

2021 Annual Report

Northbourne Public School



4673

Introduction

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

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

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School vision

To create a school culture of excellence and continuous school improvement by providing innovative, challenging and stimulating learning experiences that connect students and engages their curiosity, whilst promoting a sense of optimism about their lives and the future.

School context

Northbourne Public School opened up on a temporary site at the beginning of 2021 and it is located in The Ponds Network - Met North. Currently there are 740 students enrolled and the numbers are continuing to grow steadily. At least 93% of our students have a language background other than English and almost 1% of our students identify as Aboriginal and or Torres Strait Islander. The school values diversity and is actively building a culture of connectedness, inclusion and belonging with students, staff, parents and the wider community. It is anticipated that the school environment will continually evolve due to the rapidly growing enrolments, recruitment of personnel, development and refinement of procedures and collaborative visioning processes.

Through our situational analysis, we have identified the need to establish schoolwide scope and sequences using NSW K-10 syllabus so teachers can plan and deliver quality, differentiated, evidence-based programs, aligned to the NSW K-10 Curriculum, resulting in measurable improvements for all students, including students identified as high potential and gifted. Additionally, explicit processes will be introduced to collectively identify students who require early intervention and students not achieving the expected growth will be referred to the Learning and Support Team for intensive intervention through a case management style. A whole-school approach to assessment will be implemented as an integral part of the teaching and learning cycle so that teaching can be differentiated and further learning progress can be monitored and accurately reported. The introduction of visible learning strategies and quality feedback will further support differentiation. With staff coming from diverse experiences, professional learning and application will be conducted to develop quality summative and formative assessment tasks and data collection practices to develop collective efficacy around assessment practices and to share greater consistency of judgement within and across schools.

During 2021, it is anticipated that all staff and students will move into the permanent school building, which will feature flexible, innovative teaching and learning spaces designed to support collaboration, communication, deep inquiry and genuine understanding of subject matter. Feedback from staff indicates that they are motivated to engage in contemporary learning and innovation opportunities with co-teaching partners in an effort to prepare our students with the skills and capabilities to thrive in a rapidly changing and interconnected world. Much of this work focuses on embedding the modes of learning, flexible learning spaces, technology and a strong commitment to preparing and inspiring students to be leaders of their own learning so they can collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens. This will be supported through professional learning opportunities.

As a new school, it is essential to establish a culture that fosters student belonging and actively seeks strong community connections and learning partnerships built on trust, integrity and respect. The implementation of a whole-school evidence-based wellbeing program ensures that a common meta-language is being utilised to develop high expectations of learning and behaviour through the use of character strengths. This work aims to integrate wellbeing into the learning environment, into policies and procedures of the school, and into the stakeholder relationships within and outside the school, including teachers, parents/carers, students, support staff and other members of the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To implement a consistent school wide approach to the teaching and learning program that is research based and informed by ongoing analysis of student achievement over time. Effective methods of delivery are evident in every classroom that meet the learning needs of students across a variety of student backgrounds and learning profiles resulting in strong growth and attainment.

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.

- Teaching for Impact
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$13,500.00

Summary of progress

During 2021 the Strategic Direction 1 team provided professional learning with a focus on evidence based teaching strategies in reading and numeracy. Teachers became more familiar with Additive Strategies and the relevant Numeracy Progressions. Teachers also utilised resources from the Literacy and Numeracy Hub as this was evident in teaching and learning programs and Learning from Home Frameworks.

In numeracy, the staff engaged in high impact professional learning in the key area of Additive Strategies. This initiative provided all staff with a thorough understanding of Additive Strategies and how to input data in PLAN2, using their knowledge of observable indicators and skills from the Learning Progressions. Teachers were able to plot their students in the focus area of Additive Strategies, to establish baseline data and to assist staff to develop targeted teaching and learning programs to support their students in addition and subtraction.

Staff were given the opportunity to explore resources from the Digital Learning Resources Hub (DLRH-now the Universal Learning Hub), the Numeracy Guide K-2 and the Numeracy Guide 3-8, enabling the implementation of quality teaching practices in teaching and learning programs.

The numeracy team highlighted the importance of using data to design class, group and individual learning. Stage teams implemented high quality assessment practices to differentiate learning for all students by using formative assessment (Years 2-6) which utilised Hinge Questions/Pre and Post tests to elicit evidence from students in mathematics. These quick formative assessments provided a response from the whole class and allowed for teacher insight into student thinking. Teachers received high quality information about what to do next to make their teaching more responsive to student needs.

