

2021 Annual Report

William Bayldon Public School



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Introduction

The Annual Report for 2021 is provided to the community of William Bayldon 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

We have a culture of continuous improvement, based on high expectations, engagement and consistency. Teachers and leaders engage in a cycle of collaboration, using measurable school-wide data, to develop relevant and personalised goals in reading, numeracy and attendance for all students. Aboriginal students will achieve at or above results, measured against the cohort, in reading, numeracy and attendance. To achieve these goals, we deliver a differentiated curriculum where feedback is valued and acted upon by all to maximise learning. We collectively celebrate every child's growth.

All students have a sense of belonging because of our planned approach to wellbeing and personalised practice in working and connecting with our whole school community. Effective partnerships from home to school ensure everyone is united in supporting our school for student wellbeing and learning.

School context

William Bayldon Public School is located in Sawtell, 10 kilometres south of Coffs Harbour, on Gumbaynggirr land. We have spacious, attractive and accessible grounds that are enhanced with a variety of outdoor learning areas, including a yarnning circle, vegetable and mindfulness gardens. The school is staffed on a P2 entitlement with our enrolment figures for 2022 at 180. 43.2% of our student population identify as Aboriginal. Our school has seven mainstream classes from Kindergarten to Year 6. Students attending our school come from a range of socio-economic backgrounds. We are a member of the Bongil Bongil Community of Schools who work together to provide inter-school opportunities for students and staff, such as sport, public speaking and professional learning. We also liaise with a variety of agencies to support student learning needs.

Our school hosts a Special Education Unit which is a regional resource for schools across the Mid-North Coast and Coffs Harbour areas. Enrolment in the Special Education Unit is accessed by a consistent state-wide placement panel process.

Students have the opportunity to learn an instrument, engage in whole school performances and productions as well as enjoy drama and music activities. We have a range of inter-school sport events as well as various sporting opportunities including coaching at a school level. Students who have an interest and/or talent in digital technologies can join before school programs to build on Science and Technology learning in the classroom. We have a school kitchen that is used by all classes to enhance learning programs that link home to school with a focus on a healthy, active lifestyles. In addition, there are Aboriginal cultural opportunities through lunch time programs and engagement with local elders.

Students have opportunities through the Student Representative Council and sports houses to develop leadership skills. Student voice is valued in decision making for improving the learning environments and extra-curricular activities. We develop and support quality transition programs for all students, including entry to kindergarten and high school.

Through our situational analysis and consultation with members of the local Aboriginal community, parents, staff and students, we have identified the following three focus areas.

1. Sound assessment practices and the use of data to evaluate and differentiate teaching, to support student growth and attainment.
2. A consistent whole school approach to student wellbeing to provide a positive school environment.
3. A culture of improvement with a focus on high expectations, collaboration and feedback.

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

Strategic Direction 1: Student growth and attainment

Purpose

Maximise student learning outcomes for every student, in reading and numeracy, and build strong foundations for academic success in all key learning areas.

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.

- Meaningful assessment and data practices
- Effective classroom practice

Resources allocated to this strategic direction

Literacy and numeracy: \$5,228.05
Early Action for Success (EaFS): \$102,907.80
Literacy and numeracy intervention: \$35,317.17
Low level adjustment for disability: \$157,058.21
English language proficiency: \$2,939.91
Integration funding support: \$32,028.00
Socio-economic background: \$226,369.14
Aboriginal background: \$99,453.97
Professional learning: \$17,818.40

Summary of progress

The uplift in the percentage of students achieving results in the top two bands in reading and numeracy is the result of the school monitoring and reviewing the English and mathematics syllabus, K-6, and triangulating internal and external data to target areas of need for all students.

Data analysis indicates that teachers are beginning to use their evaluations to inform teaching and learning in classrooms. A data inventory, and term by term data timeline, was developed to provide structure and processes for a consistent approach to using data to inform practice.

Analysis of data indicates that collaboration in effectively analysing assessment in numeracy and reading, as well as a structured approach to peer observations and feedback, will allow teachers to further improve the implementation of evaluation, reflection and assessments.

Teachers are differentiating their instruction in reading and this is apparent in guided reading programs. Evidence indicates there are clear links between PLAN 2 data and differentiation in reading. Teachers are using literacy learning progressions and PLAN 2 data to inform the next steps in learning in reading based on understanding texts (K-6) and phonic knowledge and word recognition (K-2).

