

# 2021 Annual Report

## Anzac Park Public School



# ANZAC PARK PUBLIC SCHOOL

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# Introduction

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

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

## School contact details

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## School vision

At Anzac Park Public School, we actualise our vision using a student-centred, data-driven and evidence-based approach. Through rigorous programs, students develop the foundational skills in literacy and numeracy essential to life-long learning, in alignment with department priorities. We recognise that for students to be effective change-makers in a 21st Century society, they must be equipped with deep conceptual understandings and apply these as critical, creative, and collaborative individuals. We instil a sense of belonging, engagement and purpose to ensure all students have a sense of self-worth, self-awareness and personal identity that enables them to confidently participate as members of the community. These visions for learning are enabled through clarity of purpose, partnerships with our community, and a fusion of established and emerging pedagogical practices.

## School context

Anzac Park Public School is a newly established school on the Lower North Shore. Our school aspires to be outstanding through the purposeful creation of innovative learning environments that promote the development of critical, creative and collaborative life-long learners.

The school has an enrolment of 805 students. Of these, 51% of students come from a language background other than English, and 27% are monitored on the EAL/D Learning Progression (Beginning to Consolidating). We have a diverse, multicultural community with 25% of students born in a country other than Australia, and 0.6% of students identify as Aboriginal or Torres Strait Islander. Our two multi-categorical support classes provide a specialised setting for 14 students with moderate to high learning and support needs. Our average FOEI (Family Occupation and Education Index), which measures level of parent education, parental occupational status and family wealth, in 2020 was 0. A comprehensive situational analysis has been conducted which led to development of the 2021-2014 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents & the local AECG.

Through our 2020 situational analysis, we have identified strategic visions for the future in which we prioritise:

- ensuring our students reach growth targets in literacy and numeracy,
- enacting a purposeful curriculum that enables our students to become critical, creative and collaborative individuals, and
- building student sense of belonging and engagement.

Our community has high aspirations for their children to be successful 21st Century global citizens. We are a welcoming school that actively builds relationships with families and the wider community, with parents involved in their child's learning.



## 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	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure that students have the essential knowledge, skills and understanding in literacy and numeracy which form the basis for life-long learning. This will be enabled through embedded whole school processes in which teachers will evaluate and refine their pedagogies through the use of targeted professional learning and data-driven practice.

### 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.

- Accelerating Reading
- Accelerating Numeracy
- Foundations: Analysing Impact

### Resources allocated to this strategic direction

**Socio-economic background:** \$6,386.00

**Aboriginal background:** \$4,296.00

**English language proficiency:** \$209,413.00

**Low level adjustment for disability:** \$99,102.00

**COVID ILSP:** \$24,091.00

**Refugee Student Support:** \$338.00

**Literacy and numeracy:** \$25,412.00

**Professional learning:** \$28,000.00

**Literacy and numeracy intervention:** \$44,847.00

### Summary of progress

At Anzac Park, our Strategic Direction 1 - Student growth and attainment supported the school to progress its commitment to developing students' foundational skills in literacy and numeracy. In 2021, we established three key initiatives to support achievement of our improvement measures linked to this strategic direction.

To support Accelerating Reading, our focus on identifying, understanding and implementing the most effective and evidence-based teaching methods in reading, the APPS Leadership Team collaborated with the Literacy and Numeracy Strategy Advisors from the Teaching Quality and Impact Directorate to develop the Anzac Park Reading Strategy. This document established a K-6 model of research-informed practices to improve the teaching of reading. It supported teams during collaborative planning days to develop evidence-based teaching and learning programs.

In Accelerating Numeracy, our focus on identifying, understanding and implementing the most effective and evidence-based teaching methods in Mathematics, the APPS Leadership Team built a deep understanding of the Relational Mathematics program, Relational Mathematics places emphasis on the correlation of mathematics concepts, relational understandings, and the teaching of mathematical reasoning and meta-language. The pedagogies of this approach include clear explicit instruction, ongoing formative assessment to support quality differentiation, and embedded problem solving. To build capacity in teachers using Relational Mathematics approaches, the school implemented professional learning across Terms 2 and 3 using a Professional Learning Community (PLC) model targeting Formative Assessment & Questioning, Problem Solving, High Potential and Gifted Education, and Intervention Programs. Each teacher selected a focus based on their areas for development. Professional learning sessions were then developed and delivered by executive staff, to build capabilities and source teachers with particular expertise to improve student learning. The PLC leaders modelled effective practice and facilitated professional dialogue through the creation of action plans and reflections.