The numeracy team accessed resources to support the implementation of the IfSR-AT diagnostic assessments in 2022. The Interview for Student Reasoning (IfSR-AT) is teacher-led online numeracy assessment for K-10 students. We looked at using IfSR-AT as it is a current, evidence-based assessment to supplement existing school practices. This enabled us to identify how students construct their mathematical understandings and to help teachers tailor their teaching to student needs. The IfSR-AT assessments are mapped to the NSW syllabus and National Numeracy Learning Progression.

As a starting point, the school used the Department of Education advice for scope and sequences. These were created to suit the needs of the students who had come from diverse schools and a foundation school context. During the year, the Literacy and Numeracy team worked together in consultation with staff to refine and adjust our scope and sequences. Stage based assessments and DoE assessments were used to inform achievement, reflect on teaching practices and inform future learning. Teaching and learning programs in Reading and Numeracy were adjusted in response to whole class, group and individual needs.

Due to Learning From Home some of our planned activities were placed on hold for 2022 as other school and system priorities emerged for our students, staff and parent community during these unprecedented times.

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
Establish baseline data for student growth in Reading.	Baseline data for student growth in Reading was established in NAPLAN in 2021 along with growth related to Reading as measured by Check in Assessments which were completed in December 2021. In 2021, we also established baseline data in the Phonics Screening Check.
Establish baseline data for student growth in Numeracy.	Baseline data for student growth in Numeracy was established in NAPLAN in 2021 along with growth related to Numeracy as measured by Check in Assessments which were completed in December 2021.
Establish baseline data targets in Reading - NAPLAN Top 2 Bands.	<ul style="list-style-type: none"> • 55% Year 3 students achieved in the top two bands in NAPLAN in reading establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands. • 54% Year 5 students achieved in the top two bands in NAPLAN in reading establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands.
Establish baseline data targets in Numeracy - NAPLAN Top 2 Bands.	<ul style="list-style-type: none"> • 41% Year 3 students achieved in the top two bands in NAPLAN in numeracy establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands. • 60% Year 5 students achieved in the top two bands in NAPLAN in numeracy establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands.
70% of students meet the PM Benchmarking expectations for years K-2.	45% of students have not met the PM Benchmarking expectations for years K-2 due to the 13 weeks of learning from home with 27% of Kindergarten children reading above level 8, 46.% of Year 1 children reading above level 18 and 54% of Year 2 children reading above level 24.
Establish baseline data in PLAN 2 for Reading in the area of Understanding Text.	Delayed implementation of activities due to the extended learning from home period have required this initiative to be postponed until 2022.
Establish baseline data in PLAN 2 Numeracy - Additive Strategies.	Establish baseline data in PLAN 2 Numeracy - Additive Strategies. Baseline data will be established 2022.

Strategic Direction 2: Contemporary Learning

Purpose

To implement contemporary teaching and learning pedagogies across all key learning areas with staff identifying and systematically implementing the most effective strategies to improve teaching and learning programs. As a result, students will be inspired to become leaders of their own learning. They will develop the skill set to solve complex problems and become global 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.

- Collaborative Culture of Learning
- Innovative Learning Environments

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Summary of progress

During Semester one the collaborative culture of learning team developed and delivered a variety of high impact professional learning to utilise the innovative learning spaces of our building. These initiatives were supported by the School Learning Environments and Change (SLEC). team. Staff survey results indicated teachers wanted to see co-teaching in action this resulted in staff unpacking a variety of case studies from other schools that excelled as ILEs. Staff worked shoulder to shoulder to develop co-teaching agreements and to put into practice their understanding of the co-teaching modes, which was linked to their professional development plans. Co-Teachers were also given weekly aligned RFF times to ensure that the co-teaching cycle was being implemented successfully.

During Semester 2, our professional learning focused on using the Microsoft Suite for Education. The professional learning was delivered online and implemented simultaneously as students were learning from home and content was being delivered online through Microsoft Teams. This resulted in all staff, including classroom teachers, support staff and specialist staff completing a variety of Microsoft Suite PL, which is part of Microsoft's innovative educator course. Finally, the contemporary learning team provided professional learning to explore research and understand the foundations of Innovative Learning Environments (ILE) and explored how learning modes can be utilised in ILEs to improve teaching and learning programs.

