole school Your Can Do It

document impact as a result of our whole school approach to social and emotional learning.	program to better manage their emotions. 17% of students could name the key they used most regularly but were unable to elaborate on how. 3% of students did not provide an answer. We are on track with this target with impact documented.
Achievement of internal targets <ul style="list-style-type: none"> • Baseline data collected. LST teacher and family meetings, follow up, support provided, time frame and resolution. 	<p>100% attendance by parents/carers with children requiring an Individual Education Plan with integration funding support, term 4 2021.</p> <p>2021 TTFM data by the parent community documented that we provide an inclusive school, overall score 7.6 (state average 6.7). The school provides resources to help students with disability or special needs, 10% strongly agree, 55% agree and 35% neither agree nor disagree.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$763.05</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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 skills and use, Literacy and Numeracy. <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support (via the reading support program). <p>The allocation of this funding has resulted in: Increased student success and confidence in reading.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue as is.</p>
<p>Integration funding support</p> <p>\$70,807.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Padstow North 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"> • Instructional Leadership <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 (SLSO and AP level intervention) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • 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' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in: Strong home and school partnerships have resulted. This also included working more closely with outside agencies to support student and family wellbeing and learning. We developed teacher understanding and confidence in supporting students with learning needs, through co-writing IEP's, PL and instructional leadership, modelling best practice and reasonable adjustments. Funding bought considerable SLSO time in classrooms, supporting students to be successful.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue as is.</p>
<p>Socio-economic background</p> <p>\$78,783.21</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Padstow North 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>

<p>Socio-economic background</p> <p>\$78,783.21</p>	<ul style="list-style-type: none"> • Instructional Leadership • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support instructional leader program implementation. <p>The allocation of this funding has resulted in: All students have access to range of technology at school, increasing learning experiences and supporting further achievement of outcomes.</p> <p>Teacher quality is key to improving student outcomes; instructional leadership has developed teacher knowledge and skills. Teachers report value in this initiative.</p> <p>After evaluation, the next steps to support our students with this funding will be: Working scientifically to be further developed K-6. Continue with IL.</p>
<p>Aboriginal background</p> <p>\$5,000.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Padstow North 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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level <p>The allocation of this funding has resulted in: Quality personalised learning plans have been developed in collaboration with staff, students and families. Teacher quality and supporting all students to be successful has been a focus across the school.</p> <p>After evaluation, the next steps to support our students with this funding will be: Working in partnership with our Aboriginal families to create a yarning circle and Indigenous garden (the process started this year prior to covid).</p>
<p>English language proficiency</p> <p>\$200,356.79</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Padstow North 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"> • Data skills and use, Literacy and Numeracy. • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in:</p>

<p>English language proficiency</p> <p>\$200,356.79</p>	<p>Small group reading instruction targeting lower achieving students has proven beneficial. Student reading needs identified and targeted through specialised teaching.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue as is.</p>
<p>Low level adjustment for disability</p> <p>\$132,965.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Padstow North 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"> • Data skills and use, Literacy and Numeracy. • Instructional Leadership • Whole school social and emotional learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher • support for students in Social and Emotional Learning [You Can Do It] <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Small group targeted reading lessons developed student confidence and skills. - The above establishment class supported smaller class sizes, allowing teachers more time per student - LST coordinator ensured all students were known valued and cared for - supporting families, students and teachers. - Implementation of whole school approach to social and emotional learning - student impact and use of the skills has been positively documented. <p>After evaluation, the next steps to support our students with this funding will be: Continue as is</p>
<p>Literacy and numeracy</p> <p>\$12,252.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Padstow North 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"> • Evidence Based Pedagogy in Numeracy • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Introduction of a numeracy book club and purchase of texts. High buy in and engagement by staff; increasing teacher capacity. - Use of Instructional leaders to build literacy and numeracy capacity across the school. <p>After evaluation, the next steps to support our students with this funding will be: Continue as is</p>

