

2021 Annual Report

Sackville Street Public School



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Introduction

The Annual Report for 2021 is provided to the community of Sackville Street 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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Message from the principal

In 2021 we once again experienced the challenges of COVID 19 and in doing so discovered the resilience, creativity, commitment and adaptability school communities display. Four months of remote learning, a school in a Local Government Area of Concern and harsh lock down restrictions made it an historical year.

This was also my first year as principal of Sackville Street Public School and whilst I've served the school for many years, 2021 will go down as being incredibly challenging and memorable.

Despite these unprecedented times we still had the opportunity for many wonderful student and staff achievements. Thank you to the whole school community for ensuring modified events happened for our students during 2020 restrictions.

We have been working together to learn and implement the latest evidence-based practices in literacy and numeracy. With the strategic placement of a curriculum advisor we have been able to bring cohesion and high expectations across our K-6 KLA delivery. Through targeted professional learning on data literacy for staff and examining evidence-based pedagogies, we are seeing more engaging experiences that encourage collaboration, creativity and innovation in our classrooms. I am particularly proud of our staff who have explored new ways to engage in learning and how they can improve their practices to make the biggest impact they can on our students' learning.

I would like to thank our teaching and support staff for their professionalism and dedication to their roles in the school. I would like to thank the administrative and ground staff who work in the background to support the operation of the school and our teachers in delivering the learning programs and providing a safe and attractive environment.

Finally, congratulations to our students on your achievements this year. We have a diverse school with so many engaged learners who display their talents in many different ways. This is developed through the opportunities that you seize, the opportunities your teachers inspire and the opportunities that this school offers you.

K Lyneham

(Principal)

Message from the school community

Late last year, I sat at home watching on video as my two daughters received awards at the school end of year awards assembly. It felt like just one more occasion in which we were frustrated in our ability to go about business as usual in the life of Sackville Street Public School. But as I reflected further, it summed up beautifully for me how the school community works together to make such a great place for our kids. There are so many moments where children at Sackville Street are celebrated for efforts and hard-won achievements, not just academically but in character and attitudes as well. I think it's wonderful that the awards given out at the end of the year reward not just academic achievement, but creativity, flexible thinking, and perseverance. Throughout lockdowns and online learning, and the closure of the school gates to community members, the staff continually found ways to keep including parents and community members in creative and meaningful ways with their children's wellbeing, learning and progress. Just a few ways they managed this include parent dialogue meetings with school executive staff, conversations over Zoom and through Seesaw, phone calls on kids' birthdays and the big welcome back banner at the school gates on our return, with individual students welcomed back by name by the executive staff. Something I particularly noticed from all my daughters' classroom teachers during online learning was their efforts to provide personalised thoughtful, encouraging, timely, and constructive feedback. As someone with an educational background myself, I know how valuable and beneficial this is. I am truly thankful to be able to say that my kids didn't merely survive the challenges of the past few years, they have thrived. And I couldn't say that without the wonderful Sackville Street team. Edwina Blowes
(Parent of Sackville Street students)

Message from the students

2021 has been a rollercoaster. It had us in lockdown and doing RAT tests. It impacted us mentally and physically, especially not being able to see our friends and other relatives.

We were learning to adjust to the whole home learning thing but the best part was when you finished and you had the whole day to yourself. We liked when we saw our friends and another thing was being able to collaborate with peers and teachers. The problem was chaos and issues with technology such as logging on, internet problems etc. We really liked having ZOOM meetings with the teachers and doing ZOOM extension mathematics as well.

The last few weeks of home learning we were learning about energy and bridges. We were happy and sad at the same time because home learning was coming to an end. Then we came back to school. In writing/geography we were learning about the Eiffel Tower and bridges. In maths we were seeing how to solve questions using different strategies.

There also was a downside to being in lockdown for such a long time because we missed out on school camp, gala days, carnivals and Book Week. We also missed out on a bunch of fun things we get to do in technology lessons where we get to play with all of the amazing robots and do coding with the robots on devices. Luckily at the end of the year we still had plenty of time for technology.

While last year was different with learning from home and with ups and downs like not being allowed to go outside and do our weekend activities like dancing, swimming, soccer and other sports, there were also some positives. When we came back to school and saw our friends and teachers in person, that was a highlight. Our teachers stayed in contact with us during lockdown and sent cool puzzles and activities for us to do. They also made us an awesome video of themselves as different aged learners. Our prefects also made a video to wish everyone well and tell us to stay safe. One of the funniest packages that was sent home was the teacher Bitmojis and Flat Buzzbees. We got to pose them in funny ways and send the photos to our teachers on SEESAW.

