

2022 Annual Report

Annandale Public School



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Introduction

The Annual Report for 2022 is provided to the community of Annandale 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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Message from the principal

2022 was the first full year of learning onsite that our students had participated in since 2020. This was particularly significant for our younger students. Despite some constraints related to the global pandemic, our students enjoyed the return to many activities and events to support their learning and engagement at school.

Our Senior dance group performed at In the Spotlight Dance Festival at the Seymore Centre, the combined strings ensemble performed at the Banksia Concert as part of the Festival of Instrumental music at the Opera House, and our concert band performed at the Kakadu Concert at Sydney Town Hall. In addition, students in the school Drama Ensemble, Junior Choir, Jazz Band, Senior Dance Ensemble and Senior choir had the opportunity to perform at the Iron Cove Network Performing Arts Festival at the Seymour Centre.

Our students also enjoyed the opportunity to participate in the Public Speaking Competition, Debating, and Premier's Spelling Bee. We congratulate Theo in Year 6 and George in Year 4 for their outstanding effort competing in the regional finals of the Premier's Spelling Bee. We also congratulated Eleanor in Year 2 for being a finalist in the NSW Art Gallery Young Archie 2022 competition.

2022 saw a return to interschool sport competitions such as Primary School Sport Association (PSSA) soccer and netball as well as district competitions in swimming, Cross Country and Athletics. We congratulate Charlie for coming 1st in his age group for Cross Country and Georgia for coming 3rd. At the district Athletics Carnival, we congratulate Milla for coming first in 12 Years Girls Shot Put. Well done students.

The aforementioned activities and events would not be possible without the efforts of our dedicated teachers and support staff, so I would like to thank all of the staff of Annandale Public School for their continued support of our students' learning and wellbeing.

In 2022, two staff members were recognised in the Iron Cove Network awards for outstanding contributions to Public Education, particularly in their work in supporting newly arrived students and English language learners, as well as supporting children's continuity of learning through fostering collaborative partnerships with local preschool and early childhood services to assist children and families form their first connections with the school community prior to starting school. Congratulations to Mrs Sally Corbett and Ms Carla De Angelis. Additionally, two other members of staff were recognised in the annual Deadly Kids Awards which celebrates the achievements of Aboriginal and Torres Strait Islander students and contributions of staff. Congratulations to Nathan Stares for receiving the Aunty Fay Carroll award and Ms Imogen Kershaw for receiving the Gamarada Award.

I would like to especially thank the P&C Executive, Stephanie Wee, Rebecca Wainscoat, Rose Donald, Max Joscelyne and Jamie Darams and volunteers for their continued support for our staff, students and community. Who could forget this year's Halloween Disco which was attended by Prime Minister, the Hon. Anthony Albanese? I believe this was experience our students will remember for a very long time. I would also like to thank P&C Treasurer Rose Donald for her work in securing a \$10,000 grant for playground upgrades.

Finally, I would like to thank the 2022 student leaders for their outstanding leadership and support of the students at Annandale Public School. Well done to our School Captains; Milla and Luke, our Vice Captains; Charlotte and Jake, and our Prefects; Arley, Amelia, Fergus and Kallan. To our Year 6 students of 2022, I wish you all the very best for secondary school and your future studies.

Lisa Lupton

Principal

Message from the school community

On behalf of the Annandale Public School Parents & Carers' Association Executive Team, I am very pleased to provide our report on the activities of the P&C in the past 12 months.

This last 12 months has seen us back (both literally and metaphorically) on school grounds. Our experience in the last few years has really reminded us about the power of connection, which is at the heart of what the P&C aims to achieve. Fundraising remains a key part of our activities as it enables us to raise funds and provide tools and resources to benefit our school, teachers and students. However, what is equally important, is the role of the P&C in facilitating the connection between the school and its community.

This was most superbly illustrated by the 2022 Halloween Disco. The P&C ran an incredibly successful online auction and raffle; thanks to generous donations from parents, the local community but also the wider arts and business communities. In particular, we are hugely appreciative of the support from James Powditch, an 8 times Archibald Prize finalist, who donated 3 signed and limited edition prints of his most well-known Archibald works for the fundraiser. We are also grateful for each of Laura Tingle, Kerry O'Brien and the Prime Minister for signing those prints for the auction.

