

2021 Annual Report

St Marys North Public School



4205

Introduction

The Annual Report for 2021 is provided to the community of St Marys 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

St Marys North Public School is a community with **expectations of achievement and success**. We believe students learn in a happy, safe, supported and **inclusive environment** where **active engagement** and cooperative **learning are valued**. We work together as a whole school community to develop a **strong sense of pride and belonging**. We are committed to ensuring **every student is known, valued and cared for** in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 30% of our school identifies as Aboriginal. All students participate in a cultural program taught by the school's Aboriginal Education Officer.

With over 28% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North is a safe and respectful place of learning.

In developing the **Situational Analysis**, prior to the writing of the school plan and after community consultation, including parents of Aboriginal students, data indicated the following areas as **high-level areas for improvement and further development**:

- 1. Reading, Comprehension and Numeracy**
- 2. Collaboration, Evaluative Practices and Data Informed Teaching**
- 3. Attendance and Student 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	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Reading and Numeracy by ensuring the implementation of curriculum provision for every student is underpinned by effective classroom practices.

Initiatives

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

- Explicit Reading and Numeracy Instruction
- Effective Classroom Practice
- Explicit Reading and Numeracy Instruction to support Aboriginal Students

Resources allocated to this strategic direction

Socio-economic background: \$367,627.57

Early Action for Success (EAFs): \$240,118.16

Literacy and numeracy: \$12,696.11

Literacy and numeracy intervention: \$70,634.34

Low level adjustment for disability: \$293,328.10

Integration funding support: \$78,853.00

English language proficiency: \$87,612.75

QTSS release: \$74,334.23

Aboriginal background: \$96,593.90

Summary of progress

Professional learning was delivered in the explicit teaching of reading and problem solving in numeracy. As a result; teachers are more proficient in their teaching of literacy and numeracy, meeting the needs of students in their subject/stage, teachers now routinely use evidence of learning to adapt their practice and meet learning needs of students. Teachers are using summative data to identify student learning and validate formative assessment practices. Teachers have reviewed and revised units of work, ensuring that the curriculum content is taught using more effective teaching practices.

Explicit teaching is now the main practice used in the school, reflecting the current evidence base. Teachers routinely and explicitly review previous content and preview the learning planned with students in each class. Programs have been used effectively for targeted students improving expected growth results. Development of a whole school spelling focus achieved significant improvement. Aboriginal students PLPs monitored literacy and numeracy goals.

In 2022, a universal reading approach will be implemented K-2 to ensure all students are successful in foundational literacy skills.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands of NAPLAN reading to be above the system-negotiated lower bound target of 26.10%.	18.49% of students achieved in the top two bands in NAPLAN reading indicating progress towards the lower bound target.
Improvement in the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be above the system-negotiated lower bound target of 19.20%.	11.97% of students achieved in the top two bands in NAPLAN numeracy indicating progress towards the lower bound target.

Improvement in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN reading to be above the system-negotiated lower bound target of 41.80%.	36.67% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress towards the lower bound target.
Improvement in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy to be above the system-negotiated lower bound target of 35.50%.	21.88% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the system-negotiated lower bound target of 58.50%.	The percentage of students achieving expected growth in reading increased to 69.77% indicating achievement of the system-negotiated lower bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the system-negotiated lower bound target of 56.70%.	Percentage of students achieving expected growth in numeracy increased to 57.14% indicating achievement of the system-negotiated lower bound target.
Check in reading assessments indicate 45% questions correct for students in 3-6 .	Check in reading assessments indicate 47.7% questions correct for students in 3-6, creating a baseline for 2022.
Check in numeracy assessments indicate 45% questions correct for students in 3-6 .	Check in numeracy assessments indicate 49.4% questions correct for students in 3-6, creating a baseline for 2022.
A range of evidence supports our assessment of delivering in Effective Classroom Practice - Explicit Teaching and Feedback.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice.

Strategic Direction 2: Highly Effective Practices

Purpose

To establish a culture of reflective and evaluative practices, based on current research, driven by collaborative analysis of quality, valid and reliable data. To develop effective systems and processes that are responsive to identified needs. To focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustains a culture of change and best practice.

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.

- Evaluative Practice
- Leadership

Resources allocated to this strategic direction

Summary of progress

Professional learning to build staff capacity in using a variety of data sources (PLAN2) has resulted in data conversations consistently driving stage planning sessions. Delays in Semester 2 have required professional learning using SCOUT to be postponed to 2022.