Even though 2021 was challenging we got through it and came back even stronger!

William Brettle & Lilly Fleming-Morris

2022 School Captains

School vision

Sackville Street Public School invests in all aspects of a child's development to prepare our students to meaningfully contribute to and engage with society during and beyond their school years. Our focus is on student wellbeing, consistent improvements in learning and a culture of inclusion and high expectations. We cultivate and nurture partnerships with parents, carers and the wider community to add value to student and teacher learning. We aim for teaching and learning at Sackville Street to be challenging, tailored and joyful.

School context

Sackville Street Public School is a K-6 school located in Ingleburn, a suburb of south west Sydney. With an enrolment of 534 students, we are proud of our diversity and sense of community. Our students come from diverse cultural and socio-economic backgrounds with approximately 48% from EAL/D and 9% from ATSI backgrounds. The school has a vibrant and supportive learning culture, with teaching staff who are both experienced and early career. We have an evidence based and differentiated approach to professional learning underpinned by strong collaborative planning and Spirals of Inquiry.

Student growth and attainment

The analysis of student attainment in NAPLAN revealed a consistent pattern of highs and troughs in both literacy and numeracy in Year 3. While Year 5 numeracy tended towards stability, reading results trended upwards, reflecting the concerted focus on literacy during Spiral of Inquiry and professional learning sessions over the past 3 years. Deeper analysis reveals that vocabulary, across domains, and a deep understanding of place value concepts are significant areas of need. Our school wide commitment to the improvement of literacy and numeracy outcomes for all students draws heavily on evidence based pedagogy with an emphasis on the use of data to inform and evaluate practice as well as provide effective feedback.

A high expectations learning culture

When conducting the situational analysis of the school it was evident that continued development of adaptive expertise through professional learning and a continued focus on wellbeing will develop a high expectations learning culture for staff and students.

Informed by the work of Timperley, Robinson, McIntyre, Halbert & Kaser, and combined What Works our school embeds effective collaborative practices to improve teacher quality and student outcomes. A relentless pursuit of excellence for educators will remain a focus so there is a learning culture where everyone belongs, succeeds and strives to improve.

These activities will include deep inquiry in current research and syllabus knowledge, the alignment of the general capabilities to our mindset goals and learning dispositions, extra-curricula activities and social skills, and anti-bullying programs. These evidence based activities have been grouped broadly into 'promoting social and emotional learning', 'PBIS whole school approach to behaviour management' and 'creating a safe environment'.

Powerful Partners in Learning - Parents value initiatives that promote learner and family engagement.

When conducting the situational analysis of the school it was evident that an increased focus was needed to strengthen community and professional partnerships. Strategies identified were refined communication, purposeful interactions and the structuring of a professional learning community, resulting in enhanced community engagement and increased teacher capacity.

A 2018/2019 review on professional learning practice in NSW public schools stated that, "public schools need expert school principals, leaders and teachers who work collaboratively to continuously improve their practice in the classroom. Professional learning is a key process for enabling educators to improve their practice which in turn supports improved student progress and achievement."

The 2021 Excellence in Action document states that community engagement is a critical factor for improving the progress, achievement and wellbeing of students. When schools, families and the broader community work together to develop positive connections, students thrive. The Australian Professional Standards for Teachers explicitly reference the importance of staff developing capabilities in fostering and promoting effective community engagement.

As a result, we will plan focused professional learning opportunities for all teaching and support staff, drawing on the

skills and expertise of our own personnel and those of colleagues in other settings. We will plan and implement initiatives to foster authentic and purposeful community partnerships.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in reading and numeracy we will employ evidence based, sustainable, whole school pedagogies. These will be underpinned by whole school processes for the collection and analysis of data as well as collaboration that embeds best practices to ensure the implementation of appropriate curriculum provision for every student.

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.

