

2021 Annual Report

St Marys South Public School

INNOVATE CREATE COLLABORATE COMMUNICATE THINK CRITICALLY



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Introduction

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

To develop outstanding citizens who:

- * are creative
- * are innovative
- * are critical thinkers
- * can communicate and collaborate effectively.

School context

St Marys South Public School is located west of Sydney, on the fringe of the Penrith Valley. Our school prides itself on effective and quality innovative, rich and authentic learning and teaching to develop outstanding students.

We provide every student with high quality learning in all curriculum areas through evidence-based teaching practices implemented by our highly dedicated and compassionate teachers, in a nurturing, inclusive and innovative learning environment.

Our school has a current enrolment of 311 students. Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Strait Islander, Samoan, Urdu, Tongan, Arabic, Tagalog, Hindi, Punjabi, Gujarat, Hungarian, Maori, Bengali, Filipino and Korean. More than 85% of our students were born in Australia.

Every student is provided with opportunities within and beyond the school to ensure they can progress and achieve high educational outcomes across academic, musical, creative, technological and sporting areas. St Marys South Public School initiatives are supported by our strong family, school, community and agency partnerships, and place a high priority on ensuring that our children receive the best possible education for their future.

The school has a very strong relationship with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

Our school has extensive extra-curricula opportunities in academic, sporting and creative realms. An investment in staff enables in-class support for responsive teaching and learning, using data-driven and evidence-based practices. Inclusive programs nurture the diverse range of learning needs, including students with disability, English as an Additional Language or Dialect, and Aboriginal and Torres Strait Islander backgrounds.

Through our Situational Analysis, we identified a collective need to cement a whole school culture with Visible Learning at the core. At the heart of this, expanding our current mode of practices in Learning Intentions and Success Criteria, and student-centred, goal setting conferencing, a delivery of practice that has captured explicit teaching and feedback personalised to each students' performance levels against the NSW Syllabus and Literacy and Numeracy Learning Progressions. Student achievements are celebrated, and there is an ethos of lifelong learning and whole school continuous improvement touching every classroom. Our Strategic Improvement Plan amplifies this collective work to ensure every student achieves their learning potential.

Our Strategic Improvement Plan is ambitious, with the intent that every student establishes the foundations to succeed in their future endeavours, as critical, collaborative, creative, active and informed citizens.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Excelling
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

We will develop outstanding citizens, who attain high educational performance in reading and numeracy learning outcomes by embedding a whole school approach focused on evidence-based pedagogy, data-informed practices and a culture of Visible Learning within every classroom.

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.

- Quality Teaching
- High impact, evidence-based literacy and numeracy practices

Resources allocated to this strategic direction

Early Action for Success (EaFS): \$205,815.60

Socio-economic background: \$95,774.14

Beginning teacher support: \$4,100.00

COVID ILSP: \$174,541.33

Professional learning: \$10,800.00

Summary of progress

100% of classroom teachers implement student conferences with their students to establish individualised math and writing goals. All students are conferenced one-to-one and in small groups with the teacher to reflect on work and discuss improvement measures.

Support teachers are employed to work in each classroom every day for a minimum of 1.5 hours per day to facilitate student conferences and to take small differentiated groupings.

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
Top two bands in Reading: Improvement in the percentage of students achieving in the top 2 bands to be at or close to the school's lower bound system-negotiated target in reading of 30.8%.	37% of students are now performing in the top two skill bands (NAPLAN) for reading. This performance indicates a trajectory above the school's 2023 agreed upper bound target of 35%. The school's pleasing trajectory continues to rise from 24% of students performing in the top two skill bands in 2019 NAPLAN.
Expected Growth in Reading: Achievement of lower bound target of 60.6% of students achieving Expected Growth in Reading.	Our school has performed well above the expected growth in the 2021 NAPLAN Reading growth expectations. The school has an agreed 2023 lower bound target of 60% of students achieving expected growth (between NAPLAN 3 to 5) and a 2023 upper bound target of 65%. The school's actual performance shows that 70% of students performed at or above their expected growth in the 2021 NAPLAN. The school continues to perform well above expectations and looks to further improve our students' performance over the coming years.
School determined targets: 75% of students meet or exceed school-determined reading levels.	56% of students met or exceeded school-determined reading levels. This was significantly impacted by COVID and the amount of time students were learning from home.
Top two bands in Numeracy:	Data indicates that 18% of students are in the top two skill bands for numeracy which is on par with baseline data. The school continues to

