

# 2021 Annual Report

## Mount Pritchard East Public School



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# Introduction

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

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

## School contact details

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## School vision

At Mount Pritchard East Public School our vision is to build communities of practice and partnerships with our families and local school networks to be equipped to thrive and succeed in an ever changing context that needs all of us ready to move effortlessly between remote, digital learning interchangeable with face to face life experiences and learning opportunities.

- ***We will ready our community and work alongside them to ensure they are equipped for digital, remote or face to face learning in an ever changing climate.***

We believe in the infinite capacity of our students and the need to focus on the whole child with the importance of identifying strength and need to grow and develop in all the domains of intellectual, spiritual, social and emotional, creative and physical wellbeing. Alongside this ethos is the focus on Wellbeing with a specific lens of improving attendance, engaging learners, self regulation skills, student voice and leadership to increase student sense of belonging and identity. Our vision for our students resonates with the High Potential and Gifted Education motto which is to identify the potential, develop the talent and make a difference.

- ***We will develop and grow all our students potential to thrive as a whole learner and to be engaged, self-regulated and responsive learners.***

In order to achieve this vision we know as leaders we need to look at our pedagogy, staff professional learning, collaborative practice and develop high expectations with collective efficacy. We will continue to analyse and evaluate best practice to identify trends and make valid inferences about the application of professional learning and evaluating process, reflecting on the impact on student learning.

- ***We will look at the impact of what we do and continue to strive for excellence in how to best support our learners and educational community.***

## School context

Mt Pritchard East Public School (MPE) is a small school with a current enrollment of 241 students and a staff of 32. Our professional and dedicated staff strive to provide an excellent education tailored to the needs of our children in our community in a creative and well-resourced environment. MPE is situated in the centre of Mount Pritchard nestled next to a golf course which gives a landscape impression of open fields and greenery from the oval. The school grounds are a combination of expansive grassy areas, shaded quiet play areas, a section of playground equipment and an asphalt surface covered by a large shade structure (COLA). The students also have access to local council fields adjacent to the school for sporting and cultural events.

Our school has a strong connection with our community and has worked extensively over the years with our Parents and Citizens School Council (P&C), networked with local schools and continue to be a hub for networking and communities of practice. Partnerships within a number of successful initiatives has developed strong community support which has seen parent and community helpers participate in parent reading tutor programs, fundraising and open day activities to augment the excellent array of programs offered to our students. This will continue to be an important part of MPE culture to engage and include our community, working alongside and for our families.

Pedagogy and evidence based practices are at the forefront of what we do and how we do things with rigor and evaluation of what we can do to ensure the most effective impact for our students in the domains of intellectual, creative, socio-emotional and physical. At MPE we will be looking at building partnerships and communities of practice in our local community and to further develop our students in terms of their wellbeing needs and strengths, academic achievement and value added to show growth and personal goal setting and achieving of these goals.

MPE has been an Early Action for Success School for the past five years which involved students intensively supported in K-2 with additional support and resources to further enhance their development in Literacy and Numeracy. The school employs a speech therapist to work with students. Early intervention will continue with research into a balanced Literacy and Numeracy pedagogy designed for our students. Differentiation and development into looking at student potential, development of talent and making a difference will also be a instrumental in guiding our future steps.

The school has completed a rigorous situational analysis in consultation with all stakeholders. It is important to note that this builds upon the work undertaken in the previous school planning cycle around the previous plan's strategic directions:

- **Inspired high impact teaching and learning** for engaging, quality, reflective practice;
- **Instructional Collaboration** to foster innovation, growth and progress and
- **Inclusive Authentic Partnerships** that build trust, value and celebration of our school.

The Situational analysis identified three areas of focus for this Strategic Improvement Plan:

### 1. Student growth and attainment

It was evident that while our school met expected outcomes and historically has been making growth, that reading, writing and numeracy continue to be areas for explicit focus in the new school plan. Evidence also demonstrated a need to focus on increasing the percentage of students in the top two bands of NAPLAN. Our whole school focus to improve student growth and maintain student achievement is underpinned by the evidence base provided by What works best: 2020 update. Staff will look at how to encompass data analysis and design teaching and learning programs driven by data, evidence based practices and differentiation to support student growth, in conjunction with the embedding of the High Potential Gifted and Talented Policy to develop students intellectually, creatively, socio-emotionally and physically.

### 2. Wellbeing and Engagement

Analysis of the school wellbeing metrics demonstrated that student sense of belonging is an area of ongoing focus. Extensive professional learning around Wellbeing and the Wellbeing for School Excellence evaluation led to a revelation that our Wellbeing practices needed to include more than Behaviour. The inclusion of attendance, student voice and engagement to develop the whole child is included in this Strategic Direction. Therefore, we will have a whole school focus on Wellbeing programs and practices to develop all the domains: Cognitive wellbeing, Emotional wellbeing, Social wellbeing, Physical wellbeing and Spiritual wellbeing which almost mirrors the domains of the HPGE which is an area that the school sees value in pursuing both hand in hand with activities to 'promoting social and emotional learning', 'strengthening transitions' and 'creating', developing and growing self regulated, responsive and inspired learners'.

