

2021 Annual Report

Paddington Public School



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Introduction

The Annual Report for 2021 is provided to the community of Paddington 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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Paddington Public School

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Paddington, 2021

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School vision

At Paddington Public School every student is known, valued and cared for with their individual potential realised.

We develop all students as confident and capable learners able to design, research, troubleshoot and evaluate their learning for themselves and collaboratively, for academic progress, social success and wellbeing.

School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 250 students, our student enrolment originates from thirty nine different nationalities. This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A carefully designed innovative 'makerspace' is available to all students. It is a collaborative and creative learning environment where learning goals are flexible. Students identify, communicate, design and create solutions to projects whilst in this space.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES) along with Corwin our external Visible Learning Partner.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note, that this new plan builds upon the work undertaken in the previous school planning cycle. Moving forward, embedding a visible learning culture, shared language of learning, effective classroom teaching and evaluative practices will continue to be focus areas in the 2021-2024 School Improvement Plan.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

As a result of the learning we undertook around self-assessment during External Validation in 2019, the leadership team have evolved in the way we complete our self-assessment against the School Excellence Framework. We believe we now have a deeper understanding of what excellence is in each domain and associated themes. Evidence of the Visible Learning journey the school was on throughout 2020 shows that the school culture was and is, strongly focused on learning with high expectations of progress. Throughout 2021, passionate staff worked collaboratively to modify programming, feedback and observation systems so that they were appropriate and responsive to the needs of home learning. The leadership team continued to support a culture of reflective practice and continuous improvement through instructional leadership and resourcing. Professional learning focused on bringing clarity to 'What Works Best' in the classroom, Data Informed Practice and Personalised Learning.

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand individual student learning needs and inform differentiated teaching for all. Programs will be adaptive, showing evidence of revisions based on continuous tracking of student progress and achievement. Whole school consistent, sustained processes for collecting, analysing and understanding data will be evident.

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.

- Data Informed Practice
- Personalised Learning and Reporting

Resources allocated to this strategic direction

QTSS release: \$48,771.00
School support allocation (principal support): \$15,000.00
Low level adjustment for disability: \$76,705.00
Literacy and numeracy: \$31,000.00
Beginning teacher support: \$20,001.00
Socio-economic background: \$3,393.00
Aboriginal background: \$600.00
Professional learning: \$7,300.00
English language proficiency: \$50,000.00
Integration funding support: \$32,015.00

Summary of progress

Our focus for 2021 was on building staff understanding and capabilities in using data to inform teaching and learning. In addition, putting this knowledge into practice, so that whole school sustained processes for collecting, analysing and understanding data are routine and inform differentiated curriculum delivery.

Focusing on High Impact Professional Learning, school teams, including the Learning and Support team, were guided through the process of triangulating formative and summative data, identifying trends, creating an action plan responsive to literacy and numeracy needs and monitoring and reviewing student progress in five weekly blocks. This organised approach allowed data to be used reliably as an essential component of school planning.

Professional dialogue on where students are working at, in relation to analysis of assessment data against syllabus content, was a focus in stage team meetings. This process ensured curriculum was responsive and targeted to student need. As a result, teachers adapted term programs and scope and sequence documents to reflect needs. Differentiated support across all stages, in the form of instructional leadership was provided for staff at their point of need.

Throughout Term 3, during the learning from home period, the leadership team focused on increasing teacher understanding of effective assessment design. Stage leaders steered teachers into creating assessments 'fit for purpose'. Weekly lesson plans were modified to include assessment tasks containing clear learning intentions and success criteria, linked to weekly curriculum content and learning goals. Staff report, this action provided clarity, by deepening their understanding of the curriculum and clarified expectations of student success. Internal staff surveys indicate that 77% of teachers reported, *"feeling more confident than they did in 2020 to design lessons that meet individual student learning needs"*.

