

# 2021 Annual Report

## Smalls Road Public School



4668

# Introduction

The Annual Report for 2021 is provided to the community of Smalls Road 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

---

Smalls Road Public School

3 Smalls Road

RYDE, 2112

[www.smallsroad-p.schools.nsw.edu.au](http://www.smallsroad-p.schools.nsw.edu.au)

[smallsroad-p.school@det.nsw.edu.au](mailto:smallsroad-p.school@det.nsw.edu.au)

8260 7700

## School vision

We believe that every student should be engaged and challenged in their learning. Every student will achieve academic improvement within a respectful, inclusive, innovative and high expectation environment that supports individual and collective wellbeing. Our vision is to be partners in learning and collaboratively empower all students to become confident, creative, resilient, responsible and successful learners.

## School context

Smalls Road Public School is a new school, established in Term 1, 2020. The school's catchment covers part of North Ryde, Denistone East, West Ryde and Ryde. Smalls Road Public School opened in 2020 with Kinder students only. From 2021 the school expanded enrolments to all grades, K-6, but with our greatest growth coming from kinder enrolments. Smalls Road will grow slowly over time as we enrol kinder each year. We have a capacity of 920 students. Expected enrolments for 2024 are approx 500 students.

Smalls Road Public School's community are:

- above the average value of index of community socio-educational advantage
- 53% from language background other than English
- less than 1% Aboriginal or Torres Strait heritage

Smalls Road Public School is a unique circular design. As a newly built school our spaces have been designed to prepare students for workforce skills where collaboration, creative thinking and innovation are key to success. Our innovative learning spaces have been designed as flexible spaces to better cater for problem and project-based learning experiences, authentic collaborative teaching and learning and authentic student voice and agency. Our school has been built to support technology-rich learning with infrastructure that will support ongoing technology changes and advancements.

Our school community is engaged and highly supportive of the school. Our community is an important part of growing our positive, high expectations and inclusive culture as the school grows with kindergarten enrolments each year.

Through our situational analysis and in the context of establishing and growing a new school, the following high-level areas for development and implementation have been identified:

- building quality teaching pedagogy using evidence informed practice
- personalised learning for students and staff
- effectively using data to inform learning
- developing and building collaborative practice for students, staff and community
- using evidence informed practice to establish and build innovative learning
- establishing and building whole school well-being
- establishing and building positive student, staff and community engagement

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

## Strategic Direction 1: Student growth and attainment

### Purpose

---

As a newly established school it is essential to develop and grow evidence informed strategies for teaching and learning. We will develop and grow whole school processes and practices for collecting and analysing data (literacy and numeracy) to understand the learning needs of individual students to facilitate and ensure a year's worth of learning, every year, for every student.

### Initiatives

---

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

- Quality Teaching & Personalised Learning
- Data to inform learning

### Resources allocated to this strategic direction

---

**Professional learning:** \$16,120.00

**Literacy and numeracy:** \$6,659.00

**Integration funding support:** \$12,648.00

**Low level adjustment for disability:** \$12,648.00

**New Arrivals Program:** \$10,000.00

**Aboriginal background:** \$1,040.00

**English language proficiency:** \$108,424.00

### Summary of progress

---

#### Quality Teaching

##### Literacy - Semester 1 Focus

- Initialit training for all K-2 staff Term 1. Initialit full implementation K-2. Staff participated in observations of Initialit lessons of co-teachers, discuss practice and refine own practice. Staff reviewed and evaluated the 2021 implementation of Initialit and recommended changes for 2022.
- K-2 staff observe guided reading lessons of co-teachers, discuss practice and refine own practice. Staff review the integration of decodable readers and PM within reading groups. **In 2022 - decodable texts only for Kinder Term 1 with the introduction of PM readers from mid Term 2 onwards.**

In 2022 new staff will receive Initialit training to continue with full implementation of the program K-2. The school will also investigate the value of the MultiLit intervention program for possible stage 2 implementation for students at risk.

##### Numeracy - Semester 2 Focus

- Targeting Early Numeracy (TEN) training was planned to upskill new staff to TEN implementation. TEN Training scheduled for Term 3 did not progress due to Covid lockdown. Staff who were trained in TEN in 2020 continued to implement explicit and sequenced teaching in number stand of numeracy. New teachers to SRPS worked collaboratively with TEN trained colleagues to program and implement explicit numeracy lessons although did not receive the formal training. TEN training program to be implemented in 2022.

In 2022 TEN training for new staff to be implemented by TEN facilitator. Coteaching and demonstration lessons used to upskill current and new staff.

#### Personalised Learning

##### Learning Support Team

- staff co-developed and reviewed PLPs / ILPs with families and students based on analysis of literacy and numeracy progressions data for every at risk student K-6
- Learning Support Teachers (LST) worked collaboratively with staff to build staff skills to cater for individual student need within the mainstream classroom. LSTs also operated when needed small group support and targeted programs.
- Employed a 2 day per week SLSO to work with at risk Year 1 students. Implemented an effective timetable to address student need. SLSO support was directed by classroom teacher and LST.
- Monitored identified at risk student progress and made adjustments and accommodations to learning programs as needed. The Learning Support Team work in conjunction with the school psychologist and student families to seek

deeper understanding of student needs and when appropriate work collaboratively with external specialists.

## EALD

- Employ staff with TESOL qualifications to establish and develop best practice EALD program within the school setting. 1 full-time staff member and 1 part-time staff member from mid Term 2 - Term 4.
- New Arrivals program developed and implemented for students who qualified for funding.
- EALD levels in ERN reviewed and modified where needed to ensure future funding accurate

In 2022 personalised learning for students will be strengthened through the implementation of individual learning goals for all students K-6. The school will continue to collaborate with families to develop ILPs and PLPs. The school will continue to fund additional Learning and Support Teacher allocation to ensure adequate support for the growing student population.

## Parent Learning Sessions

Term 1 - 2 x Parent sessions offered on 'Home Reading and how to support'. The session will be offered at two different times. One during school hours, one after school hours.

