

2021 Annual Report

Newbridge Heights Public School



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Introduction

The Annual Report for 2021 is provided to the community of Newbridge Heights 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

Newbridge Heights Public School nurtures a whole school community partnership with a focus on student well-being and academic growth to develop future ready students.

School context

Newbridge Heights Public School is located in Chipping Norton and has a student population of 580. 75% of our students come from EAL/D backgrounds across over 40 different cultures. There are strong relationships with the P&C. The school provides opportunities in sport and performing arts and promotes Respectful, Safe Learners through the Positive Behaviour for Learning program.

The school has recently completed the external validation process and a situational analysis that has identified three focus areas for this Strategic Improvement Plan.

Student Growth and Attainment

Student growth between K-3 was greater than student growth between Years 3-5. In addition to the system negotiated targets in reading and numeracy the school has identified writing (Years 3-5) as a school based target.

Focus areas:

Reading- extracting information, text structure, categorising, text interpretation, punctuation purpose, sequencing,

Numeracy- measurement and geometry

Writing- text structure, audience and purpose., grammar & punctuation, vocabulary, language choices & cohesion, planning, editing & proof reading.

Mentoring and coaching will be implemented to further enhance explicit teacher practice. Enhancements of data systems will better track student progress and inform the next teaching cycle.

A Quality Teacher In every Classroom

The findings from the external validation process and situational analysis in 2020 identified a need to coordinate whole school data collection to better differentiate and meet student needs and include a focus on High Potential Gifted Education, which was also highlighted in parent feedback.

Visible learning practices will be incorporated into the teaching cycle.

Optimal environments For Learning

Data shared with us from the Tell Them From Me Parent Survey 2020 indicates that our community feel welcomed and actively support student learning across all domains within our school. It was also found that in order to best support learning as a school, stronger lines of communication to inform our parent/carer body are required, taking into account the practical constraints of the 2020 school year.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in reading, numeracy and writing, we will develop and refine data driven, to deliver explicit teaching practices that are responsive to the needs of individual students.

Initiatives

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

- Explicit Teaching
- Data Skills and Use
- Writing

Resources allocated to this strategic direction

Socio-economic background: \$48,975.00
Low level adjustment for disability: \$152,596.00
Literacy and numeracy: \$38,465.00
English language proficiency: \$89,694.00
Professional learning: \$9,500.00
QTSS release: \$109,875.00
Literacy and numeracy intervention: \$47,089.56

Summary of progress

Establishing classroom practices for reading, numeracy and writing was the focus at the commencement of 2021. The additional focus of writing was chosen as we wanted to develop a consistent and focused approach to writing K-6. Teachers were supported in the establishment of explicit teaching practices, including reading groups so that every student need was catered. Reading was the main focus for semester one as well as the establishment of some baseline data for writing. The numeracy focus was to commence at the beginning of Term 3 but will now be put back to 2022.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Greater than 53.5% of students performing in Top 2 Bands in NAPLAN reading	<p>In 2021 , the proportion of students performing in the Top 2 Bands in NAPLAN Reading remains the same at 53.5%</p> <p>Our focus for 2021 was on the use of highly effective teaching practices to improve reading across K-6 at Newbridge Heights. Staff were surveyed on teaching practices and data collected from pre assessments were analysed. Stage based reading focuses were implemented through Sprints and the reading team reviewed and evaluated current reading programs. Through reflection and consultation with teachers the reading team trialled a set reading group proforma and observational checklist with links to PLAN 2 and the progressions. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.</p> <p>The reading team looked at developing a consistent evidence-informed practices across the school to identify the point of need with student learning in reading. The implementation of a whole school on line reading assessment was established for K-6 so that consistency and tracking of student progress was recorded, monitored, evaluated and provided a where to next for all students. This created professional dialogue amongst staff and built teacher efficacy in reading.</p> <p>Next year we need to evaluate and adjust the use of the guided reading</p>