To support pedagogical implementation of the Accelerating Reading and Accelerating Numeracy initiatives, APPS established a K-2 and 3-6 Instructional Leader (IL) program. To support grade or stage teams in understanding and applying these new approaches, the ILs incorporated practices such as observing and gathering data on the K-6 teaching of reading, co-teaching in classrooms to implement programs developing the six components of reading, and developing an observational schedule and feedback loop to support teacher reflection. Across both of these initiatives, the school also developed its approaches to holistic Learning and Support structures with a clear focus on our responsiveness in meeting the literacy and numeracy needs of all students.

APPS final initiative in Student Growth & Attainment was Analysing Impact. This initiative emphasised sustainable whole school processes for collecting and analysing short and long cycle formative assessment data in Reading and

Numeracy. Crucially, this data was used to inform teaching strategies in relation to student needs, evaluate the impact of these strategies on student learning, and inform teacher professional learning and school resourcing. To support K-6 tracking of student cohort data, the APPS leadership team developed a whole school assessment timeline for collecting and monitoring student performance data in Literacy & Numeracy. ILs and Assistant Principals worked with staff to upskill them in using new assessment tools, including Essential Assessment and PAT. From this data, ILs then created termly Impact Reports by conducting K-6 data analysis to analyse trends across stage/grade levels and to inform future teaching and learning priorities. At a grade and stage level, staff teams analysed assessment data with a student-level focus in the APPS Analysing Impact Formative Assessment Cycle. Grade and stage teams engaged in 3-week cycles to respond to student needs based on formative assessment data, led by Grade Coordinators and Assistant Principals. By having this allocated professional learning time to input and collaboratively analyse student data, teachers responded to trends in data to modify teaching and learning practices to meet student needs.

### 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
Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be trending upwards towards the system negotiated lower-bound target.	71% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target.
Increase the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be trending upwards towards the system negotiated lower-bound target.	55% of students achieved in the top two bands in NAPLAN <b>numeracy</b> indicating progress toward the lower-bound target.
All students (K-2) have learning goals based on determined 'expected growth' data using the PM benchmarking levels which are tracked and monitored.	Review of student progress against the PM Reading Benchmarks indicates 88% of Kindergarten, 95% of Year 1 and 71% of Year 2 students were reading at or above expectation.
All students (K/1) have learning goals based on determined 'expected growth' data using the numeracy progression which are tracked and monitored using PLAN2.	Delay in implementing initiatives in Semester 2 have required this work to be postponed to 2022. To date the Interview for Student Reasoning (IfSR) was conducted to track and monitor student progress in additive strategies and quantifying numbers to provide baseline data.
Increase the proportion of students reporting Expectations of Success to be trending upwards toward the SSSG positive percentage.	Tell Them From Me data (Yrs 4-6) indicates 95% of students report a positive sense of wellbeing (Expectations for success) in 2021.

## Strategic Direction 2: Synergy

### Purpose

Our purpose is to ensure that all students develop deep knowledge, skills and understandings so they can become change agents in a 21st Century society. By enacting a purposeful curriculum, teachers enable students to develop global competencies to become creative, critical and collaborative individuals who can adapt and feel fulfilled in a changing world.

### 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.

- Deep Learning
- Synergy: Analysing Impact

### Resources allocated to this strategic direction

**Professional learning:** \$14,000.00

### Summary of progress

At Anzac Park, Synergy is our commitment to ensuring that our students are prepared for the opportunities and challenges of the 21st Century through learning programs that build students' deep knowledge, skills and understandings. In 2021, we embarked on three key initiatives to support our achievement of our improvement measures linked to this strategic direction.

