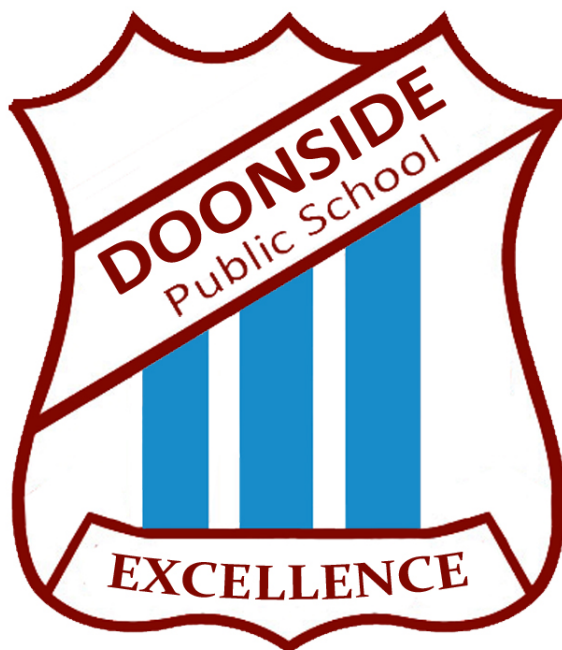# 2022 Annual Report

Doonside Public School

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Introduction

The Annual Report for 2022 is provided to the community of Doonside 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

Doonside Public School caters for the academic, social and emotional needs of children from a range of socio-economic, language and cultural backgrounds. The Annual Report provides a snapshot of achievements and performances throughout 2021. However this overview does not provide detailed information on school procedures or on the way the school community influences student learning and school culture.

Doonside Public School has a long tradition of providing a solid foundation for student learning based on explicit teaching practices and a strong student welfare focus.

Some paintwork and building upgrades have also continued. Many teaching and learning resources have been purchased and upgraded to ensure that staff and students have access to the most up to date equipment.

Doonside PS Wingarra Preschool staff have continued to build strong relationships with parents and the broader community and their influence have led to stability in the enrollment of Aboriginal children in preschool. Funding support has also helped to strengthen the transition to school program for Aboriginal students. Our preschool is rated "Exceeding" against the National Quality Framework. We are looking forward to continuing this program in 2023.

We are committed to:

- Quality Educational Programs for all students, whilst empowering students to become lifelong learners who are responsible and independent decision makers.
- Promoting the educational, social and emotional success of each and every student and strengthening the continued partnership between the school and its community.
- Ensuring that Doonside PS utilises all resources efficiently to promote maximum benefit for all students.

I certify that the information in this report is the result of a rigorous school self-evaluation process and is a balanced and genuine account of the school's achievements and areas for development.

David Galea - Principal

School vision

School Vision

(What do we aspire to achieve?)

At Doonside Public School we actively work together towards building a holistic environment where respectful relationships are widespread among students, staff and families, in a learning community who values curiosity, creativity and collaboration in building knowledge and skills for future focused learners.

School context

Doonside Public School is located adjacent to Doonside Railway Station in the Western Sydney Region of NSW. The school's history dates back to the late 1930's when local farms were subdivided and allotments were provided for the settlement of returned soldiers.

Our school population of 304 students (P-6), includes children with 40 languages and 28 cultural backgrounds. The school has a significant Aboriginal and Torres Strait Islander population of 17.5% and 57.4% of students come a from non-English speaking background. The experience levels of our staff vary from early career teachers to more experienced teachers. Students are supported by the employment of two Aboriginal Education Officers for both preschool and the K-6 school.

The classroom composition exists of one preschool, ten mainstream classes and three multi-categorical support classes for students with an Autism Spectrum Disorder (ASD) diagnosis. Our local community is supported by a number of government and non-government agencies. Our preschool caters to our community and families, as well as local and non local Aboriginal students as a Regional resource.

All aspects of the school's Situational Analysis and the creation of the Strategic Improvement Plan have been developed through community consultation.