<p>Greater than 53.5% of students performing in Top 2 Bands in NAPLAN reading</p>	<p>group proformas and observation checklists to suit our schools specific needs and meet our reading targets. We will continue our professional learning on the key components of reading, working with teachers in classroom, looking at explicit teaching.</p>
<p>Greater than 43.45% of students performing in the Top 2 Bands in NAPLAN Numeracy</p>	<p>In 2021, the proportion of students achieving in the Top 2 Bands in NAPLAN Numeracy has decreased from 43.5% to 41.5%.</p> <p>Our focus for 2021 was on the use of highly effective teaching practices to improve mathematics skills across K-6 focusing on place value and additive strategies. Focusing on high impact professional learning based on becoming mathematicians: how numbers and fractions work, school teams were guided through the process of using consistent evidence-informed practices across the school and began to use online formative assessments such as Best Start assessment, Check In assessments and Interview for Student reasoning- IfSR assessment to identify the point of need with student learning linking areas to the Learning Progressions.</p> <p>Professional dialogue on mathematics teaching strategies drawn from the evidence-base was a focus in executive teams and during the Sprint focus to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders. The COVID Intensive program focused on Mathematics in Term 4 when student returned to school from the at home learning phase. Over 100 students in K-2 classes were identified and assessed using the Interview for Student reasoning- IfSR assessment and took place in 3 lessons each week with a tutor to practice early Number skills such as numeral identification, forward/backward counting, addition and subtraction skills.</p> <p>Next year in this initiative we will work with staff to complete professional learning in the areas of Measurement as data suggests that this is an area of need across the school as outlined in NAPLAN and Check In assessment. This will support further improvement in teaching practice across the school and how to assess and track student learning against the progressions.</p> <p>Students in the middle bands of the NAPLAN were going to form the focus of Sprints in Semester 2 in order to lift their achievement, however as a result of the learning from home phase, this has been postponed to 2022.</p>
<p>Greater than 64.2% of students achieving expected growth in NAPLAN Reading</p>	<p>In 2021 the proportion of Year 5 students achieving expected growth in NAPLAN Reading decreased by 9.2%.</p> <p>Our focus for 2021 was on the use of highly effective teaching practices to improve reading across K-6 at Newbridge Heights PS, focusing on high impact professional learning, targeting the key components of reading and building on teacher capacity. Staff were surveyed on teaching practices and data collected from pre assessments were analysed. Stage based reading focuses were implemented through Sprints and the reading team reviewed and evaluated current reading programs. Through reflection and consultation with teachers the reading team trialed a set reading group proforma and observational checklist with links to PLAN 2 and the progressions. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this.</p> <p>The reading team looked at developing a consistent evidence-informed practices across the school to identify the point of need with student learning in reading. The implementation of a whole school on line reading assessment was established for K-6 so that consistency and tracking of student progress was recorded, monitored, evaluated and provided a where to next for all students. This created professional dialogue amongst staff and built teacher efficacy in reading.</p>