### 3. Building Personal and Professional Capacity

Survey findings from students, parents and staff ascertained the general need to include more community learning opportunities with a look at how to manage this around Covid barriers. Remote learning and learning hubs were developed and will continue into the future plan.

John Hattie and Raymond Smith edited the book on the '10 Mind frames for Leaders - Visible Learning approach to School Success' 2020 introductory title 'How we think about the impact of what we do is more important than focusing on what we do' looks at 25 years of visible learning research from the mind frames of Viviane Robinson, Dylan William, Sugata Mitra, Simon Sinek, Dominique Smith, Laura Link, Jim Knight, Zaretta Hammond, Michael Fullan, Nancy Frey, Douglas Fisher, Jenni Donahoo, Peter DeWitt and Jane Clinton. The underlying theory of action to this research is 'ensuring that school leaders have the expertise to communicate and act on their interpretation of the diagnosis of school and classroom data, selecting high probability intervention(s), implementing these interventions effectively, and evaluating the impact of the selected interventions on student learning' (Hattie, J., & Smith, R. (Eds.) , 2020, p 4) along with What Works Best (2020 update) underpins this Strategic Direction to look at embedding the High Impact Professional Learning policy with the evidence based practices to enhance our pedagogy and practice to improve student outcomes.



## 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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

### 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

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In order to maximise the learning outcomes for every student, all staff will use data to understand the learning needs of individual students whilst ensuring that the planning and delivery of curriculum promotes growth utilising effective teaching practices.

### Initiatives

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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 analysis and Impact
- Curriculum

### Resources allocated to this strategic direction

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**Early Action for Success (EAFS):** \$137,210.40

**Literacy and numeracy intervention:** \$44,456.00

**Socio-economic background:** \$60,000.00

**Literacy and numeracy:** \$4,167.12

**Professional learning:** \$3,240.00

### Summary of progress

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The School Excellence Framework self assessment used on-balance judgement for the following elements and recognised these as delivering for **Curriculum, Assessment** and **Student performance measures**. To address these elements our focus for 2021 in Student growth and attainment looked at two main drives:

**Data analysis and Impact of teaching and learning:** to enhance our quality teaching practices, analyse our learning impact and identify areas of need for our future directions in achieving student learning outcomes. We as a staff looked at streamlining the use of internal and external data, balancing of assessment strategies and collaboratively analysing the evidence. As an Early Action for Success school, it had been current practice to embed data talks to identify areas of need and measure impact. Understanding of data literacy was vital in using this information to develop effective classroom practices through quality, differentiated teaching to target the needs of all students evidenced through work samples, quantitative data and teacher observations.

A need for more assessment data consistently collected and collaboratively analysed was a clear need. An Assessment schedule was drafted and trialed after extensive discussions and planning in terms of what qualitative and quantitative data should be collected, how it would be utilised and when should it be administered was designed by executive team after feedback from stage meetings.

Continued use of the Gutman's chart in mathematics for our primary was used and the purchase and staff training for all staff around Essential Assessments software was undertaken. Essential Assessments is an online tool using formative and summative assessments aligned to the NSW Syllabus and learning progressions. It allowed staff to differentiate the learning needs of students and monitor growth more easily through structured diagnostic assessment while also evidencing whole class teaching focus areas. Using these assessments and triangulating this with the existing external data further clarified where our students sat across Literacy and Numeracy. We had focused on our Student performance measures and made regular assessment tracking of our student learning structured across the school.

Teachers met regularly each fortnight to analyse data in Spirals of Inquiry to investigate what was going on for our learners, reflections on how to improve practice and enhance impact. Collaborative design to trial strategies and interventions, extensive research in to evidence based practices followed by the collating of data to measure impact in a teaching and learning cycle become common practice.

Building capacity within our teaching staff we had aligned staff with our Deputy Principal Instructional Leader who worked alongside staff in fortnightly mentoring sessions looking at explicit literacy and numeracy programs. Staff set personal and professional goals linked to the Strategic Directions.

### Curriculum

Senior executive were trained and had been involved in the process of Curriculum Policy Monitoring (CPM) systems process. This understanding of the expectations and guidelines in terms of CPM initiated self-reflection and evaluative processes within our own systems and structures. As a result an update of timetables, school scope and sequences,

programming and school wide practices occurred to align with CPM guidelines.

Through the lens of High Impact Professional Learning, whole staff were guided through Department of Education Mathematics modules, which included examining the research behind how to effectively implement and modify teaching and learning in mathematics to improve student outcomes. Staff implemented new learning within classrooms and reflected on this in team meetings. What Works Best learning modules were completed by all staff as well as the High Potential, Gifted Education modules followed by meetings to unpack what this translates to in the classroom and how can we scaffold these concepts to improve practice.

Phonics assessment and research led to whole school implementation of a synthetic phonics instruction supported by Soundwaves program and update of decodable texts purchased for students from K-6.