In 2022 Instructional leaders will work with staff moderating assessments and work samples. this will support teachers in becoming proficient in planning and tracking student progress, against NSW Literacy and Numeracy Progressions. When teachers engage in moderation and share conversations about student progress they deepen their understanding of curriculum. Stage leaders will continue to lead the integration of assessment into ongoing weekly planning documents. Professional learning in formative assessment and effective assessment task design, will support the development of reliable and equitable opportunities for students to demonstrate their learning progress. This will scaffold further improvement in teaching practice and student progress in literacy and numeracy across the 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
Increase the percentage of Year 3 and 5 students achieving in the top two bands of NAPLAN reading to be above the system negotiated baseline target of 62.5%	In the NSW DET Check-in reading assessment, 74.3% of Year 5 students answered questions correctly compared to state results of 63.1%. In NAPLAN, 60.7% of students achieved results in the top two bands for reading. This indicates progress towards our baseline measure of 62.5%.
A minimum of 54.8% of Year 3 and 5 students achieve in top 2 bands of NAPLAN numeracy	In the NSW DET Check-in numeracy assessment, 76% of Year 5 students answered questions correctly compared to state results of 66.6%. In NAPLAN, 44.64% of students achieved results in the top two bands for numeracy. This indicates progress towards our baseline measure of 54.6%.
Increase the percentage of students achieving expected growth in NAPLAN reading to be trending towards the system negotiated baseline target of 78.2%	In NAPLAN reading, 65.71% of students achieved expected growth. This result is trending towards our target of 78.2%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards the system negotiated baseline target of 58.6%	The proportion of Year 5 students achieving expected growth in NAPLAN numeracy has increased by 19.11% since 2019 data and is at 62.86%. This result is above baseline and is on track to meeting our negotiated 2023 target of 63.3%.



Students who set goals are more likely to experience gains in their aspirations and be more engaged in their own learning journey.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure all students are able to connect, succeed, thrive and learn there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing, engagement and connection to culture.

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.

- Social and Emotional Wellbeing
- Effective Environment for Learning
- Significance
- Positive Health Outcomes

Resources allocated to this strategic direction

Professional learning: \$6,100.00

Aboriginal background: \$1,500.00

Summary of progress

The learning environment of our school was a priority in 2021. The leadership team steered the implementation of actionable ways to support the physical, cultural and teaching practices of the school. A whole school integrated approach to teaching the school core values and social skills was established. In addition, building staff understanding and capabilities to teach students with complex behaviour and learning needs was of high importance, so that optimal conditions for learning could be maintained in each classroom.

The school leadership team, through evidence-based professional learning, guided the implementation of a learning culture specific to our context and reflective of our school vision statement. Maintaining a learning environment characterised by high expectations, positive relationships and independence allowed for improved levels of student and staff wellbeing, engagement and connection to learning. An organised and consistent plan across K-6 to teach a set of visible learning activities each term occurred. Implementation was monitored through peer learning walks, PDP observations and student interviews. Staff report this planned approach played a key role in developing collective efficacy across the school and clarity of success criteria. Student focus group discussions recorded, 85% of students valued 'talk partner' routines in classrooms and believed they contributed to their sense of belonging to their class. Positive Teacher-Student Relations on the 'Tell Them from Me' student survey recorded a score of 8.0 out of 10 and for Advocacy at School 7.5 out of 10.

Throughout Term 1, all staff participated in a professional learning series of workshops, 'Understanding Autism Spectrum Disorder'. Professional dialogue during staff meetings on effective classroom strategies responsive to complex behaviours and needs continued throughout Term 2. Improved proficiency in teaching and understanding students with specific learning needs was reported by all staff.

In Term 2, the relationship between attendance, engagement and challenging students in curriculum was investigated. As we moved into learning from home, attendance data could not be measured.