Term 2 - 2 x Parent sessions offered on 'Initialit - an overview of the program' - The session will be offered at two different times. One during school hours, one after school hours.

Term 3 - Sessions on Targeting Early Numeracy (TEN) were planned, however, were not delivered due to Covid lockdown.

## Data to Inform Learning

### Schedule & Programs

- Staff developed, implemented and trialled K-6 assessment schedule to plan and carry out initial benchmark testing for all students - literacy and numeracy. Schedule was discussed and reviewed through stage meetings. Adjustments made for 2022. Some assessments removed as Initialit assessments added and therefore some areas covered by Initialit.
- Time allocated and funded to ensure all staff could actively engage in data talks about student learning. Staff used current data to review term learning and then plan for future learning. At risk students identified and monitored through the Learning Support Team.

In 2022 all staff will follow and implement the revised assessment schedule. the data collected will be used to track student learning. Data talks will be built into teacher planning time with a 1/2 day release for all staff in week 5 to meet as teams and review and discuss student data. All teams will also have one full day planning in the final week of each term to review student data, learning programs and plan for the next learning cycle.

## Professional Learning

All staff participated in professional learning on:

- Learning Progressions - understanding the learning progression and using consistent teacher judgement (CTJ) to track student learning. Staff develop 'must haves' to ensure CTJ when tracking student progress on the data wall.
- How to record data using the learning progressions and school data wall

In 2022 professional learning will focus building staff capacity in teaching the learning modes, building staff capacity in co teaching and using data to help students determine and implement individual learning goals.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>SEF</b></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• SEF theme 'High expectations' - Delivering</li> <li>• SEF element 'Curriculum' - Working</li> </ul>	<p>Self-assessment against the School Excellence Framework in the Domain of <b>Learning</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• delivering in the theme of High Expectations.</li> <li>• delivering in the element of Curriculum.</li> <li>• delivering in the theme of Whole School Monitoring of Student Learning.</li> </ul>

<p>Towards Delivering</p> <ul style="list-style-type: none"> <li>• SEF theme 'Whole school monitoring of student learning' - Working towards delivering</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• SEF element 'Effective classroom practice' - Working Towards Delivering</li> <li>• SEF element 'Data skills and use' - Working Towards Delivering</li> <li>• SEF theme 'Collaborative practice and feedback' - delivering</li> <li>• SEF theme 'Professional learning' - delivering</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>• SEF theme 'Instructional leadership' - Working towards delivering</li> <li>• SEF theme 'High expectations culture' - Delivering</li> </ul>	<p>Self-assessment against the School Excellence Framework in the Domain of <b>Teaching</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• sustaining and growing in the element of Effective Classroom Practice.</li> <li>• delivering in the element of Data Skills and Use.</li> <li>• sustaining and growing in the theme of Collaborative Practice and Feedback.</li> <li>• delivering in the theme of Professional Learning.</li> </ul> <p>Self-assessment against the School Excellence Framework in the Domain of <b>Leading</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• delivering in the theme of Instructional Leadership.</li> <li>• delivering in the theme of High Expectations Culture.</li> </ul>
<p>K-2 80% of students meet expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data and syllabus indicators</p> <p><b>K-2</b></p> <ul style="list-style-type: none"> <li>• progressions - literacy (PHA, PKW) and numeracy (QuN, ADS)</li> <li>• PM Benchmarking</li> <li>• Initalit</li> </ul> <p><b>2-6</b></p> <p>At least 80% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start of year to end of year scale score in PAT assessment in numeracy</p> <p>At least 80% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start of year to end of year scale score in PAT assessment in reading</p> <p>At least 80 % of students in Year 2-6 will demonstrate grade appropriate reading and comprehension levels using PM or PROBE assessments</p> <p>At least 80 % of students in Year 2-6 will demonstrate age appropriate spelling levels as assessed against the South Australian Spelling Assessment.</p>	<p>Term 3 and the first 2-4 weeks of Term 4 saw the majority of our students leaning from home due to Covid lockdown. The effect of the lockdown on staff ability to deliver intensive, daily, levelled reading instruction to students was greatly reduced. As a result we have not met our target of 80% of students achieving expected benchmark levels in reading.</p> <p>Progressions</p> <p><b>PM Benchmarking</b> - Term 3 and the first 2-4 weeks of Term 4 saw the majority of our students leaning from home due to Covid lockdown. The effect of the lockdown on staff ability to deliver intensive, daily, levelled reading instruction to students was greatly reduced. As a result we have not met our target of 80% of students achieving expected benchmark levels in reading.</p> <p>PM level 8 by the end of Kindergarten. - 45% of students achieved reading level 8 or higher (with fully comprehension). 59% of students achieved reading level 7 or higher (with fully comprehension)</p> <p>PM level 18 by the end of Year 1 - 75% of students achieved reading level 18 or higher (with fully comprehension).</p> <p>PM level 26 by the end of Year 2 - 75% of students achieved reading level 26 or higher (with fully comprehension).</p> <p><b>InitaLit</b> - Term 3 and the first 2-4 weeks of Term 4 saw the majority of our students leaning from home due to Covid lockdown. InitaLit instruction was delivered via 4 live Zoom lesson per week K-2. Staff completing InitaLit cumulative reviews via Zoom to maintain the integrity of the program and make adjusts to teaching to support ongoing student grouping and learning. As a result;</p> <ul style="list-style-type: none"> <li>• 83% of students in Kindergarten achieved expected (or higher than expected) end of year level</li> <li>• 92% of students in Year 1 achieved expected (or higher than expected) end of year level</li> <li>• 64% of students in Year 2 achieved expected (or higher than expected) end of year level in reading comprehension</li> <li>• 71% of students in Year 2 achieved expected (or higher than expected) end of year level in spelling</li> </ul> <p><b>2-6</b></p> <p>PAT Numeracy - 80% of students had growth higher than 0.4</p> <p>PAT Reading - 84% of student had growth higher than 0.4</p> <p>PM benchmark Reading - 50% of Stage 2 reach benchmark standard and 100% of stage 3 reach benchmark standard.</p> <p><b>South Australian Spelling</b> - 34 students in Year 2-6 in 2021. 21 students</p>