- Embedding sustainable whole school reading processes
- Embedding sustainable whole school Numeracy processes

Resources allocated to this strategic direction

Low level adjustment for disability: \$179,388.00

Integration funding support: \$63,917.00

Per capita: \$126,463.00

Professional learning: \$35,298.00

Beginning teacher support: \$89,070.00

QTSS release: \$97,430.00

Aboriginal background: \$42,016.00

Literacy and numeracy intervention: \$141,268.00

Literacy and numeracy: \$13,592.00

Summary of progress

Due to COVID restrictions and home lockdown, the ability to implement this measure was limited and therefore will become an area of focus in 2022. The activity will be carried over into 2022 as part of Linc-Ed Hero adoption and Spiral of Inquiry work to allow students opportunity to share evaluative thinking about their learning. As a result of this model a more consistent approach to collaborative sessions has been achieved school wide, leading to greater staff satisfaction, a consistent whole school perspective is being achieved, allowing longitudinal practices K-6 to be implemented that embed high expectations. Due to a focus on assessment practices and the development of subsequent resources to support consistent practices K-6, teachers are better supported to make effective decisions for teaching and learning with assessment expectations clear to all staff. Student achievement and teaching and learning is viewed K-6 and assessment data is available on demand and from multiple sources when required by all staff.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement measures Achievement of 2022 system-negotiated targets: * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%. * Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13%	Review and revitalise Learning Support practices including new protocols to encompass LST / EAL/D, HPGE/OOHC and Aboriginal and Torres Strait Islander students * Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2.58%. * Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.44%. These fall short of the intended targets and this is largely due to the disrupted student learning and teacher professional learning in 2020 and 2021. Initiatives and activities planned for achievement uplift will continue in 2022 and beyond. Staff participated in a survey to determine views on our current LST

Improvement measures Achievement of 2022 system-negotiated targets:

* Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%.

* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13%

processes. As a result of this survey, LST members met and began the process of developing new resources and procedures to best support students, teachers and families. Due to COVID restrictions and home lock down, the ability to implement these was limited and therefore will become an area of focus in 2022.

All students engage in assessment literate practices

In the early part of the year, professional learning was delivered to staff as part of Linc-Ed Hero implementation. Once COVID lockdown began this was not prioritised due to the focus needed to support remote learning. As a result, the activity will be carried over into 2022 as part of Linc-Ed Hero and Spiral of Inquiry work. In 2022 we anticipate the visible learning community of schools project. See Learning to continue and look forward to approval from the DET for use of the software in NSW schools.

Curriculum leadership- In school model

Collaborative planning sessions were originally run by APs with their stage teams. At the end of Term 2, a new role was created for one Assistant Principal to oversee curriculum leadership for all stages. This person has an expert and broad view of curriculum delivery and supports middle leaders and their teams to develop consistency in teaching, learning and assessing across the school, K-6. The AP is now leading collaboration sessions with external literacy consultant and school based numeracy expert and coach. This role will continue into 2022 as relieving AP C&I, till recruitment of these newly established positions occurs.

This leadership model provides a more consistent approach to collaborative sessions and has led to increased staff satisfaction and a greater whole school curriculum rigour.

Phase 1: Assessment and reporting

Over the year we were able to implement and enhance teacher capacity to effectively assess student progress. This included the development of an assessment schedule and summary sheet documentation that included tracking sheets, mapped against the syllabus and progression behaviours. Expectations were made consistent using this document to inform teaching and reporting.

K-6 differentiated rubrics and exemplars were developed with each stage, focusing on the needs of students as informed by data. This is now actioned in a consistent and timely manner across each stage and reviewed regularly during collaboration sessions and consistent teacher judgement meetings. In term 2 and 3 during home learning, our AP curriculum ran collaboration sessions online with each team and developed rubrics that when aligned, represent longitudinal expectations for achievement in reading.

In Term 4, we reviewed numeracy assessments and as a result, administered the Interview for Student Reasoning (IFSR) across the school to gain greater insights into student capabilities in the area of place value. Teachers used the assessment to make clear decisions on where to place students on progression markers within our mathematics tracking systems and whole school data wall. The numeracy data wall was developed in Term 4 to support our numeracy priority initiative, selecting strands from the

Improvement measures Achievement of 2022 system-negotiated targets:

* Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%.

* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13%

numeracy progressions that align with our prioritised needs in NAPLAN and Check In data.

We continued work on formative assessment as part of these changes and with the construction of our whole school data walls we recognise the need to extend this timeline by continuing in 2022 and beyond, to ensure we are ready for the implementation of Linc-Ed Hero. Teachers will continue to develop skills to make well-informed decisions within their classrooms by utilising the collected data.