COVID ILSP team worked alongside staff to analyse data in forming targeted groups. Curriculum was differentiated and small focus groups set to address student learning goals in the areas of Numeracy and Literacy. Tracking of student progress was shared with staff.

COVID pandemic and absences from school made it difficult for students to access curriculum. Whole staff training to develop skills in online learning saw staff upskilled in creating digital content, help videos, zoom instructional lessons, SeeSaw communication for parents and students, offline packs modified for those students without internet access and a learning hub was established. Staff shared responsibility of connecting with our families was our main concern with executive staff and support staff making regular phone call as a pulse check to ensure families were connected and supported. Purchase of Mathletics and Reading eggs for every student enabled continuity of learning was made readily available for all our community and is still utilised when students are absent due to illness or isolation.

## Summary

In evaluation of our practices, whole school drives to improve assessment monitoring and curriculum instruction through systemic practices, professional development and updating of resources to support was evident in mentoring sessions and teacher feedback on practice. Initiatives such as Assessment scheduling, instructional leadership mentoring, curriculum policy monitoring evaluation, embedding of synthetic phonics, mathematics professional learning and teaching, data talks through Spirals of Learning, team collaboration within our stages and alongside COVID ILSP teams were implemented.

Evidence of impact was demonstrated through mentoring feedback sessions. Internal data demonstrated student growth in various areas however, this was not reflected in our external data with many of our priorities not achieved. Implications here looked at issues such as turn over of staff, COVID, attendance issues which were factors outside control of the school. An in-depth analysis looked at what factors we could control and what may improve Student Growth and Attainment. A possible conclusion could attribute that with the many whole school strategic changes and innovations made could be attributed by the implementation dip. *'Change management expert Michael Fullan refers to this drop in performance and confidence as the "implementation dip" - the phenomenon that occurs "as one encounters an innovation that requires new skills and new understandings." Experiencing this dip may be an inevitable part of any change effort.'*(2018 Burnside, NASPA).

## Future focus

Systematic planned assessments, whole school processes and updated resources and upskilling of staff has been addressed, staff need to move to the next level in developing sophisticated understanding and analysis of data and how to form where to next steps. Data literacy will need to be the future focus. Spirals formed a valuable basis to begin the inquiry process. Decision to stream line this by utilising the What Works Best document, streamlining and narrowing focus and working together as teams to focus on impact with **Uplift** - Working together in collaborative efficacy with our diverse skillset to target student attainment, growth and improvement to make impact and difference in what we do and how we do it.

## Progress towards achieving improvement measures

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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
Data informed practice: Achievement of 2021 system negotiated targets <ul style="list-style-type: none"><li>• Top 2 bands NAPLAN Reading increase (uplift) by 7.5%</li></ul>	Reading percentage in the top two bands: <ul style="list-style-type: none"><li>• 14.8% of year 3 students achieved the top two bands in Reading, which is 10.88% below expected target</li><li>• 12.90% of year 5 students achieved the top two bands in Reading, which is 12.8% below expected target</li></ul>

<p>Data informed practice: Achievement of 2021 system negotiated targets</p> <ul style="list-style-type: none"> <li>• Top 2 bands NAPLAN Numeracy increase (uplift) by 6.7%</li> </ul>	<p>Numeracy percentage in the top two bands:</p> <ul style="list-style-type: none"> <li>• 13.64% of year 3 students achieved the top two bands in Numeracy, which is 7.76% below expected target</li> <li>• 9.68% of year 5 students achieved the top two bands in Numeracy, which is 11.72% below expected target</li> </ul>
<ul style="list-style-type: none"> <li>• Increased percentage of students achieving expected growth NAPLAN Reading (uplift) by 11.2% (2023 goal)</li> </ul>	<p>50% of the year 5 cohort achieved expected growth in reading, a difference of -4.7% from the set target. This is an uplift of 6.5% from baseline data.</p>
<p>Increased percentage of students achieving expected growth NAPLAN Numeracy (uplift) by 11.7% (2023 goal)</p>	<p>47% of the year 5 cohort achieved expected growth in numeracy, a difference of -5.2% from the set target. This is progress with an uplift of 6.5% from baseline data.</p>





### Purpose

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**To build systems, connections and relationships that enhance and foster student well-being, capabilities, voice and engagement that leads to self-regulated life-long learners.**

### Initiatives

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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.

- Wellbeing and the 5 Domains
- Engagement and Connection

### Resources allocated to this strategic direction

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**Flexible Funding for Wellbeing Services:** \$20,000.00

**Socio-economic background:** \$4,500.00

**Aboriginal background:** \$2,100.00

**Professional learning:** \$2,604.45

### Summary of progress

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Wellbeing and Engagement is the foundation of learning with the understanding that belonging and connectedness is integral to relationship building, self-confidence, risk taking and resilience. There were two initiatives driving this Strategic Direction:

#### Wellbeing and 5 Domains:

Executive staff attended professional learning in Well-being and the 5 Domains of Cognitive, Physical, Emotional, Spiritual and Social, as well as High Potential Gifted Education. In terms 2 and 3. All staff completed professional learning on What Works Best - High expectations, Collaboration and Effective Feedback. The school had unpacked and engaged in the Student Behaviour Strategy policy as well as evaluated our Positive Behaviour for Learning philosophy that was already in the school. There was an understanding that this needed to be revamped and new staff trained with the transition of new staff members and changing student community. A couple of staff have completed and been trained in Berry Street Educational Model, PAX and Mindfulness training. A whole school approach to pull together these evidence based practices to ensure a stream lined approach was planned to upskill and revamp what we currently do to a more improved process.

