2022 Annual Report

Arcadia Public School

1048

Introduction

The Annual Report for 2022 is provided to the community of Arcadia Public School as an account of the school's operations and achievements throughout the year.

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

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School vision

Considerate, reflective learners actively engaged in an inclusive environment of high personal expectation and achievement.

School context

Arcadia Public School is situated on the lands of the Darug people in a beautiful, semi rural environment. Our school's educational philosophy is underpinned by the values of respect, responsibility and personal best.

Arcadia Public School is a vibrant learning community and an active member of the Small Schools Learning Alliance. Environmental and music education, student leadership and voice, and public speaking are strong features of the school in an excelling culture of learning and well-being. The school is robustly supported by the wider school community and enjoys strong links to the history and cultural traditions of the area.

At our school, lifelong friendships are forged, families connect and the community grows together.

The motto for our school is 'Be Outstanding, Be Inspired' where a passion for learning, the confidence and knowledge to take responsibility and be actively involved in their own learning is evident every day in our students.

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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Students become self-directed learners who are aware of their own progress and feel confident 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.

- Consistent quality differentiated teaching practices across the school
- Data driven practices

Resources allocated to this strategic direction

Low level adjustment for disability: $17,395.80
English language proficiency: $2,400.00
Socio-economic background: $7,310.00
AP Curriculum & Instruction: $30,114.20
Professional learning: $7,208.00

Summary of progress

In 2022 the school focused on data informed practice to guide teaching and learning. The AP C&I and Instructional Leader delivered Professional Learning (PL) to all teaching staff in the use of data from NAPLAN, Check In Assessment and in school assessments. This resulted in all staff using elements of the progressions to monitor, inform teaching and track student progress. In 2023 Arcadia Public School will focus on tracking writing, punctuation and grammar through the progressions.

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
In reading there will be an uplift of 2% of students performing in the top bands.	• 47.37% of students achieved in the top two bands in NAPLAN **reading** indicating progress yet to be seen toward the lower-bound target.
In Numeracy there will be an uplift of 2% of students performing in the top bands.	• 25% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward the lower-bound target.
Increase in the uplift in expected student growth in Numeracy by 5%	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022**.**
Increase in the uplift in expected student growth in Reading by 5%	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
85% of students reach their individual expected targets for	All students and parents are invited to attend a 3 way conference with their classroom teacher. These conferences allow for individualised goal setting

Reading as mapped against the progressions. **85% of students reach their individual expected targets for Numeracy as mapped against the progressions.**	that meets the point of need for each student. Due to the differentiation in our teaching and learning programs in English and mathematics, and our intervention program in reading, all students achieved their personal expected targets.

Strategic Direction 2: Connect, Succeed, Thrive and Learn

Purpose

In order to ensure all members of our school community Connect, Thrive and Succeed, we will align evidence-based procedures around quality teaching and data use for all teachers to follow.

Working purposefully and deliberately to create a collaborative, positive, enriching school culture with high expectations for all 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.

- Inclusive and Engaging community
- Planned approach to well-being

Resources allocated to this strategic direction

Aboriginal background: $1,153.00
Location: $1,200.00

Summary of progress

In 2022, we continued to work on strengthening relationships with all of our stakeholders, working together with and for our students and their families. We encouraged the engagement and involvement of all of our families in the learning of their children between school and home. Parents play an integral part in supporting the teaching of and learning in educational programs and with the organisation of extra-curricular activities and initiatives. Our three way conferences and parent information sessions allow parents opportunities to liaise with the classroom teacher and determine mutually agreed upon, individualised learning goals with a strong focus on personal best.

As a small school, we formed the Small Schools Learning Alliance with other local and rural schools and combined to collaboratively plan inclusive events that benefited all school communities and students.