Professional learning to develop and improve skills in data use and analysis for student achievement

During home learning, stage teams met with AP curriculum and external literacy expert each week via ZOOM, to develop a greater knowledge base around data use and analysis. This included professional learning sessions, the development of grade common assessment tasks, a strong focus on analysing and using PLAN data to inform practice and consistent teacher judgement practices. Teachers participated in the CESE 'What Works Best: Use of data to inform practice' professional learning online to support this work. Successful stage collaboration sessions have data skills use as part of the agenda each session.

The external literacy expert worked alongside our AP curriculum leader to strengthen to build expertise in middle leaders to analyse and use NAPLAN and Check-in data. This analysis of data was used to develop a whole school data wall for both literacy and numeracy priority areas and tracking documentation for formative assessment. The analysis gave a clear indication of the needs of our students going forward into the remainder of 2021-2022 and all students are now visible on our data walls.

As a result of our professional learning in data use and analysis, all students are seen longitudinally K-6 in our school improvement plan priority areas. All staff are empowered to make more consistent decisions and are supported with evidence and consistent teacher judgement practices and resources. Stages have consistent and regular updates of PLAN2 data in ALAN. The significant period of time of home learning has impacted on the areas of PLAN2 that teachers were able to accurately assess students on.

After many successful changes in 2021, to ensure we continue to make further improvements we will work towards a greater knowledge, understanding and use of learning intentions and success criteria through the the iSee Learning Project as these were put on hold in 2021 due to COVID and awaiting DET approval of Hero software for use in schools.

Building capacity in staff member new to the position of EAL/D to deliver growth and attainment in EAL/D across the school

Our EAL/D teacher supported EAL/D students during home lockdown and on their return to school, within classrooms. He was able to build expertise in his role by engaging in professional learning to effectively implement data use and goal setting for his students in Hero and completing the suite of professional learning in What Works Best. The EAL/D teacher has applied

<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <p>* Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%.</p> <p>* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13%</p>	<p>for enrolment in the Graduate Certificate in TESOL through Wollongong University.</p> <p>Due to COVID restrictions our EAL/D teacher was unable to network across schools with experienced mentors, therefore this will be an area to undertake in 2022.</p>
<p>* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2.58%.</p> <p>* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.44%.</p>	<p>Review and revitalise Learning Support practices including new protocols to encompass LST / EAL/D, HPGE/OOHC and Aboriginal and Torres Strait Islander students</p> <p>During the year, staff participated in a survey to determine views on our current LST processes. As a result of this survey, LST members met and began the process of developing new resources and procedures to best support students, teachers and families. Due to COVID restrictions and home lockdown, the ability to implement these was limited and therefore will become an area of focus in 2022.</p> <p>All students engage in assessment literate practices</p> <p>In the early part of the year, professional learning was delivered to staff as part of Linc-Ed Hero implementation including working shoulder to shoulder with teachers through training modules. This was completed during stage collaboration sessions in Terms 1 and 2. Once COVID lockdown began this was put aside to work on remote learning support. The activity will be carried over into 2022 as part of Linc-Ed Hero and Spiral of Inquiry work to allow students opportunities to share insights about their learning.</p> <p>Curriculum leadership- in school model</p> <p>Collaborative planning sessions were originally led by Assistant Principals with their stage teams. At the end of term 2, a role was developed and school funded to deliver a more consistent and rigorous approach to curriculum planning ensuring evidence based practices were embedded. With a whole school view of curriculum delivery the leader was able to build capacity in middle leaders and teams to achieve greater consistency in teaching, learning and assessing across K-6. Into 2022 the curriculum leader role will evolve into the DET created role of AP C&I and will continue leading collaboration sessions with the external literacy expert and school based numeracy expert.</p> <p>The impact of this leadership model has been a more consistent approach to collaborative sessions school wide, leading to greater staff satisfaction and a greater whole school perspective, allowing longitudinal, evidence based practices, K-6 to be implemented.</p> <p>Phase 1: Assessment and reporting</p> <p>Over the year we were able to build on teacher expertise to effectively assess student progress. This included the development of an assessment schedule and summary sheet documentation that includes tracking sheets, mapped against the syllabus and progression behaviours. Expectations were made consistent using this document to inform teaching and reporting.</p>

* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2.58%.

* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.44%.

K-6 differentiated rubrics and exemplars were developed with each stage, focussing in on the needs of students as informed by data. This is now done in a consistent and timely manner across each stage. And reviewed regularly during collaboration sessions and consistent teacher judgement meetings.