In addition to the professional learning, a Spirals of Inquiry facilitated collaboration and drew together the learning and evidence around Wellbeing, HPGE development of identifying and targeting students.

Triangulation of data from our students, parents and staff culminated in some common themes in this area. surveys and discussions around our Situational Analysis pointed to Well-being as a focus and area of need according to student, parent and staff feedback. Data was collated using the Tell Them From Me (TTFM) Survey, Google form surveys, informal discussions and parent teacher interactions. Data identified a decrease in students having a sense of belonging. A review and sharing of Wellbeing strategies were shared during professional learning and stage meetings which were in turn used in classrooms.

High Potential and Gifted Education (HPGE) policy has our school started on the evaluation and planning process of what we do for our students. All staff completed online High Potential Gifted Education (HPGE) Tier 1 professional learning. HPGE teams formed linking the Wellbeing domains that are similar to plan and lead the implementation to support our HPGE in the coming year with identified learning areas to extend students in writing circles, mathematics and the use of Building Numeracy Leadership strategies alongside differentiated curriculum programming to ensure students were getting support to reach their potential across the Key Learning areas.

Aboriginal Education identified target group met with staff to look at identity and how indigenous culture can be celebrated within our school. Staff member was allocated this group of 21 students once a fortnight to work alongside the group to form a program. Difficulties in staffing and student participation due to COVID made it difficult to get consistency for this program.

#### Engagement and Connection:

In 2021, COVID impacted our community for a long period of time even after lockdown restrictions had been staged and

lifted, the impact it had was huge particularly in the area of attendance and engagement. Staff worked hard to engage families in online learning communities with check in phone calls, zoom online meetings and communication through SeeSaw applications. Through this difficult time the partnerships between home and school for majority of the school forged stronger with more regular communication occurring individually with parents reaching out for support.

Upskilling and learning for staff in the use of online platforms saw staff designing online learning complete with help videos and lessons to support students at home. The school purchased a significant amount of resources to support student learning such as the Sound Waves program, Mathletics and Reading eggs. The continuation of online platforms has continued for homework and communication now that this has seen an increase in parent - teacher communication.

Attendance initiative 'Every School Day Counts', launched with posters explaining how much school learning is lost equating to time away from school, check in phone calls and a revamp of the attendance policy implementation were undertaken to encourage attendance. Assembly awards were given out each week for students who demonstrated 100% for that week to highlight and push the attendance focus.

## Summary

Staff upskilled in evidence based practices of What Works Best, Well-being Framework, HPGE and a myriad of effective student Well-being pedagogies. Attendance continues to be an area of focus and need made difficult with the concerns around restrictions, cohorting, symptomatic and asymptomatic students. Staff continue to work alongside our families keeping them informed and supporting them the best way we know how.

## Future Focus

Further development of what this looks like in a school system designed to look at the different domains, enhance student outcomes, develop well-being strategies to build student belonging is where our planning is leading us to. HPGE teams to further develop initiatives to further enhance learning and identification of HPGE.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>• <b>Whole school professional learning on the Wellbeing Framework for School Excellence and the 5 domains.</b> Staff identifying the 5 domains and review of the activities, programs and initiatives under each domain effectively analysed in terms of equity.</p>	<p>Staff professional development delivered to unpack Wellbeing Framework for School Excellence and the 5 domains. Review of current practices undertaken under the domains of cognitive, emotional, social, physical and spiritual wellbeing. Evaluation from the review uncovered an imbalance between the domains with more emphasis needed on</p>
<p>• <b>Staff professional learning on the High Potential and Gifted Education (HPGE) policy.</b> Evaluation of current school learning opportunities to identify gaps in the current system and planning for enhanced systems and learning experiences to cater for the domains: intellectual, creative, social - emotional and physical. Assessment tasks utilised to identify high potential and gifted students.</p>	<p>100% of teachers participated in the High Potential and Gifted Education professional learning online course. This 5 hour online course is comprised of 12 self-paced modules. Staff were provided with an orientation to the HPGE Policy, unpacking each statement point, key concepts and responsibilities. Staff were given an opportunity to familiarise themselves with the support available which includes web advice, research and professional learning options.</p>
<p>• <b>Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging</b> to be above the system-negotiated target baseline of 85.3%.</p>	<p>Our Tell Them From Me survey snapshots taken twice in the year comparatively showed that Positive relationships stayed at 71%. A sense of belonging dropped slightly by 3%. An increase of Positive Behaviour at School was noted up 6%. The largest decreases were in Homework Behaviour and Interest and Motivation. It is possible that the affects of COVID and return into school routines could have played a factor into students settling into the changing climate of restrictions, changes and routines. Our actual Wellbeing target was 82.27% which was 7.53% below lower bound negotiated target.</p>