<p>K-2 80% of students meet expected growth in Literacy and Numeracy using the literacy and numeracy progressions PLAN2 data and syllabus indicators</p> <p><b>K-2</b></p> <ul style="list-style-type: none"> <li>• progressions - literacy (PHA, PKW) and numeracy (QuN, ADS)</li> <li>• PM Benchmarking</li> <li>• Initalit</li> </ul> <p><b>2-6</b></p> <p>At least 80% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start of year to end of year scale score in PAT assessment in numeracy</p> <p>At least 80% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start of year to end of year scale score in PAT assessment in reading</p> <p>At least 80 % of students in Year 2-6 will demonstrate grade appropriate reading and comprehension levels using PM or PROBE assessments</p> <p>At least 80 % of students in Year 2-6 will demonstrate age appropriate spelling levels as assessed against the South Australian Spelling Assessment.</p>	<p>in this cohort achieved or exceeded age appropriate spelling expectations = 94%</p>
<p>All students understand personal learning goals in literacy and numeracy.</p>	<p>Annual progress measure not addressed. Due to Covid isolation where students and staff completed learning from home this target was not addressed during semester 2. The goal of having all students identify a personal learning goal in literacy and numeracy will be a focus in 2022.</p>
<p>90% of parents state they feel informed about their child's learning and how to support learning at home.</p>	<p>Each year the school surveys the community. In 2021 91 parents responded to the survey. In 2021 the school had approximately 155 families. The response rate for the survey was 59% of families within the school community.</p> <p>89.1% of parents responded that communication between home and school is effective</p> <p>96.7% of parents responded the school met their child's needs.</p> <p>92.3% of parents responded they felt comfortable approaching their child's teacher to discuss their child's learning, to praise or report a complaint</p> <p>76.9% of parents responded they felt fully informed about their child's learning - below our 90% target rate</p> <p>73.6% of parents responded that staff explained how they could help their child at home - below our 90% target rate</p> <p>50% of parents responded reported they had attended at least 1 parent workshop offered by the school. Parent workshops were run to help support literacy and numeracy at home as well as mental health during lockdown</p> <p>93.4% of parents responded teachers at SRPS are effective and teach well</p> <p>94.5% of parents responded staff expect students to work hard and do their</p>

<p>90% of parents state they feel informed about their child's learning and how to support learning at home.</p>	<p>best</p> <p>93.4% of parents responded their child's teacher knew their child and their learning needs well</p> <p>94.5% of parents responded the school has high expectations of behaviour for all (students, staff and parents)</p> <p>96.7% of parents responded SRPS is a safe place for their child to learn</p> <p>95.7% of parents responded the school knows and cares about their child</p>
--	---

## Strategic Direction 2: Collaborative Practice and Innovation

### Purpose

As a newly established school it is essential to develop and grow evidence informed practices and strategies for collaboration and innovative learning. We will utilise current research to develop, implement and evaluate a model of collaborative practice and innovation that enables staff, students and community to effectively use the future focused learning environments to develop critical thinkers and confident and creative learners.

### 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.

- Collaborative Practice
- Innovative Learning

### Resources allocated to this strategic direction

**Professional learning:** \$2,080.00

**Beginning teacher support:** \$2,080.00

### Summary of progress

#### Collaborative Practice

To build and grow whole school culture of collaborative and reflective practice we have:

- worked with the School Learning Environments and Change (SLEC) team to develop an implementation plan to support collaborative practice
- identified learning modes as a focus for developing collaborative practice in 2021
- engaged staff in a literature review to develop deep understanding of learning modes
- selected a 'focus 4' learning modes to implement K-6. Staff teams lead PL in target areas - Each team followed the process of introduction, implementation in hubs with classes, reflect and review with whole staff.

In 2022 learning modes will be reviewed with new staff as well as extending staff professional learning in the remaining 4 learning modes. Extend the explicit teaching and use of all 8 learning modes across K-6.

#### Innovative Learning

- Introduced learning modes K-6 and developed and used a consistent language to talk about learning and learning modes. In 2022 the learning modes posters will be reviewed and implemented with all new staff. The consistent use of learning modes language will be extended to the final 4 learning modes.
- In 2021 during learning mode professional learning and implementation staff experimented with different types of co-teaching models. One stage review professional reading on co-teaching and trialed some different co-teaching models. All staff expressed the need for a whole school focus on co-teaching practices of staff. In 2022 staff professional learning will build on Learning Modes but also have a specific focus on developing and building collaborative teaching practice. The strategic direction 2 team have looked at professional learning opportunities for 2022 and will participate in the 10 hour Collaborative Teaching practice course through the Department of 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
<b>Learning</b> <ul style="list-style-type: none"><li>• Learning Culture - element 'High Expectations' Delivering</li><li>• Curriculum - element 'Teaching and Learning Programs' - Delivering</li></ul> <b>Teaching</b>	Self-assessment against the School Excellence Framework in the Domain of <b>Learning</b> shows the school currently performing at: <ul style="list-style-type: none"><li>• delivering in the theme of High Expectations.</li><li>• delivering in the theme of Teaching and Learning Programs</li></ul>