<p>Greater than 64.2% of students achieving expected growth in NAPLAN Reading</p>	<p>Next year we need to evaluate and adjust the use of the guided reading group proformas and observation checklists to suit our schools specific needs and meet our reading targets. We will continue our professional learning on the key components of reading, working with teachers in classroom, looking at explicit teaching. In addition we will further refine the Sprints process so that the Assistant Principal together with the Assistant Principal Curriculum and Instruction are able to attend every session.</p>
<p>Greater than 60.2% of students achieving expected growth in NAPLAN Numeracy</p>	<p>In 2021 the proportion of Year 5 students achieving expected growth in NAPLAN Numeracy decreased by 3.2%.</p> <p>Our focus for 2021 was on the use of highly effective teaching practices to improve mathematics skills across K-6 focusing on place value and additive strategies. The aim was to have staff engage in high impact professional learning and to use online formative assessments such as Best Start assessment, Check In assessments and Interview for Student reasoning- IfSR assessment to identify the point of need with student learning linking areas to the Learning progressions.</p> <p>This process was to take place during fortnight Sprints where teachers used pre assessments to target students in areas of need and then re assess to determine achievement and growth.</p> <p>The school plan had targeted literacy and reading development in Semester 1 and numeracy in Semester 2. The semester 2 professional development was postponed and upon return to face to face learning mid way through term 4, teachers began to use the Check in assessments and IFSR assessment.</p>
<p>Create and establish a baseline measure for K-6 writing against an agreed upon criterion mapped against the syllabus, learning progressions and NAPLAN marking Criterion</p>	<p>Our focus in 2021 was to develop a consistent whole school approach to the teaching and assessing of writing from Kindergarten to Year 6. A writing team analysed the school's strengths and weaknesses in writing.</p> <p>From here it was determined that keyboard skills are an essential element of the NAPLAN writing component. Professional development on typing resources available were shared with the staff and are now included in teaching programs. Progress will be tracked using the National Literacy Progressions in 2022.</p> <p>Stage based assessment rubrics for imaginative texts, which are aligned to the NAPLAN marking criteria, were also devised. The marking criterion focuses on the elements of:</p> <ul style="list-style-type: none"> • Text structure, audience and purpose • Grammar and punctuation • Vocabulary, language choices and cohesion • Planning, editing and proof reading <p>These assessment rubrics were not finalised or trialled in 2021 due COVID.</p> <p>Next year in this initiative, the Writing Team will continue to address the goals articulated in the 2021 SIP. We will endeavour to build on the foundations we have laid this year. Explicit writing programs including the four elements of writing and aligned to the Imaginative text purpose will be created. In addition, the Bump It Up Wall and high impact professional learning will target identified areas of need. Student achievement and growth will be measured against the marking criterion devised in 2021.</p>

Strategic Direction 2: Excellence in Teaching

Purpose

In order to improve student learning outcomes, teachers will enhance their capacity to provide differentiated learning for the range of student needs and utilise visible learning strategies.

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.

- Differentiation
- Visible Learning

Resources allocated to this strategic direction

Professional learning: \$4,690.00

Summary of progress

In 2021 some progress was made in each of these initiatives within this strategic direction. In the area of differentiation staff became familiar with the High Potential Gifted Education (HPGE) policy and in the area of Visible Learning we pivoted during the Learning From Home Phase and utilised technology to provide verbal feedback to students.

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
Staff familiar with HPGE policy and identifying students for development programs.	The High Potential, Gifted Education team undertook 5 hours of professional learning to become familiar with the policy. School wide professional learning was hosted by this team during 2021 which built an understanding of the domains of high potential. Identification of students was to occur during Term 3 but this was postponed due to the learning from home phase
<ul style="list-style-type: none">• Students are actively setting specific learning goals using learning walls to monitor and evaluate writing.• Teachers are actively facilitating learning conversations and providing feedback on where to next in writing.	<p>Our focus for 2021 was two-fold: to develop students' ability to set specific learning goals with a focus on their writing and improve teachers' ability to facilitate learning conversations and provide feedback. These targets were developed through the analysis of data, obtained during student interviews. This data provided crucial information and informed our supposed direction for the year. This type of data was effective in providing us with insight into students' knowledge and understanding of goals and feedback.</p> <p>As a result of the learning from home phase we had to pivot our direction to suit the new learning environment. This year, we have successfully upskilled staff in the use of Mote recordings which allowed teachers to effectively deliver high quality feedback to students when learning from home. Additionally, classroom teachers engaged with weekly Zoom sessions which enabled them to work face to face with students and provide real-time feedback. Students in all classrooms were provided with feedback on learning tasks during at home learning thereby providing students with a 'where to next'.</p> <p>Teachers were also supported and introduced to platforms like Screencastify and Loom, simple yet powerful tools, that allowed teachers to provide high-quality criteria and 'WAGOLL' (What A Good One Looks Like) examples to their students.</p> <p>Our future directions include collecting a fresh data sample at the start of 2022 to gain current insight into student skills and understandings. This</p>

- Students are actively setting specific learning goals using learning walls to monitor and evaluate writing.
- Teachers are actively facilitating learning conversations and providing feedback on where to next in writing.

initiative will work with staff to ensure that LISC (Learning Intentions, Success Criteria) are embedded into literacy and numeracy programs which will assist teachers to provide feedback to their students. Through this initiative we would like to provide shoulder-to-shoulder support to teachers when facilitating learning conversations in their classrooms.