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
Reading An uplift of 10% of students in the top 2 bands in NAPLAN. Numeracy An uplift of 4% of students in the top 2 bands in NAPLAN.	Our progress towards an uplift of 10% of students in top two bands, in reading, was exceeded with an uplift of 18.85%. In numeracy, our uplift target of 4% in the top 2 bands was exceeded with an uplift of 15.23%.
Increase the percentage of Aboriginal	There was increase of 21% of Aboriginal students in the top 3 bands in

<p>students in the top 3 bands in reading by 10%.</p> <p>Increase the percentage of Aboriginal students in the top 3 bands in numeracy by 10%.</p>	<p>reading.</p> <p>There was increase of 26% of Aboriginal students in the top 3 bands in numeracy.</p>
<p>Proportion of Year 5 students achieving expected growth in NAPLAN reading increased by 12%</p> <p>Proportion of Year 5 students achieving expected growth in NAPLAN numeracy increased by 18%</p>	<p>The proportion of students achieving expected growth in NAPLAN reading was 53%. This is an uplift of 8%.</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy was 42%. This is an uplift of 24%.</p>
<p>Proportion of Year 5 Aboriginal students achieving expected growth in NAPLAN reading increased by 20%</p> <p>Proportion of Year 5 Aboriginal students achieving expected growth in NAPLAN numeracy increased by 15%</p>	<p>The proportion of Aboriginal students achieving expected growth in reading was 63%. This is an uplift of 3%.</p> <p>The proportion of Aboriginal students achieving expected growth in numeracy was 25%. This is an uplift of 5%.</p>

Strategic Direction 2: A consistent whole school approach to student well being

Purpose

To implement a planned whole school approach to wellbeing through effective partnerships.

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.

- Attendance
- Engagement and wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$32,300.00

Summary of progress

The number of students with 100% attendance has grown throughout the year, with an average growth of 40%. Targeted Attendance Plans (TAPs) assisted staff to identify and support the needs of students with regard to their attendance.

An increase of 4.63% for a sense of belonging was evident in the 'Tell Them from Me' survey. Internal school data (student voice and survey) shows that students enjoy the increase in extra-curricula activities. Students identified that they need additional support with regard to interpersonal skills and self-management.

Our partnership with Newcastle University, occupational therapists, and KidsSteps, speech pathology, supported the professional development of staff to meet students' individual needs, including both universal; adjustments and PLP considerations.

The school's involvement in the 'Pioneering Attendance' trial showed William Bayldon PS performing higher than other trial schools with regard to positive communication and that parents understand the importance of school and attendance. The results also indicated that families need more support to understand the current trends in education.

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
Up to at least 75% of students attending of 90% or more.	56.95% of students have an attendance rate of 90% or more.
At least 80% of students indicate a positive sense of belonging in the Tell Them From Me survey.	76.35% of students indicate a sense of belonging in the Tell Them from Me survey.
At least 65% of parents feel they are well informed and receive regular communication about their child's progress in literacy and numeracy as indicated in the annual parent satisfaction survey.	80% or more of parents feel they are well informed and receive regular communication about their child's progress in literacy and numeracy.

Strategic Direction 3: A culture of continuous improvement for all

Purpose

To build a strong, cohesive staff and community team that works collectively to achieve great ongoing initiatives for our 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.

- Collaboration
- Community engagement

Resources allocated to this strategic direction

Socio-economic background: \$82,300.00

QTSS release: \$48,995.57

Aboriginal background: \$77,761.00

Professional learning: \$3,363.20

Summary of progress

The sequence of activities, in the collaboration initiative, provided the steps for building teacher confidence, knowledge and application of collaborative practice. There has been a strong focus on sharing and discussing best practice and collecting and analysing data.

High expectations knowledge and understanding has been established to ensure teachers have a shared understanding and can embed high expectations in their daily practices. Teachers have identified the focus needs to be on providing clear, specific feedback, that identifies the next steps and is individualise and relevant to student learning goals.

A consistent approach through the co-planning cycle enables teachers to identify the impact of collaboration on student progress in reading and numeracy. High Impact Professional Learning in 2022 will support teachers to use authentic data to inform programming, differentiation and where to next with students.

The Community Engagement initiative was unable to be addressed in 2021 due to the COVID restrictions.