<ul style="list-style-type: none"> <li>• <b>All Aboriginal and Torres Strait Islander student to have a Personal Learning Pathways (PLPs)</b> goals in wellbeing, attendance and behaviour.</li> <li>• <b>Reinforce community connections</b> with a focus on Aboriginal and Indigenous student achievement.</li> <li>• <b>Maintain Aboriginal Education Specialist class with Indigenous teacher</b> now in second year of running.</li> </ul>	<p>100% of Aboriginal and Torres Strait Islander students have a personalised learning pathway with goals reflecting literacy, numeracy and wellbeing.</p> <p>Community connections had taken a step back due to COVID restrictions and our annual LC2 Aboriginal Community Celebration Assembly - A community of schools coordinated and identified achievement for ABED students in their respective fields had been cancelled due to current climate.</p> <p>An Aboriginal and Education specialist class with an Indigenous teacher had been maintained with our Indigenous students working together on a specialised program aimed at identity and culture.</p>
<ul style="list-style-type: none"> <li>• <b>Increase in percentage of students attending &gt; 90%</b> of the time to be above the system-negotiated target baseline of 71.1%.</li> <li>• <b>Set up network of schools on 'Every School Day counts'</b> initiative.</li> </ul>	<p>67.32% of students had an attendance of 90% or more which was below our target. COVID played a large factor into our attendance with the community concerned as our school was identified in the hot zone during the pandemic which limited staff attending onsite travelling into the area. Some of our families had reported cases affecting them or close contacts.</p> <p>A network of schools was established and an 'Every School Day Counts' initiative was implemented. All 4 schools have agreed to continue working together in 2022.</p>
<ul style="list-style-type: none"> <li>• All themes within the <b>'Wellbeing - Behaviour'</b> elements of the <b>School Excellence Framework</b> are assessed at delivering.</li> <li>• <b>Decrease in internal data of negative behaviour</b> from term to term.</li> </ul>	<p>Themes within the 'Wellbeing - Behaviour' elements of the School Excellence Framework are assessed at Delivering and Sustaining and Growing.</p> <p>Internal data of negative student behaviour has decreased from 33 reported negative incidences in Semester 1 to 4 reported cases in Semester 2.</p>



## Strategic Direction 3: Building Personal and Professional Capacity

### Purpose

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To foster a school-wide culture of life-long learners through a collaborative, consistent and committed approach to developing collective teacher efficacy and community engagement.

### Initiatives

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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.

- Building capacity through mentoring and coaching
- Communities of Practice

### Resources allocated to this strategic direction

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**Professional learning:** \$3,125.34

### Summary of progress

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Our focus for 2021 was driven by two initiatives:

#### Building capacity through mentoring and coaching

Our focus was on the implementation of the High Impact Professional Learning Policy to improve professional learning for all staff members with a focus on individualised professional learning for all staff. Focusing on High Impact Professional Learning we collected base line data in regards to all school staff current professional learning needs and expertise via a Google Form. Professional learning was delivered to all staff (including SASS) on the High Impact Professional Learning Policy and the streamlined Performance and Development Plan (PDP) process with a focus on student learning data.

Teachers created PDP goals aligned to school priorities, the needs of their students, and reflection of their current professional learning needs against the Department of Education evidence-based "What Works Best Guide". Executive staff met 1 on 1 with the staff they supervise to support the inclusion of the new SIP and Australian Professional Standards for Teachers. We then met as an executive to develop a school professional learning plan and professional learning hubs to support individualised needs from PDP goals.

After PL Hubs were created, survey data was analysed to support strengths within the school and assign an aspiring leader to lead each hub. PL Hubs met 2 times each term to collaboratively unpack PDP goals and how to best support the needs of their students.

#### Communities of Practice

It was envisaged that we would look at networks and communities of professional practice in terms of our staff, executive leadership, parent upskilling through workshops, networking with tertiary providers and other community partnerships. COVID restrictions made this difficult. We did have St George & Sutherland Community College work with their students in their practice to train as School Liaison Officers. Transition programs online continued for Kindergarten.

#### Future Focus

Next year in this initiative we will work with staff to re-establish the PL Hubs and ensure the continuation of high impact professional learning through individualised professional learning experiences and mentoring sessions. This will support further improvement in teaching practice across the school as well as directly support to Strategic Direction 1 and 2.