During the Learning from Home period, the leadership team focused on increasing teacher understanding of effectively teaching engagement and connection. Stage leaders steered teachers into adapting their learning modes and teaching strategies to increase connection opportunities. The student result from the 'Tell Them from Me' survey for *"students find classroom instruction relevant to their everyday lives"* was 7.4 out of 10. For, *"knowing where to seek help if being bullied or see someone else being bullied"* was 77%. On the same survey, 14% of students reported being a victim of bullying. Focus group sessions on the success of 'Friendology', reported that 94% of students felt that 'Friendology' lessons helped them to understand friendships and how to manage conflict respectfully.

An audit of the school's current PDHPE programs was conducted and found that both scope and sequence documents along with teaching units of work needed to be updated. Adjustments commenced in Term 4, 2021 and include modifications to Child Protection and Health and Safety decisions and practices. This will continue into 2022.

In 2022, Term 1 and 2 learning walks and student interviews will focus on the implementation of visible learning strategies to enhance collective efficacy of our school learning culture.

Staff will be released once per semester to continue to build and improve our units of work teaching core values, social

skills and emotional regulation. A Wellbeing team consisting of staff representatives from all stages, will be established to begin unpacking and implementing the whole school PAX Good Behaviour Program.

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
School Excellence Framework indicates improvement in the wellbeing domain under the themes of a planned approach to wellbeing and individual learning needs from delivering to sustaining and growing.	As part of the School Excellence self-assessment cycle, staff analysed school practices and confirmed that throughout 2021 valid and reliable student, staff and parent data was collected and analysed, resulting in a review of whole school wellbeing and engagement practices. This data was collected throughout the year, including during the Learning from Home period. The implementation of whole school assessment, monitoring and sharing of student learning progress in five weekly blocks has enabled improved tracking of individual student learning needs. For the themes of 'A planned approach to wellbeing' and 'Individualised learning needs' the school ranks as sustaining and growing. This represents achievement of the annual progress measure.
Students report a Positive Sense of Belonging on the Tell Them From Me student survey, trending towards our 2024 goal of 89.5%	Student responses to questions about feeling accepted and valued by their peers, using the 'Tell Them From Me' survey indicates limited progress towards the 2024 goal of 89.5% of students having a positive sense of belonging. The result of 67% was lower than expected and may be in response to the length of time Learning from Home occurred. Positive sense of belonging is a priority area for 2022.
At least 90% of students attend school, on average, more than 9 days per fortnight.	Whilst 93.8% of students attended school greater than or equal to 90% of the time in 2021, attendance rates are not comparable to previous years. This is due to the effects of the Covid-19 pandemic.



Strategic Direction 3: Culture of High Expectations

Purpose

In order to maximise the learning outcomes for every student, all staff will be skilled in using explicit teaching techniques. Programs will be centered round evidence-informed high impact teaching strategies. Teaching metacognition and sharing data knowledge with students will allow them to become self-directed learners, aware of their own progress and motivated to continually improve. Confident and capable in working with teachers to help direct future learning.

Initiatives

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

- Explicit Teaching Strategy
- Cognitive Readiness
- Student Learning Strategies

Resources allocated to this strategic direction

Professional learning: \$8,200.00

Summary of progress

Our purpose in 2021, was to maximise the learning outcomes for every student, by building the practice excellence of our teachers. This included increasing teacher capacity to design quality teaching lessons, centred around modelled, guided and independent learning options in a balanced way. It also involved empowering students through clarity, that is explicitly informing students of what they are learning, why they are learning it and what success looks like. Cognitive readiness for our students was addressed through the explicit teaching of learning dispositions and when to apply them. The motivator behind the continued teaching of learning dispositions to our students in 2021, was to set them on the path of being drivers of their own learning, taking responsibility for the level of practice, effort, time and input, (PETI) applied to each task. In the 'Tell Them from Me' student survey, 56% of students reported, *"learning about (PETI) has helped me to achieve and understand how to be successful"*.

Instructional leaders across each stage led a whole school integrated approach to establishing balanced lesson plans in literacy and numeracy. These plans featured effective lesson starts, learning intentions, differentiation of content and opportunities for reflection. In addition, lesson plans incorporated a specific area for teachers to plan and contextualise the learning dispositions, (Paddington Learning Powers) that would be most appropriate for a particular lesson and explicitly teach those to students.