Teacher's success in these initiatives were evident in collegial discussions that were driven at whole staff professional learning and embedded into their professional development plans. Staff self-reflections and annual PDP reflections show that they now have an understanding of how to implement collaborative practice in an Innovative Learning Environment.

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
Achieve 'Delivering' in the theme of 'Collaborative Practice' within the element of Learning and Development.	Self Assessment against the School Excellence Framework shows the school currently performing at 'Delivering' in the element of 'Effective Classroom Practice'.
Observational data indicates that teachers are collaborating in the act of teaching 10% of the time.	Teaching and Learning programs and co-teaching agreements show that all staff have completed a minimum of 10% of co-teaching with at least half of staff exceeding expectations.
50% of students can articulate their learning and understand what they need to learn next to enable continuous improvement as measured by walk-throughs.	Through informal walk-through students understanding is evident through co-creating resources describing what different types of learning modes look like and sound like within learning spaces. Planning and preparation for walk-thoughts have been finalised, with professional learning and implementation to occur in 2022.

<p>65% of staff meet their Performance and Development Plan goal of implementing collaborative practice.</p>	<p>Evidence of implementing collaborative practice was seen in teaching and learning programs, as well as, in PDPs. Staff that worked at Northbourne for both semesters were able to exhibit success in this area, this included support, specialist and executive staff allowing us to exceed our performance measure.</p>
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Strategic Direction 3: Connecting and Belonging

Purpose

To implement a whole-school wellbeing program that fosters student belonging and active community partnerships ensuring a positive learning culture. As a result respectful relationships will guarantee optimum conditions for student learning across the school.

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.

- Belonging
- Connecting

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Summary of progress

During Semester one the Strategic Direction 3 team developed and delivered high impact professional learning to implement a whole-school wellbeing program that fosters student's belonging and active community partnerships ensuring a positive learning culture. The successful implementation of Growing Strong Minds, an evidence-based approach to wellbeing, has resulted in the establishment of a positive school culture where students, staff and parents have a strong sense of belonging and promoting high expectations for all learners.

Throughout Semester two, Growing Strong Minds learning experiences were embedded in all weekly Learning Frameworks. The parents were provided with access to the Northbourne PS Growing Strong Minds parent portal. This allowed parents to gain access to a wealth of wellbeing resources to use at home with their families. The teachers continued to present their students with Strong Mind Awards via Microsoft Teams class meetings. During Learning From Home teachers conducted regular wellbeing check in using various modes of communication with all students and their families. To further strengthen support, LaST, EaLD and COVID ILSP staff members provided ongoing assistance to identified students by conducting regular wellbeing check ins with the student and their family and providing differentiated tasks to complete at home.

The formation of the Learning and Support Team, LaST, COVID ILSP and EaLD has allowed the team to make informed decisions about how to best use our allocated resources for identified students who require personalise support. Teachers planned, monitored and reviewed Individual Education Plans and Personalised Learning Pathways which clearly outlined the SMART goals, adjustments and teaching strategies designed to meet the educational needs of an individual student requiring additional support.

The establishment of the attendance team, procedures and data monitoring resulted in a planned approach to:

- identify changing patterns of student attendance and absence
- initiate early intervention or more targeted support, informed by data
- track and measure the impact of attendance strategies
- action procedures and strategies in timely manner
- utilise Attendance Matters - resources for schools

During Semester 1, students and staff across the school developed house groups in consultation with members of the local Aboriginal community. We chose to use native Australian animals as our house group names, written and spoken in Dharug language. The First Nations Peoples Committee commenced the process of creating a Reconciliation Action Plan (RAP). This involved the committee completing a survey to gauge our areas of strengths and where to next in Aboriginal Education. As a result, the committee in consultation with staff were able to decide on the main initiatives that are fundamental in developing a strong framework for Aboriginal Education. In Semester 2, the First Nations People's Committee presented professional learning to whole school staff regarding Aboriginal Education, this included an overview of Aboriginal Education policy, resources purchased by the school and familiarising ourselves with what Aboriginal practices will look like at Northbourne PS. In 2022, student leadership team will reword the Reconciliation Action Plan into student friendly language, and FNPC will begin to implement action items.