Improvement in the percentage of students achieving in the top two bands to be at or close to the school's lower bound target of 21.5% in numeracy.	support our students to perform within the agreed upper and lower bounds targets of performance in the top two bands of NAPLAN.
Expected Growth in Numeracy: Improvement in the percentage of students achieving close to the lower bound target of 58.5% of students attaining or exceeding Expected Growth in Numeracy.	Our school has performed well above the expected growth in the 2021 NAPLAN Numeracy growth expectations. The school has an agreed 2023 lower bound target of 58% of students achieving expected growth (between NAPLAN 3 to 5) and a 2023 upper bound target of 63%. The school's actual performance shows that 74% of students performed at or above their expected growth in the 2021 NAPLAN. The school continues to perform well above expectations and looks to further improve our students' performance over the coming years.
School-determined targets: A minimum of two levels growth for each student in Understanding Texts and Quantifying Numbers.	These targets have been changed as it is too difficult to assess. Therefore we have looked at the expected levels each grade should be reaching in the ACARA Learning Progressions for Quantifying Numbers and Understanding Texts. Our target is that 60% of students will be working within or beyond the expected level.

Strategic Direction 2: Effective Student Wellbeing

Purpose

We will develop outstanding citizens by ensuring every student connects, succeeds, thrives and learns through a planned whole school approach, in a high expectations culture, to enhance student wellbeing and attendance, with every student known, valued and cared for.

Initiatives

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

- Whole school approach to wellbeing
- Aboriginal Education

Resources allocated to this strategic direction

Socio-economic background: \$173,795.80
Low level adjustment for disability: \$169,541.60
Professional learning: \$619.21
Integration funding support: \$40,897.00
Literacy and numeracy: \$10,456.11
Literacy and numeracy intervention: \$29,500.00
English language proficiency: \$32,000.00
Aboriginal background: \$14,824.15

Summary of progress

Positive wellbeing initiatives that were implemented across the school K-6 resulted in a reduction in negative behaviour referrals, attendance was impacted by the Covid-19 lockdowns and learning from home period where there was a noticeable decrease in student attendance and Tell Them From Me student, parent and teacher surveys resulted in above state average engagement in all areas - a sense of belonging, positive relationships at school, student motivation, quality instruction, positive school behaviour and effort.

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
Students with positive wellbeing: Maintaining our achievement of exceeding the lower bound system-negotiated of 86.6% of students with positive wellbeing.	Results show that 94% of students reported positive well-being in the Tell Them From Me Survey.
Attendance: Achieving close to or at the lower bound system-negotiated target of 70.3% of students attending >90% of the time.	60.8% attendance rate of >90% of the time - Covid-19 and lockdowns were a contributing factor in the results recorded.
School-determined targets: 10% reduction in negative behaviour notifications since beginning of the year.	There was a 25% reduction in reported negative behaviours from the beginning of the year until the end of the year. Covid 19 lockdowns and restrictions were a contributing factor in the reduction of reported negative behaviours.
Sustaining excellence in wellbeing, as measured by the School	Valid and reliable student, parent and staff data is collected, analysed and used regularly to ensure whole school approaches are implemented to

<p>Excellence Framework:</p> <p>Element: Wellbeing:</p> <p>Focus theme: A planned approach to wellbeing (Excelling).</p>	<p>ensure wellbeing and engagement to improve learning. Student conferencing, learning support practices, counsellor and SLSO support and differentiation of the curriculum are all strategies implemented to facilitate student wellbeing and engagement.</p>
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Strategic Direction 3: Effective Professional Growth

Purpose

To develop outstanding citizens, we will sustain a strong focus on building teacher quality through authentic, research-based teacher professional learning and development, building teacher capacity to lead improvements in reading and numeracy for every student, every day.

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.