<ul style="list-style-type: none"> <li>• Effective Classroom Practice - element 'Lesson Planning' - Delivering</li> <li>• Learning and Development - all elements - Delivering</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>• Educational Leadership - element 'Instructional Leadership &amp; Community Engagement' Working Towards Delivering</li> <li>• School resources - element 'Facilities and Technology' Delivering</li> </ul>	<p>Self-assessment against the School Excellence Framework in the Domain of <b>Teaching</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• sustaining and growing in the theme of Lesson Planning.</li> <li>• sustaining and growing in the element of Learning Development.</li> </ul> <p>Self-assessment against the School Excellence Framework in the Domain of <b>Leading</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• delivering in the theme of Instructional Leadership.</li> <li>• sustaining and growing in the theme of Facilities and Technology.</li> </ul>
<p><b>Collaboration</b></p> <p>All staff effectively using co-teaching agreements.</p> <p>As the school grows maintain or increase % of staff reporting high levels of satisfaction via staff survey measuring staff satisfaction and staff feeling valued</p> <p>Learning Hubs / stage teams collaboratively programming in English and Mathematics.</p> <p>All staff actively engaging in professional learning supported by Schools Learning Environments in Change (SLEC) team and transferring learning to the classroom.</p> <p>Community engagement and commitment to providing effective feedback to inform whole school practices and processes.</p> <p>Students engaging collaboration when learning eg. parent expert, external provider</p> <p>Start authentic student voice within the school - roles and responsibilities for 3-6 students, school analyse and act on student data from survey.</p> <p>Establish and build solid collaboration skills and practices within hubs.</p>	<p>All staff engaged in process to develop hub based co-teaching agreements. Agreements were revisited when new staff entered the team. All staff worked with their hub team to collaboratively program English and Mathematics.</p> <p>The school grew from 11 staff in 2020 to 23 staff in 2021. This includes teaching and non-teaching staff. All staff have the opportunity to participate in an end of year evaluation survey. All staff in 2020 completed the survey. Not all staff in 2021 completed the survey. Our staff satisfaction rate lowered slightly in 2021</p> <p>2020</p> <ul style="list-style-type: none"> <li>• 90% of staff agreed or strongly agreed they felt valued as a staff member</li> <li>• 100% agreed or strongly agreed school staff treat each other with respect</li> <li>• 100% agreed or strongly agreed they felt an important team member of SRPS</li> <li>• 100% agreed or strongly agreed they felt they had a voice within the school</li> <li>• 100% agreed or strongly agreed they were happy with their teaching / working experience at SRPS this year</li> </ul> <p>2021</p> <ul style="list-style-type: none"> <li>• 89% of staff agreed or strongly agreed they felt valued as a staff member</li> <li>• 89% agreed or strongly agreed school staff treat each other with respect</li> <li>• 89% agreed or strongly agreed they felt an important team member of SRPS</li> <li>• 67% agreed or strongly agreed they felt they had a voice within the school</li> <li>• 95% agreed or strongly agreed they were happy with their teaching / working experience at SRPS this year</li> </ul> <p>All staff actively engaged in professional learning guided by SLEC - Learning Modes. Staff were engaged in working within teams to deliver professional learning to their peers as well as engaging with their hub team to develop learning modes understanding within the hub and for students.</p> <p>With minimal numbers in Year 3-6 the school did not start a Student Representative Council (SRC) in 2021. Students in Year 3-6 took on leadership roles of running school assemblies, leading special events and being school ambassadors. All students had the opportunity to have a voice through the school's positive behaviour program where they can vote for and select the termly reward for positive behaviour.</p> <p>Establishing solid collaboration skills within each hub has started with the school's work on developing staff and student understanding on four focus learning modes. The school has also established a shared language and visual posters for using within and across learning hubs when using leaning modes. To further develop solid collaboration skills within hubs extending the learning modes work into 2022 by extending into the four remaining learning modes will be needed.</p>
<p><b>Innovative learning</b></p> <p>All staff actively engaged in establishing school expectations for 4 modes of</p>	<p>All staff engaged in Learning Modes professional learning and implementing within the all learning hubs.</p> <p>Upon reflection staff have postponed formal implementation of a school</p>

<p>learning. All staff explicitly teaching the 4 selected modes of learning</p> <p>School identifies model for inquiry based learning based on evidence (current research on best practice)</p> <p>All staff incorporating technology into T&amp;L program, either literacy or numeracy.</p> <p>Increase in % of parents understanding how learning hubs operate. Host an open hub session</p> <p>Increase in parents feeling connected to student learning as reported by school survey</p>	<p>wide Inquiry Based learning model. Deeper understanding and implementation of learning modes and collaborative teaching practice is a focus for 2022.</p> <p>All staff incorporate technology into teaching and learning programs with all students using iPads or laptops within literacy and numeracy groups. All students can access and utilise Seesaw as a learning tool.</p> <p>With the growth in enrolment numbers we have seen an increase in our school community. All community members have the opportunity to participate in an end of year evaluation survey. Results below for progress towards increase in % of parents understanding how learning hubs operate and an increase in parents feeling connected to student learning.</p> <p>2020</p> <ul style="list-style-type: none"> <li>• 78% of parents agreed or strongly agreed open plan classrooms work well for their child/ren</li> <li>• 65% of parents agreed or strongly agreed they know how open plan classrooms operate</li> <li>• 91% of parents agreed or strongly agreed they feel valued as a parent of SRPS</li> <li>• 62% of parents agreed or strongly agreed staff explain how parents can help their child/ren at home</li> <li>• 86% of parents agreed or strongly agreed they were happy with their child/ren learning experience at SRPS this year</li> </ul> <p>2021</p> <ul style="list-style-type: none"> <li>• 78% of parents agreed or strongly agreed open plan classrooms work well for their child/ren</li> <li>• 75% of parents agreed or strongly agreed they know how open plan classrooms operate</li> <li>• 88% of parents agreed or strongly agreed they feel valued as a parent of SRPS</li> <li>• 73% of parents agreed or strongly agreed staff explain how parents can help their child/ren at home</li> <li>• 95% of parents agreed or strongly agreed they were happy with their child/ren learning experience at SRPS this year</li> </ul>
--	--

### Purpose

---

As a newly established school it is essential to develop and grow evidence informed strategies for wellbeing. To ensure all student are known, valued and cared for, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Students will build resilience, succeed, thrive and learn within an inclusive and connected learning community.