From the findings of our Situational Analysis and community consultation the following areas of focus were identified for ongoing improvement:

1. Aspirational targets for all students, including all equity groups in the areas of Literacy, Numeracy, well-being and attendance.
2. Explicit systems to build pedagogical practice through evidenced based practice enriching the learning environment, experience and academic outcome achievement.
3. Building a strong culture of collection, use and analysis of data to measure growth of teaching and learning and guide future directions.

All aspects of the strategic improvement plan are built on the agreed mission and values as articulated below.

School Mission

(Why do we exist?)

To encourage students to strive to achieve their goals both social and academic, with opportunities to reach their full potential in all aspects of their life as they become active members of society possessing the tools and a growth mindset to tackle the unknown future as confident, creative individuals.

School Values

(How will we act on a daily basis to fulfil our mission and achieve our vision?)

Continuously improving and reflecting on our own practices, guarantees high quality teaching and explicit learning that is ongoing and positively evolving. We nurture and develop each students' potential and abilities by providing exciting rewarding and appropriate teaching programmes for our diverse population, ensuring every student learns in a caring, supportive and enriching environment.

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	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
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

Develop student centred learning environments which empower and inspire learners ensuring they connect, succeed and thrive.

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.

- Assessment to drive effective teaching and learning cycles
- A strategic approach to wellbeing

Resources allocated to this strategic direction

Socio-economic background: $294,911.14
Aboriginal background: $12,400.00
English language proficiency: $88,401.12
Low level adjustment for disability: $46,663.97
AP Curriculum & Instruction: $210,799.40
QTSS release: $60,103.68

Summary of progress

Q - To what extent have we achieved our annual progress measures; what lessons have we learned to inform next steps; what adjustments need to be made to the strategic direction?

D - annual evaluation documents and focus areas;

Analysis

- **Feedback and Assessment Validation (Literacy/Numeracy)**

From the triangulation of assessment sources in literacy, it has been noted that student data is regularly up to date and informs teaching and learning programs to ensure student outcomes are being met. Student goals have been developed from the PLAN Understanding Text elements to allow focused student learning in reading. The assessment data has also encouraged programs to be implemented whole class across K-2 such as the Heggerty's Phonemic Awareness Program in parallel with utilising decodable texts to improve decoding and word knowledge for student reading. The use of IfSR-NP and PLAN update has allowed staff to program their numeracy in a data informed way and plan teaching and learning for whole class and small group settings. It has also encouraged staff to track student progress in their learning and develop student focused goals.

- **Attendance Focus Initiative Team (FIT)**

Attendance F.I.T continued to work towards excellence by engaging in weekly meetings to address implementing and refining the attendance processes and practices within the school. These processes were to monitor attendance regularly and accurately. The three-tier model of action was put in place to address areas of need with individual students promptly.

Whole school and personalised attendance approaches put in place in 2022 observed a downward trend in regular attendance rate throughout the year. Semester one noted that 49.6% of students attended school 90% or more.

All Classroom Teachers's have a thorough and comprehensive understanding of the attendance processes to ensure accurate data and understanding of the tiered system in place. This was evident in the executive director's acknowledgement of the improved attendance (Top 10 in Metropolitan North Region of schools) rate for Doonside Public School across the metropolitan area when comparing data from 2019-2022.

- **Well-being FIT**

Through observation and conversation, it has been demonstrated that staff were able to support and assist in identifying who a students' network of trust is that they are able to reach out to in time of need. Improved data in attendance can be linked to tier two interventions that support student well-being and engagement.

- **PBL FIT**

The collection and use of data to put in place key decisions related to the effectiveness of the universal approach and work towards a whole school tier system .Staff used the EBS reporting system as a way in which to record positive,

negative and neutral behaviours.

   • **Data Analysis - whole school**

NAPLAN

In relation to the targets identified in this Strategic Direction, the following results were obtained:

The Literacy target of "Improvement in the percentage of students achieving in the top two bands in Reading with a minimum of the lower bound system negotiated targets being achieved" was reached both in the number of students achieving in the top two bands (19.7% 2021 and 27.2% 2022) and in the achievement of the school identified target.