In term 4, we reviewed numeracy assessments and as a result, administered the Interview for Student Reasoning (IFSR) across the school to gain greater insights into student capabilities in the area of place value. Teachers used the assessment to make clear decisions on where to place students on progression markers within our mathematics tracking systems and whole school data wall. The numeracy data wall was developed in term 4 to support our numeracy priority initiative, selecting strands from the numeracy progressions that align with our prioritised needs in NAPLAN and Check in data.

We continued work on formative assessment as part of these changes and with the construction of our whole school data walls we recognise the need to extend this timeline by continuing in 2022, to ensure we are ready for the implementation of Linc-Ed Hero and that all teachers have capacity to make well-informed decisions within their classrooms by utilising the collected data.

As a result of our work on assessment and the development of subsequent resources to support consistent practices K-6, teachers are better supported to make effective decisions for teaching and learning and assessment expectations are clear to all staff. Students are seen K-6, and assessment data is available flexibly to access when required by support staff and executive.

Professional learning to develop and improve skills in data use and analysis for student achievement

During home learning, stage teams met with AP curriculum and the literacy expert each week to develop a greater knowledge base around data use and analysis. This included professional learning sessions, the development of grade common assessment tasks, a strong focus on analysing and using PLAN data to inform practice and consistent teacher judgement practices. Teachers participated in the 'CESE What works best: Use of data to inform practice' professional learning online to support this work. Successful stage collaboration sessions have data skills and use as part of the agenda each session, as facilitated by the AP curriculum to inform teaching, planning and learning cycles and spirals of inquiry.

A external literacy expert worked alongside our AP curriculum to strengthen leadership capacity to analyse and use NAPLAN and Check-in data. This analysis of data was used to develop a whole school data wall for both literacy and numeracy priority areas and tracking documentation for formative assessment. This analysis was presented to staff at collaboration sessions and executive during meetings. The analysis gave a clear indication of the needs of our students going forward into the rest of 2021-2022 and all students are now visibly seen on our data walls.

* Increased (uplift) percentage of students achieving expected growth NAPLAN reading by 2.58%.

* Increased (uplift) percentage of students achieving expected growth NAPLAN numeracy by 2.44%.

As a result of our professional learning and development in data use and analysis, all students are seen longitudinally K-6 in our school improvement plan priority areas and learning goals are visible. All staff are empowered to make more consistent decisions and are supported with evidence and consistent teacher judgement practices and resources. Stages have consistent and regular updates of PLAN2 data in ALAN. The significant period of time of home learning has impacted on the areas of PLAN2 that teachers were able to accurately assess students on.

After many successful changes in 2021, to ensure we continue to make further improvements we will work towards a greater knowledge, understanding and use of Learning intentions and success criteria and the iSee learning project as these were put on hold in 2021 due to COVID.

Building capacity in staff member new to the position of EAL/D to deliver growth and attainment in EAL/D across the school

Our EAL/D teacher supported EAL/D students during home lockdown and on their return to school, within classrooms. He was able to build capacity for his role by engaging in professional learning to effectively implement data use and goal setting for his students in Hero.

Due to COVID restrictions our EAL/D teacher was unable to network across schools with experienced mentors. As a result this will be an area of focus in 2022.

Strategic Direction 2: A High Expectation Learning Culture

Purpose

To develop a whole school, sustainable culture of high expectations to effectively improve teacher quality, student outcomes, communication, engagement and wellbeing.

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.

- High expectations and teacher quality
- High expectations of Engagement
- High Expectations for School Attendance

Resources allocated to this strategic direction

Professional learning: \$4,000.00

Socio-economic background: \$239,685.00

English language proficiency: \$145,894.00

Aboriginal background: \$42,016.00

Summary of progress

The number of students attending school more than 90% of the time has increased to 78%. Whilst home learning may have contributed to this increase in attendance figures, we have reviewed processes and made the decision to release an Assistant Principal (wellbeing) three days per week in 2022. A key role is to drive and monitor school attendance.

We have reduced the aggression, bullying and teasing incidents by 25%. We have reduced the number of suspensions by 24%. This was achieved through a strong focus on PBIS and Learning Dispositions. The PBIS committee meet regularly to analyse data from the SENTRAL behaviour module. Lessons and school-wide PBIS focus areas are determined by this data and shared with the students and teachers. The decision to release an Assistant Principal (Wellbeing) three days a week in 2022 will include the key role of developing strategies to further reduce the number of suspensions in 2022 and beyond.