In 2023, we will continue to work within our Small Schools Learning Alliance to build meaningful community connections that enhance the learning outcomes of our students and the professional development of our staff.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending > 90% of the time by 3%.	Whilst our overall attendance rate is above State and Similar Schools we are still working towards achieving a 3% increase in the number of students attending > 90%. The number of students attending greater than 90% of the time or more was heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Tell Them From Me survey data with growth in students reporting a sense of belonging, expectations for success and engagement in learning. Tell Them From Me survey data indicates a growth in Wellbeing by 2%.	Tell Them From Me student survey results showed no growth within the domain of reporting a sense of belonging. However, students who feel they have someone at school who consistently provides encouragement and can turn to for advice, rose from 5.4 in 2021 to 7.8 in 2022. Students reporting that school staff have high expectations for individual student success and engagement, rose from 7.2 in 2021 to 8.5 in 2022. The Tell Them From Me Student survey also indicated a high level of students with a positive growth orientation with 84% of Arcadia students compared to a 79% State average.
School Excellence Framework. the school will self assess against the	Learning Culture- The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is

following elements: Learning Culture: Excelling. Wellbeing: Excelling.	committed to the pursuit of excellence. Due to the effective partnerships in learning, with parent involvement, students are monitored to deliver their best and continually improve with support and guidance from home. • Self-assessment against the School Excellence Framework shows the element of Learning Culture to be an area of excelling. Wellbeing- Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school. • Self-assessment against the School Excellence Framework shows the element of Wellbeing to be an area where the school is sustaining and growing.

Funding sources	Impact achieved this year
Socio-economic background $7,310.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Arcadia Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Consistent quality differentiated teaching practices across the school **Overview of activities partially or fully funded with this equity loading include:** • Professional development of staff through CESE to support student learning. **The allocation of this funding has resulted in the following impact:** All K-2 classes are implementing the Science of Reading and assessments have shown growth for all students in phonemic awareness as evident in the phonics diagnostic assessment in ALAN. **After evaluation, the next steps to support our students will be:** In 2023, we will continue to track students using the Literacy and Numeracy Progressions across K-6.
Aboriginal background $1,153.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Arcadia 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Inclusive and Engaging community **Overview of activities partially or fully funded with this equity loading include:** • All staff attended PL to ensure meaningful PLPs were developed and implemented for all identified students. **The allocation of this funding has resulted in the following impact:** 100 % of identified Aboriginal students now have a Personalised Learning Pathway (PLP) that focuses on the cultural and academic priorities for each student. The PLP was designed by students and staff and is meaningful for each student and their families. **After evaluation, the next steps to support our students will be:** To continue to ensure that all identified students have meaningful and aspirational individualised goals. The process has been streamlined to ensure timely feedback and review of goals is evident.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Arcadia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Consistent quality differentiated teaching practices across the school **Overview of activities partially or fully funded with this equity loading include:** • Differentiated teaching practice in the classroom using specialised resources such as decodable texts.

English language proficiency $2,400.00	**The allocation of this funding has resulted in the following impact:** The use of decodable texts has benefited our EALD students through the developing of their understanding of the English language. All students have progressed in the EALD progressions. **After evaluation, the next steps to support our students will be:** To continue to support EALD students, in the beginning and emerging phases, through the direct explicit teaching of the English language through our phonics resources.
Low level adjustment for disability $17,395.80	Low level adjustment for disability equity loading provides support for students at Arcadia Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Consistent quality differentiated teaching practices across the school **Overview of activities partially or fully funded with this equity loading include:** • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. **The allocation of this funding has resulted in the following impact:** An SLSO has implemented targeted programs to students that required additional support in reading and mathematics. **After evaluation, the next steps to support our students will be:** The continuation of funding an SLSO for one day per week will continue as this allows us to provide the additional support to identified students.
Location $1,200.00	The location funding allocation is provided to Arcadia Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Planned approach to well-being **Overview of activities partially or fully funded with this operational funding include:** • Additional staffing for teaching principal release to regularly review attendance data. **The allocation of this funding has resulted in the following impact:** This funding was utilised as additional support to allow the teaching principal extra time to analyse attendance data. **After evaluation, the next steps to support our students will be:** The continuation of weekly attendance data reviews will continue to ensure our student attendance remains above State averages.
Professional learning $7,208.00	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 Arcadia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data driven practices **Overview of activities partially or fully funded with this initiative funding include:** • Teacher release time to complete Professional Learning on Plan 2 data analysis and input.