- Professional Learning Community
- Collaborative Practices

Resources allocated to this strategic direction

Socio-economic background: \$33,635.40
Literacy and numeracy intervention: \$41,134.34
English language proficiency: \$33,908.62
Low level adjustment for disability: \$24,053.09
Professional learning: \$10,800.00
QTSS release: \$60,543.72

Summary of progress

The school has established a Teacher Learning Community (TLC). The TLC has embedded an explicit system for teacher collaboration, classroom observations, timely and specific feedback between teachers, and the trialling of innovative practice to improve teacher efficacy and student learning outcomes. The TLC has resulted in all our teachers applying their new knowledge to adjust their lessons for students at different levels of achievement.

The school will continue to refine the TLC and collaborative practices to meet our strategic targets.

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
Performance and Development: A >2% increase from the baseline of 75% in 'Teachers have given me helpful feedback about my teaching' (Tell Them from Me Survey).	Tell Them from Me Survey (Teacher Survey) indicates the percentage of teachers regularly receiving helpful feedback about their teaching has increased by 7% (82%) from the baseline measure (75%).
Professional Growth Culture: 100% of teachers implement an innovative practices gained from professional learning and/or peer observations in reading and numeracy.	All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Teachers are reflecting and refining their practices in both formative assessment strategies and teaching and learning. This has led to 100% of teachers identifying a range of formative assessment strategies they have learnt through the TLC, which they have applied, and have continued to use, in their daily practice. Additionally, 100% of teachers engage in negotiated observations of classroom teaching practice and feedback, this has seen significant shifts in student performance and teacher pedagogy.
Collaborative practices: A >2% shift from a baseline of 83% in teachers discussing learning goals with other teachers (Tell Them from Me	Tell Them from Me Survey (Teacher Survey) indicates the percentage of Teachers discussing learning goals with other teachers has increased by 3% (86%) from the baseline measure (83%).

<p>Survey).</p> <p>Teachers collaborate to progress students, and the school, forward.</p>	
<p>Reading and Numeracy Professional Development focus:</p> <p>Most teachers evaluate their practice against student performance data.</p>	<p>Internal data shows that 100% of teachers execute a variety of formative assessment strategies in their classroom practice to ascertain student knowledge, skills, and understandings daily. All teachers are confidently using data effectively to evaluate student understanding of lesson content, and interpret student assessment data to make decisions about what students know and can do. Through formative assessment practices, teachers can provide extensive feedback outlining what students need to achieve for the next steps in their learning. The school achieves a commendable School Mean of 8.4 (Teaching Strategies) and a School mean of 8.1 for (Challenging and Visible Goals) in recent Tell them From Me Surveys.</p>
<p>Sustaining excellence in wellbeing, as measured by the School Excellence Framework:</p> <p>Element: Learning and development</p> <p>Focus theme: Expertise and Innovation (Excelling).</p>	<p>Our detailed Student Wellbeing programs embed PBL practices and processes and the implementation of a resilience program (Bounce Back) has improved students' social and emotional intelligence.</p> <p>The school has implemented evidence-based change instilling a growth mindset within our students and the whole school community. Teacher professional learning has supported the implementation of Bounce Back and Growth Mindset. Data shows that over 85% of our students know what to do when conflict arises and 82% of students feel good about themselves.</p> <p>The Positive Behaviour for Learning that underpins the school culture has led to respectful, cohesive relationships and responsibility being widespread among the school community. This collective ethos has enabled the school to create and sustain optimum learning conditions for student learning across the whole school and provide a sense of belonging for our students as evidence, with 79% of Year 4, 5, and 6 students indicating they feel valued by their peers and teachers at the school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$40,897.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Marys South 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"> • Whole school approach to wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Additional staffing to assist students with additional learning needs. • Staffing release for targeted professional learning. • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs). • Employment of staff to provide additional support for students who have high-level learning needs. • Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in:</p> <p>PLPs and IEPs sustain implementation with a focus on adjustments and modifications to support student improvement and access to the curriculum. School Chaplaincy timetable was revised to support student needs, and Rock and Water program was sustained.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>The continued development and refinement of PLPs and IEPs as required by student needs.</p> <p>Continue with the school chaplaincy program to expand the resistance program to a greater number of students including the formation of gender-specific groups.</p>
<p>Socio-economic background</p> <p>\$303,205.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Marys South 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"> • Professional Learning Community • Whole school approach to wellbeing • Quality Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement student conferencing to support identified students with additional needs. • Professional development of staff through Seven Steps of Writing to support student learning • Providing students without economic support for educational materials, uniforms, equipment and other items • Employment of additional staff to support an enrichment program for students Years 2 to 6 <p>The allocation of this funding has resulted in:</p> <p>The provision of optimal conditions for learning including:</p> <ul style="list-style-type: none"> • All Students in Years 2 - 6 are provided with a laptop to access online learning resources. Leading to greater student engagement in classroom learning. • Additional staff employed to reduce class sizes and broaden the curriculum. Student survey indicated a greater engagement noting that 53%