Our first initiative, Deep Learning, centres on the development and implementation of quality teaching and learning programs that specifically build students conceptual understanding as well as purposeful and explicit teaching of the global competencies. Professional learning was delivered in Term 1 to all staff based on the four elements of learning design and all teaching staff were provided with time to engage in collaborative program design to ensure that curriculum expertise was developed across the school.

A focus on STEAM (Science, Technology, Arts, Engineering & Mathematics) pedagogies resulted in the creation of a STEAM scope and sequence that ensures that STEAM programs are embedded within our quality teaching and learning experiences in a sequenced and purposeful manner. In Semester 2, this was supported by the purchase of resources to enable the implementation of this scope and sequence in 2022.

Our second initiative, Analysing Impact, focuses on the tracking of student progress along the six global competency progressions. Teachers collaborated to create, implement and assess each student along the global competency progressions and reported these achievements to parents in Semester 1 and Semester 2 reports.

### 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
Assessment worksamples are tracked and monitored in the areas of collaboration (managing team dynamics; and working independently in a team), creativity (asking the right inquiry question; and pursuing and expressing novel ideas and solutions) and critical thinking (evaluating information and arguments; meaningful knowledge construction; and experimenting, reflecting and taking action on ideas in the real-world) proficiencies of the deep learning progressions.	Review of student progress indicates 38% of students have exceeded learning goals against the global competencies indicators.

All students tracked and monitored, using Semester 2 Academic Reports, in indicators demonstrating transferable understandings in science, history and geography.	Review of student progress indicates 32% of students have exceeded learning goals against the conceptual understanding indicators.
Increase the proportion of students reporting Drivers of Student Engagement to be trending upwards toward the SSSG positive percentage.	Tell Them From Me data shows an improvement across the four domains of student engagement, including a 0.3% increase in quality instruction, 0.1% increase in teacher-student relations, 0.3% increase in classroom learning climate, and 0.2% increase in teacher expectations of success.
All teachers tracked and monitored using the APPS observational rounds framework, for the identified deep learning elements. This will include How We Learn (Student-Led Learning, Learning Through Tech, and Spatial Affordances), What We Learn (Conceptual Understanding, Critical and Creative Thinking, Collaboration and Leadership, and Applied Learning), and Why We Learn (Societal Knowledge, and Personal Knowledge).	Teacher confidence survey reporting Always/Usually in the specified Deep Learning elements has identified 2021 baseline data including; Student-Led Learning 64%, Learning Through Tech 39%, Spatial Affordances 93%, Conceptual Understanding 89%, Critical and Creative Thinking 54%, Collaboration and Leadership 68%, Applied Learning 32%, Societal Knowledge 29%, Personal Knowledge 36%. This data will be used in 2022 to report on improvement in teacher confidence in the identified areas.



## Strategic Direction 3: Belonging

### Purpose

Our purpose is to ensure students have a sense of connectedness, purpose and meaning that enables them to thrive at school. We foster strong community partnerships, positive student-teacher relationships, and engagement by knowing the whole child. Students understand the world around them and the potential within them, so they can be fulfilled individuals and active, compassionate citizens.

### Initiatives

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

- Embedding Systems
- Partnerships
- Belonging: Analysing Impact

### Resources allocated to this strategic direction

**Professional learning:** \$6,133.00

**QTSS release:** \$0.00

### Summary of progress

In supporting our Strategic Direction of Belonging at Anzac Park PS in 2021, a number of activities were developed and implemented across the school. Whole school approaches to student wellbeing and engagement were prioritised through teacher professional learning, where there was a collective responsibility for students to connect, succeed, thrive and learn. Professional learning was delivered in Term 2 and Term 3 to all staff based on CESE's core element of 'creating a safe environment'. As a result of this professional learning, teachers indicated having a better understanding of evidence-based wellbeing practices and demonstrated an improved ability to foster a safe environment in their classroom and across the school.

Parent engagement was an important area of focus in 2021 with teachers regularly engaging with parents to improve understanding of student learning and strengthen student outcomes. This included the use of Seesaw digital learning journals, 3 Way Check-Ins, the delivery of parent workshops providing strategies on how to support parents with their child's wellbeing and with technology, and the APPSChat podcast series.