The Numeracy target of "Improvement in the percentage of students achieving in the top two bands in Numeracy with a minimum of the lower bound system negotiated targets being achieved" was reached both in the number of students achieving in the top two bands (12.2% 2021 to 19.6% 2022) and in the achievement of the school identified target.

Check In Assessment

- Year 3 Reading

24 Students assessed in the cohort.

Highest performing student achieved 80.5%, with the range of top 5 students achieving 55.5% - 80.5%

Lowest achievement score 13.8% with the range of the lowest 5 achievement scores is 13.8% - 36.1%

Achieved 45.4% which is higher than schools similar but lower then state which was 53.6%.

Students demonstrated overall lowest achievement in Comprehension (Processes, Vocabulary, Comprehension) and Objective C (think in ways that are imaginative, creative, interpretive and critical) for St 2&3 (29.2% each).

Data indicates outcomes for this cohort at St1 at 64.9%; St2 at 45.2% and St3 at 19.2%

Lowest achievement by stage expected outcome: EN2-10C thinks imaginatively, creatively, and interpretively about information, ideas and texts when responding to and composing texts 29.2%.

Highest achievement by stage expected outcome: EN2-9B uses effective and accurate sentence structure, grammatical features, vocabulary relevant to the type of text when responding to and composing texts 47.9%

- Year 3 Numeracy

Highest performing student achieved 94.4%, with the range of top 5 students achieving 69.4% - 94.4%

Lowest achievement score 16.6% with the range of the lowest 5 achievement scores is 16.6% - 30.5%

Year 3 Numeracy- achieved 45.6% which was lower than schools similar to use which achieved 47.7%

Students demonstrated overall lowest achievement in Stage 2 Measurement and Geometry strand against the data collected.

Data indicates that Number and Algebra outcomes for this cohort at St1 at 57.8%; St2 at 50.3% and St3 at 25.8%

- Year 4 Reading

Term 1

43 Students assessed in the cohort.

Students demonstrated overall lowest achievement in Vocabulary (Processes, Vocabulary, Comprehension) and Objective B (use language to shape and make meaning according to purpose, audience and context) for St 2 44.4% & St 3 27.9%

Data indicates outcomes for this cohort at St1 at 72.1%; St2 at 44.8% and St3 at 26.9%

Lowest achievement by stage expected outcome: EN2-8B identifies and compares different kinds of texts when reading and viewing and shows and understanding of purpose, audience and subject matter 43.9%

Highest achievement by stage expected outcome: EN2-9B uses effective and accurate sentence structure, grammatical features, vocabulary relevant to the type of text when responding to and composing texts 48.8%

Highest performing student achieved 84.2%, with the range of top 5 students achieving 57.8% - 84.2% (23.2% of the cohort)

Lowest achievement score 13.1% with the range of the lowest 5 achievement scores is 13.1% - 23.6%   (23.2% of the cohort)

Results were 41.2% which was below schools similar to us, at 42.1%.

Term 4

36 Students assessed in the cohort.

Students demonstrated overall lowest achievement in Processes (Processes, Vocabulary, Comprehension) and Objective C (think in ways that are imaginative, creative, interpretive and critical) for St 2 41.7% & St 3 31.9%

Data indicates outcomes for this cohort at St1 at 70.8%; St2 at 42.4% and St3 at 18.5%

Lowest achievement by stage expected outcome: EN2-4A using increasing range of skills, strategies and knowledge to fluently read, view and comprehend a range of texts on increasingly challenging topics in different media and technologies 39.2%

Highest achievement by stage expected outcome: EN2-8B identifies and compares different kinds of texts when reading and viewing and shows and understanding of purpose, audience and subject matter 51.4%

Highest performing student achieved 89.4%, with the range of top 5 students achieving 65.7% - 89.4% (13.8% of cohort)

Lowest achievement score 7.8% with the range of the lowest 5 achievement scores is 23.6% - 7.8%% (16.6% of the cohort).

- Year 4 Numeracy

Cohort of 41 Students sat **Term 1** assessment

Students demonstrated overall lowest achievement in Stage 3 Number sense and Algebra strand against the data collected.

Year 4 Numeracy- results showed the Y4 cohort sitting at 50.7% compared to schools similar to us which scored at 51.4%.