### Initiatives

---

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

- Whole school wellbeing program
- Engagement

### Resources allocated to this strategic direction

---

**Per capita:** \$3,000.00

**Socio-economic background:** \$1,000.00

### Summary of progress

---

#### Whole School Wellbeing

To build and grow whole school wellbeing processes and grow an inclusive and connected learning community we have:

#### Staff

- ensured meaningful and practical induction of new staff to maximise understanding and use of school processes to support student learning, interventions and behaviour expectations. All new staff actively participated in induction during Term 1. Induction included attendance and roll marking procedures and responsibilities, wellbeing policy, Learning Support Team support and operation within the school, writing and working with community to implement Individual Learning Plans / Personalised Learning Pathways
- reviewed and implemented the process and procedure for student referral to the Learning Support Team. In built into the procedures were guides for staff to support clear communication between home and school to support student learning
- had opportunities for all staff to give and receive feedback within hubs and across K-6
- engaged with Micheal Gregg-Carr (external psychologist) to work with and support staff in maintaining personal and professional wellbeing
- expanded planned and organised staff social activities to build relationships outside the classroom

Staff survey shows that these measures have led to staff stating they understand their students, how they learn and how to cater for varied learning needs, staff feeling confident to engage with families around student learning, staff having positive teaching experience. For further detail see the parent/student/staff satisfaction section of this report.

In 2022 the school will focus on developing staff (and whole school) understanding of effective behaviour management to ensure consistent approaches in management and language across the school.

#### Students

- engaged in weekly evidenced based social/emotional learning program - Second Step K-6 - to develop skills and strategies to identify and manage emotions. Second Step weekly focus was also reinforced at whole school assemblies to build consistency of implementation, support and language across the school.
- establish and run lunchtime groups to support collaborative play, conflict resolution and resilience building skills
- accessed informal check in procedures to support transition from playground to learning space
- implemented whole-school accumulative (individual and collective) award/reward system to build individual and collective student pride

These measures resulted in students positively engaging in school life to develop skills to help them connect and succeed within the school community as evidence through student survey. For further detail see the parent/student/staff satisfaction section of this report.

In 2022 to continue to build and grow student wellbeing processes to support an inclusive and connected learning community we will implement a second cycle of Second Step, extend the whole school award system and analyse the student survey data to inform areas for development.

## Community

- clearly communicated with families through school newsletters and a school app the focus area of student each week in the Second Step program to enable families to engage with the process of reinforcing skills development for student to regulate emotions.
- proactively engaged with families to develop, implement and review Individual Learning Plans to support student learning
- actively engaged with parents by providing opportunities for all parents to connect with the school and engage in their child's learning - meet the teacher sessions, formal reports, formal parent/teacher meetings, classroom parent helper, workshop session on Initalit, early numeracy, home reading and supporting students with anxiety. Some of these opportunities were face-to-face and some were online due to Covid restrictions.
- worked collaboratively with P&C to implement parent/community events to develop and build community within the school. This was challenged during the Covid lockdown.

These measures resulted parents positive home/school relationships being developed. For further detail see the parent/student/staff satisfaction section of this report.

In 2022 with the ease of Covid restrictions to school would like to strengthen community connection to the school through onsite events and celebrations.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>SEF</b></p> <p><b>Learning</b></p> <ul style="list-style-type: none"> <li>• Learning Culture - element 'Attendance' - Delivering</li> <li>• Well-being - all elements - Delivering</li> <li>• Curriculum - element 'Differentiation' - Delivering</li> </ul> <p><b>Teaching</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice - element 'Classroom Management' - Delivering</li> <li>• Learning and Development - element 'Collaborative Practice and Feedback' - Delivering</li> </ul> <p><b>Leading</b></p> <ul style="list-style-type: none"> <li>• Educational Leadership - element 'Community Engagement' - Working Towards Delivering</li> </ul>	<p>Self-assessment against the School Excellence Framework in the Domain of <b>Learning</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• delivering in the theme of Attendance.</li> <li>• &lt;delivering/ sustaining and growing/ excelling&gt; in the element of Wellbeing.</li> <li>• delivering in the theme of Differentiation.</li> </ul> <p>Self-assessment against the School Excellence Framework in the Domain of <b>Teaching</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• sustaining and growing in the theme of Classroom Management</li> <li>• sustaining and growing in the theme of Collaborative practice and Feedback.</li> </ul> <p>Self-assessment against the School Excellence Framework in the Domain of <b>Leading</b> shows the school currently performing at:</p> <ul style="list-style-type: none"> <li>• delivering in the theme of Community Engagement.</li> </ul>
<p><b>Students</b></p> <p>85% (or above) of students attending the target yearly attendance of 93% or above.</p> <p>90% of students feel they are an important part of their class</p> <p>90% of students feel a sense of belonging (survey Q 1-5)</p> <p>90% of students state they like to learn</p> <p>Negative behaviour records in Sentral decrease by 4%</p> <p>All students understand personal</p>	<ul style="list-style-type: none"> <li>• 88% of students attending school at 93% or higher</li> <li>• 69% of students reported they felt an important part of their class with 26% of students feeling they were neither important or unimportant.</li> </ul> <p>Student sense of belonging - Survey questions 1-5</p> <ul style="list-style-type: none"> <li>• Q1 84% of students state students care about each other</li> <li>• Q2 84% of students feel welcome at school</li> <li>• Q3 87% of students feel welcome in the classroom</li> <li>• Q4 92% of students state their teacher cares about them</li> <li>• Q5 90% of students state they have good friends</li> </ul> <p>79% of students state they like to learn</p> <p>Negative behaviour records in Sentral in 2020 and 2021 are very low and</p>