The Leadership Team also developed a whole school process for collecting and monitoring student wellbeing data through 3-week cycles to track student data across Pivot Pulse Checks, Sentral Wellbeing data and F-3 Student Perception Survey / TTFM through Analysing Impact sessions. This supported grade/stage teams in collaboratively analysing student data and responding to trends to meet student wellbeing needs.

### 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
Increase the proportion of students reporting Students' Sense of Belonging / School Advocacy to be trending upwards toward the SSSG positive percentage.	TTFM data indicates indicates a 1% upward trend in student Sense of Belonging and a 3% downward trend in Advocacy at School.
Increase the proportion of parents reporting <ul style="list-style-type: none"><li>• school supports positive behaviour</li><li>• school supports learning</li><li>• safety at school</li><li>• parents are informed</li></ul> to be trending upwards toward the NSW government norms.	Tell Them From Me data shows a decrease in most areas of the parent survey, including a 0.2% decrease in school supports positive behaviour, 0.2% in school supports learning, 0.2% increase in safety at school and 0.6% decrease in parents are informed. It is important to note that the complexities and challenges of 2021 in relation to the extended Learning From Home period in Semester 2 2021 could have contributed to these results.

Students, staff and parents understanding and satisfaction of the school's student wellbeing strategy, practices and supporting programs tracked and monitored.	The delayed release of the NSW Department of Education's Inclusive, Engaging and Respectful Schools Policy has required this work to be postponed to 2022.
All students K-3 tracked and monitored in the areas of teacher 'knows students and how they learn' and 'create and maintain safe and supportive learning environments) using the Pivot F-3 Student Perception Survey on Teaching and Learning.	All students K-3 participated in the Pivot F-3 Student Perception Survey and survey data analysed and monitored in the areas of 'Know students and how they learn', and 'Create and maintain safe and supportive learning environments'. Data demonstrates a school strength in; 'Create and maintain safe and supportive learning environments', with the highest scores across the school in this area. Year 1 showed strengths in teacher connectedness to students, with Kindergarten and Year 1 showing strength in help-seeking behaviour. Year 3 showed the lowest scores across all Standards.
Decrease the percentage of students attending less than 90% of the time to be trending downwards towards the system negotiated lower-bound target.	The number of students attending greater than 90% of the time or more has increased by 5% based on 2019-2021 attendance figures.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$338.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Intervention and student support has been embedded in whole school practices to meet the needs of students.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Whole school systems have been developed to support individual needs as part of the Learning and Support Team processes.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued focused on Learning and Support Team processes to ensure consolidation and coherence of student support.</p>
<p>Integration funding support</p> <p>\$124,486.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Anzac Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• consultation with external providers for the implementation of the school's literacy and numeracy strategies</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> After evaluation, the next steps to support our students with this funding will be to provide professional learning and coaching to support SLSO staff to implement PLSPs by developing a deeper understanding of learning support needs using evidence based teaching and instruction. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$6,386.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Anzac Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Socio-economic background</p> <p>\$6,386.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> <li>• Accelerating Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Funding was used to provide targeted support for students in need and ensure all students accessed the full range of learning programs including enrichment opportunities.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> Access to enrichment opportunities and targeted literacy and numeracy support has been provided for identified students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continued support provided to ensure all students access the full range of learning programs, including enrichment opportunities, at Anzac Park.</p>
<p>Aboriginal background</p> <p>\$4,296.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Anzac Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> <li>• Accelerating Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning Pathways (PLPs) were developed for Aboriginal and Torres Strait Islander students, identifying Specific, Measurable, Achievable, Realistic and Time bound (SMART) goals aligned to each student's literacy and numeracy goals. These PLPs were developed in partnership with the student, classroom teacher and parents/carers to ensure a shared understanding of the student's learning pathway.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The development of PLPs has supported classroom teachers in providing personalised support in literacy and numeracy for Aboriginal and Torres Strait Islander students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The continued development and monitoring of Personalised Learning Pathways for Aboriginal and Torres Strait Islander students, in consultation with parents and carers, to support improved learning outcomes.</p>
<p>English language proficiency</p> <p>\$209,413.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Anzac Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• EAL/D resources to support EAL/D student needs, and programming support for teachers from EAL/D teachers</li> <li>• EAL/D full time teacher plus 0.6 teacher to support new arrivals</li> <li>• Professional learning for EAL/D teachers and class teachers in EAL/D Learning Progression</li> </ul>