All teachers reported that they would like the whole school structure of implementing literacy and numeracy lessons using the balanced session guidelines to continue into 2022. For improved efficiency, modifications to the way programs will be documented in 2022 will be further investigated. During the Learning from Home period, teachers maintained as closely as possible the balanced literacy and numeracy structure. There was an increase of 4% between May and November for students reporting on the 'Tell Them from Me', student survey that *"teachers set clear goals for learning, establish expectations, check for understanding and provide feedback"*. The final score was 7.5 out of 10 and represented learning over the Learning from Home period.

Programming documents were modified during the Learning from Home period in order to support differentiation, be adaptive to immediate student needs and provide clarity around learning intentions and success criteria. All teachers will continue to use the programming format established during this time into Term 1 and 2 of 2022 as it was seen to be an efficient format eliminating ambiguity.

Moving into 2022, professional learning will continue to focus attention around the quality practice principles that are essential for student improvement including, explicit teaching, knowing the learner and empowering our students through clarity of learning. All K-2 staff will build their curriculum knowledge by being part of the Early Adopter new curriculum project. All staff, K-6 will be involved in High Impact Professional Learning on explicit teaching as part of the Port Jackson LEED project. In addition, further professional learning will be provided by our academic learning partner Corwin, in the areas of building learning intentions and success criteria and making learning visible to all, through clarity of expectations.

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
On the School Excellence Framework Self-assessment Surveys the school ranks itself as sustaining and growing in the Effective Classroom Practice themes of Explicit Teaching and Feedback.	At the end of 2021, school teaching staff assessed their practices against the School Excellence Framework. In the Teaching Domain, 'Effective Classroom Practice' for the themes of Explicit Teaching and Feedback, staff believe they have consolidated the ranking of delivering and are making strong progress towards sustaining and growing. In order to cement the sustaining and growing ranking in these two areas, further professional learning in 2022 on explicit teaching techniques and feedback that is directly linked to success criteria needs to be undertaken. The professional learning planned for 2021 in this area was disrupted due to the change in school priorities related to the Learning from Home period. On the 'Tell Them from Me' teacher survey, staff scored 8.0 out of 10 for, <i>"students receive feedback on their work that brings them closer to achieving their goals"</i> . On the student version of the survey, 72% of students reported receiving feedback during the Learning from Home period and 62% stated instructions were clear.
At least 90% of teacher and student numbers attain the level 'parts and pieces' on the Visible Learning Capability Continuums.	On the Visible Learning Capability Continuum - Feedback, 90% of students and staff achieved the ranking of 'parts and pieces'. This means that teachers make it clear to students where they are going in their learning. Teachers provide students with feedback, however the timing could be improved. Students can describe the purpose of success criteria and understand the importance of acting on feedback, but may require further scaffolding and guidance to sufficiently do so.



Teaching metacognition allows our students to become self-directed learners.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$32,015.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Paddington 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"> • Personalised Learning and Reporting <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 targeted professional learning around autism. <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 receive 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 PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$3,393.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Paddington 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through Instructional Leadership coach/mentor program to support student learning. <p>The allocation of this funding has resulted in: 76% of Year 5 students answering questions correctly compared to state results of 66.6% in the NSW DET Check-in numeracy assessment. Stage 1 students achieving on average, 1.5 years of growth in numeracy for 1 year of input.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue to engage the literacy and numeracy Instructional Leader to support our trajectory towards achieving targets. Next year, the school will diversify the role of the additional staff member, redirecting a proportion of the position towards improving student engagement and expectations of a positive learning climate.</p>
<p>Aboriginal background</p> <p>\$2,100.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Paddington 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</p>