Highest performing student achieved 100%, with the range of top 5 scores 71.05% to 100%

Lowest achievement score 13.15% with the range of the lowest 5 achievement scores is 13.15% - 26.3%

Data indicates that Number and Algebra outcomes for this cohort at St1 at 69.1%; St2 at 35.5% and St3 at 23.8%

Cohort of 36 Students sat **Term 4** assessment

Students demonstrated overall lowest achievement in Stage 3 Number sense and Algebra strand against the data collected.

Highest performing student achieved 100%, with the range of top 5 scores 78.9% to 100%

Lowest achievement score 13.1% with the range of the lowest 5 achievement scores is 13.1% - 28.9%

Data indicates that Number and Algebra outcomes for this cohort at St1 at 86.1%; St2 at 50.8% and St3 at 28.2%

- Year 5 Reading

Term 4

39 Students assessed in the cohort.

Students demonstrated overall lowest achievement in Processes (Processes, Vocabulary, Comprehension) and

Objective B (use language to shape and make meaning according to purpose, audience and context) for St 2 41.7% & St 3 31.9%

Data indicates outcomes for this cohort St2 at 84.6%; St3 at 29.7% and St4 48.7%

Highest performing student achieved 72.5%, with the range of top 5 students achieving 60% - 72.5% (25.6% of cohort)

Lowest achievement score 17.5% with the range of the lowest 5 achievement scores is 35% - 17.5%% (28.2% of the cohort).

Year 5 Literacy- achieved 44.2% which was higher than schools similar to us at 41.4%.

Lowest achievement by stage expected outcome: EN3-5B discusses how language is used to achieve a widening range of purposes for a widening range of audiences and contexts 16.6%

Highest achievement by stage expected outcome: EN3-7C thinks imaginatively, creatively, interpretively and critically about information and ideas and identifies connections between texts when responding to and composing texts 53.8%

- Year 5 Numeracy

39 students in the cohort. Students demonstrated overall lowest achievement in Stage 3 Number and Algebra against the data collected.

Highest performing student achieved 85%, with the range of top 5 scores achieving 57.5% - 85%   Lowest achievement score 15% with the range of the lowest 5 achievement scores is 15% - 30%

Data indicates that Number and Algebra outcomes for this cohort at St1 not tested; St2 at 67.2% and St3 at 28%

Year 5 Numeracy- At Numeracy we achieved 42.6% which is lower than school similar to us which achieved 44.9%

Year 6 Literacy (data pending)- achieved 40.6% which was 6.1% lower than schools similar to us.

- Year 6 Numeracy **Term 1**

24 students in the cohort. Students demonstrated overall lowest achievement in Stage 3 Statistics and Probability against the data collected.

Highest performing student achieved 95%, with the range of top 5 scores achieving 72.5% - 95%

Lowest achievement score 22.5% with the range of the lowest 5 achievement scores is 22.5% - 40%

Data indicates that Number and Algebra outcomes for this cohort at St1 76.4; St2 at 66.7% and St3 at 57.8%

Year 6 Numeracy (data pending)- achieved 47.5 which was lower than schools similar to us at 49.9%

- Year 6 Numeracy **Term 3**

22 students in the cohort. Students demonstrated overall lowest achievement in Stage 3 Statistics and Probability against the data collected.

Highest performing student achieved 95%, with the range of top 5 scores achieving 70% - 95%

Lowest achievement score 17.5 with the range of the lowest 5 achievement scores is 17.5% - 32.5%

Data indicates that Number and Algebra outcomes for this cohort at St1 not tested; St2 at 59.7%; St3 at 36.4% and St4 at 31.8%

Tell Them From Me Survey

The Tell them from Me measure relevant to SD#1 is "Impact of leadership is recorded at 84% as indicated by TTFM data (teacher survey)". The data obtained from the submission indicated that Data gathered in 2022 regarding the impact of leadership indicated that 93% of teaching staff agree/strongly agree that School leaders lead improvement and change, which is above goal identified within the SIP of 84%. In comparison to the data gathered from Teacher survey 2021, which recorded that 50% of teaching staff agree/strongly agree. As indicated in research (Hattie 2009; Hallinger and Heck 1996), strong school leadership directly impacts on student outcomes. The achievement of this goal should begin to correlate directly to the ability to measure strategies that achieve student outcomes.