<p>Socio-economic background</p> <p>\$303,205.34</p>	<p>of students identified high skill and high challenging classroom environments.</p> <ul style="list-style-type: none"> • Wellbeing - student assistance provided for students - uniform support, and a School Chaplain employed to provide welfare and mental health support for targeted students. • An increase in TTFM sense of belonging to 76% above SSG. • Student improvement is evidenced by: • Numeracy and Reading - The employment of an Instructional leader in literacy and numeracy provided additional support and strategies leading to improvements in academic growth, with over 70% of students achieving above-expected growth in Reading and Numeracy, as well as an increase in students performing top 2 bands of NAPLAN. • The school has exceeded the agreed targets in Reading and Numeracy expected growth. • The school has exceeded agreed targets in students achieving in the top 2 bands in Reading. • The school is tracking above the upper bound of Wellbeing agreed targets. <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the literacy and numeracy support for teachers/ students conferencing. Development of class targets to be refined to support teachers identify priority areas of learning for their students. The school will continue to employ a School Chaplain to focus on improving student resilience and social skills.</p>
<p>English language proficiency</p> <p>\$65,908.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Marys South 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"> • Professional Learning Community • Collaborative Practices • Whole school approach to wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of additional staff to support delivery of targeted initiatives • Additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • High potential and Gifted Student enrichment program established and sustained, focused on Numeracy and STEM capabilities. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • All staff participated in professional learning, where the EAL/D Learning Progressions were reviewed to develop teachers' confidence and confirm teacher consistency of judgment. • Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples. • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • Additional classroom support was provided to students in student 1 on 1 conferencing sessions. <p>After evaluation, the next steps to support our students with this funding will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at St Marys South Public School in mainstream classes who have</p>

<p>\$193,594.69</p>	<p>a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Whole school approach to wellbeing • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers • Employment of additional classroom teacher to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have further improved. A review of student progress against the learning progressions indicates that 70% of students have achieved or exceeded their targeted learning goals. Internal data indicates that 100% of teachers regularly provide feedback in literacy and numeracy to improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further expand the impact of the additional class teacher and SLSO support, targeting identified students with high learning needs.</p>
<p>Professional learning</p> <p>\$22,219.21</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Marys South 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"> • Whole school approach to wellbeing • Collaborative Practices • High impact, evidence-based literacy and numeracy practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchasing of additional resources to support diagnostic, formative and summative assessments. • Release of teachers to engage in professional learning with the instructional leaders regarding the learning needs of students • Engagement of an external provider to deliver whole-school professional learning in the area of Spelling • Whole staff online training in the area of writing (external provider) <p>The allocation of this funding has resulted in: Significant improvements in student performance in both external and internal measures in the areas of Writing, Reading and Spelling. Increased teacher efficacy in the teaching of the English syllabus.</p> <p>After evaluation, the next steps to support our students with this funding will be: To further support the teaching of English and Mathematics in view of the imminent introduction of the new K-2 English and Mathematics Syllabus. Consolidate learning from 2021 to ensure consistency in the teacher judgements when assessing and recording student achievement in PLAN 2.</p>
<p>School support allocation (principal support)</p>	<p>School support allocation funding is provided to support the principal at St Marys South Public School with administrative duties and reduce the administrative workload.</p>