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
76% of students attending school >90% of the time We have managed to raise the number of students attending school more than 90% of the time to 78%.	We have increased the number of students attending school more than 90% of the time to 78%. Home learning periods throughout 2021 have contributed to the increase in attendance as a majority of students were marked as 'flexible' leave throughout the periods of home learning. Daily attendance monitoring is completed by the Deputy Principal. This data is shared with executive and trend data is analysed and actioned by teachers, leaders and the HSLO.
Reduce the number of Bullying / Teasing incidents on SENTRAL by 15%. We have reduced the aggression incidents by 25% Reduce the number of Not Being Safe - Aggression incidents on SENTRAL by 15%. We have been able to reduce the aggression incidents by 25% Reduce the number of suspensions by 15%. We have reduced the number of suspensions by 24%.	We have reduced the aggression, bullying and teasing incidents by 25%. This was achieved by implementing initiatives through the Positive Behavioural Interventions and Supports (PBIS) systems which are well-established in the school. The PBIS committee met regularly to analyse data and to develop weekly lessons which addressed the incidents reported in the previous weeks. The lessons are delivered weekly in all classes K-6. The PBIS team also had a focus on school-based learning dispositions which are: Be Collaborative, Be Flexible, Be Inquisitive, Be Persistent, Be Imaginative and Be Motivated. These dispositions are closely linked to the NSW Syllabus general capabilities. We have reduced the number of suspensions by 24%. This was achieved by a focus on positive interventions and specialised support. In 2021 we

Reduce the number of Bullying / Teasing incidents on SENTRAL by 15%. We have reduced the aggression incidents by 25%

Reduce the number of Not Being Safe - Aggression incidents on SENTRAL by 15%. We have been able to reduce the aggression incidents by 25%

Reduce the number of suspensions by 15%. We have reduced the number of suspensions by 24%.

had many executive staff non-class attached. Executive staff worked in partnership with classroom teachers, students and parents on strategies to reduce the number of suspensions. Break times were identified as an area of concern for some of our students who had previously been suspended. Specialised and personalised programs for top-tier behaviour students were implemented and data indicated a reduction in concerning behaviours during break times. This has had a positive impact in the classroom as students were not returning to class in heightened states.

It should be noted that wellbeing data is significantly impacted by the significant number of students who learnt from home for many months in 2021.

Strategic Direction 3: Powerful Partners in Learning

Purpose

In order to improve student engagement and learning outcomes, we will strengthen and develop community and professional partnerships to enhance teacher practice that add value to student learning.

Initiatives

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

- Professional Partnerships
- Positive Community Partnerships

Resources allocated to this strategic direction

School support allocation (principal support): \$28,288.00

Low level adjustment for disability: \$89,694.00

Summary of progress

Enhanced feedback and communication and Parent partnership meetings opportunities

Parent forums / information sessions restricted to zoom in 2021 due to the restrictions on having parents on site. The parent forums on ZOOM were well-attended, we averaged 25 participants on each of the sessions. Parents appreciated the opportunity to be updated and kept informed. While school events and activities were significantly restricted in 2021 our online communication with parents was enhanced in 2021 / 22 due to online learning. 98% of families connected to Seesaw and students were able to join multiple ZOOM interactions with our staff throughout the week.

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>- iSee Learning Project- Community of Schools</p> <p>- due to Covid was not prioritised and postponed until 2022</p> <p>- Develop & strengthen partnerships and practices at critical transition points</p> <p>- Sackville St PS curriculum is enhanced by learning alliances with other schools and organisations.</p> <p>- Targeted PL with local schools in the community moving forward. Unable to effectively do school visits in 2021 due to COVID</p> <p>- NOII Symposium and other professional learning opportunities through his network to resume in 2022 to enhance alliances. Very limited participation in 2021 due to Covid</p>	<p>Preschool to Kindergarten processes are being reviewed and will be a focus in 2022. One area in particular is the strengthening of relationships with local pre-schools and a more focused approach to involving them in transition programs. A 2022 funding grant was achieved and will be utilised to strengthen transition processes.</p> <p>Year 6 to Year 7 processes will be further developed, particularly with Ingleburn High School from 2021 onwards. Whilst we were unable to do physical transition programs in Semester 2 2021, students engaged in virtual tours of the high school. Enhanced communication, joint projects and engagement is a priority moving into 2022/23</p> <p>The transition from Year 2 to Year 3 is a school priority. Assistant Principals are developing more formalised transition plans for Year 2 students moving to Year 3. We were unable to effectively transition between stages in Semester 2 2021 due to the cohort model imposed by COVID restrictions.</p>