Implications for 2023

- **Feedback and Assessment Validation (Literacy/Numeracy)**

Continue to implement evidence-based practice of the updated Heggerty's Phonemic Awareness program. Continue to refine practice in explicitly using decodable texts in parallel with PM readers to further develop student reading. Develop a Creating Text portfolio of learning to align with current school systems and assist with student goals. Continue to embed the use of PLAN data to plan for whole class and small group teaching and show this as evidence in programming. Utilise the on demand and diagnostic assessments PLAN offers, such as IfSR-NP & Phonic Diagnostic assessment, in a meaningful way. Explore the visual discrimination and auditory discrimination development in early readers (P-2). Utilise the upcoming PLAN 2 Version 3 to input and monitor data across K-6.

- **Attendance FIT**

In 2023, attendance processes will continue to be aligned to the target to ensure DPS demonstrates growth and the tiered systems are effective for all students, staff and caregivers.

- **Well-being FIT**

Include student voice to measure impact and guide practice to improve attendance. Utilise FORGE or similar platform as a system of self-assessment against well being criteria to evaluate the effectiveness of strategies that are implemented to improve well being and attendance. Build stronger partnerships with families and community (targeted and intentional supports) that overcome the well being barriers to attendance and engagement.

- **PBL FIT**

The data from EBS, observational data and feedback by way of surveys from staff, student and the community will provide the PBL team with qualitative and quantitative measures to formulate best next steps, areas of focus and areas of need.

- **Data Analysis - whole school**

NAPLAN

In continuing to meet the targets identified in our SIP, the school wide focus on the use of Super 6 Comprehension strategies and Quantifying numbers to ensure we meet 2023 targets. Further to supporting our target achievement a school wide focus on Phonics and Writing in Literacy, as well as Measurement and Geometry strand in Numeracy.

Check In Assessment

Reading: Term 1 and Term 4 data continue to support a need for focus in comprehension across all grades.   For Year 3 students achievement in Stage 1 outcomes was pleasing and the difference in achievement from St1 to St2 achievement provides insight into the areas of concern being the syllabus demands from stage to stage. Vocabulary requirements continue to be an area of focus and would be supported by cohort demographic consisting of predominantly Aboriginal or EAL/D students.   Highest achievements were noted to be from these two representative groups as were the lowest achievements across all grades.

Continue to focus on comprehension as a core component of the reading program to improve specific outcomes in this area of learning as well as in the broader Reading results in line with targets.   Transition process for Year 2 to Year 3 to minimise the impact of increased stage expectations and syllabus gaps.   Necessity to ensure Aboriginal student learning needs are supported through PLPs, enrichment opportunities and supportive pedagogies. Necessity to ensure EAL/D student learning needs are supported through specialist timetables and enrichment opportunities.

Numeracy: Results highlighted an area of focus in Measurement and Geometry which is supported by this data. Year 6 data was consistent in the need for a focus on Statistics and Probability. A School wide focus on quantifying numbers (in the strand Number and Algebra) is still a necessity to build improvement in this area.

Continued focus on quantifying numbers.   Enrichment potential for HPGE students (with a data triangulation). Primary interventions are required to address the gaps in early understanding (St1 outcomes) that cannot be made up for this cohort by strengthening practice for K-2 and therefore identified interventions or supports must be implemented to address this. Continue to engage with this assessment as a measure of and for learning ensuring clear alignment with programming pedagogies that strategically focus on the learning.

- **Tell Them From Me -**

Through continuing to improve leadership approaches through collaborative practice, modelling and a learning community approach, we should continue to define school practices that strategically align with and demonstrate student growth and attainment.