During Terms one and two, staff members expressed interest in coordinating a variety of extra-curricular activities such as and not limited to; Winter PSSA, dance, choir and public speaking. This allowed the students to pursue their interests

and increase their social support networks.

During Term one, we established our Student Leadership Team and Student Parliament. These two initiatives provided an opportunity for the elected students to contribute to the organisation and operation of the school through gathering and presenting the ideas and opinions of the student body, involving themselves in the evaluation and planning processes of the school, and organising activities on behalf of the students.

Due to Learning from Home and restrictions all extra-curricular, Student Parliament initiatives and the establishment of the Parents and Citizens Associations were placed on hold with an intention to resume in 2022.

Throughout 2021, the Strategic Direction 3 initiatives have nurtured respectful relationships between students, staff and parents ensuring optimum conditions for student learning across our foundation school.

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
80% of students attending school >90% of the time.	Semester 1: 80.3% of students attending school >90% of the time. Semester 2: 83.8% of students attending school >90% of the time.
55% of students reporting expectations for success, advocacy, and sense of belonging at school as measured by the Tell Them From Me Survey data	Tell Them From Me data indicates 85% of students report a positive sense of belonging. Students feel accepted and valued by their peers and by others at their school.
Working towards achieving 'Delivering' in the theme of 'A Planned Approach to Wellbeing' in the Wellbeing element.	Self-assessment against the School Excellence Framework shows the school currently performing at "Delivering" in the element of 'Wellbeing'.
Establish school-wide behavioural data baseline as measured by TTFM and Sentral.	Tell Them From Me data indicates 98% of students demonstrate positive behaviour at school. Students that do not get in trouble at school for disruptive or inappropriate behaviour.
Achieve 'Sustaining and Growing' in the element of 'Educational Leadership' in the theme of 'Community Engagement'.	Self-assessment against the School Excellence Framework shows the school currently performing at "Delivering" in the element of 'Educational Leadership'.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$71,957.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northbourne Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of Autism and Butterfly Syndrome • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>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 received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$33,043.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northbourne Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement a range of programs to support identified students with additional needs • employment of additional staff to support in-class reading program implementation. • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in: student improvement evidenced by:</p> <ul style="list-style-type: none"> • Year 5 Numeracy NAPLAN results show 1% of students in the bottom 2 Bands, with 60% in the top 2 Bands achieving above state and statistically similar school groups (SSSG). • Year 5 Reading NAPLAN results show 3% of students in the bottom 2 Bands, with 54% in the top 2 Bands achieving above state and SSSG. • Year 3 Numeracy NAPLAN results show 14% of students in the bottom 2 Bands, with 41% in the top 2 Bands achieving above state. • Year 3 Reading NAPLAN results show only 6% of students in the bottom 2 Bands, with 55% in the top 2 Bands achieving equivalent to state.

<p>Socio-economic background</p> <p>\$33,043.00</p>	<p>After evaluation, the next steps to support our students with this funding will be: to continue to establish the Learning and Support program which will support students from low socio-economic backgrounds. Consistent attendance will be a priority in this area through regular monitoring, attendance plans and community awareness of the importance of regular attendance at school.</p>
<p>Aboriginal background</p> <p>\$5,052.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northbourne Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in: 90% of Aboriginal families engaged in the PLP process and, more importantly, conversations became more authentic, and parents felt welcomed and engaged in the process. 100% of students involved in reading intervention program increased reading skills and capacity e.g. reading fluency (number of words students can read per minute) doubled after participation in intervention program.</p> <p>After evaluation, the next steps to support our students with this funding will be: To increase the capacity of teachers through professional learning of Aboriginal culture and histories. Continue to provide Macquarie University reading interventions for nominated students.</p>
<p>English language proficiency</p> <p>\$378,355.85</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northbourne Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • EAL/D students being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • Teacher analysis of student data, including student English language proficiency using the EAL/D learning progression and use of the data to plan lessons. Increased movement of students onto developing phase due to participation in small-group reading and comprehension