Participation in the School Leadership Identification Framework (SLIF) pilot provided 6 aspiring leaders access to regular mentoring opportunities with school executive to build on their leadership abilities, as identified in the SLIF self-reflection survey. Participants indicated that the framework provided them with clear leadership goals, with 2 aspiring leaders securing leadership positions within the school.

Delay in implementing initiatives in Semester 2, has required our focus on strengthening student voice to be postponed to 2022.

Progress against the School Excellence Framework indicates the whole school approach to providing feedback to students requires attention. We will continue to engage with the 'What Works Best' documents with a strong focus on composing learning intentions and success criteria that enable students to have clearly defined learning goals. Reviews will ensure teachers provide explicit, specific and timely formative feedback related to defined success criteria.

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
A range of evidence supports our assessment at sustaining and growing in Curriculum - teaching and learning programs.	Self-assessment against the School Excellence framework shows the theme of Teaching and Learning Programs to be sustaining and growing.
A range of evidence supports our assessment at sustaining and growing in Data Skills and Use - Data Literacy and Data Use in Teaching.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes of Data Literacy and Data Use in Teaching.
A range of evidence supports our assessment at delivering in Collaborative Practice and Feedback.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice while the theme of Feedback has remained at delivering.

Strategic Direction 3: Wellbeing and Engagement

Purpose

To ensure a strategic and planned approach to develop whole-school wellbeing processes that supports all students, so they can connect, succeed, thrive and learn. To work in partnership with families to promote high levels of consistent attendance. To strengthen productive networks for key stakeholders that enhance opportunities and collaboration.

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.

- Connect, Succeed and Thrive
- Connected School Community
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$184,800.00

Aboriginal background: \$85,147.00

Summary of progress

Delayed initiatives in 2021, has required the work around transition programs to be postponed until 2022. The focus will remain on supporting families in developing a strong start to schooling. This will include continued work with the 'Colyton Village Project' aiming to build strong supports to better assist families with children with additional needs.

All teaching staff engaged in Trauma Informed Practice professional learning. 90% of teachers identified a need for further professional learning to meet the needs of students with challenging behaviours.

Initiatives in Semester 2 that required community consultation, particularly the Reconciliation Action Plan (RAP) and the Yarning Circle, were delayed due to digital consultations being culturally inappropriate. These initiatives will continue in 2022.

Participation in the Improving School Attendance pilot during Semester 1, resulted in a review and updating of school attendance processes. The school faced continuing challenges with improving attendance across 2021.

Progress against the School Excellence Framework indicates that there is a continuing need to regularly analyse attendance data to inform planning. Consistent and systematic processes that ensure student absences do not impact on learning outcomes will be a focus for 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students identifying as having a positive sense of wellbeing to be above the system-negotiated lower bound target of 93.10%.	86.51% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating progress yet to be seen towards this school-based progress measure.
Increase the percentage of students attending >90% of the time to be above the system-negotiated lower bound target of 69.41%	The number of students attending greater than 90% of the time or more has increased from 44.3% to 63.37%.
A range of evidence supports our assessment of sustaining and growing for 'Community Engagement' and 'Expertise and Innovation'.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of Community Engagement while the theme of Expertise and Innovation has remained at sustaining and growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$78,853.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Marys 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"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff, 1.2 SLSO, to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • behaviour modification programs for supported students delivered by SLSOs and LST <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • all eligible students demonstrating progress towards their personalised learning goals as evidenced by teacher records of assessment. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.
<p>Socio-economic background</p> <p>\$791,927.57</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Marys 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> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction • Effective Classroom Practice • Connected School Community • Attendance • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement tier 2 and 3 intervention programs to support identified students with additional needs. Instructional Leader/Deputy Principal employed to support students and school staff in delivering explicit teaching instruction, data analysis, program support and professional learning. • professional development of staff in explicit reading programs and spelling strategies to support student learning • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • professional development of staff in numeracy strategies, including problem solving and math investigations to support student learning • initiating strategies to increase student attendance supported by Improving School Attendance pilot. Whole school attendance monitoring at all levels.