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
75% of teachers identify there is a culture of collaboration across the school to achieve goals in reading and numeracy through the What Works est Teacher survey. At least 75% of teachers identify that the school always has high expectations and is improving student learning outcomes in reading and numeracy based on What Works Best teacher survey.	82.4% of teachers identify there is a culture of collaboration across the school to achieve goals in reading and numeracy. 88.4% of teachers identify that the school always has high expectations and is improving student learning outcomes.
At least 75% of students say the school and their teachers always have high expectations of their learning in reading and numeracy through the Tell Them From Me survey.	60.7% of students say the school and their teachers always have high expectations of their learning. 51.8% of students indicate they always receive regular feedback about their progress in reading and numeracy.

<p>At least an increase of 25% of students indicate they always receive regular feedback about their progress in reading and numeracy through the Tell Them From Me survey.</p> <p>At least an increase of 15% of students identify they are engaged in school because they enjoy and feel challenged in their learning in all KLAs through the Tell Them From Me survey.</p>	<p>47.3% of students identify they are engaged in school because they enjoy and feel challenged in their learning.</p>
<p>At least 35% of parents and community members are engaged in various aspects of school life that are focused on improving learning outcomes for all students.</p>	<p>Due to COVID-19, parents engaging in school life has not been able to occur.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,028.00</p>	<p>Integration funding support (IFS) allocations support eligible students at William Bayldon 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"> • Meaningful assessment and data practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO targeted support for reading and numeracy learning outcomes. • Social skills and playground plans implemented and supported for identified high risk students. <p>The allocation of this funding has resulted in: Improved social interactions and positive peer relationships in a range of school settings. Continued confidence and growth in student reading and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue planning and programming where teachers build the capacity of SLSOs and other support staff including the AEO to implement quality differentiated programs in reading and numeracy.</p>
<p>Professional learning</p> <p>\$25,870.60</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at William Bayldon 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"> • Meaningful assessment and data practices • Effective classroom practice • Community engagement • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a Instructional Leader, EaFs and 3-6, to lead to teachers in a narrow, deep focus on reading- vocabulary, and numeracy- Working Mathematically. • Instructional Leaders implemented a co planning cycle to unpack evidence- based approaches to teaching reading and Working Mathematically. • Engaging external leaders to provide workshops for Improving Educational Outcomes for Aboriginal Students, unpacking the Aboriginal Education Policy and high expectations for all students. <p>The allocation of this funding has resulted in: Continued embedded practice in evidence- based reading and numeracy strategies to support student learning and improve outcomes, K-6. A more collaborative approach where teachers have strengthened their teaching practice for on-going progress and achievement. It has allowed teachers to deepen their practice by focussing on sustained learning and evidence informed approaches.</p> <p>After evaluation, the next steps to support our students with this funding will be: Teachers to ensure high impact professional learning is mapped against PDP goals and are aligned with the School Strategic Improvement Priorities.</p>

<p>Socio-economic background</p> <p>\$387,941.34</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Bayldon 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"> • Meaningful assessment and data practices • Attendance • Effective classroom practice • Collaboration • Community engagement • Engagement and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement support programs for identified students with additional needs • supplementation of extra-curricular activities • equitable access to specialist resources • engage with external providers to support student in speech and occupational therapy • professional development of staff through 'Got It' and 'Second Steps' program to support student learning. External providers have facilitated differentiated professional learning to ensure point of need adjustments. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: High needs in mainstream classes have had access to specific interventions in reading and numeracy. 100% of PLPs were developed in collaboration with specialists staff and evaluated goals to improve student outcomes. 73% of staff are utilising recommendations from the occupational and speech therapists contracted to the school. Having the Occupational Therapist and Speech onsite has allowed for follow up recommendations by support agencies.</p> <p>After evaluation, the next steps to support our students with this funding will be: Staff require support in maintaining their PLPs and implementing professional learning and assessments to provide necessary adjustments in line with Disability Standards for Education to improve student outcomes.</p>
<p>Aboriginal background</p> <p>\$177,214.97</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Bayldon 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"> • Community engagement • Meaningful assessment and data practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in: Additional SLSO support for targeted reading, for students below stage</p>