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
Improvement in the percentage of students achieving in the top two bands in Numeracy with a minimum of the lower bound system negotiated targets being achieved. (Note: School identified targets have been determined to directly align with System negotiated targets)	Data demonstrates that 15.38% of year 3 and 5 students are now in the top two skills bands (NAPLAN) for Numeracy, indicating we did not demonstrate achievement of the annual progress measure of lower bound target of 19.60% .
Improvement in the percentage of students achieving in the top two bands in Reading with a minimum of the lower bound system negotiated targets being achieved. (Note: School identified targets have been determined to directly align with System negotiated targets)	Data demonstrates that 31.82% of year 3 and 5 students achieving in the top two skills bands (NAPLAN) for Reading, indicating achievement of the annual progress measure of lower bound target of 27.20%.
Improvement in the percentage of students achieving expected growth in Numeracy to be above school determined 2020 assessment data. (Check in Assessments)	The proportion of year 5 students achieving expected growth in NAPLAN Numeracy is is undetermined as in 2020 there was no NAPLAN testing due to hybrid learning and result it is not determined if targets are met.
Improvement in the percentage of students achieving expected growth in Reading to be above school determined 2020 assessment data. (Check in Assessments)	The proportion of year 5 students achieving expected growth in NAPLAN Reading is undetermined as in 2020 there was no NAPLAN testing due to hybrid learning and result it is not determined if targets are met.
Improvement of the percentage of students attending school for 90% of the time or more with a minimum of the lower bound system-negotiated target being achieved.(Note: School identified targets have been determined to directly align with System-negotiated targets)	Data indicates that 48.07%% of students attended school 90% or more during semester one. This has met the upper bound system negotiated target.
Tell Them from Me survey - Impact of leadership is recorded at 84% as indicated by TTFM data (teacher survey)	Tell them from me Data indicates that 93% of teaching staff agree/strongly agree that School leaders lead improvement and change. 7% of teachers surveyed neither agree nor disagree.

Strategic Direction 2: Quality Classroom practice for growth and attainment

Purpose

Proactive explicit teaching and effective feedback drives whole school improvement in teacher capacity and student outcome achievement.

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 for demonstrated growth
- Effective feedback for Student Growth

Resources allocated to this strategic direction

Socio-economic background: $0.00
Aboriginal background: $0.00
English language proficiency: $0.00
Professional learning: $0.00
QTSS release: $0.00
Per capita: $0.00

Summary of progress

The initiatives for strategic Direction 2 are also supported from the funds that are indicated with in Strategic 1

Q - To what extent have we achieved our annual progress measures; what lessons have we learned to inform next steps; what adjustments need to be made to the strategic direction?

D - annual evaluation documents and focus areas;

Analysis

- **Pedagogical Practice - Research Models**

The pedagogical practice and evidenced based research models have been implemented this year derive from the K-2 and 3-6 literacy and numeracy guides distributed by the Department of Education. The Heggerty's program was implemented in K-2 and has seen students phonological awareness develop in a structured and systematic approach allowing for achievement across reading and writing. Scarborough Reading Rope was implemented K-6 to allow teachers to identify student learning gaps and follow a structured approached when planning for next steps in their small group differentiated teaching. Continued implementation for Deslea Konza effective reading has allowed teachers to gain knowledge in the Big 6 ideas in reading and use this to guide their teaching and learning for reading. The use of decodable readers has allowed teachers and students to connect the elements of Heggerty's, Konza and Scarborough models through teaching reading in evidence informed way. Utilising the gradual release explicit modelling of "I do, We do, You do" in handwriting has encouraged the explicit teaching of handwriting to take place across K-2 classrooms which further developed student handwriting skills. The use of the Kanban Board has encouraged staff to reflect on their current practice to develop identified goals to improve their teaching and learning in literacy. These were reflected on each term and new goals were developed and worked towards throughout the term which allowed a focused approach in achieving their goals.