<p>Socio-economic background</p> <p>\$791,927.57</p>	<ul style="list-style-type: none"> • employment of Community Liaison Officer and Pasifika Community Liaison Officer (Semester 2) to collectively facilitate community outreach and increased parent connections with school • providing students without economic support for educational materials, uniform, equipment, excursions and other items • external providers engaged to support the continued delivery of the ACO Foundations String Program targeting Year 1 and Year 2 students. <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <ul style="list-style-type: none"> • NAPLAN value-add for 3-5 is Excelling • expected growth towards agreed targets in Reading exceeded upper bound target • expected growth towards agreed targets in Numeracy met upper bound target • Year 5 NAPLAN Reading and Numeracy results achieving above statistically similar school groups (SSSG) • Year 5 NAPLAN Reading results show increase in Top 2 bands from 12.2% to 21.3% • Year 5 NAPLAN Numeracy results show increase in Top 2 bands from 6.1% to 12% • Year 5 NAPLAN Writing results show increase in Top 2 bands from 4.1% to 10% • progress is yet to be seen in Year 3 NAPLAN Reading results • Year 3 NAPLAN Writing results show increase in Top 2 bands from 27.8% to 30.5% • Year 3 NAPLAN Numeracy results show increase in Top 2 bands from 8% to 12.1% <p>Strategic resourcing ensured that students at educational disadvantage were able to participate in extra-curricular activities.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue to engage Deputy Principal, additional teaching staff and Student Learning Support Officers to support our trajectory towards achieving literacy, numeracy and attendance targets. Data shows that attendance rates for students are not consistent. Progress towards targets will be accelerated in 2022 to focus on improving our attendance rates. • to monitor student progress receiving intervention. Develop strategies to reduce withdrawal of students from classrooms for intervention. • to expand the ACO Foundations String Program to include all students in Years 1, 2 and 3. Opportunities to continue to support students after Year 3 will be developed. • to engage CLO and PCLO to continue to support community partnerships, including providing opportunities to connect with external support organisations. Engaging parents/carers to work in close partnership with the school will be a focus in 2022.
<p>Aboriginal background</p> <p>\$181,740.90</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Marys 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"> • Connected School Community • Explicit Reading and Numeracy Instruction to support Aboriginal Students <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 • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved

<p>Aboriginal background</p> <p>\$181,740.90</p>	<p>community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</p> <ul style="list-style-type: none"> • resourcing to increase cultural opportunities for students • community consultation in Reconciliation Action Plan (RAP) and Yarning Circle <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 100% of Aboriginal students having Personalised Learning Pathways (PLPs), which include negotiated literacy, numeracy and personal goals. Parents are offered a range of options and are encouraged to engage. PLPs are monitored twice a year. • Culture Class program delivered by AEO across all classes ensuring Aboriginal perspectives are authentically embedded in all learning areas. All students highly engaged in cultural lessons, as noted by AEO lesson observations. • Tell Them From Me data indicated 87% of Aboriginal students feel like their culture is valued at school <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to establish a Junior AECG with Colyton Learning Community for Aboriginal students to have a voice in their education • to engage external staff to deliver cultural language program • increase parent engagement in the PLP process
<p>English language proficiency</p> <p>\$87,612.75</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Marys 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"> • Explicit Reading and Numeracy Instruction <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 and as part of differentiation initiatives, including tiered support • EAL/D teacher to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • student progress showing growth on the EAL/D learning progressions • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to ensure teachers analyse student data, including student English language proficiency using the EAL/D learning progression, and analyse writing samples. • to engage EAL/D teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms • to deliver ongoing professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to staff in the form of co-teaching and collaborative planning.
<p>Low level adjustment for disability</p> <p>\$293,328.10</p>	<p>Low level adjustment for disability equity loading provides support for students at St Marys 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</p>

<p>Low level adjustment for disability</p> <p>\$293,328.10</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers 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 and playground through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based reading and numeracy intervention to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech programs developed by specialists • development of a needs-based learning and support program, Colyton Village Project, in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities • data has shown a decrease in negative playground incidents for identified students supported by SLSOs in the 'Fun and Games' playground initiative • LST liaised with external agencies providing support for Out of Home Care students and students with additional learning needs • LST assisted class teachers to develop, implement and evaluate IEPs, BMPs and RMPs resulting in an increase for targeted students' ability to access curriculum <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to further support the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained SLSOs • to deliver professional learning through the 'Colyton Village Project', targeted at further developing SLSO skills and knowledge in working with students with identified learning needs. Additionally, teaching staff will receive strengthened professional development to ensure teaching and learning programs are differentiated for learners with additional needs.
<p>Literacy and numeracy</p> <p>\$12,696.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Marys 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"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • students having access to quality resources to supplement our evidence-based practice during the teaching of reading. This has created optimal conditions for all learners. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • increasing home reading library in every classroom ensuring all students are provided with quality readers at home as part of the home reading program.