<p>Aboriginal background</p> <p>\$177,214.97</p>	<p>level, has seen an improvement for 77% of the identified K-6 students. Overall 58% of Aboriginal & Torres Strait Islander students made growth in their PAT-R assessment across k-2. Overall 50 % of Aboriginal & Torres Strait Islander students made growth in their PAT-M assessment across k-2. Teachers have had time to work alongside the LaST, and in partnership with parents and students, to create learning goals in reading and numeracy through a quality PLP process.</p> <p>After evaluation, the next steps to support our students with this funding will be: consultation with the AEO to develop a visual goal setting tool to provide the option for all students and parents to use for representing their individual learning goal journey.</p>
<p>English language proficiency</p> <p>\$2,939.91</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Bayldon 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"> • Meaningful assessment and data practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in: Teacher release time to prepare language scaffolds to promote pragmatics and functional language within the whole school learning environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to embed scaffolds and learning supports that successfully improve language across all areas of learning.</p>
<p>Low level adjustment for disability</p> <p>\$157,058.21</p>	<p>Low level adjustment for disability equity loading provides support for students at William Bayldon 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"> • Meaningful assessment and data practices <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: differentiated professional support for teachers based on student need and subsequent adjustments that are required. PLP processes and systems have been evaluated and improved through the expert leadership of the LaST. the LaST working collaboratively with inter-agencies within Departmental guidelines to embed equitable access for all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: to support teachers to consistently implement the agreed processes and systems for personalised and differentiated teaching and learning across the school.</p>

<p>Low level adjustment for disability</p> <p>\$157,058.21</p>	<p>continued focus on working collaboratively with external providers and families to provide quality supports for students.</p>
<p>Location</p> <p>\$1,647.47</p>	<p>The location funding allocation is provided to William Bayldon Public School to address school needs associated with remoteness and/or isolation.</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 operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • student assistance to support excursions <p>The allocation of this funding has resulted in: all students having the opportunity to attend and compete in carnivals in the local area. top up funds for students requiring subsidised travel to external, specialist sports such as 'Springloaded.'</p> <p>After evaluation, the next steps to support our students with this funding will be: Location funding will continue to be utilised for subsidising students based on financial and equity needs.</p>
<p>School support allocation (principal support)</p> <p>\$13,604.80</p>	<p>School support allocation funding is provided to support the principal at William Bayldon Public School with administrative duties and reduce the administrative workload.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employ staff member for 1.5 days per week to focus on school promotion, grant applications and school beautification <p>The allocation of this funding has resulted in: Consistent and regular systems of communication including Facebook, Seesaw and the school's website. Successful grant applications for school gardens. Project management for new school playground equipment, school kitchen and updated school signage. Community consultation and successful change to the school uniform.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of successful and improved communication methods for strengthening partnerships with the school community.</p>
<p>Literacy and numeracy</p> <p>\$5,228.05</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at William Bayldon 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"> • Meaningful assessment and data practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching,

<p>Literacy and numeracy</p> <p>\$5,228.05</p>	<p>learning and assessment. This included PAT-R, PAT-M assessments.</p> <ul style="list-style-type: none"> • purchasing of decodable readers to support the explicit, guided and shared instruction in phonics. • teacher release to engage staff in professional learning for leadership of 'Working with the Big Ideas' and 'Starting Strong.' <p>The allocation of this funding has resulted in: Development of a whole school mathematics scope and sequence that reflects the Numeracy Strategy. Teachers valued the PAT assessments as a consistent tool for collaborative analysis of individual student point of need and planning the where to next. In K-2, there is a systematic and consistent approach to the teaching of reading using decodables following quality professional learning through evidence based practices.</p> <p>After evaluation, the next steps to support our students with this funding will be: a differentiated approach to implementing the mathematics syllabus and explicit teaching, using a deep knowledge of the syllabus, in working mathematically is required. a focus on identifying and embedding explicit teaching strategies in reading as identified through data analysis.</p>
<p>Early Action for Success (EAfS)</p> <p>\$274,420.75</p>	<p>The early action for success (EAfS) funding allocation is provided to improve students' performance at William Bayldon Public School through targeted support in the lowest quartile of NAPLAN performance in literacy and numeracy.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meaningful assessment and data practices • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams. • employment of Instructional Leader to facilitate and support K-2 teachers in building the capacity of teachers to explicitly teach, assess and implement quality literacy and numeracy learning opportunities for all students • lead professional learning opportunities available through the Numeracy Strategy- Working with the Big Ideas and Starting Strong. • employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in: An increased in percentage of students in the top two bands in reading from 13.5% to 30%. An increased in percentage of students in the top two bands in numeracy from 11.1 % to 20%. Value-add for 3-5 is Sustaining and Growing</p> <p>After evaluation, the next steps to support our students with this funding will be: After evaluation, the next steps to support our students with this funding will be: appointing an Assistant Principal Curriculum and Instruction leader to provide ongoing high impact professional learning in using data to inform practice. This will further assist teachers in differentiating and evaluating their reading and numeracy programs to reflect the teaching and learning cycle and to support teachers in triangulating data to make informed decisions about student learning in reading and numeracy outcomes. Furthermore, continued professional learning through the co planning model with the addition of co debriefing to lead teachers in identifying their next steps in improving reading and numeracy outcomes for all students.</p>