<p>English language proficiency</p> <p>\$209,413.00</p>	<p><b>The allocation of this funding has resulted in:</b>  The EAL/D Teacher worked collaboratively with class teachers to analyse student work samples and assessment data, in order to place students' on the EAL/D Learning Progression, and determine individual strengths, needs and goals. Using this data, the EAL/D Teacher identified students to target, and reported to parents/carers about EAL/D student learning progress at the end of each semester. EAL/D support programs were based on students' level of language proficiency, and reviewed in cycles throughout each term. The EAL/D Teacher utilised three broad modes of delivery for EAL/D teaching- Direct, Collaborative and Resource EAL/D teaching modes. The EAL/D teacher strengthened the capacity of teachers to report on student learning progress and goals, and communicate to parents/carers how research based principles of English language acquisition applied to their child's achievement towards learning outcomes. Funding was used to provide one School Learning Support Officer 4 days per week to provide initial, on-arrival intensive English support for newly arrived students at the beginning and emerging levels of English language proficiency.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  EAL/D teacher to provide professional learning and collaborative planning to support teachers in understanding how to use the EAL/D Learning Progression as a tool to assess and monitor student learning needs and progress. EAL/D teacher to provide EAL/D targeted programs for students at the Beginning and Emerging phase. Allocate time for EAL/D teacher to work collaboratively with class teachers to show evidence of differentiation in teaching and learning programs for EAL/D students, at all phases of language proficiency. EAL/D teacher to refine EAL/D reporting processes to meet policy requirements, informing them of their child's English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$99,102.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Anzac Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> <li>• Accelerating Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Low level adjustment for disability allocation was used for a Learning &amp; Support Teacher for 2.5 days per week. The Learning &amp; Support Teacher contributed to teacher professional learning to build staff capacity in understanding the diverse needs of students with a disability and ensuring evidence based best practice was embedded across classrooms. The employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs. Targeted students were provided with an evidence-based intervention Mini Lit &amp; Multi Lit to increase learning outcomes. The Learning &amp; Support Team planned and deployed the school's resources to promote effective learning and support for every student.</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  LST processes that were holistically informed and delivered in consultation with parents and carers, for students with identified learning support needs. Personalised learning plans were adjusted to address individual student needs and adjustments to teaching and learning programs to address classroom differentiation to meet diverse learning needs.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  In 2022, funding will be used to consolidate and extend Learning and Support programs to provide specialist support for students in K-2 and</p>

Low level adjustment for disability \$99,102.00	Years 3-6.
Literacy and numeracy \$25,412.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Anzac Park Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> <li>• Accelerating Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The online subscriptions were accessed by all staff and supported the quality teaching of literacy and numeracy K-6, as evidenced by teaching and learning programs. The Years 3-6 implementation of the reading assessment program was postponed to 2022.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding will continue to fund online subscriptions to targeted online programs. This budget will also be used in 2021 to fund the release of teachers from face-to-face teaching to support the establishment of enhanced reading assessment in 2022.</p>
QTSS release \$145,529.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Anzac Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Partnerships</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Releasing each Assistant Principal one day per week to support teachers in working towards their Performance and Development Plan (PDP) goals aligned to the What Works Best (WWB) quality teaching practices. Assistant Principals have conducted lesson demonstrations, co-planned and co-taught with teachers and provided release for classroom observations. The QTSS allocation also allowed Assistant Principals to support and mentor beginning and early career teachers through goal setting and reflective practices.</li> </ul> <p><b>The allocation of this funding has resulted in:</b> As a result, Assistant Principals were able to support teachers in achieving their PDP goals based on the WWB framework and strengthen quality teaching practices across the school.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> The QTSS allocation will be used to release Assistant Principals one day per week in 2022.</p>
Literacy and numeracy intervention \$44,847.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Anzac Park Public School who may be at risk of not meeting minimum standards.