<p>Early Action for Success (EAfS)</p> <p>\$240,118.16</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at St Marys North Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • an increase in percentage of students in the top two bands in numeracy from 8% to 12.1% • progress towards increasing students in the top two bands in reading is yet to be seen • value-add for 3-5 is Excelling <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to deliver professional development in high impact evidenced-based practices in reading and data collection and analysis to guide the teaching and learning cycle will be prioritised with all staff
<p>QTSS release</p> <p>\$74,334.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Marys 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"> • Explicit Reading and Numeracy Instruction • Effective Classroom Practice <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 mentor teachers and support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum, including assessment • coaching and mentoring to build teacher capacity via modelled lessons, team teaching opportunities, lesson observations, collaborative planning and feedback <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved staff confidence in high impact teaching practices. Collaborative practices strengthened across all stages. Whole school focus on formative assessment. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to deliver professional learning in new K-2 syllabus documents with all teaching staff • to engage in termly stage planning days with a focus on feedback
<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at St Marys North Public School who may be at risk of not meeting minimum</p>

<p>Literacy and numeracy intervention</p> <p>\$70,634.34</p>	<p>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"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of intervention teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage • improved engagement in learning for targeted students. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data. <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs
<p>COVID ILSP</p> <p>\$283,691.11</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing professional learning in literacy intervention programs for COVID educators • providing intensive small group tuition for identified students who require additional support in literacy and numeracy • LST Team and CILSP Coordinator to work with teachers, using data to monitor and assess student progress and achievement, and design future learning on group and/or individual levels • employing staff to provide online tuition to student groups in literacy <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • 53 students receiving literacy intervention support and 53 students receiving numeracy intervention support in a mixed format of online support, in-class and withdrawal • the majority of students in the program achieved progress towards their personal learning goals <p>After evaluation, the next steps to support our students with this funding will be:</p> <ul style="list-style-type: none"> • to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	192	194	216	208
Girls	194	185	177	177

Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.6	91.3	87	86.7
1	90.2	89.5	83.8	92.4
2	90.5	89.4	82.7	90.4
3	92.5	86.8	83.4	91.5
4	87.1	93	85.4	90.6
5	88.7	87.3	81.8	89.2
6	90.8	88.6	78	90.1
All Years	90.1	89.5	83.2	90.2
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	14.49
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	4.22

*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	438,050
Revenue	5,296,811
Appropriation	5,230,223
Sale of Goods and Services	47,279
Grants and contributions	18,874
Investment income	435
Expenses	-5,291,799
Employee related	-4,452,923
Operating expenses	-838,876
Surplus / deficit for the year	5,012
Closing Balance	443,062

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	48,853
Equity Total	1,354,609
Equity - Aboriginal	181,741
Equity - Socio-economic	791,927
Equity - Language	87,613
Equity - Disability	293,328
Base Total	2,754,564
Base - Per Capita	96,881
Base - Location	0
Base - Other	2,657,683
Other Total	607,951
Grand Total	4,765,977

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

In 2021, members of the St Marys North PS community were invited to complete the Tell Them From Me survey. Responses were received from parents, students in Years 4-6 and teachers. The responses were calculated as a score from 0 (low) to 10 (high). Average scores were consistently above state norm averages in the majority of areas.

Results indicated parents and carers:

- feel welcome when visiting the school (8.3)
- can easily speak with their child's teachers (8.1)
- feel teachers listen to concerns they have (8.0)
- believe their child feels safe at school (8.0)
- believe teachers help students who need extra support (7.5)
- feel their child is encouraged to do his or her best work (7.6)

Results indicated students:

- feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.7)
- feel teachers are responsive to their needs and encourage independence (8.5)
- believe school staff emphasise academic skills and hold high expectations for all students to succeed (8.6)
- believe that schooling is useful in their everyday life and will have a strong bearing on their future (9.4)
- try hard to succeed in their learning (8.5)
- believe concepts are taught well and class time is used efficiently (8.5)

Results indicated teachers:

- work with school leaders to create a safe and orderly school environment (8.6)
- discuss assessment strategies with other teachers (8.1)
- discuss learning problems of particular students with other teachers (8.8)
- establish clear expectations for classroom behaviour (9.1)
- strive to understand the learning needs of students with special learning needs (8.9)
- receive helpful feedback about their teaching (8.0)

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.