Strategic Direction 3: Optimal Environment for Learning

Purpose

In order to improve student outcomes we will implement strategies to enhance connectedness and engagement.

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.

- Enhancing Connectedness
- Enhancing Engagement

Resources allocated to this strategic direction

Professional learning: \$1,070.00

Summary of progress

In 2021 Sentral was utilised to efficiently collect and act on data to improve attendance. Attendance reward systems were put in place and we introduced a sms system to report absences which was well received by the community.

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
• 2021: Greater than 82% of students attend school greater than 90% of the time	<p>Over the course of 2021 we implemented the majority of activities outlined in the SIP, which has contributed to meeting the negotiated target of having <i>"Greater than 82% of students attend school greater than 90% of the time"</i>. We have successfully introduced an award system with signage to celebrate success and acknowledge this on Facebook and in our newsletter. The School Administration Officer has been instrumental in supporting the attendance initiative by contacting parents and completing administrative tasks. Parents are using a range of communication tools (including SMS & Dojo) to explain student absences, but more work is needed to support staff with formally recording this information. Reducing partial attendance/absences has not been a priority in 2021.</p> <p>Next year in this initiative we will work with staff to increase their knowledge and understanding of the role they play by simplifying the attendance procedures (introducing infographics). Furthermore, we need to introduce strategies to develop parent understanding of the importance of Attendance, to ensure that their child attends school for the maximum amount of time possible. This includes eliminating "leave" days, decreasing partial attendance and explaining all absences.</p>
Wellbeing in students is measured at greater than 90.9%	<p>During Term 4, students participated in the Tell From Me survey, these results showed that all cohorts saw a decrease in student responses.</p> <p>The following data was gathered demonstrating an overall decrease in this focus area.</p> <p>2020 Year 4: 75 students provided responses with 88% positive results</p> <p>2021 Year 4: 59 students provided responses with 79% positive results</p> <p>2020 Year 5: 81 students provided responses with 67 % positive results</p> <p>2021 Year 5: 73 students provided responses with 74% positive results</p>

<p>Wellbeing in students is measured at greater than 90.9%</p>	<p>2020 Year 6: 72 students provided responses with 74% positive results</p> <p>2021 Year 6: 84 students provided responses with 60 % positive results</p> <p>As a result of the learning from home phase the wellbeing team was unable to execute the initiatives that were discussed which impacted on making the expected growth in positive student wellbeing results .</p> <p>During this learning from home phase we developed a number of new initiatives and implemented this process to help provide a positive learning environment at home, while offering support to all students to increase engagement.</p> <p>Zoom sessions were introduced as student wellbeing sessions and check ins. These zoom sessions increased to twice weekly, with a continued focus on wellbeing and an additional session for learning experiences.. These zoom sessions provided students and teachers with the opportunity to discuss the emotional experiences that were occurring during the difficult times. Teachers were able to provide feedback to students and offer assistance with the content. This set the students up for successful learning.</p> <p>Students requiring additional support were provided with individual sessions with a classroom teacher and School Learning Support Officer (SLSO) to guide the student through the teaching and learning experiences. The SLSO developed an individual Google classroom for students which provided the SLSO the opportunity to work closely with the classroom teacher to modify lessons to cater for the identified students needs. This minimised anxiety for the students and assisted the classroom teacher and SLSO as to 'Where to next' for the learning activities.</p> <p>The future direction of the Wellbeing Team for 2022 will be to gain an understanding into the areas of student wellbeing that may be targeted to assist with building student connectedness to school life, positive connections with the learning environment. The team will be developing student surveys to gain an insight into the student voice, this will assist with developing initiatives to build a positive environment for students.</p>
<p>Internal measures indicate an increased percentage of students demonstrating positive wellbeing strategies.</p>	<p>Our Positive Behaviour for Learning (PBL) data was to be utilised to assess this measure however the disruption of the year did not make this possible, as data collection and therefore impact was minimal.</p> <p>In 2022, we will review the Tell Them From Me Data to pinpoint areas to address. We will reinvigorate the PBL program with the introduction of new tokens.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$168,187.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newbridge Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 5 Full time SLSOs employed to support IFS in classroom and on the playground <p>The allocation of this funding has resulted in: All IFS students had appropriate allocated support time in the classroom and playground depending on funding amount. Students all had a PLASP outlining individual academic, social or physical needs and all students demonstrated achievement of personal goals</p> <p>After evaluation, the next steps to support our students with this funding will be: Re-employment of School Learning Support Officers (SLSOs) in 2022 who will work in collaboration with class teachers and Equity team to plan, implement and evaluate Personalised Learning and Support (PLASP) goals.</p>
<p>Literacy and numeracy</p> <p>\$38,465.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Newbridge Heights Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in: Online subscriptions have provided additional resources to teach literacy as well as supported our data collection and analysis. Staff undertook professional learning in reading and phonics and this has resulted in teaching practices being more explicit. Additional learning and support time was also supplied through this funding which allowed for more students with additional learning needs being supported.</p> <p>After evaluation, the next steps to support our students with this funding will be: Providing additional Learning and support time targeting more students.</p>
<p>Socio-economic background</p> <p>\$48,975.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newbridge Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching

<p>Socio-economic background</p> <p>\$48,975.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Knowledgeable others shoulder to shoulder support in the classroom. • Surveyed staff on the non negotiables in the classroom. Review the data and create checklist with focus on non negotiables K-6. Classroom Walk throughs to ensure non negotiables are being met. Highlighting positives and negatives • Meet with Instructional leaders from other schools for professional learning and support, discuss with leaders their journey so far. Professional discussions with stakeholders to start planning school's direction. • Providing support to new to Newbridge Heights PS teachers, early careers and new to stage teachers. Facilitated through demonstration lessons, before and after school professional development meetings, in class support based on the needs of the school. • providing students with economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: The building of teacher efficacy , focusing on collaboration and one on one support, across the key learning areas based on student and teacher needs. Consistency and high expectations developed. Students provided with support to access school programs etc.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continued economic support for students to be able to access school programs. Additional funding will also be utilised to provide further learning and support.</p>
<p>Aboriginal background</p> <p>\$3,600.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newbridge Heights 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: All identifying students have a current PLP that was created with the support of the CRT and their parents. The students were given the opportunity to create bonds with other Aboriginal students through their participation in the principal network Belonging Day initiative. Students engaged in cultural activities and had the opportunity to develop self-pride and a deeper understanding of their culture. Throughout the learning from home phase, our year 6 students had 1:1 zoom sessions with their CRT to support them in a self-identified curriculum area of need. These girls also worked with advisors, their families and elders to design culturally reflective story poles to tell their personal story. All additional Aboriginal students were supported by using these funds to purchase items and resources for schooling.</p> <p>After evaluation, the next steps to support our students with this funding will be: In 2022, we need to use this funding to further streamline the PLP process and then to direct funds to release CRTs to work with these students to</p>

<p>Aboriginal background</p> <p>\$3,600.00</p>	<p>support their academic achievement. Creating culturally rich activities is still at the forefront of how these funds will be used to support our students.</p>
<p>English language proficiency</p> <p>\$89,694.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newbridge Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <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 • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in:</p> <p>Accurate records for phases levels & support provided maintained on ERN Completion of the annual survey Assessments were carried out to determine phase level of new 2021 enrolments and set priorities to allocate time fairly , determine the most time effective mode of delivery & negotiate with teachers to establish a timetable. Reviewed each term.</p> <p>Small Group Support- Supported students in small withdrawal groups to maximise use of time across classes in the same grade. Prepared & provided engaging literacy based activities which led to improvements in areas such as grammar, vocabulary development, text structure. Provided increased opportunities for using oral language for meaningful purposes & developing confidence in talking & listening tasks. Facilitated close monitoring of student learning so that issues were quickly addressed; immediate feedback led to achievement of learning outcomes & improved motivation</p> <p>Team Teaching- Provided professional learning for students & support for targeted students using a team teaching organisational model. Collaboratively planned & delivered lessons. Heightened teacher awareness of the needs of Language Background Other Than English (LBOTE) students. Provided professional learning for all staff--As a result of the professional learning on the new reporting expectations on the progress of students, teachers are reporting on all students with a phase level.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Ongoing employment of above staffing allocation to support EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$152,596.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Newbridge Heights 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</p>