Enhanced feedback and communication

- Parent forums / information sessions restricted to zoom in 2021
- School events / activities restricted in 2021 - parent involvement limited to virtual engagement.
- Online communication with parents enhanced in 2021 / 22 due to online learning. Majority of families connected to Seesaw

Parent partnership meetings opportunities

- face to face parent forums resume in 2022 - unable to do in 2021 due to Covid.
- parent involvement on committees to resume 2022
- parent involvement with school programs / events to resume 2022

Enhanced feedback and communication

Parent forums / information sessions were restricted to zoom in 2021 due to COVID 19 Protocols. These protocols also restricted parents being on site for school events and activities. Switching to online communication with parents was necessary however an unintended outcome was to find that many parents preferred this as an option at times for engaging with the work of the school. 98% of families connected to Seesaw and students were attending weekly ZOOM lessons and completing Seesaw lessons daily. Our students were able to join multiple additional online ZOOM meetings throughout the week with our staff. These were varied and included opportunities for our staff, students and families to connect more regularly and monitor student wellbeing. Feedback from families was very positive and parents reported that the extra effort our staff put in during home learning was very much appreciated. Whilst a return to onsite learning and meeting is optimal, the advantages of virtual opportunities can still be leveraged going forward.

Parent partnership meetings opportunities

Face to face parent forums, parent involvement in programs and events to resume in 2022. The involvement of parents in decision-making as well as organisation of these events is a priority.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$63,917.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sackville Street 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"> • Embedding sustainable whole school reading processes <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 <p>The allocation of this funding has resulted in: Streamlined practices for Learning Support</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to review and develop processes for LST</p>
<p>Socio-economic background</p> <p>\$239,685.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sackville Street 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"> • High expectations and teacher quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement [program/initiative] to support identified students with additional needs • professional development of staff through [program] to support student learning • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in: Focussed professional learning for teaching staff</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with this practice to consolidate</p>
<p>Aboriginal background</p> <p>\$84,032.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sackville Street 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"> • Embedding sustainable whole school Numeracy processes • High Expectations for School Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Several members of our staff are active members of The Fields AECG. We have a number of Aboriginal members of staff who are dedicated to the development of Aboriginal culture and connection. All staff are heavily invested in the teaching and learning of Aboriginal history and culture.

<p>Aboriginal background</p> <p>\$84,032.00</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in: Students feeling connected to culture and having specific staff members who are monitoring attendance and the implementation of PLP's.</p> <p>After evaluation, the next steps to support our students with this funding will be: This year, after an initial hiatus due to Covid-19 restrictions, we are excited and dedicated to the continuation and development of our own Junior AECG (Aboriginal Education Consultative Group).</p>
<p>English language proficiency</p> <p>\$145,894.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sackville Street 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"> • High expectations and teacher quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • In early 2022, a learning space has been set up specifically develop and stimulate language and vocabulary development. <p>The allocation of this funding has resulted in: The EAL/D program in 2021 continued to support students across all stages. Our EAL/D teacher collaborated with classroom teachers on determining and achieving specific learning goals for all students across the EAL/D cohort.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue working across the school with our EAL/D students in our vocabulary and language centre.</p>
<p>Low level adjustment for disability</p> <p>\$269,082.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sackville Street Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding sustainable whole school reading processes • Professional Partnerships <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 staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: New learning support practices are in place and staff have completed professional learning on new systems</p> <p>After evaluation, the next steps to support our students with this funding will be: Review processes in 2022 and adjust as needed</p>
<p>Literacy and numeracy</p> <p>\$13,592.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sackville Street Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$13,592.00</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"> • Embedding sustainable whole school Numeracy processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in: In-school streamlined professional learning from K-6</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with this process in 2022 with the new role of APC&I</p>
<p>QTSS release</p> <p>\$97,430.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sackville Street 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"> • Embedding sustainable whole school reading processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in: Formative Assessment practices are more widespread and new staff are trained in current pedagogy.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with current practice through the APC&I role.</p>
<p>Literacy and numeracy intervention</p> <p>\$141,268.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Sackville Street Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding sustainable whole school Numeracy processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in: A curriculum leadership model with consistent and high expectations</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue with this model through the APC&I position</p>
<p>COVID ILSP</p> <p>\$234,524.00</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</p>

COVID ILSP

\$234,524.00

school as most likely to benefit from additional support in 2021.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of teachers/educators to deliver small group tuition
- releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
- providing intensive small group tuition for identified students who were requiring extra support to engage with remote learning.