<p>QTSS release</p> <p>\$48,995.57</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Bayldon 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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: The leadership team creating a collegial approach where all teachers engaged with and had ownership of the School Improvement Plan. clear processes and systems with an accompanying timeline, to direct school activity towards effective implementation of the school plan.</p> <p>After evaluation, the next steps to support our students with this funding will be: To develop a systematic approach to monitor the 5 weekly activities in the 3 strategic directions, to identify the impact through the QDAI evaluation process.</p>
<p>Literacy and numeracy intervention</p> <p>\$35,317.17</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at William Bayldon 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"> • Meaningful assessment and data practices <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 School Improvement Plan. • Engaging a speech pathologist and speech therapist to assess identified students, K-2, requiring speech intervention and supporting teachers to implement speech support programs within the classroom. <p>The allocation of this funding has resulted in: 100% of students k-2 who accessed speech therapy intervention through school contractors have shown growth in speech and language development. 73% of staff are utilising recommendations from the occupational and speech therapists contracted to the school. 75% of students in K-2 received intervention over the course of the year identified through the DoE Phonics and Phonological Awareness Diagnostics. 88% of students demonstrated overall growth in focus areas of the DoE Phonics Diagnostic and 80% of students made improvements in the targeted intervention areas.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continuation of speech therapy at a school funded level will continue through low- socioeconomic background funds in 2022. APC&I to analyse numeracy and reading data to lead conversations with classroom teachers in supporting students in quality classroom instruction through point of need interventions.</p>
<p>COVID ILSP</p>	<p>The purpose of the COVID intensive learning support program is to deliver</p>

\$154,383.03

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.

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 educators to deliver small group tuition
- releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups
- providing targeted, explicit instruction for student groups in literacy and numeracy

The allocation of this funding has resulted in:

Cycle 1 Term 1 Week 5 - Term 2 Week 5:

62% of students have demonstrated growth in their post PAT reading assessment.

C.ILSP tutor observations record that 50% of students locate and underline directly stated information from the text as captured in the understanding texts literacy progression indicator.

65% students made improvement in their post PAT Mathematics assessment. Work samples demonstrated that 35% of students could select and use an addition strategy (split, compensation or jump) to solve an addition problem.

Cycle 2 Term 2 Week 5 - Term 3 Week 5:

68% of students made improvement in their PAT reading assessment.

100% of Stage 2 and 50% of Stage 3 students achieved Understanding Texts 6- Learning Progression indicator identified through the DoE short reading assessment.

78% of students made improvements in their PAT Mathematics Assessment.

76% of Stage 2 and 65% of Stage 3 students made an improvement in selecting and applying multiplicative strategies to solve a worded problem according to the DoE short numeracy assessments.

72% of Stage 2 and 65% of Stage 3 students made growth in additive strategies according to the short DoE numeracy assessment.

Cycle 2 Term 3 Week 5 - Term 4 Week 5:

Improvement in all Year 2 students' reading levels as evidenced through running records and DoE Phonics Diagnostic Assessments.

Classroom teachers report an increased engagement in classroom activities and students transferring knowledge and understanding from C.ILSP groups to the classroom.

Student classroom work samples reflecting knowledge and understanding
100% of Year 2 students made improvements in the IfSR-NP DoE assessment.

100% of Year 4 students made growth in past NAPLAN paper reading assessment.

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

After evaluation, the next steps to support our students with this funding will be continuation of literacy and numeracy small group tuition. Students will be placed on the program based on data sources collated by class teachers, C.ILSP tutors and the LST Team to identify students' point of need. C.ILSP tutors have provided 2022 classroom teachers with collected data to inform their understanding of students and their progress in the program.

Maintaining consistent collaboration with classroom teachers will reflect best practice and support high expectations. Continued support and regular monitoring of students transitioning back into the classroom would reinforce the success of the program.

Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	111	99	100	99
Girls	106	103	86	84

Student attendance profile

School				
Year	2018	2019	2020	2021
K	94.6	91.7	90.5	88.1
1	93.4	93.4	92.2	89.5
2	91.2	91.8	92.9	89.7
3	91.9	90.8	90.7	90.8
4	90.3	91.2	89.2	89.3
5	90.7	90.3	87.2	83.9
6	90.9	87.6	87.8	85.9
All Years	91.9	91.1	90.2	88.1
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	9.71
Literacy and Numeracy Intervention	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8
Other Positions	1

*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	870,578
Revenue	4,191,891
Appropriation	4,129,212
Sale of Goods and Services	33,053
Grants and contributions	29,411
Investment income	216
Expenses	-4,426,158
Employee related	-4,017,971
Operating expenses	-408,186
Surplus / deficit for the year	-234,266
Closing Balance	636,312

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	32,028
Equity Total	725,154
Equity - Aboriginal	177,215
Equity - Socio-economic	387,941
Equity - Language	2,940
Equity - Disability	157,058
Base Total	2,367,404
Base - Per Capita	50,728
Base - Location	1,647
Base - Other	2,315,028
Other Total	680,575
Grand Total	3,805,162

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

The survey was completed by 25 parents/carers

96% indicated they always felt welcome when they come to the school and that the grounds are tidy and well maintained. 92% said the appearance of the school is attractive to the community and visitors.

60% said the students at William Bayldon support each other.

100% said that the staff, including teachers and office staff, care about their child, and 76% indicated there are positive links between parents, students and the broader community.

96% believe their child is well instructed in the basics of education and 95.8% would recommend William Bayldon Public School to other parents.

91.7% said the school has excellent resources to support learning and 87.5% said their child is exposed to a wide range of extra-curricular activities that develop the whole child.

83.3% indicated they received adequate support from the school and their child's teacher during the COVID-19 lock down in 2021.

72% like the fortnightly newsletter and the preferred method of receiving this communication was by email or Facebook, with only 1% preferring a paper copy.

Future directions

In 2022, a focus on community engagement will be a priority as this initiative was put on hold in some regards due to the COVID-19 restrictions throughout the year.

We will build on the improved communication between teachers and home by ensuring our current successes for building partnerships between home and school are enhanced through:

- Engaging parents and carers to encourage them to hold high expectations of their children.
- Establishing a dedicated family-school action team to develop and co-ordinate partnership plans and activities for ongoing improvement in partnerships within our community.
- Providing opportunities for parents and community members to engage in a range of school-related activities which help to build the school as a cohesive educational community.

Staff

The majority of staff completed the 'People Matter' survey in 2021. The improvements from 2020 to 2021 were as follows:

Role clarity and Support: staff understand what is expected of them to do their job well

(97%) and staff have the tools and technology to do their job well (87%).

Job purpose and enrichment: my job gives me the opportunity to use a variety of skills (87%)

Teamwork and collaboration: my workgroup works collaboratively to achieve its goals (87%)

Future Directions

- Ensuring all staff are aware of the opportunities for career development within our organisation.
- Have clear and agreed expectations for all staff to be responsible for their own actions within the workplace.
- Ensure all processes and policies for recruitment of staff at all levels are communicated clearly to all stakeholders throughout the process.
- Ensure senior managers provide the time to actively listen to all employees.

Student

There were 112 students who completed the survey

60.7% indicated the school and their teachers always have high expectations of their learning.

44.1% indicated they always enjoy learning, with 44.1% saying they sometimes enjoy learning and 7.2% indicating they never enjoy learning.

50% said they receive regular feedback about their progress in reading and mathematics. 38.4% said they receive the feedback sometimes and 9% were unsure.

67% indicated their teacher explains what they are going to learn before they start each reading lesson. 22.3% said this occurred sometimes.

47.3% said they feel challenged in their learning. 37.5% feel challenged sometimes and 8.9% never feel challenged.

51.8% engage in a range of learning and assessment tasks and are provided with feedback on how they can improve in reading and mathematics. 30% indicated this occurs sometimes and 10% were unsure.

43.8% said their teacher helps them if there is a problem in class or in the playground. 38.4% said this happens sometimes and 8% said never.

48.6% indicated there are always interesting things to do in their classroom and 41.4% said sometimes there are interesting things to do.

53% said they are always known, valued and cared for at school and 30.4% indicated this happens sometimes and 11.6% were unsure.

Future Directions

- The school will continue to enhance current practices where high expectations, for every student in their learning outcomes, are consistently embedded and evident across the school.
- A focus on feedback is a priority in 2022 as part of our strategic directions 1 and 3. High Impact Professional learning and a common approach across the whole school will be implemented.
- Increasing high interest, challenging activities that are engaging in the classroom will help strengthen students' love of learning.
- Ensuring all students understand what it means to be known, valued and cared for as learners and members of the school community.

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.