<p>Low level adjustment for disability</p> <p>\$152,596.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in: additional staff allocation to support students with additional learning needs. Additional funding allowed learning and support teachers to focus on specific grades therefore being able to provide more explicit support. Additional support in the classroom through the employment of School Learning Support Officers enabled adjustments, accommodations and Personalised Learning and Support Plans to be implemented.</p> <p>After evaluation, the next steps to support our students with this funding will be: Utilise this funding to employ additional teaching staff to focus on literacy (utilising an adaption of the program provided by the University of Sydney) and numeracy (guided by the results of check in assessments and DoE short assessments).</p>
<p>QTSS release</p> <p>\$109,875.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newbridge Heights Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Teaching <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 <p>The allocation of this funding has resulted in: teachers, in grades, working together utilising the Sprints process to identify student need, tailor professional learning to support this need and monitoring the impact the changed teaching practice has had. Teachers met fortnightly and a Sprint lasted 10 weeks.</p> <p>After evaluation, the next steps to support our students with this funding will be: ensuring the Assistant Principal Curriculum and Instruction as well as the stage Assistant Principal jointly lead these sessions with follow up in the classroom.</p>
<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Newbridge Heights 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establish baseline data K-6 from both internal and external data sources • Establish regular bench marking • Professional Learning- Effective Reading Instruction: Phonics (Big 6) <p>Professional Learning - PM benchmarking/ running records on line K-2 Phonological awareness</p>

<p>Literacy and numeracy intervention</p> <p>\$47,089.56</p>	<ul style="list-style-type: none"> • Implementation of the Sprints model and professional learning in utilising PLAN2 platform to record data. <p>The allocation of this funding has resulted in: Success criteria:</p> <ul style="list-style-type: none"> • Teachers apply and consistently use a range of evidence-based teaching practices to optimise learning progress for all students • Assessments are used across the reading practices in all classrooms to promote consistent judgement and inform practice • Staff collaborate and use student progress and achievement data to identify priorities for continuous improvement. <p>Student data is being collated in a central place and will be monitored regularly and consistently. As a result of this initiative, teachers worked together collaboratively building teacher capacity, efficacy and skills.</p> <p>After evaluation, the next steps to support our students with this funding will be: Further focus is required to embed explicit teaching practices. K-2 staff will also be supported in the implementation of the new English and Mathematics syllabus documents as a self-selector school.</p>
<p>COVID ILSP</p> <p>\$134,225.00</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 school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of pre service teachers • Intensive short-term intervention - 5 weeks or 15 lessons, to enhance student's skills in Reading and/or Numeracy, Engaged in intensive 40 minute sessions focusing on learning goals, three times per week • Identify specific areas for improvement in Reading and/or numeracy and developed individualised learning goals with students • Monitoring and evaluating student progress using pre and post data, feeding back student progress • During the learning from home period, Zoom lessons with tutors and targeted students three times a week was implemented to further develop students reading skills • Term 4 focus is Maths and the implementation of the Interview For Student Reasoning (IFSR) Maths assessment for pre and post data. • K-2 targeted students building on number skills working explicitly with tutors and specialist teacher 3 times a week. • Training of the pre service teachers in IFSR (access, evaluate data gathered, implement explicit lessons, reflect and plan using resources) <p>The allocation of this funding has resulted in: High impact explicit teaching for our targeted students in reading and Maths, resulting in improved student outcomes. Through everyday observations optimal students engagement is observed, impacting students confidence in the areas of reading and Maths. We have seen an improvement and growth in their reading levels, fluency, phonemic and phonological awareness. Eighty students were given small group support in the areas of reading and number skills. Without the funding, this would not have been possible on such a large scale. Student growth in literacy and numeracy skills and knowledge as clearly evidenced in pre and post test data. Student growth in confidence and development of positive attitudes to reading and number tasks as evidenced by their engagement with tutors and teacher anecdotal observations. The funding enabled a collaboration between the University of Sydney and NHPS, which resulted in access to preservice teachers for tutoring along</p>