<p>Aboriginal background</p> <p>\$2,100.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Social and Emotional Wellbeing • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staffing release to support development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in: An increase in understanding of where students are working at with a specific focus on building inferential comprehension skills. In addition reading resources purchased have created more authentic opportunities for the whole class to engage in conversation about Aboriginal culture.</p> <p>After evaluation, the next steps to support our students with this funding will be: The continued purchase of resources to support teachers in linking lessons to cultural background, making real and authentic life connections to learning.</p>
<p>English language proficiency</p> <p>\$50,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Paddington 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"> • Personalised Learning and Reporting <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement Individual Educational Plans for all EAL/D students. <p>The allocation of this funding has resulted in: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students with this funding will be: To establish core practices for supporting students learning English as an additional language. Also to provide EAL/D progression leveling professional learning to staff.</p>
<p>Low level adjustment for disability</p> <p>\$76,705.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Paddington 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"> • Data Informed Practice • Personalised Learning and Reporting <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role across whole school setting. • Targeted students are provided with an evidence-based intervention, MiniLit and Cars and Stars to increase learning outcomes. <p>The allocation of this funding has resulted in: An increase of students achieving at expected growth using internal assessment measures. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support</p>

<p>Low level adjustment for disability</p> <p>\$76,705.00</p>	<p>activities.</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, and provide additional support through the employment of school learning and support officers.</p>
<p>Professional learning</p> <p>\$21,600.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Paddington 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"> • Data Informed Practice • Personalised Learning and Reporting • Social and Emotional Wellbeing • Effective Environment for Learning • Explicit Teaching Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging in High Impact Professional Learning to unpack evidence-based approaches to collecting and analysing data. Using it to adapt programs in order to meet specific student learning needs. <p>The allocation of this funding has resulted in: Increased capacity of all teachers to use data effectively to evaluate student understanding of lesson content and identify next steps in learning. Programs are evidence-based and meet the needs of all students.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Beginning teacher support</p> <p>\$20,001.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Paddington Public School during their induction period.</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"> • Data Informed Practice • Personalised Learning and Reporting <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of Instructional Leader to build capacity of K-2 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery, differentiation. <p>The allocation of this funding has resulted in: Increased capacity of teachers to embed effective practices into lesson design and implementation of curriculum.</p> <p>After evaluation, the next steps to support our students with this funding will be: Personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$31,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Paddington Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$31,000.00</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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Online program subscriptions to support literacy and numeracy. • Literacy and numeracy programs and resources, to support teaching, learning and assessment. • Purchasing of literacy resources such as quality picture books for guided and shared instruction. • Staff training and support in literacy and numeracy. <p>The allocation of this funding has resulted in: INFORMATION REQUIRED HERE</p> <p>After evaluation, the next steps to support our students with this funding will be: Teacher release to participate in High Impact Professional Learning in teaching mathematics and reading comprehension. Teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$48,771.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Paddington 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"> • Data Informed Practice <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. • 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: Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and collect data in literacy and numeracy on a planned and regular basis, using it as an essential component of classroom instruction and lesson planning. strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. 97% of teachers reported lessons differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students with this funding will be: To implement instructional rounds to strengthen quality teaching practices. Continue the employment of an instructional leader to address the literacy and numeracy learning needs and implement differentiated and personalised intervention for students.</p>
<p>COVID ILSP</p> <p>\$19,666.63</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>COVID ILSP</p> <p>\$19,666.63</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers to deliver small group tuition. • Releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • Providing targeted, explicit instruction for student groups in literacy/numeracy. Focus areas include reading and comprehension, Number and Algebra. <p>The allocation of this funding has resulted in:</p> <p>The majority of the students in the Numeracy program achieving significant progress towards, or reached, their personal learning goals, based on the learning progressions. This data was captured in PLAN2 . 60% of the Year 1 literacy group made one years growth in one year of learning. 60% of Year 3 students answered questions correctly in the Term 4 Check-in assessment. This is equivalent to the NSW state average. However in Year 5, only 49.6% of the students answered questions correctly in the Term 4 Check-in assessments compared to the NSW State average of 61.7%.</p> <p>After evaluation, the next steps to support our students with this funding will be:</p> <p>To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Continue with revised school learning and support processes that will involve regular monitoring of students in five weekly blocks and include work samples and assessment tasks for moderating. Continued professional learning for COVID ILSP teacher. Topics will include formative assessment, engagement and using Numeracy progressions in goal setting. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	150	145	131	122
Girls	129	146	119	107