<p>Literacy and numeracy intervention</p> <p>\$44,847.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> <li>• Accelerating Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Funding was used to provide an Instructional Leadership program. This program supported teachers in addressing literacy and numeracy needs in their classes, by providing teachers with observational feedback, targeted professional learning, and modelled lessons. During the year, the school's two Instructional Leaders were able to spend allocated time in every classroom throughout the school in both reading and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>During 2021, the school's two Instructional Leaders were able to spend allocated time in every classroom throughout the school in both reading and numeracy. Impact could be seen in grade-based teaching and learning programs, where the school's Relational Mathematics and Reading Strategy were supported.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>The Instructional Leadership program will continue in 2022.</p>
<p>COVID ILSP</p> <p>\$48,183.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Accelerating Reading</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• During 2021, two teachers filled this position in our school, to work directly with students in intensive small group sessions focused on the achievement of specific numeracy and literacy indicators. During the year, these staff members worked with eight groups of students, with positive outcomes measured against pre-assessment results.</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students in the COVID ILSP Intervention groups consistently showed improvement against the targeted indicators in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022, the COVID ILSP teacher will work closely with the LST and stage-teams to identify the most appropriate students for intervention groups.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	272	300	370	399
Girls	297	319	377	394

### Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.4	96.1	94.5	94.9
1	97.4	94.6	94.6	95.7
2	96	95.6	94.6	95
3	97.1	94.9	95.8	95.4
4	97.7	92.5	94.2	95.3
5	95.6	95.4	93.8	94.8
6	94.7	96.1	93.6	91.9
All Years	96.6	95.2	94.6	95.1
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	33.19
Literacy and Numeracy Intervention	0.4
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.4
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	7.02

\*Full Time Equivalent

## Aboriginal and Torres Strait Islander workforce composition

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

## Workforce ATSI

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

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

Anzac Park Public School prides itself on delivering quality professional learning opportunities. An integral aspect of the Anzac Park Public School's culture is our commitment to professional learning, as well as a responsibility to be involved in performance and development processes that facilitate professional growth and the provision of quality teaching and learning. These processes are consistent with the NSW Department of Education policies, aims and strategic directions and Anzac Park's Strategic Improvement Plan. Each week staff engaged in differentiated and targeted professional learning opportunities based on our school plan and strategic directions, as well as mandatory training requirements. A total of \$78 133 was invested in professional learning in 2021, funded through DoE allocated professional learning funds and school funds. Staff participated in professional learning initiatives focused on effective pedagogical practice, literacy, numeracy, wellbeing, child protection, anaphylaxis, emergency care, student wellbeing and leadership.

### **What Works Best**

As part of our Strategic Improvement Plan, we had a focus on building capacity in evidence-based practices based on CESE's What Works Best (WWB) report. Teachers worked with their Assistant Principals to identify themes from WWB which they could focus on to improve their practice. These themes are High expectations, Explicit teaching, Effective feedback, Use of data to inform practice, Assessment, Classroom management, Wellbeing and Collaboration.

Teachers developed PDP goals linked to these themes, with specific and personalised targets. Through QTSS funding, Assistant Principals established resources, processes and PL to build teacher capabilities in these areas to improve student learning. Using this funding, Assistant Principals carried out targeted observations, provided teachers with release to undertake aligned PL, and provided access to modelled teaching practice.

Through this individualised approach to developing classroom practice, the school maintained its focus the educational research supporting the WWB report.

### **Analysing Impact**

APPS has established a culture of quality teaching and learning driven by evidence-based practices, including the use of data to inform teaching and learning programs. The leadership team promotes and demonstrates professional learning in data concepts through data focused professional learning and data analysis workshops. Each term during 2021, all stage teams carried out data analysis and responsive programming in the school's Strategic Directions (Student Growth & Attainment, Synergy and Belonging), to reflect on student progress and measure impact of their actions.

### **Wellbeing Initiatives**

In 2021, APPS supported Grade Coordinators in researching, implementing and providing Professional Learning for stage teams in evidence-based practice to support student wellbeing. Grade Coordinators carried out logic modelling to identify actions and deliverables that would best meet the needs of their students, as highlighted through data analysis. In Term 2 and 3, Grade Coordinators established their initiatives including professional learning. These initiatives supported anti-bullying approaches, supporting students' sense of belonging and supporting student connectedness. The results of these initiatives were reflected in programs across the stages.