<p>learning goals</p> <p>All students identified through LST as at risk have a wellbeing plan embedded in classroom practice</p>	<p>not statistically accurate.</p> <p>Students developing their own learning goals was postponed until 2022 due to the school focus on data to inform learning and developing collaborative practice.</p> <p>All students identified through the LST as being at risk have learning adjustments and accommodations in place and documentation either within an ILP or annotations with teacher programs.</p>
<p><b>Staff - as staff grows</b></p> <p>All staff effectively and consistently implementing whole school practices as evidence by:</p> <ul style="list-style-type: none"> <li>• maintain % of staff who indicate through survey high expectations of student learning and behaviour</li> <li>• all staff program, timetable and evaluated whole school well-being lessons - Second Step</li> <li>• all staff record negative and positive student behaviour on Sentral</li> <li>• maintain or increase % of staff reporting positive wellbeing and school experience through survey</li> </ul>	<p><b>High expectations of student learning and behaviour</b></p> <p>100% of staff stated staff expect students to work hard and do their best. <i>This is an increase from 91% 2020.</i></p> <p>100% of teaching staff stated they know their students and their learning needs. <i>This is an increase from 91% 2020.</i></p> <p>100% of teaching staff stated they were consistent with behaviour expectations and behaviour management. <i>This is an increase from 91% 2020.</i></p> <p>100% of staff programmed, timetabled and implemented whole school well-being lessons</p> <p>All staff recorded negative student behaviour on Sentral</p> <p>No staff recorded positive behaviour on Sentral</p> <p><b>Positive staff wellbeing</b></p> <p>100% of staff stated SRPS is a safe place for students and staff</p> <p>95% of staff stated they do not feel bullied or harassed at work <i>*one staff member neither agreed or disagreed with statement</i></p> <p>95% of staff stated they feel welcome at SRPS <i>*one staff member neither agreed or disagreed with statement</i></p> <p>95% of staff stated they had a positive year working at SRPS <i>*one staff member neither agreed or disagreed with statement</i></p>
<p><b>Community</b></p> <ul style="list-style-type: none"> <li>• 90% of community reporting positive school experience through survey</li> <li>• all learning hubs have community volunteer support at least twice a week</li> <li>• maintain or increase % of families engaged in the P&amp;C</li> </ul>	<p>97% of community state the school is a safe place for their child/ren to learn and play</p> <p>95% of community feel welcome at SRPS</p> <p>96% of community report the school knows and cares about their child/ren</p> <p>96% of community are overall happy with their child/ren's learning experience at school</p> <p>Community learning hubs had parent volunteers but it was intermittent due to Covid restrictions. It was not consistent throughout the year.</p> <p>15% of families were financial members of the P&amp;C in 2021. This was an increase on the actual financial membership from 15 in 2020 to 19 in 2021. As a percentage of the parent population there was a decreased from 2020 where 25% of families were financial members.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,500.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Smalls Road 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>• Quality Teaching &amp; Personalised Learning</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>• employ EALD teacher 1 day per week to deliver New Arrivals Program</li> </ul> <p><b>The allocation of this funding has resulted in:</b> An EALD teacher employed one day per week to support the language development of students who require intensive English support. The program operated as small group withdrawal sessions. The program continued to operate throughout lockdown with staff engaging with students in smalls groups via Zoom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> This funding is dependent on whether students enrolled for 2022 meet criteria to gain the additional funding. If students meet criteria the program will operate in 2022 with additional EALD staff employed to deliver a New Arrivals program.</p>
<p>Integration funding support</p> <p>\$25,296.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Smalls Road 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>• Quality Teaching &amp; Personalised Learning</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>• additional staffing (School Learning Support Officer - SLSO) to assist students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in:</b> The student who has Integration Funding Support (IFS) has SLSO support equivalent to 4 hours per week for the year. The SLSO works along side the student to support equitable access to curriculum content and lesson delivery resulting the student participating in mainstream literacy learning.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b> Continue to use the IFS funding to employ an SLSO in 2022.</p>
<p>Socio-economic background</p> <p>\$2,871.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Smalls Road 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 including:</b></p> <ul style="list-style-type: none"> <li>• Engagement</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$2,871.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>Students from low socio economic background have access to OT and Speech assessment. The Speech Therapist worked with Learning Support Teacher to develop speech program to be delivered by the Learning Support Teacher. This resulted in students having a targeted speech program delivered at school to improve expressive language. The funds were also allocated to pay for resources such as Initalit texts and school uniforms ensuring equitable access to school resources. This has a positive impact on student wellbeing and helps to maintain a sense of belonging for all students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to use this funding to support equitable access to resources for students from low socio economic background</p>
<p>Aboriginal background</p> <p>\$1,840.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Smalls Road 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>• Quality Teaching &amp; Personalised Learning</li> <li>• Other funded activities</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>• Additional time for staff to develop Personalised Learning Plans (PLP) for students who identify as Aboriginal or Torres Straight Islander. Staff worked in consultation with students and their families to plan, develop, implement and review student progress.</li> <li>• Purchase appropriate fiction and non-fiction texts to support integration of cross-curriculum ATSI perspectives in Key Learning Areas</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>All First Nations students have a Personalised Learning Plan (PLP) where individual needs are identified and addressed. Review meetings from PLPs have shown students progressing towards and achieving identified outcomes. The school has also used some of the funds to begin to build a bank of cultural resources to support First Nations cross-curricular perspectives across multiple Key Learning Areas. Resources purchased to support history and literacy in 2021. These resources enable staff to purposefully integrate Indigenous perspectives resulting in intentional learning opportunities for students.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Support ongoing PLP development, consultation, implementation and review. Further develop depth of resources in a variety of Key Learning Areas.</p>
<p>English language proficiency</p> <p>\$231,874.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Smalls Road Public School.</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>English language proficiency</p> <p>\$231,874.00</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Quality Teaching &amp; Personalised Learning</li> <li>• Other funded activities</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>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>EAL/D staff communication directly with families from Non-English Speaking Background to update school records ensuring current data is accurate and therefore ensuring school funding is accurate to enable all EALD students access to an EALD program. .</p> <p>Early Stage 1 classes having 4 days per week EAL/D support. EAL/D teacher able to target small groups of student within each class who are in emerging and beginning phases. Targeted EAL/D speaking program during Covid lockdown to support ongoing oral English language development. Initalit data shows EALD students who participate in the EALD program had expected school growth.</p> <p>Stage 1 classes having access to 2 day per week EAL/D teacher. EAL/D teacher able to target small groups of student within each class who are in emerging and beginning phases. Targeted EAL/D speaking program during Covid lockdown to support ongoing oral English language development. End of year data indicates that students who engaged with the EALD program maintained expected growth in Initalit.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>In 2022 SRPS has been allocated greatly reduce EAL/D funding. The EAL/D program will be reduce from 6 days per week 2021 to 4 days per week 2022 for K-6. This will see a reduction in the amount of support offered K-6. In 2022 the priority will be K-2 Beginning and emerging EAL/D students. In Years 3-6 the focus will be on developing more complex writing skills for EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$64,307.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Smalls Road 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>• Quality Teaching &amp; Personalised Learning</li> <li>• Other funded activities</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>• Additional time for staff to develop Individual Learning Plans (ILP) for students identified through the Learning Support Team as being at risk. Staff worked in consultation with students and their families to plan, develop, implement and review student progress.</li> <li>• Employment of a 2 day per week School Learning Support Officer to work within the mainstream classrooms to support at rick students</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>A consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Staff better identified students who needed additional support and therefore intervention programs developed. Staff followed protocols for referral ensuring parents were engaged in the progress leading to increased understanding between home and school. This supported positive communication between home and school. The result for students was an increase in targeted participation in short term interventions to build knowledge and skills. For example fine motor program, sight words drills, guided reading intervention.</p>