It was also through the introduction by James, with Rosemary Donald, that our long serving local member and Prime Minister, the Hon. Anthony Albanese, attended the disco as our special guest. I think it is safe to say that many of the students, parents and carers of this school will carry with them the memories of that evening. We will remember the students (and some adults!) mobbing the Prime Minister with a rock star welcome upon his arrival and the electric atmosphere in the dance hall when he graciously accepted our invitation to DJ a few tunes. What a magical night.

While the Halloween Disco was undeniably the highlight of the past 12 months, some of the other highlights included:

- a very successful State election fete;
- a volunteer packed Working Bee;
- the Christmas tree and pudding fundraisers;
- BBQs for the athletics carnival, cupcakes for the Book Week parade and hot cross buns for the Easter hat parade.

All of these fundraising activities enabled us to continue to support, and in some cases increase our support, for a number of our key projects. This includes the funding of Lucia's Kitchen & Garden, scholarships for the music program and the fulfilment of 'wish list' of items put forward by the stage teachers for supplementary resources in the classroom.

Looking ahead, we are focussing on identifying some key projects over the next 12 months that will have the most impact on the wellbeing of the student community. We are also working on bringing back a much-loved (and missed) Parent Night Out.

As always, the P&C rely heavily on the efforts of its volunteers. We would like to thank:

- our class parents, who continue to provide that essential bridge between the P&C and the parent/carers community;
- our Uniform Shop volunteers (Max Joscelyne, Clare Miller and Mari Tsuji);
- the coordinators of the Working Bee, Chris and CY Henschke, who also do so much more for the P&C; and
- all P&C members and their families for continuing to give up their time to attend meetings, to help at fundraising events or working bees.

Finally, I would like to thank those members of the P&C Executive; Max Joscelyne, Jamie Darams, Bec Wainscoat and Rosemary Donald for their continuing dedication to their roles. The P&C Executives are always the first to attend and the last to leave any of our events and their efforts and commitment are recognised.

By the time this report is published, we will have elected a new Executive Committee for the next 12 months. It is our hope that the 2023/24 Executive Committee can continue to build a strong and dedicated volunteer community of parents and carers to help support the work of the P&C and to deliver on its objectives.

On behalf of the P&C, our thanks and gratitude again for all that have supported us.

Stephanie Wee

Message from the students

This is a message on behalf of the Student Representative Council. This year has been a great experience for all involved in the SRC.

We asked students to bring a gold coin to support the Wear it Purple Organisation, an organisation that supports people in the LGBTIQ+ community. Together we raised \$409.50. We also fundraised for RUOK Day, when we asked again for students to make a gold coin donation to support young people struggling with mental health, raising \$214.15.

The SRC decided at the start of the year that we wanted to raise money to contribute to the school library. Together we fundraised \$1800, as well as students donating many books as part of one of our book week fundraisers. We also did a joint fundraiser with the P&C, selling Christmas trees.

To finish the year off the SRC collected non-perishable foods to donate to the Sydney Basket Brigade who pack baskets of food and toys to donate to families in need. On behalf of the SRC we would like to thank all the teachers who assisted us throughout the year, the amazing P&C who has helped us with our fundraising and Mr Stares for running all the meetings and helping turn the SRC's ideas into a reality.

Milla Gray and Luke Kelly

School Captains 2022

School vision

At Annandale Public School, in partnership with our community, we prepare young people for rewarding lives as engaged citizens. Together, we are committed to supporting and improving the learning and wellbeing of every student. We maintain high expectations for student growth within an inclusive environment dedicated to nurturing respectful, responsible and engaged learners.

School context

We acknowledge the Gadigal people of the Eora nation as the traditional custodians of the land on which our school is situated.

Annandale Public School is located in the inner western suburbs of Sydney and has a proud tradition of providing public education since 1886. The site comprises heritage and modern buildings, a before and after school care facility, as well as a well-equipped Learning Garden and Kitchen.