Student attendance profile

School				
Year	2018	2019	2020	2021
K	96.6	95.6	95.9	95.5
1	95.8	93.5	94.5	96.3
2	95.7	95.8	93.1	95.5
3	94.7	94.6	94.9	96.3
4	95.1	95.7	93.2	94.7
5	94.9	95.4	95.9	94.3
6	96.2	95.5	94.8	94.6
All Years	95.5	95.2	94.6	95.3
State DoE				
Year	2018	2019	2020	2021
K	93.8	93.1	92.4	92.8
1	93.4	92.7	91.7	92.7
2	93.5	93	92	92.6
3	93.6	93	92.1	92.7
4	93.4	92.9	92	92.5
5	93.2	92.8	92	92.1
6	92.5	92.1	91.8	91.5
All Years	93.4	92.8	92	92.4

Attendance

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.26
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*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	314,975
Revenue	2,714,352
Appropriation	2,477,529
Sale of Goods and Services	33,362
Grants and contributions	202,758
Investment income	504
Other revenue	200
Expenses	-2,986,503
Employee related	-2,464,855
Operating expenses	-521,648
Surplus / deficit for the year	-272,151
Closing Balance	42,824

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

Financial summary - Equity loadings

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

	2021 SBAR Adjustments (\$)
Targeted Total	32,015
Equity Total	133,326
Equity - Aboriginal	2,154
Equity - Socio-economic	3,394
Equity - Language	51,014
Equity - Disability	76,764
Base Total	1,980,569
Base - Per Capita	61,629
Base - Location	0
Base - Other	1,918,940
Other Total	259,507
Grand Total	2,405,416

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

Parent survey results included:

- 55% of parents reported speaking to classroom teachers more than three times a year.
- 7.5 out of 10 felt that their children's reports were easy to understand however, only 4.7 out of 10 , reported being well informed about their child's progress in school subjects. This result may be in response to changes made to reports due to the Covid-19 pandemic.
- Parents who identified that they actively encourage their children to do well at school, scored 7.5 compared to the state norm of 6.3.

Student survey results included:

- 89% of students felt that behaviour in the school was positive. This was similar to the NSW state norm of 83%.
- 85% of students try hard to succeed in their learning, a decrease of 4% from 2020 results.
- 83% of students felt they had friends they could trust which was similar to the state norm.
- 65% of students strongly agree or agree that resources during home learning were high quality.
- 62% of students strongly agree or agree that instructions during home learning were clear.
- 72% of students strongly agree or agree that they received quality feedback whilst learning from home.
- 23% of students which is 13% lower than the NSW Govt Norm, report that they were subjected to bullying.

Teacher survey results included:

- 7.5 out of 10 teachers compared to the state norm of 7.1, reported that school leaders have helped them to improve their teaching and provided guidance on monitoring student progress.
- 8.0 reported that they talk with other teachers regarding specific learning problems students may have.
- 8.2 out of 10 teachers reported that they set high expectations for student learning.
- 40% of teaching staff reported having instructional leaders employed in the school has supported their teaching.
- 100% of teaching staff believe visible learning should continue to be our school pedagogical base in the next four year school plan.

Student Satisfaction

- 82% of students felt that behaviour in the school was positive. This was similar to the NSW state norm of 83%.
- 90% of students try hard to succeed in their learning, a decrease of 3% from 2019 results.
- 85% of students felt they had friends they could trust which was equal to the state norm.
- 77% of students agree that the learning power lessons for perseverance and focus have helped them meet their learning goals.

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.