<p>COVID ILSP</p> <p>\$134,225.00</p>	<p>with support and specialised PL from the University of Sydney staff members.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>Continue the approach of targeted instruction in reading and number skills using experienced teachers rather than pre service teachers.</p> <p>Identify the level of need for decodable readers across our school and begin to determine their suitability in our context.</p> <p>Examine how Soundwaves is taught across the school and ensure that it is explicitly delivered and the link between reading and spelling clearly carried through instruction.</p> <p>Examine and plan using school data and with the AP CI to further explore if the results are transferring to the classroom, and how we can support the transfer. Continued staff professional learning to build understanding and skills in reading instruction.</p> <p>The data provided possible future directions for our School Improvement Plan, the new position of Assistant principal Curriculum and Instruction and further professional development of our school staff.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	314	299	268	263
Girls	324	327	317	311

Student attendance profile

School				
Year	2018	2019	2020	2021
K	95.2	94.8	95.2	94.3
1	94.5	94.4	95.1	94.8
2	94.8	94.5	95.1	94.1
3	94.2	94.2	94.4	95.1
4	94.5	93.6	94.5	94.7
5	95.5	95.2	94.9	94.1
6	93.8	93.9	94.2	94
All Years	94.6	94.4	94.8	94.4
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)	20.89
Literacy and Numeracy Intervention	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.4
School Administration and Support Staff	4.06

*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	278,968
Revenue	5,248,125
Appropriation	5,002,303
Sale of Goods and Services	43,774
Grants and contributions	200,917
Investment income	331
Other revenue	800
Expenses	-5,257,582
Employee related	-4,799,372
Operating expenses	-458,209
Surplus / deficit for the year	-9,456
Closing Balance	269,512

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	154,163
Equity Total	297,224
Equity - Aboriginal	5,108
Equity - Socio-economic	48,976
Equity - Language	90,543
Equity - Disability	152,597
Base Total	4,036,421
Base - Per Capita	144,212
Base - Location	0
Base - Other	3,892,208
Other Total	292,109
Grand Total	4,779,917

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

Students and parents completed the Tell Them From Me (TTFM) survey in 2021. There was very little difference in the ratings to the following statements which were similar to the NSW government norm ratings:

- school supports learning
- safety at school
- inclusive school

Parents overwhelmingly find the physical environment welcoming and well maintained.

Reflecting on experiences during the learning from home phase:

- 61% of parents survey felt there was good school support
- 82% of parents surveyed indicated they were please with the resources provided
- Over 80% indicated that there was clear support information provided.

Of the parents surveyed the most useful forms of communication were:

- Newsletter (79%)
- Emails (47%)
- Texts (44%)

Next year we will work on bringing the community back into our school, in accordance with health guidelines.

Students tracked slightly lower Social- Emotional Outcomes compared to the previous year which is not surprising due to the disrupted 2021 school year. Despite this, sport participation, and positive behaviour tracked higher then the NSW government norm.

The students agreed that their classrooms are well looked after along with most areas of the school, especially the library.

67% of the students who participated in the survey (from Years 4-6) were able to identify where to go to for help if they were being bullied or if they could see someone being bullied.

In 2021 teachers completed the school culture survey.

In 2021 the staff completed the School Culture Survey. Results were similar to previous years in that:

- school improvement is valued
- the school vision provides a clear sense of direction for the school
- staff support the strategic directions of the school.

Staff rated the following as important to positively impact school culture:

- effective communication
- working collaboratively
- active listening
- acting with integrity

Next year we will aim to facilitate colleague classroom visits for observations.

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.