<p>Low level adjustment for disability</p> <p>\$64,307.00</p>	<p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>Continue to use low-level disability adjustment funds to employ a SLSO to work in the mainstream with students who are identified by the school Learning and Support Team as at risk of not meeting minimum benchmarks in literacy and/or numeracy.</p>
<p>Literacy and numeracy</p> <p>\$13,318.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Smalls Road 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>• Quality Teaching &amp; Personalised Learning</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>• 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></p> <p>The full implementation of the K-2 Initalit program (including all resources - total spend on Initalit resources = \$14, 238.00). Data from the Initalit program shows we are meeting school set expectations for student growth. Staff report that their training for Initalit also had a positive impact on their teaching in other key learning areas, influencing their understanding of 'explicit teaching'.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p> <p>All classes have adequate resources to implement Initalit. A little of this years funding has been spent to support growth in 2022. In 2022 the Literacy and Numeracy funding will be used to support further resource purchasing for the growing number of students enrolling in Kinder each year. This may be in form of home readers, classroom or library resources. The school will identify the area of greatest need.</p>
<p>QTSS release</p> <p>\$35,990.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Smalls Road 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>• 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>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in:</b></p> <p>AP working in class regularly with team to develop explicit teaching. QTSS time has also enable class teacher to observe and learn from colleagues. Through QTSS time teams focused on knowing their students and how they learn, differentiating learning, developing and maintaining high expectations for student learning and having consistent behaviour management. Evidence from the staff survey shows that all teaching staff report they know their students and how they learn, have high expectations for student learning and have consistence behavior management. All but 1 staff member reported they know (are confident) in differentiating literacy and numeracy learning for their students to ensure challenging learning within the classroom.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b></p>

<p>QTSS release \$35,990.00</p>	<p>With staff numbers increasing in 2022 the school will need to look at areas of need for newly appointed staff members. From 2021 our QTSS focus will be on continuing to develop explicit and exemplary practice in literacy and numeracy pedagogy.</p>
<p>COVID ILSP \$11,212.00</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>• 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>• providing targeted, explicit instruction for student groups in literacy (guided reading Stage 2) / numeracy (number stand Stage 2)</li> </ul> <p><b>The allocation of this funding has resulted in:</b>  guided reading for stage 2 students to be delivered independently from the stage 3 part of the class. Focus was on building student reading fluency and comprehension. Those Stage 2 students tracked through the COVID ILSP funds all increased their PM reading level by at least two levels and increased their comprehension and fluency rates.  Number strand lessons for Stage 2 and Stage 3 being split. This resulted in more focused support for the targeted Stage 2 students identified under the COVID ILSP program. All students achieved the expected 0.4 growth as tested on the PAT test.</p> <p><b>After evaluation, the next steps to support our students with this funding will be:</b>  to first identify students who need support as our numbers grow. Our COVID ILSP funds are not increasing in 2022 but student enrolment numbers Year 2-6 are increasing. In 2022 the funds may be used as small group withdrawal for short term interventions to support specific needs in students.</p>

# Student information

## Student enrolment profile

Students	Enrolments	
	2020	2021
Boys	32	100
Girls	23	73

## Student attendance profile

School				
Year	2018	2019	2020	2021
K			95.6	96.1
1				96
2				95.1
3				95.7
4				95.2
5				98.8
6				98.9
All Years			95.6	96
State DoE				
Year	2018	2019	2020	2021
K			92.4	92.8
1				92.7
2				92.6
3				92.7
4				92.5
5				92.1
6				91.5
All Years			92.4	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)	7.17
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
Teacher ESL	0.2
School Administration and Support Staff	5.27

\*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.

# 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 (\$)
<b>Opening Balance</b>	225,808
<b>Revenue</b>	2,761,173
Appropriation	2,668,127
Sale of Goods and Services	1,700
Grants and contributions	90,848
Investment income	97
Other revenue	400
<b>Expenses</b>	-2,759,623
Employee related	-2,350,816
Operating expenses	-408,807
<b>Surplus / deficit for the year</b>	1,549
<b>Closing Balance</b>	227,357

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>	12,964
<b>Equity Total</b>	267,910
Equity - Aboriginal	2,258
Equity - Socio-economic	2,807
Equity - Language	211,139
Equity - Disability	51,706
<b>Base Total</b>	2,220,221
Base - Per Capita	52,345
Base - Location	0
Base - Other	2,167,875
<b>Other Total</b>	116,720
<b>Grand Total</b>	2,617,815

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

In 2021, Smalls Road Public School sought the opinion of students, staff and parents via a school developed survey. Smalls Road Public School did not access the Tell Them From Me Survey as in 2021 we had minimal students in Year 4-6.