<p>\$19,035.81</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional SAO to process minor administrative tasks <p>The allocation of this funding has resulted in: Increased effectiveness of the Principal to fulfil the role of lead learner and to better support students' wellbeing</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to fund the services of an additional SOA.</p>
<p>Literacy and numeracy</p> <p>\$10,456.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Marys South 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"> • Whole school approach to wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an additional Learning and Support intervention teacher • Teacher release to engage staff in 7 Steps of Writing • Online program subscriptions to support literacy and numeracy (Story Box) • Purchasing of literacy resources such as quality picture books for guided and shared instruction • Teacher release to engage staff in student conferencing with the Instructional Leader. • Teacher release to engage staff in data analysis including NAPLAN, Checkin Assessment and internal benchmark analysis. <p>The allocation of this funding has resulted in: Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. All teachers embed explicit, systematic and balanced pedagogies and engage students in modelled, guided and independent learning. 100% of teaching and learning programs show evidence of data-driven practices to support students achieve individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue to support and refine student conferencing and teacher effectiveness in developing and supporting students with learning goal setting.</p>
<p>Early Action for Success (EaFS)</p> <p>\$205,815.60</p>	<p>The early action for success (EaFS) funding allocation is provided to improve students' performance at St Marys South 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leaders (1.2 FTE) to facilitate and support K-3 teachers in building the capacity of teachers to explicitly teach, assess and

<p>Early Action for Success (EaFS)</p> <p>\$205,815.60</p>	<p>implement quality literacy and numeracy learning opportunities for all students</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • Classroom teachers receiving professional learning, and support to implement: • Explicit feedback on numeracy and literacy in small groups or in individual conferencing. • Learning intentions and success criteria are evident in all lessons. • Personalised Learning Plans (PLPs) outlining how 'at risk' students are being supported to progress. • Both external and internal data show a significant increase in student performance compared to similar schools. • Classroom teachers receiving professional learning, and support to implement: • Explicit feedback on Numeracy and Literacy in small groups or in individual conferencing. • Learning intentions and success criteria are evident in all lessons. • Personalised Learning Plans (PLPs) outlining how 'at risk' students are being supported to progress. • Both external and internal data show a significant increase in student performance compared to similar schools. • An increase in the percentage of students in the top two bands in reading from 24% to 37% • An increase in expected growth in Numeracy from 69% to 74% • Value-add for 3-5 is Excelling. <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Funding for Early Action for Success will cease at the end of 2021. The program will be superseded by creating an Assistant Principal - Curriculum and Instruction (AP C&I). The new AP C&I will lead professional learning in syllabus implementation, data collection and analysis.</p>
<p>QTSS release</p> <p>\$60,543.72</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Marys South 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional teachers to support the classroom teachers and students in completing student conferencing, goal setting and personalised learning. • Implementation of teacher classroom observations to strengthen quality teaching practices. <p>The allocation of this funding has resulted in:</p> <p>Improved staff confidence and teaching practice. Teachers use learning intentions, and success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high-impact teaching strategies within their classroom practice.</p> <p>91% of teachers discuss strategies that increase student engagement.</p> <p>86% of teachers discuss their learning goals with other teachers.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue to support teachers' improvement in areas where teachers need support, such as literacy or numeracy.</p>
<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 South Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$70,634.34</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"> • Whole school approach to wellbeing • Professional Learning Community <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release of a teacher once a week to support colleagues in using goal-setting conferencing in alignment with the Learning Progressions and Teaching and Learning Cycle. • Through instructional leadership, teachers were supported in embedding evidence-based practices, using student assessment data, to inform pedagogy using inquiry-based data-driven conversations. <p>The allocation of this funding has resulted in:</p> <p>Increase in the overall number of students performing in the top 2 bands in</p> <p>Year 5 Reading - 27%</p> <p>Year 5 Writing - 22%</p> <p>Year 5 Spelling - 36%</p> <p>Year 5 Numeracy - 17%</p> <p>Year 3 Reading - 45%</p> <p>Year 3 Numeracy - 19%</p> <p>Every teacher uses data to inform and differentiate their teaching and learning by tracking student progress on the learning progressions. 100% of teaching and learning programs show evidence of data-driven practices to support students achieve individual learning goals.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue to provide additional support for teachers to observe each other, analyse available data to identify student needs, and prepare quality feedback to students.</p>
<p>COVID ILSP</p> <p>\$174,541.33</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"> • High impact, evidence-based literacy and numeracy practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional teachers to support the delivery of small group tuition by classroom teachers. • Providing intensive small group tuition for identified students who have personalised learning plans. • Releasing staff to participate in professional learning including data collection and analysis <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the program achieving significant progress toward their personal learning goals</p> <p>70% of identified students have achieved year expectations in Quantifying Numbers.</p> <p>56% of identified students achieved the expected year level in Understanding text.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs.</p> <p>Providing additional in-class support for some students to continue to meet</p>