### **Mentoring and coaching**

In 2021, APPS continued to provide 'Leadership Pathways' which staff could undertake to build their skills in educational, organisational, interpersonal, strategic and personal leadership. This included providing teachers with the option to adopt roles as Grade Coordinators and/or Committee Leaders.

Each leadership role had a clear role description that helped guide aspiring leaders to establish a learning community that is focused on continuous improvement of teaching and learning. Each aspiring leader was paired with a member of the executive team, allowing for robust formal coaching and mentoring practices based on different areas of the School Leadership Capability Framework. Aspiring leaders were also encouraged to pursue higher levels of accreditation, allowing for the ongoing development and improvement of all teachers, by expert teachers at the school.

Beginning teacher mentoring programs were established aligned to teachers professional learning goals as part of the Performance and Development Plan process. Through mentoring structures, beginning teachers were provided with opportunities to evaluate their practice, observe lesson demonstrations and receive effective feedback to work with an aspiring leader to improve the quality of their teaching.

### **Relational Mathematics PLC**

In alignment with our Strategic Improvement Plan, the Leadership Team developed a professional learning plan based on our Relational Mathematics Strategy to build capacity in teachers using evidence-based practices to improve student learning. These were implemented through a Professional Learning Community (PLC) model targeting Formative Assessment & Questioning; Problem Solving; High Potential and Gifted Education; and Intervention Programs.

Teachers had the opportunity to select a focus based on areas for development and areas of strength. Professional

learning sessions were then developed and delivered by executive staff, to build capabilities and source teachers with particular expertise to improve student learning. The PLC leaders modeled effective practice and facilitated professional dialogue through the creation of action plans and reflections.

Staff evaluations of Mathematics PLC TPL demonstrated an overall increase in teacher knowledge and confidence in applying new pedagogies in their classroom practice. 90% of staff identified that the PLC sessions provided opportunities to engage in professional discussions with colleagues.

### **Accreditation**

Our teachers continued to be supported in attaining their accreditation at proficient level through regular mentoring and co-teaching, while other teachers focused on maintaining their accreditation. Staff who expressed interest in pursuing Higher Levels of Teacher Accreditation, were supported in doing so, through professional learning and proformas provided by a school Deputy Principal.

## 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 <b>Actual</b> (\$)
<b>Opening Balance</b>	699,998
<b>Revenue</b>	7,378,385
Appropriation	7,031,286
Sale of Goods and Services	18,090
Grants and contributions	325,701
Investment income	1,107
Other revenue	2,200
<b>Expenses</b>	-7,318,869
Employee related	-6,632,340
Operating expenses	-686,529
<b>Surplus / deficit for the year</b>	59,516
<b>Closing Balance</b>	759,514

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

## Financial summary - Equity loadings

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

	2021 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	179,878
<b>Equity Total</b>	319,201
Equity - Aboriginal	4,297
Equity - Socio-economic	6,386
Equity - Language	209,413
Equity - Disability	99,105
<b>Base Total</b>	5,901,540
Base - Per Capita	187,116
Base - Location	0
Base - Other	5,714,424
<b>Other Total</b>	510,651
<b>Grand Total</b>	6,911,271

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.

The school's finances are managed by a finance committee comprising the Principal, School Leadership Team and the School Administrative Manager. The finance committee meets to set the school's budget based on whole school needs and strategic priorities. Income and expenditure are monitored on a regular basis by the Principal and School Administrative Manager. The school is moving towards managing the operational budget through Stage program budgets coordinated by each Assistant Principal and program budgets managed by the Deputy Principals and other program leaders. These budgets are monitored using state wide and local internal orders. Funds carried over into the 2021 financial year have been committed to the three strategic directions and supporting strategies outlined in the 2021-2024 School Plan.