The school serves a socially and linguistically diverse community and has a student enrolment of 471 from preschool to Year 6 and includes an Early Intervention unit. Our students are from a range of socio-economic backgrounds and 28% of students have a language background other than English, with 9 students identifying as Aboriginal or Torres Strait Islander.

At Annandale Public School we are committed to developing confident and independent lifelong learners by providing all students with a range of high-quality, evidence-based teaching and learning programs in an inclusive, creative and supportive environment. The school offers a wide range of extracurricular activities in performing and creative arts and languages.

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 builds upon the work undertaken in the previous school planning cycle around quality implementation of formative assessment practices to differentiate the curriculum to cater for the full range of abilities.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have a steady student achievement of expected growth in reading and numeracy. A future goal is to increase the percentage of students achieving in the top 2 bands of NAPLAN.

The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and aspects of numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update. As the literature suggests, we will focus on professional learning to support an integrated approach to quality teaching, curriculum planning and delivery, and consistent school-wide practices for assessment to promote learning excellence which is responsive in meeting the learning needs of all students.

2. Collaborative systems for evaluative practices

When planning for improvement, the school has identified that there is a need for whole school systems to effectively monitor a range of indicators to evaluate the impact of school initiatives on student learning and wellbeing. Data analysis will be conducted regularly to identify student achievement and progress, in order to reflect on teaching effectiveness and inform future school directions.

3. Wellbeing and engagement

When conducting the analysis of wellbeing measures it was evident that student sense of belonging is an area requiring further focus. From the literature, student sense of belonging at school is related to engagement with school. Engagement is linked to student interest and motivation in learning and forming and maintaining positive relationships. To support student engagement in school, work will continue on Positive Behaviour for Learning (PBL), as well as whole school social and emotional learning programs. Students will be supported through advocacy and interventions to improve literacy and numeracy skills and planning for learning will be informed by sound holistic information about student's wellbeing and learning needs in consultation with parents and carers.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy, we will further develop and refine evidence-based teaching practices that are informed by data and responsive to the learning needs of individual students.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$32,140.31

Summary of progress

In 2022, a focus on high impact professional learning and effective formative assessment was supported through the Strategic School Support (SSS) process. Departmental literacy specialists provided differentiated professional learning which involved close analysis and interpretation of student reading data and evidence informed teaching strategies to address identified areas of student learning needs. Based on joint discussions regarding NAPLAN targets in reading, comprehension was selected as an area of priority, with a specific focus on the teaching of vocabulary and connecting ideas. Barriers have included the ongoing impact of the pandemic disrupting staffing arrangements to allow time for collaboration, data analysis and evaluation and the implementation of procedures and structures that support whole school consistency. Professional learning associated with the SSS process, including the development of a sustainability plan involving subsequent professional learning that addresses both leading and implementing collaborative teaching practice.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students achieving in the top 2 bands of NAPLAN reading by 7.2% to school's lower bound system-negotiated target.	In 2022, the percentage of students in the top 2 bands of NAPLAN reading increased by 1% towards the lower bound target for percentages of students in the top bands of NAPLAN reading. Strategies implemented from the strategic school support professional learning will continue in 2023 to build upon this improvement.
Increase the proportion of students achieving in the top 2 bands of NAPLAN numeracy by 8.1% to school's lower bound system-negotiated target.	In 2022, the percentage of students in the top 2 bands of NAPLAN numeracy exceeded targets, increasing by 10% to exceed the lower bound system-negotiated target.
Increase the percentage of students achieving expected growth in NAPLAN reading to be trending towards the system-negotiated lower bound target.	Student growth data is not available for the 2022 cohort due to the absence of 2020 NAPLAN results.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards the system-negotiated lower bound target.	Student growth data is not available for the 2022 cohort due to the absence of 2020 NAPLAN results.