<p>English language proficiency</p> <p>\$378,355.85</p>	<p>tutoring.</p> <p>After evaluation, the next steps to support our students with this funding will be: To capitalise on teacher confidence and their capacity to design English lessons appropriate to the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum. Professional development will be provided to each teacher in the form of whole-school TPL, mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$163,118.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northbourne Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in: The school establishment of the learning support team referral process, with regular meeting times. LaST provided training to SLSOs to allow delivery of specific interventions. Learning support was offered in a collaborative environment.</p> <p>After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs to deliver phonics/miniLit programs.</p>
<p>Literacy and numeracy</p> <p>\$80,307.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Northbourne Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Establishment of baseline data for reading K-2 • Implemented effective assessment strategies <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • establishing baseline data for Kindergarten to Year 2 students • introduction of the MiniLit program for Year 1 students • professional learning for staff on the use of decodable texts to support reading in the early years. <p>After evaluation, the next steps to support our students with this funding will be: purchase of decodable texts, staff TPL, demonstration lessons and development of quality differentiated learning experiences. Further implementation of MiniLit.</p>

<p>QTSS release</p> <p>\$135,214.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northbourne Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> • improved staff confidence and teaching practice. • Teachers use of data to inform teaching next steps. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • Co-teaching implemented across the school using expertise within the staff. • Teachers reporting that lessons are differentiated according to students' needs <p>After evaluation, the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$79,158.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2021.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • employing staff to provide online tuition to student groups in literacy • providing targeted, explicit instruction for student groups in literacy • development of resources and planning of small group tuition • providing professional learning for COVID educators. <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * 85% of Stage Two students achieved their reading learning goals (the reading level that they were aiming to achieve by the end of the year) * 50% of Stage Two students increased the amount of words they could read in one minute (reading fluency) by 100%, doubling their reading efficiency * 100% of Stage Two students increased their benchmarked reading levels by 5 or more levels * 42% of Stage Two students increased their reading level by 10 or more benchmarked reading levels. <p>After evaluation, the next steps to support our students with this funding will be: to continue the implementation of the literacy small group tuition for students who require further support as identified through the school learning and support data collection processes. Other students who are identified as needing small group tuition in literacy will join the program. Additional in-</p>

COVID ILSP \$79,158.00	class support will be provided for those students who leave the program, so that they can continue to work towards their personal learning goals.
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Student information

Student enrolment profile

		Enrolments
Students		2021
Boys		455
Girls		400

Student attendance profile

School				
Year	2018	2019	2020	2021
K				93.5
1				94.1
2				94.1
3				94.6
4				94.2
5				94.6
6				94
All Years				94.1
State DoE				
Year	2018	2019	2020	2021
K				92.8
1				92.7
2				92.6
3				92.7
4				92.5
5				92.1
6				91.5
All Years				92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	28.85
Learning and Support Teacher(s)	1
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	4.62

*Full Time Equivalent

Aboriginal and Torres Strait Islander workforce composition

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

Workforce ATSI

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

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

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	513,281
Revenue	7,318,136
Appropriation	7,211,702
Sale of Goods and Services	24,137
Grants and contributions	82,145
Investment income	52
Other revenue	100
Expenses	-6,650,438
Employee related	-6,101,717
Operating expenses	-548,721
Surplus / deficit for the year	667,698
Closing Balance	1,180,979

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	579,576
Equity - Aboriginal	5,052
Equity - Socio-economic	33,043
Equity - Language	378,356
Equity - Disability	163,124
Base Total	5,252,050
Base - Per Capita	178,971
Base - Location	0
Base - Other	5,073,079
Other Total	490,757
Grand Total	6,322,382

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2021, Northbourne PS participated in the Tell Them From Me surveys. A sample of the responses are presented below:

- 85% of students stated that they have a positive sense of belonging at school. The NSW government norm is 81%.
- 98% of students have positive behaviour at school meaning that students do not get in trouble for disruptive or inappropriate behaviour.
- 91% of students are interested and motivated in their learning. The NSW government norm is 78%.
- The parent mean score for 'Parents Support Learning at home' is 8.0. The NSW government norm is 6.3
- 86% of parents felt the school environment was welcoming with 91% believing the school is well maintained.
- 92% of staff believe school leaders are leading improvement and change and that the leaders have supported them during stressful times.
- The school mean score for 'Collaboration' amongst staff was 8.3. The NSW government norm was 7.8
- The school mean score for 'Inclusive School' is 8.3 with strengths in understanding the learning needs of students with special learning needs (9.0) and establishing clear expectations for classroom behaviour (9.1)

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.