**Student Survey** - 96% of students K-6 completed the survey

The data from the student survey indicates:

## Belonging

- 84% of students state 'at Smalls Road we care about each other'
- 84% of students feel welcome at school
- 87% of students feel welcome within their classroom
- 92% of students stated 'my teacher cares about me'
- 90% of students stated they have good friends at school
- 82% of students like coming to school
- 84% of students can talk to a teacher at school if they have a problem

## Expectations and Learning

- 92% of students state 'my teacher expects me to do my best learning all the time'
- 86% of students actively participate in lessons
- 86% of students stated 'my teacher expects me to complete all work to a high level'
- 85% of students stated 'my teacher gives me work that makes me think and work hard'
- 88% of students stated 'my teacher helps me when I need help with my learning'
- 94% of students stated 'my teacher expects me to be in the right place, at the right time, doing the right thing'
- 93% of students state 'my teacher praises me when I make the right choice'
- 87% of students feel safe at school
- 85% of students see themselves as good learners

## Student survey area for development

- only 68% of students stated they felt an important part of their class.

**Staff Survey** - 82% of staff completed the survey (teaching and non-teaching staff surveyed)

The data from the staff survey indicates staff:

## Home / School Relationships

- 89% of staff agreed or strongly agreed that communication between home and school is effective
- 67% of staff agreed or strongly agreed they were comfortable approaching parents to discuss learning or behaviour concerns
- 72% of staff agreed or strongly agreed they had strategies to manage challenge behaviours of parents, volunteers at school or staff

## Learning Experience

- 100% of staff agreed or strongly agreed that staff expect students to work hard and do their best
- 100% of staff agreed or strongly agreed teaching staff know their students and their learning needs
- 95% of staff agreed or strongly agreed that learning hubs are working effectively
- 100% of teaching staff agreed or strongly agreed that InitaLit implementation changed the way they taught literacy

## Relationships

- 100% of staff agreed or strongly agreed that the school has high behaviour expectations for all (students, staff and community)
- 73% of staff agreed or strongly agreed that the school manages unacceptable behaviour effectively - 25% neither agree or disagree with this statement
- 95% of staff agreed or strongly agreed that school staff are caring and respectful towards students, colleagues and parents
- 95% of staff agreed or strongly agreed that parents treat school staff with respect
- 95% of staff agreed or strongly agreed that students at the school behave well

## Wellbeing

- 100% of staff agreed or strongly agreed that Smalls Road is a safe place for students and staff
- 89% of staff agreed or strongly agreed they feel like an important part of the team

## School Experience

- 95% of staff agreed or strongly agreed they feel welcome at Smalls Road
- 95% of staff agreed or strongly agreed they were overall happy with their teaching / working experience at Smalls

## Road

- 95% of staff agreed or strongly agreed they can voice concerns with colleagues
- 53% of staff agreed or strongly agreed they can voice concerns with their supervisor
- 89% of staff agreed or strongly agreed they can voice concerns with the principal

### Staff survey area for development

- only 61% of staff stated their work load was reasonable. Strategies needed to support distribution of workload.
- only 56% of staff agreed or strongly agreed that Professional Learning targeted their needs in 2021 with 17% neither agreeing or disagreeing with the statement. Align staff professional learning more closely to staff professional development plans(PDPs)
- only 67% of staff felt they had a voice within the school with 28% neither agreeing or disagreeing with the statement. Increase % of staff who agree with statement.

### Parent Survey - 56% of families completed the survey.

The data from the parent survey indicates parents:

#### Home / School Relationships

- 89.1% of parents agreed or strongly agreed that communication between home and school is effective
- 97% of parents agreed or strongly agreed that the school meets their child's needs
- 77% of parents agreed or strongly agreed they were kept informed about their child's learning
- 92% of parents agreed or strongly agreed they felt comfortable approaching their child's teacher to discuss their child's learning or concerns
- 92% of parents agreed or strongly agreed they felt comfortable approaching the school office / principal if they had questions or concerns

#### Learning Experience

- 93% of parents agreed or strongly agreed that staff at Smalls Road are effective and teach well
- 95% of parents agreed or strongly agreed that staff expect students to work hard and do their best
- 93% of parents agreed or strongly agreed that the teacher knows their child and how they learn
- 78% of parents agreed or strongly agreed that the learning hubs worked well for their child
- 87% of teaching parents agreed or strongly agreed their child was making good progress

#### Relationships

- 95 % of parents agreed or strongly agreed that the school has high behaviour expectations for all (students, staff and community)
- 67% of staff agreed or strongly agreed that the school manages unacceptable behaviour effectively - 21% neither agree or disagree with this statement - 12% state not applicable
- 98% of parents agreed or strongly agreed that school staff are caring and respectful towards students, colleagues and parents
- 95% of parents agreed or strongly agreed that staff treat parents with respect
- 91% of parents agreed or strongly agreed that students at the school behave well

#### Wellbeing

- 97% of parents agreed or strongly agreed that Smalls Road is a safe place for their children to learn and play
- 92% of parents agreed or strongly agreed that the school helps my child to build skills to be independent and resilient
- 99% of parents agreed or strongly agreed that their child feels like they belong at Smalls Road

#### School Experience

- 96% of parents agreed or strongly agreed they feel welcome at Smalls Road
- 96% of parents agreed or strongly agreed they were overall happy with their child's learning experience at Smalls Road
- 90% of parents agreed or strongly agreed the school leadership team is approachable
- 96% of parents agreed or strongly agreed with the statement 'i feel the school knows and cares about my child'

#### Parent survey areas for development

- only 74% of parent felt staff explained how they could help their child at home with their learning. Increasing the parent participation rate in workshops offered by the school may help. of the 91 families who responded to the survey only 50% attended any work shops offered in 2021. There were 4 workshops offered, a mix of online and face-to-face.
- only 79% of parent stated they know how open plan classrooms operate.

# 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.