Communities of Practice post COVID will look at fostering and nurturing partnerships with outside providers and tertiary institutions to develop our school as a learning hub.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Collecting base line data in regards to all school staff current professional learning needs and expertise.</p> <p>Development of a school professional learning plan and professional learning hubs to support individualised needs.</p>	<p>Self-assessment against the High Impact Professional Learning School Self Assessment Tool shows the school currently performing at delivering in the element of School Leadership Teams enable Professional Learning.</p>
<p>Teachers create PDP goals aligned to school priorities, the needs of their students, and reflection of their current professional learning needs against the WWB reflection guide.</p>	<p>Self-assessment against the High Impact Professional Learning School Self Assessment Tool shows the school currently performing at sustaining and growing in the element of Professional learning is driven by identified student needs.</p>
<p>Parent survey data collected and analysed to identify parent expertise and opportunities to support the school and offer insights into school improvement.</p>	<p>Parent survey data indicates 17.5% completed the online learning survey which is an increase of parent voice and participation by 13.4%.</p>
<p>Parents and community members have the opportunity to be engaged in a range of school-related activities to build the school as a cohesive educational community.</p>	<p>School related activities presented via online learning demonstrated an increase of community engagement as flexible platforms were provided. The Kindergarten transition program demonstrates this increase of parent activity as 13 of the 21 enrolled Kindergarten parents attended the Kindergarten Interactive Zoom sessions.</p>
<p><b>SEF</b></p> <p>Teaching SEF element 'Learning and Development'- consolidating at delivering.</p> <p>Leading SEF element 'Educational Leadership'- consolidating at delivering.</p>	<p>Self-assessment against the School Excellence Framework shows the school consolidated delivering in the element of Learning and Development and Educational Leadership.</p>





Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,153.69</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> all eligible students demonstrating progress towards their personalised learning goals. Assessment and transition was formalised with small groups having targeted through a New Arrivals Program. Two School Learning Support Officers of Arabic speaking background were employed and have assisted in translation and transition resulting in families communicating and having support in their own native language.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue the programs and transitions in place to support our Refugee families through targeted language acquisition, transition and assessment programs as well as communication in native language through native speaking staff where possible.</p>
<p>Integration funding support</p> <p>\$26,846.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mount Pritchard East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release through flexible timetabling for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in:</b> students having additional support partnered with staff who have a variety of skill sets inclusive of language such as Arabic and Vietnamese to converse with families and students needing this barrier bridged. Personalised Learning and Support Plans (PLSP) were updated and responsive to student support needs and progress.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue to integrate funding decision making into specific areas of student support needs. Reviewing and ensuring this is allocated to support student PLSP needs.</p>
<p>Socio-economic background</p> <p>\$338,754.99</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mount Pritchard East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

<p>Socio-economic background</p> <p>\$338,754.99</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data analysis and Impact</li> <li>• Wellbeing and the 5 Domains</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engage and employment of external provider - Speech Pathologist, to support student engagement and retention. Screening students to focus on receptive and expressive language needs.</li> <li>• supplementation of extra-curricular activities in Schools in Sports Australia in Sport and Health..</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional learning of staff to build capacity in Mathematics, Phonics, HPGE, What Works Best and Well-being.</li> <li>• engagement of outside providers to release staff for collaboration team talks in Spirals of Inquiry to support student learning outcomes.</li> <li>• employment of School Learning and Support Officers (SLSO) staff to support students with identified needs and support program implementation.</li> <li>• Breakfast club to provide a healthy start to the day for all students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>improvement in staff capability to deliver quality teaching with a particular focus on Phonics, Mathematics and targeted Spirals focus areas. Students supported and engaging in a variety of learning support programs and opportunities such as speech therapy, sporting programs, extension groups and targeted learning plans.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue to engage in literacy and numeracy interventions and additional SLSOs for individualised learning and well-being support. Work with and provide external Speech Pathologist to continue individualised assessment and targeted intervention for language acquisition. Engage external providers who can offer dynamic learning opportunities for our students while affording professional learning time to build staff capacity.</p>
<p>Aboriginal background</p> <p>\$11,525.74</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mount Pritchard East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and the 5 Domains</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of an Aboriginal staff member to deliver personalised support for Aboriginal students through an intensive fortnightly program focused on identity and raising Numeracy and Literacy outcomes for our indigenous students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>an increase in Aboriginal students and families feeling supported and engaging in learning targeted to their needs. Tell Them From Me data indicated 91% of Aboriginal students feel good about their culture.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>continue the Aboriginal Targeted program with releasing staff to work alongside our Aboriginal students to enhance learning and understanding of</p>

<p>Aboriginal background</p> <p>\$11,525.74</p>	<p>culture and identity. Tell Them From Me data for staff showed 54% of staff understood Aboriginal culture according to students. More focus on Aboriginal culture and perspectives needed throughout the school with sharing of staff expertise trained in 8 Ways of Learning and AECG resources. Engagement of community to work together in building staff capacity and confidence to share stories, histories and culture with the support and guidance of local elders and families.</p>
<p>English language proficiency</p> <p>\$120,101.06</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mount Pritchard East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional bilingual staff to support communication</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improvement and confidence of English as an Additional Language or Dialect (EAL/D) students progressing in learning and language through intensive EAL/D programs and differentiated programs tailored to their learning. Communication improvement between families who have limited English with staff who are bilingual in respective languages able to communicate and translate in support of student learning. Staff are able to offer Vietnamese, Arabic, Assyrian, Samoan and Spanish translations.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> up-skill staff in EAL/D professional learning and progressions due to new staff. Continue providing intensive support for all students from EAL/D backgrounds.</p>
<p>Low level adjustment for disability</p> <p>\$187,841.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Mount Pritchard East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support Assistant Principal to work with individual students and in a case management role within the classroom/whole school setting in partnership with the Learning and Support team and school Counselor.</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers with two whom are Arabic and Assyrian speaking.</li> <li>• employment of Speech Pathologist to screen students through assessment and develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students.</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students during collaboration Spirals talks.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the school having a more consistent approach to student learning support and interventions with an increased number of learning support referrals and</p>