The allocation of this funding has resulted in:

significant improvements in student engagement in learning tasks which has carried over into the classroom environment. Individual growth, particularly in reading comprehension, has been evident across the school. Teachers who delivered the program now have increased understanding of effective small group tuition strategies and are able to access the most appropriate resources to benefit group members achieving their learning goals.

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

to consolidate learning and support programs, thus ensuring optimum use of available staff to deliver consistent high quality small group learning opportunities for identified students. Further ensuring that ongoing assessments are recorded regularly and included in 5 weekly program evaluations. Providing teachers delivering the program with ongoing professional learning and ensuring communication with classroom teachers to support transference of skills.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	258	260	256	256
Girls	274	267	257	257

Student attendance profile

School				
Year	2018	2019	2020	2021
K	91	92	89	88.9
1	92.6	89	86.4	91.6
2	93	90.6	87.9	91.7
3	90.3	90.7	87	90.7
4	91.6	90.9	88.2	91.7
5	91.5	90.7	88.6	91.4
6	93	91.7	91.3	89.6
All Years	91.9	90.9	88.2	90.8
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.65
Literacy and Numeracy Intervention	0.63
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	0.8
School Administration and Support Staff	3.96
Other Positions	2

*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	482,896
Revenue	5,629,209
Appropriation	5,522,749
Sale of Goods and Services	41,681
Grants and contributions	63,032
Investment income	747
Other revenue	1,000
Expenses	-5,468,577
Employee related	-5,020,026
Operating expenses	-448,552
Surplus / deficit for the year	160,632
Closing Balance	643,528

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	0
Equity Total	696,869
Equity - Aboriginal	42,017
Equity - Socio-economic	239,685
Equity - Language	145,895
Equity - Disability	269,272
Base Total	3,857,409
Base - Per Capita	126,463
Base - Location	0
Base - Other	3,730,946
Other Total	539,887
Grand Total	5,094,165

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

Parent Survey: An internal, anonymous parent and carer survey was conducted in October 2021. 64 parent/carer responses were received.

84% of parents and caregivers indicated that their child's learning needs are being met by the teachers and over 88% responded that their child feels happy and safe at school. The area that requires work is in relation to communicating to parents how their child's individual needs are being met. This will be a focus of our parent forums this term and in the next school planning cycle.

79% indicate that Sackville Street Public School is preparing their child to be an active contributor to his/her future. The results also indicate that 89% of parents and caregivers acknowledge that there is a positive learning culture at Sackville Street Public School. The future direction based on this data is that the school needs to have a focus on sharing how our programs prepare their children for the future, whilst embedding high expectations.

Over 87% of the parents who responded indicate that the executive staff (slightly higher in senior executive) are approachable and communicate well about stage programs and activities, but are also available to discuss individual students. This is pleasing and indicative of the efforts the executive team make in the area of visible leadership.

In all areas we have seen a positive trend in parent satisfaction.

Student satisfaction

The 2021 Tell Them From Me Survey was completed by students in Years 4-6.

Survey results over recent years have remained stable in the area of student advocacy and expectations for success.

We have identified the key area to improve is 'sense of belonging'. Only 75% students indicated positively in this field. This will be taken into account in the 2022 school planning cycles and student wellbeing focus areas moving forward.

People Matter Survey

In the area of employee engagement, from 2017 to 2021 there has been an increase in staff satisfaction in four out of the five elements. One of the highest upward trends was in the 'I feel a strong personal attachment to the organisation' response. 93.33% indicated yes. There was also a pleasing uptrend in 'My manager involves my work group in decisions about my work', being at 96.67%. We also saw a significant upward trend in 'Senior managers communicate the importance of customers in our work'. In 2017 it was 76% and is now 100% in 2021.

Areas to improve include decision making and accountability, particularly in the area of recruitment and knowledge of department human resourcing.

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.