Strategic Direction 2: Collaborative systems for evaluative practices

Purpose

In order to improve student learning outcomes we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

Initiatives

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

- Effective classroom practice
- Whole school analysis of student learning to evaluate and inform best practice

Resources allocated to this strategic direction

QTSS release: \$90,098.00

Summary of progress

In 2022, 7 school leaders and aspiring leaders engaged in 3Rivers 4Learning professional learning to develop further knowledge and understanding of educational leadership. Impact of the professional learning was evident in the leaders' teaching and leadership practice through a model of instructional leadership which enabled leaders to support Stage teams to collaboratively plan, implement and evaluate quality teaching programs for literacy and numeracy. Classroom teachers engaged in professional learning focusing on the teaching and learning cycle and quality teaching and learning programs. Impact of the professional learning was evidenced by teachers utilising evidence-based practices that underpin curriculum planning and programming; assessment; and reporting processes K-6, including quality curriculum alignment, choice of quality resources and working flexibly with scope and sequences.

Work will continue on developing consistent, school wide assessment focusing on effective assessment task design, tools for monitoring outcomes and moderating student work samples. Further work will include student data monitoring, focusing on a whole school process for collecting and monitoring student performance data in reading and numeracy.

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 assessment in the School Excellence Framework (SEF) element of Effective Classroom Practice shows 'Sustaining and growing' in at least two of the following themes: <ul style="list-style-type: none">• Lesson planning• Explicit teaching• Feedback Classroom management	<p>In 2022, School assessment in the School Excellence Framework (SEF) element of Effective Classroom Practice showed 'Sustaining and Growing' for the themes:</p> <p>Lesson planning: Teachers collaborate across faculties/stages/teams to share curriculum knowledge, data, feedback and other information about student progress and achievement, to inform the development of evidence-based programs and lessons, which meet the needs of all students.</p> <p>Explicit teaching: Teachers are skilled at explicit teaching techniques such as questioning and assessing to identify students' learning needs, and use a range of explicit strategies to explain and break down knowledge.</p> <p>Feedback: Teachers provide explicit, specific and timely formative feedback related to defined success criteria. Teachers' feedback supports improved student learning.</p> <p>Classroom management: A school-wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.</p>
School assessment in the School	In 2022, School assessment in the School Excellence Framework (SEF)

<p>Excellence Framework (SEF) element of Data Skills and Use shows 'Sustaining and growing' in at least two of the following themes:</p> <ul style="list-style-type: none"> • Data literacy • Data analysis • Data use in teaching • Data use in planning 	<p>element of Data skills and use showed 'Delivering' for the themes:</p> <p>Data literacy: Teachers access and engage in professional learning that builds skills in the analysis, interpretation and use of student progress and achievement data.</p> <p>Data analysis: The leadership team regularly uses student progress and achievement data to inform key decisions such as resourcing and implementation of new programs or initiatives.</p> <p>Data use in teaching: Teachers review student assessment data and compare results from external assessments (e.g. NAPLAN, PAT, Check in Assessment) with internal measures to build consistent and comparable judgement of student learning.</p> <p>Data use in planning: Clear and accurate analysis of student progress and achievement data informs planning that is shared with the school community in the Annual Report</p>
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Strategic Direction 3: Wellbeing and engagement

Purpose

In order to maximise student wellbeing and engagement we will develop whole school processes to support students through practices that promote social, emotional, behavioural and intellectual engagement, and by fostering positive relationships across the school community.

Initiatives

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

- Positive behaviour
- Personalised learning and support

Resources allocated to this strategic direction

English language proficiency: \$77,472.00
Refugee Student Support: \$1,375.36
Aboriginal background: \$6,947.45
Low level adjustment for disability: \$104,469.00
Socio-economic background: \$8,441.74
Literacy and numeracy: \$17,723.00
Literacy and numeracy intervention: \$48,266.82
Integration funding support: \$263,192.00

Summary of progress

In 2022, a whole school system for management of behaviour was developed, including consensus on definitions of major and minor behaviour. In addition, a flowchart was developed in consultation with staff, students and community to promote a consistent approach for behaviour management processes across the school. Work will continue on developing data analysis to address behaviours of concern and to promote positive behaviour for learning.