Professional learning $7,208.00	**The allocation of this funding has resulted in the following impact:** Staff feel more confident in using Plan 2 data. This has allowed for closer analysis of student data and the ability to target focus areas with teaching and learning sprints. **After evaluation, the next steps to support our students will be:** Continue to evaluate individual staff members Professional Development Plans and allocate specific funding to address areas of development.
QTSS release $15,054.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Arcadia Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • Additional staffing to support staff collaboration in the implementation of high-quality curriculum. • Additional teaching staff to implement quality teaching initiatives. **The allocation of this funding has resulted in the following impact:** Teacher lesson observation notes. Lesson observation notes indicated that teachers were able to provide constructive feedback on lesson planning and delivery. Check-in assessment data results prove this is a successful model Year 3 reading 70.1% compared to a State average of 63.1% Year 3 numeracy 64.3% compared to a State average of 55.1% Year 3 reading 64.3% compared to State average 55.1% Year 4 reading 64.9% compared to a State average of 58.7% Year 4 numeracy 68.9% compared to a State average of 63.5% Year 5 reading 56.8% compared to a State average of 53.5% Year 5 numeracy 60.8% compared to a State average of 56.3% Year 6 reading 64.5% compared to a State average of 55.1% Year 6 numeracy 73.5% compared to a State average of 60.8% **After evaluation, the next steps to support our students will be:** To continue to provide four stage classes where possible and provide teacher support through demonstration lessons and constructive and collegial feedback.
COVID ILSP $19,660.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of teachers/educators to deliver small group tuition. • Providing targeted, explicit instruction for student groups in literacy with a strong focus on reading. **The allocation of this funding has resulted in the following impact:** Students involved in the Minilit and Macqlit program achieved their personal reading goals. **After evaluation, the next steps to support our students will be:** The continuation of the Minilit and Macqlit intensive reading programs will continue for those students identified as needing additional support in

COVID ILSP $19,660.00	reading.

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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	44	47	45	45
Girls	45	39	32	32

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.1	93.6	93.8	88.0
1	93.5	96.6	87.5	92.8
2	91.6	94.8	93.6	86.7
3	94.6	94.0	95.4	91.5
4	94.7	96.6	90.3	89.8
5	90.3	96.1	94.7	84.6
6	94.5	86.6	95.2	94.5
All Years	93.2	94.0	93.2	89.4
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)	0.2
Classroom Teacher(s)	3.47
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.41

*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	301,953
Revenue	1,098,798
Appropriation	1,033,782
Sale of Goods and Services	202
Grants and contributions	62,021
Investment income	2,794
Expenses	-1,041,670
Employee related	-912,033
Operating expenses	-129,637
Surplus / deficit for the year	57,128
Closing Balance	359,081

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	0
Equity Total	28,258
Equity - Aboriginal	1,153
Equity - Socio-economic	7,310
Equity - Language	2,400
Equity - Disability	17,396
Base Total	820,013
Base - Per Capita	19,456
Base - Location	1,205
Base - Other	799,352
Other Total	71,453
Grand Total	919,724

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

Unfortunately, we did not have enough uptake in parent engagement in the Tell Them From Me (TTFM) Parent survey and therefore, we do not have data available. However, the Teacher survey indicated that we have strong parental involvement at Arcadia with an overall score in this domain of 8.3 compared to the State average of 6.8. All teachers completed the survey and we achieved well above State averages in all domains. These include Leadership 9.4 compared to State average 7.1, Learning Culture 9.5 compared to State average 8.0, and Inclusive School 9.5 compared to State average 8.2.

The TTFM student survey indicated a high level of students with positive relationships with a rise from 81% to 87%. Students also indicated that they demonstrated positive behaviours at school with a 21% increase up to 97%, which is well above State averages. Students also value school outcomes with a rise of 10% to 90%. This also links with the percentage of students who feel they have someone at school who consistently provides encouragement and can be turned to for advice, with Arcadia Public School also being above State averages in this domain. These findings show that the students feel comfortable and safe in their learning environments and value the education they receive.

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.