<p>QTSS release</p> <p>\$70,746.46</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Padstow North 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"> • Data skills and use, Literacy and Numeracy. • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - AP's provided with time to support their teams including follow up on attendance, behaviour, curriculum and driving the school plan. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue as is</p>
<p>Literacy and numeracy intervention</p> <p>\$6,520.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Padstow North 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"> • Data skills and use, Literacy and Numeracy. • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of decodable readers • Funding data half days and instructional leadership <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> - Students are supported to read using current pedagogy. - Teacher support in developing and teaching reading programs. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue as is. Greater focus on numeracy in 2022.</p>
<p>COVID ILSP</p> <p>\$251,732.85</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"> • Data skills and use, Literacy and Numeracy. • 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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy

<p>COVID ILSP</p> <p>\$251,732.85</p>	<p>(reading)</p> <p>The allocation of this funding has resulted in: 100% of students in the reading program had a targeted reading goal each term 100% of these students made growth towards their learning goals 97% of students improved their reading level</p> <p>Stage 1 reading goals were to develop fluency, build vocabulary and make connections with topics. 73% of the students in the reading program recorded results in our term 4 PAT reading assessment which placed them at stanine 4 or above, meaning that they performed in the 'average' or above range.</p> <p>Stage 2 reading goals were to develop fluency, build vocabulary and maintain monitoring throughout reading with self-correcting to maintain meaning. 61% of the students in the reading program recorded results in our term 4 PAT reading assessment which placed them at stanine 4 or above, meaning that they performed in the 'average' or above range.</p> <p>Stage 3 reading goals were to identify the main ideas from texts and effectively summaries after reading, maintain monitoring throughout reading and identify literary devices used to influence meaning. 50% of the students in the reading program recorded results in our term 4 PAT reading assessment which placed them at stanine 4 or above, meaning that they performed in the 'average' or above range.</p> <p>After evaluation, the next steps to support our students with this funding will be: through continuing our small group tuition, focusing on reading. Students will be identified using our 2021 data sources, and programs will be developed to support these students in their identified needs. Furthermore, it became clear through the evaluation of the reading support data that there are some inconsistencies in teacher knowledge and understanding around effective reading practice. Additional professional learning using evidence-based practice and strategies, and professional learning to assist all teachers to analyse all aspects of student data for progress and to identify learning needs will also be a focus for 2022.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	199	187	182	181
Girls	175	169	167	163

Student attendance profile

School				
Year	2018	2019	2020	2021
K	92.8	93.2	91.1	94.2
1	94.9	94.5	90.7	94.8
2	93.1	93.9	90.4	95.1
3	94.7	92.2	91.3	92.7
4	94.3	90.4	92.5	92.1
5	93.7	93.9	89.8	94.6
6	92.5	90.9	92.3	93.4
All Years	93.8	92.5	91.1	93.6
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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)	13.85
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.4
School Administration and Support Staff	4.87

*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	722,195
Revenue	3,733,446
Appropriation	3,664,684
Sale of Goods and Services	9,371
Grants and contributions	58,581
Investment income	610
Other revenue	200
Expenses	-3,635,268
Employee related	-3,301,055
Operating expenses	-334,213
Surplus / deficit for the year	98,178
Closing Balance	820,373

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	141,243
Equity Total	319,803
Equity - Aboriginal	5,303
Equity - Socio-economic	78,783
Equity - Language	102,751
Equity - Disability	132,966
Base Total	2,819,638
Base - Per Capita	89,002
Base - Location	0
Base - Other	2,730,636
Other Total	214,190
Grand Total	3,494,874

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

The Tell From Survey parent documents that our school exceeds state norms in almost areas. Exceeding norms in; school supports learning, school supports positive behavior, safety at school and that we are an inclusive school.

Tell Them From Me data indicates 90.23% of students report a positive sense of wellbeing, that is, expectations for success, advocacy, and sense of belonging at school.

Staff report via Tell From Me, that we are strong collaborative teaching community with strong leadership, excelling in both areas.

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.