<p>COVID ILSP</p> <p>\$174,541.33</p>	<p>their personal learning goals will also be a priority.</p>
<p>Aboriginal background</p> <p>\$14,824.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Marys South 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"> • Aboriginal Education <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 the development and implementation of Personalised Learning Plans • Purchase of resources to raise greater awareness of Aboriginal culture and recognition of Aboriginal students <p>The allocation of this funding has resulted in:</p> <p>All Aboriginal families engage in the PLP process as a result of the welcoming and informal setting. Tell Them From Me data indicated that 84% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>After evaluation, the next steps to support our students with this funding will be to:</p> <ul style="list-style-type: none"> • Continue to support Aboriginal students with SLSO support, as required. • Continue the well-established Personalised Pathways. • 3 Revise the 8 ways of Learning Professional learning for all staff.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	146	154	156	147
Girls	167	172	165	159

Student attendance profile

School				
Year	2018	2019	2020	2021
K	89.8	91.7	89.2	88.9
1	88.1	91.8	89.6	91.1
2	93.2	89.9	89.2	89.9
3	91.7	90.8	90.6	89.8
4	90.2	90.1	88.6	92
5	90.9	90.3	90.6	91.1
6	89.5	93.6	87	89.4
All Years	90.4	91.1	89.2	90.3
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)	10.84
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.6
Teacher ESL	0.2
School Administration and Support Staff	2.92

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

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

	2021 Actual (\$)
Opening Balance	906,361
Revenue	3,560,324
Appropriation	3,537,536
Sale of Goods and Services	-3,437
Grants and contributions	25,855
Investment income	371
Expenses	-3,209,220
Employee related	-2,956,837
Operating expenses	-252,383
Surplus / deficit for the year	351,104
Closing Balance	1,257,465

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	41,714
Equity Total	577,533
Equity - Aboriginal	14,824
Equity - Socio-economic	303,205
Equity - Language	65,909
Equity - Disability	193,595
Base Total	2,278,394
Base - Per Capita	79,132
Base - Location	0
Base - Other	2,199,262
Other Total	415,282
Grand Total	3,312,923

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

Based on the 'Student Outcomes and School Climate' Student Survey Report, students indicated:

- Students have friends at school they can trust and who encourage them to make positive choices (93% School mean)
- Students that do not get in trouble at school for disruptive or inappropriate behaviour. (97% School mean)
- Students are interested and motivated in their learning. (83% School Mean)
- Students try hard to succeed in their learning. (95% School mean)
- Feel accepted and valued by their peers and by others at their school (80% School Mean)
- Believe that schooling is useful in their everyday life and will have a strong bearing on their future (93% School Mean)
- Students find classroom instruction relevant to their everyday lives. (8.6 School mean)
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. (8.2 School mean)
- Students feel teachers are responsive to their needs and encourage independence with a democratic approach (8.9 School mean)
- School staff emphasise academic skills and hold high expectations for all students to succeed (90% School Mean)

Based on the 'Focus on Learning' Teacher Survey Report, teachers indicated:

- School leaders have provided guidance for monitoring student progress (91% School mean)
- Work with school leaders to create a safe and orderly school environment (93% School mean)
- I talk with other teachers about strategies that increase student engagement. (91% School mean)
- discuss learning problems of particular students with other teachers (89% School Mean)
- I monitor the progress of individual students.(95% School mean)
- Set high expectations for student learning (91% School Mean)
- I give students feedback on how to improve their performance on formal assessment tasks (86% School mean)

Based on the 'Partners in Learning' Parent Survey Report, parents/carers indicated that,

- Someone in their family encourages their child to do well at school (88% School Mean)
- Teachers expect my child to work hard (75% School Mean)
- My child is clear about the rules for school behaviour (80% School Mean).
- Our school analysed, interpreted, and shared the feedback with the whole school community, determining our future

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.