<p>Low level adjustment for disability</p> <p>\$187,841.56</p>	<p>subsequent collaborative learning support plans in place. Additional support for our students through the SLSOs working alongside staff, support teachers working with smaller groups or team teaching where needed. Individual Education Plans (IEPs) of all students with a disability were completed and reviewed to monitor student progress. School Learning and Support Officers were trained in Multi-lit and Mini-lit and numeracy and used these skills when working in classrooms. Weekly Learning and Support meetings held where information was shared and collective expertise supported next steps for students who were a concern in attendance, well-being or in learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue to coordinate Learning and Support meetings to target learning needs for students. Allocate staffing, external providers where necessary and programs to enhance and support IEPs and the needs of our students.</p>
<p>Flexible Funding for Wellbeing Services</p> <p>\$20,000.00</p>	<p>The flexible funding for wellbeing services allocation is provided to support student wellbeing at Mount Pritchard East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing and the 5 Domains</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• targeted wellbeing program in conjunction with an external provider Dream Schools and the employment of a School Chaplain aimed at students thought to be at risk to support their well-being and learning in school.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> student and staff feedback of Chaplain as supportive, helpful and an asset to the school. School Chaplain works within classrooms and out on the playground with students supporting their learning and well-being through one step instructions, one on one conversations and liaising with staff about findings.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue the engagement of a Chaplaincy program with more of a focus on social skills, interest groups and building resilience. Analysis of Well-being programs and strategies in place with a push to build a more rounded Well-being focus against the domains.- cognitive, emotional, social, physical and spiritual well-being.</p>
<p>Literacy and numeracy</p> <p>\$5,676.06</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mount Pritchard East Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data analysis and Impact</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy of Soundwaves, Mathletics and Reading eggs</li> <li>• staff training and support in literacy and numeracy with a focus on Mathematics and Phonics</li> <li>• purchasing of literacy resources such as quality picture books and decodable texts for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in:</b> decodable texts purchased and utilised for K-2. Pre and Post Phonemic</p>

<p>Literacy and numeracy</p> <p>\$5,676.06</p>	<p>Awareness Diagnostic assessment data demonstrated a need in phonics instruction and progress made in learning. A focus on phonics increased skill and knowledge of staff and students from K-6 with Soundwaves resourcing.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to continue using decodables, Soundwaves Phonics resources and funding additional resources where required to support student learning needs.</p>
<p>Early Action for Success (EAfS)</p> <p>\$137,210.40</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at Mount Pritchard East Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data analysis and Impact</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• lead analysis of student performance data with whole school and stage teams</li> <li>• employment of Deputy Principal 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</li> </ul> <p><b>The allocation of this funding has resulted in:</b> professional growth and building of teacher capacity in Numeracy, Literacy and the progressions. Improved understanding of data analysis and planned next steps.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> to have Assistant Principals Curriculum and Instruction who will lead and build staff capacity K-6 to improve student outcomes.</p>
<p>QTSS release</p> <p>\$43,613.90</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mount Pritchard East Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs and mentor staff working shoulder to shoulder.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> improved staff confidence and teaching practice with development in specific areas according to their Performance and Development Plans (PDP). Teachers working to embed evidence-based, high impact teaching into their classrooms. Professional learning and mentoring aligned to be differentiated according to areas of expertise and need for growth.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue professional learning and mentoring that is targeted, personalised and differentiated to build teacher capacity and enhance student learning outcomes.</p>



<p>Literacy and numeracy intervention</p> <p>\$67,554.64</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mount Pritchard East Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data analysis and Impact</li> <li>• Curriculum</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of a Deputy Principal Instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> evidence-based numeracy and literacy programs embedded into teaching practice which has enhanced teacher confidence, staff capability and student progress. Staff trained in Effective Reading in the Early Years, Starting Strong Numeracy - NSW Mathematics Strategy and Phonological Awareness, Phonic Knowledge and Word Recognition with Sound Waves. Mentoring and coaching from the Deputy Principal Instructional leader to guide and support teacher capacity in Numeracy and Literacy was embedded into collaborative stage meetings and one on one mentoring. Professional learning undertaken was embedded into practice and evaluation during collaboration resulted in student progress made in the specific areas alongside staff knowledge.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> continue up-skill of teacher capacity through targeted high impact professional learning. Review, analyse and select evidence-based practices that are proven to enhance student learning outcomes. Look at providing mentoring that is differentiated and instructional for our staff according to level of experience.</p>
<p>COVID ILSP</p> <p>\$185,849.64</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups. Instruct, assess and monitor progress of student groups</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in:</b> the COVID ILSP staff were equipped with training and collaboration to successfully deliver small group intervention in Literacy and Numeracy. Students who participated in the COVID ILSP program made individual gains in their personalisd learning goals. The Learning from Home period impacted student engagement in the program remotely, however COVID ILSP staff worked together with classroom teachers to deliver individual instruction to support learning.</p>

COVID ILSP

\$185,849.64

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

continue the implementation of literacy and numeracy small group tuition using data to track and monitor progress. Initial program identified cohorts of students at risk requiring learning support. Next steps will be to coordinate SLSO , EAL/D, COVID ILSP and other staff to target specific groups from all levels including extension and provide targeted instruction to push student learning.