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
Attendance measures Increase the percentage of students attending school > 90% of the time to be at or above the lower bound system negotiated target of 90.4%	In 2022, the percentage of student attendance overall was 91.24%, which was above the network figures of 90.47% and also above state figures of 87.32%. Work will continue on developing strategies to support school attendance for targeted students.
Expectations of learning and behaviour continually reviewed and refined with all students, staff and community. Regular monitoring exists with lessons for explicit teaching developed, while behaviour and attendance plans are refined.	In 2022, the Positive Behavior for Learning (PBL) team reviewed and refined a whole school matrix of expected behaviours aligned with the PBL values; Be Respectful, Be Responsible, Be a Learner. The PBL team refined lessons aligned to specific behaviours and engaged the staff in professional learning to support a consistent approach in teaching expected behaviour in line with the PBL model.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.36</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>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 support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: Funding used to employ SLSOs to support student engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student learning and engagement and provide target support in areas of need.</p>
<p>Integration funding support</p> <p>\$263,192.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Annandale 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 support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support students with disability to access targeted programs to support learning engagement and social development.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student learning and engagement and provide support in identified areas of student needs in consultation with parents and carers.</p>
<p>Socio-economic background</p> <p>\$8,441.74</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Annandale 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"> • Personalised learning and support <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 literacy intervention program

<p>Socio-economic background</p> <p>\$8,441.74</p>	<p>implementation.</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Provision of evidence-based, explicit and effective early literacy intervention program for teaching reading skills. Provision of educational materials, uniforms and other items to support the engagement of students without economic support.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor the learning and engagement of equity groups and provide targeted support for areas of need.</p>
<p>Aboriginal background</p> <p>\$6,947.45</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Annandale 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"> • Personalised learning and support <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 literacy and numeracy programs • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Individualised and differentiated learning plans formulated to work towards the achievement of Aboriginal students to match or better the outcomes of all students.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student achievement and provide additional support in target areas identified from analysis.</p>
<p>English language proficiency</p> <p>\$77,472.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Annandale 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 support <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 the following impact: Provision of specialist Eal/d teacher support for students at emerging and beginning phases of English language acquisition.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student language acquisition and provide targeted support in areas of need.</p>

<p>Low level adjustment for disability</p> <p>\$104,469.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Annandale 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"> • Personalised learning and support <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 following impact: The provision of specialist teacher support for literacy and numeracy intervention programs Provision of a combination of withdrawal and in class support programs, differentiated to cater to student need.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student learning and engagement and provide targeted support to identified areas of student need.</p>
<p>Professional learning</p> <p>\$32,140.31</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 Annandale 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Reading <p>Numeracy Effective classroom practice Whole school analysis of student learning to evaluate and inform best practice Positive behaviour Other funded activities</p> <p>The allocation of this funding has resulted in the following impact: Provision of teacher professional learning linked to individual goals articulated in teacher annual performance and development plans, aligned with the strategic directions of the school and Australian Professional Standards for Teachers.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide teacher professional learning to support the learning and wellbeing of students.</p>
<p>Literacy and numeracy</p> <p>\$17,723.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Annandale 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</p>

<p>Literacy and numeracy</p> <p>\$17,723.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Personalised learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Teacher professional learning to support evidence based practice in literacy and numeracy initiatives.</p> <p>After evaluation, the next steps to support our students will be: Aligning professional learning to focus on literacy and numeracy initiatives to support 'learn, do, reflect' model of professional learning.</p>
<p>QTSS release</p> <p>\$90,098.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Annandale 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"> • Effective classroom 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 • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers supported to develop quality assessment tasks and use of data to inform practice in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in reflection of effective teaching practice. through observation and monitoring of student learning achievement in literacy and numeracy.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Annandale Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Personalised learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Learning Support teachers assist classroom teachers to collaboratively develop learning goals, identify students showing growth and collaborate with classroom teachers to develop Personalised learning Support Plans for</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>identified students with a focus on literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor Personalised learning Support Plans for identified students, adjust literacy and numeracy teaching and learning programs, and deliver interventions, informed by assessment practices.</p>
<p>COVID ILSP</p> <p>\$25,173.00</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 2022.</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: Provision of small group explicit instruction in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide small group instruction in literacy and numeracy for targeted students.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	222	211	214	202
Girls	180	199	195	195