## School performance - NAPLAN

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

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



## Parent/caregiver, student, teacher satisfaction

Each year, schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2021 through P&C meetings, written feedback and surveys. The Tell Them From Me (TTFM) Student Survey was implemented in Semester 2 2021 and provided data from students in Years 4-6. The TTFM Student survey captured our students' opinions about their learning at Anzac Park Public School, including their thoughts on social-emotional outcomes and drivers of student outcomes. Our analysis of this data highlights that students scored our school well above government norms within the areas of: Positive Relationships (85%) and Positive Behaviour at School (98%). Areas for improvement were interest and motivation, homework behaviours and participation in extra-curricular activities, all factors which will be addressed further in 2022 when learning from school continues.

The TTFM Teacher survey captured our staff's opinions about the culture of Anzac Park Public School, including thoughts based on the school context and classroom context. Our analysis of this data highlights that teachers scored our school well above government norms within the areas of inclusive school (8.4), parent involvement (7.8), leadership (7.9) and collaboration (8.5). Although an area of strength compared to the government norm, one of the most notable areas for improvement was collaboration with a decline of 0.3 from 2020 to 2021. This factor will be addressed further in 2022 when learning from school continues.

The TTFM 'Partners in Learning' Parent survey captured our community's opinions about the culture of Anzac Park Public School, including how welcoming and supportive the school is. Our analysis of this data highlights that we achieved well above government norms within the area of inclusive school (7.1). To ensure we continue creating an inclusive school, we have will be implementing the department's new reform policies for Inclusive, Engaging and Respectful schools. With this will be a whole school induction into supporting students' needs across the school. The data shows we achieved well above government norms within this area with parents reporting they are informed (7.1) and are provided with opportunities to support student learning. The data indicates that parents indicated a further development on the school supporting learning is an area of focus with the school only achieving slightly below government norm within this aspect. The analysis of data highlighted areas of strength within our parent partnerships which will remain a focus in planning for our 2021-2024 School Improvement Plan and areas for improvement in developing whole school systems to support wellbeing including parents feeling well informed. We plan to cater to this with parent app for school communication from Term 4 2022.





# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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During 2021, Anzac Park Public School expanded its Aboriginal Education Strategy to facilitate quality teaching and learning experiences that aimed to build upon whole school appreciation and respect of Aboriginal and Torres Strait Islander heritage and culture. Activities included celebration of Reconciliation Week and NAIDOC week, alongside incorporation of cultural awareness into History, Geography, English and PDHPE teaching and learning units. In addition to this in-school focus, Anzac Park Public School created a functional Reconciliation Action Plan (RAP), that focuses on strengthening relationships, respect and opportunities in the classroom, around the school and with the community. This involved forming a RAP Working Group with parents, students and staff, who met regularly to develop the Reconciliation Action Plan collaboratively. The school presented our RAP to AECG, and received feedback which was incorporated. Learning from this initiative will continue to be utilised in our school to enhance and deepen our approaches to Aboriginal Education by meeting required actions and deliverables throughout 2022.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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In 2021, Anzac Park Public School had two trained Anti-Racism Contact Officers (ARCOs). The ARCOs developed community awareness of their role through whole school newsletter notifications. They supported teachers in delivering anti-racism education to all students through developing age-appropriate learning experiences. All teachers are responsible for supporting students to develop an understanding of racism and discrimination and the impact on individuals and the broader community. All staff are responsible for reporting allegations of racism from the community and to monitor their own behaviour.

## Multicultural Education Policy

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

## Multicultural and anti-racism education - School Statement

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In 2021, APPS celebrated cultural diversity on Harmony Day, held on the 21 March. This school community were

passionate about spreading the message that racism is not accepted at our school because 'everybody belongs'. Another message the community were keen to celebrate was the 'diversity is a strength' of our multicultural school. Students engaged in activities across the school to develop an understanding of anti-racism and anti-discrimination, inclusion, tolerance, respect and belonging. The school involved staff, students and the community by encouraging everyone to wear a splash of orange, or cultural dress, to show support for cultural diversity. Students and families were able to be involved and feel connected to others at APPS by dressing up, seeking connections with others while having photos taken in the giant Instagram frame, writing messages of support to welcome others to our school (in English and other languages), and being filmed explaining their cultural heritage, or speaking in their preferred language.