# Student information

## Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	133	142	131	127
Girls	122	102	95	109

## Student attendance profile

School				
Year	2018	2019	2020	2021
K	90.8	90.3	92.5	90.8
1	91.6	90.4	90.6	88.3
2	91	91.5	91.7	90.7
3	91.9	89.2	93.4	87.6
4	91.6	90.2	92.6	92.5
5	91.5	92.7	93.2	92.9
6	91.9	89.6	93.5	90.4
All Years	91.5	90.5	92.5	90.5
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

## Attendance

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

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

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

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

## Management of non-attendance

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

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



2021 Leadership Team

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.51
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.42

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

The Department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

## Workforce ATSI

Staff type	Benchmark <sup>1</sup>	2021 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

Note 1 - The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2 - Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice.

Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
<b>Opening Balance</b>	269,591
<b>Revenue</b>	3,186,199
Appropriation	3,124,117
Sale of Goods and Services	41,049
Grants and contributions	20,792
Investment income	142
Other revenue	100
<b>Expenses</b>	-3,354,677
Employee related	-2,831,185
Operating expenses	-523,493
<b>Surplus / deficit for the year</b>	-168,478
<b>Closing Balance</b>	101,113

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.

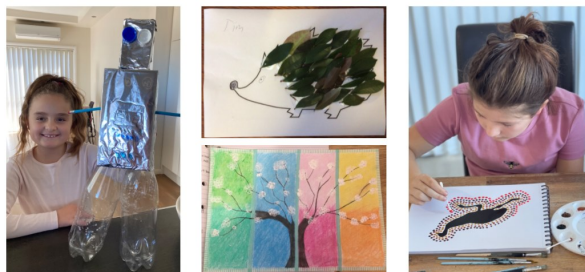


## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	31,670
<b>Equity Total</b>	670,782
Equity - Aboriginal	11,526
Equity - Socio-economic	351,314
Equity - Language	120,101
Equity - Disability	187,842
<b>Base Total</b>	1,947,392
Base - Per Capita	55,713
Base - Location	0
Base - Other	1,891,679
<b>Other Total</b>	283,706
<b>Grand Total</b>	2,933,549

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



## School performance - NAPLAN

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

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



## Parent/caregiver, student, teacher satisfaction

Surveys were put out through the Tell Them From Me Survey to our parents and students.

### Community survey findings:

100% either agreed or strongly agreed with School support

82% Agreed that the school made regular contact

77% Agreed that the physical environment was welcoming

Trend report showed an increase in the following areas:

- Parents feel welcome
- Parents are informed
- Parents support learning at home
- Safety at school
- Inclusive school

Decrease in the following area:

- School Supports positive behaviour

Following area remained the same:

- School supports learning

Follow up from survey findings had a review of positive behaviour incentives which in turn had initiatives such as Rewards day and Principal lunches for Gold Award recipients in place. Plans to look at improving the physical environment of the school with a planned mural and upgrade of seating in the future.

### Student survey findings:

91% Aboriginal students felt good about their culture

63% of our students believe they will attend university

Trend report showed same or similar results in the following:

- Positive Relationships
- Effective learning time
- Explicit Teaching practices and feedback
- Advocacy at school
- Positive Teacher - student relationships
- Expectations for success

Increase in the following areas:

- Positive learning climate
- Positive behaviour at school

Identified areas of need are:

- Interest and motivation
- Sense of Belonging
- Participation in Extracurricular activities and Sport

Findings indicated a need to look at defining what it means to have a sense of belonging. COVID19 made it difficult to offer sport and extra curricular activities due to restrictions. Plans for interest groups and activities to help build curiosity and interest within the school.

### Staff Survey

Survey was designed within school to gather information for Situational Analysis. The following are some findings:

Staff were asked to think about the ideal environment and list elements thought to be important for students to thrive. The following was listed as the top according to staff:

- Extension opportunities for students
- Opportunities to develop creativity, communication, collaboration and critical thinking
- Students are known, valued and cared for
- Interventions for students who require extra support

- A Safe and encouraging environment
- Students know that the expectations of their parents and the school aligned

Staff identified the following areas of need:

- Opportunities for parents to learn more about how to support their child/children at home
- Extra curricular activities
- Extension opportunities for students
- Opportunities to develop creativity, communication, collaboration and critical thinking

Professional Learning in the areas of High Potential Gifted Education and the Well-being framework highlighted the areas needing to be improved within the school and formed the school's Strategic Directions.



# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all Departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.