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.9	97.4	95.5	92.3
1	95.0	96.4	95.7	91.2
2	95.8	96.2	95.2	92.6
3	93.3	96.1	95.2	91.2
4	95.6	94.5	95.9	91.7
5	94.8	96.4	92.5	90.3
6	94.2	96.2	93.9	88.6
All Years	95.0	96.2	95.0	91.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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 from 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 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.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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)	4
Classroom Teacher(s)	19.32
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	6.42

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

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 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	681,793
Revenue	5,261,722
Appropriation	4,848,646
Sale of Goods and Services	-2,800
Grants and contributions	404,777
Investment income	10,229
Other revenue	870
Expenses	-5,243,903
Employee related	-4,626,568
Operating expenses	-617,335
Surplus / deficit for the year	17,819
Closing Balance	699,612

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.

	2022 SBAR Adjustments (\$)
Targeted Total	264,567
Equity Total	197,330
Equity - Aboriginal	6,947
Equity - Socio-economic	8,442
Equity - Language	77,472
Equity - Disability	104,468
Base Total	3,308,247
Base - Per Capita	107,894
Base - Location	0
Base - Other	3,200,352
Other Total	946,154
Grand Total	4,716,297

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

This report provides results based on data from 130 students in Year 4, Year 5 and Year 6 who completed the survey in April 2022 and October 2022.

Student participation in sports 76% (increase of 13% from April 2022)

Student participation in extra-curricular activities 65% (increase of 4% from April 2022)

Students with a positive sense of belonging 64% (decrease of 1% from April 2022)

Students with positive relationships: 86% (increase of 1% from April 2022)

Students that value schooling outcomes 83% (decrease of 5% from April 2022)

Students with positive homework behaviours 19% (decrease of 10% from April 2022)

Students with positive behaviour at school: 90% (increase of 1% from April 2022)

Students who are interested and motivated: 47% (decrease of 10% from April 2022)

Effort: 81% (decrease of 1% from April 2022)

Effective learning time: 7.5 (increase of 0.4 from April 2022)

Relevance: 6.7 (decrease of 0.3 from April 2022)

Explicit teaching practices and feedback: 6.9 (decrease of 0.3 from April 2022)

Advocacy at school: 7.0 (decrease of 0.6 from April 2022)

Positive teacher-student relationships: 7.8 (decrease of 0.5 from April 2022)

Positive learning climate: 6.2 (decrease of 0.5 from April 2022)

Expectations for success 7.5 (decrease of 0.2 from April 2022)

Perspectives of Parents

The 'Partners in Learning' Parent Survey is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and school. It is based primarily on Joyce Epstein's framework for fostering positive relations between the school and the community.

This report provides results based on data from 54 respondents in this school who completed the Parent Survey between October 2022 and November 2022.

Parents feel welcome: 7.2 (NSW Government norm is 7.4)

Parents are informed: 6.2 (NSW Government norm is 6.6)

Parents support learning at home: 5.9 (NSW Government norm is 6.3)

School supports learning: 6.5 (NSW Government norm is 7.3)

School supports positive behavior: 7.4 (NSW Government norm is 7.7)

Safety at school: 7.0 (NSW Government norm is 7.4)

Inclusive school: 6.5 (NSW Government norm is 6.7)

Focus on Learning Survey Self evaluation tool for teachers and schools

This data was collected from 8 teacher respondents who completed the survey between September 2022 and November 2022.

Learning Culture 8.2 (NSW Government norm is 8.0)

Data informs practice: 8.0 (NSW Government norm is 7.8)

Teaching strategies: 8.1 (NSW Government norm is 7.9)

Challenging and visible goals: 7.7 (NSW Government norm is 7.5)

Planned learning opportunities 7.8 (NSW government norm is 7.6)

Quality Feedback: 7.1 (NSW Government norm is 7.3)

Overcoming obstacles to learning 7.8 (NSW Government norm is 7.7)

Technology: 7.0 (NSW Government norm is 6.7)

Inclusive school: 8.4 (NSW Government norm is 8.2)

Parent Involvement 7.4 (NSW Government norm is 6.8)

Collaboration: 7.4 (NSW Government norm is 7.8)

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.