- **Curriculum Focus Initiative Team - Doonside Learning Community/Collaborative Practice**

The school has implemented Learning Communities and Learning Summits that have supported a purposeful professional collaboration and developed a collective efficacy for student achievement. Staff in 3-6 learning communities focused on building vocabulary in students' language development and supporting inferencing as an identified comprehension need from PLAN data. K-2 staff focused on literacy as a whole using parallel content approaches and the big ideas in working mathematically following Jenni Back's work. As in response to being an Accelerated Adopter School (as part of the Curriculum Reform), which has assisted in growing teacher confidence and pedagogical practice. These learning communities also allowed teachers time to unpack new information, units of work and sharing of resources

- **Learning Walk F.I.T**

Effective Feedback

Through active Instructional Rounds it was observed that staff were providing feedback to our students verbally and

written, but we noticed that student learning and understanding were not being attained from the feedback provided. We also found that the feedback should continually be linked to the learning intention and success criteria.

Student Goals setting

Student goals were underdeveloped or not utilised effectively in the classrooms, in particular in K-2. The 'I can' statements were developed from the learning progression (understanding text and whole number) for students to use as a learning pathway to understand where they are at in their learning and where to next. Some 3-6 classes used these learning pathways and have found them to be effective for the students to identify their next steps in their learning.

Effective Feedback

Through active Instructional Rounds it was observed that staff were providing feedback to our students verbally and written, but we noticed that student learning and understanding were not being attained from the feedback provided.

We also found that the feedback should continually be linked to the learning intention and success criteria.

- **Professional Learning PODS through Colebee Learning Community**

Principal POD

Mini Pods were developed and actioned. The Mini PODs met several times over each term. These PODs moved from a "catchup" session or debrief to discussions regarding Literacy and Numeracy results and improved practices in areas of Literacy, Numeracy and Attendance in schools. The PODs also served as an opportunity for mentoring accessing the "expert in the room".

DP Pod

Initiated in Term 2 2022 with our 3 partner schools. T was agreed to collaborate twice a term where possible to build capacity and evaluate current practices within our schools. Topics for discussion were focused on middle leadership, schoolwide assessment and student voice.

We raised awareness on current practices within our settings and identified some avenues for future foci. Due to circumstances beyond our control, our meetings were reduced and not all attended all meetings although the core group remained. Participating in the group allowed us to build a network of DPs within our local schools.

AP Pod

The shared knowledge across CLC schools was valuable allowing us to evaluate, reaffirm and reflect on our current practices.

APC&I Pod

Collaborative and professional dialogue encouraged reflection of our school practices and mentor other APC&I on the upcoming Curriculum Reform for K-2. Developed professional relationships with other APC&I from neighbouring schools.

- **SEF analysis - Whole staff determination with supporting evidence**

Staff engaged in the process of analysing the School Excellence Framework against the school's practices, data collections, achievements and areas of continued focus. The staff utilised qualitative and quantitative evidence to develop an on-balance determination against the School Excellence Framework themes. In the themes of "Collaborative Practice and Feedback" and "Coaching and Mentoring" in the element of Learning and Development, the school determined its level of achievement to be Sustaining and Growing. In the theme of "Explicit Teaching" within the element Effective Classroom Practice, the school determined its level of achievement to be Sustaining and Growing" and in the theme of "Feedback" within the element Effective Classroom Practice, the school determined its level of achievement to be Delivering. Staff were actively engaged and demonstrated an understanding of the SEF and how it relates to current best practice. This led to a maintained core focus on class routine, feedback for all and collaborative approaches through the coaching / mentoring model. The focus on linking feedback to Learning Intentions and success criteria have improved the quality of feedback to students.

Implications for 2023

- **Pedagogical Practice - Research Models**

The staff will continue with current best practice to further develop and expand teachers' professional pedagogical knowledge in literacy. The Scarborough Rope will become part of the planning program and will further be embedded

across K-6 staff to grow teachers' connectivity of the literacy strands with learning progressions to make informed

In 2023, the focus on the new 3-6 syllabus will become core business for our staff to further build on pedagogical practice in the upper primary years.

- **Curriculum F.I.T - Doonside Learning Community/Collaborative Practice**

In 2023 the staff will continue holding learning communities for all staff on a day after school each week. These days will be catered towards the prioritised learning needs and aspirations of our staff. Learning Summit days will be strategically based on the teaching and learning needs of staff. If we are an AAS school for the new 3-6 Syllabi implementation staff Professional Learning will be prioritised, as per the K-2 model in 2022.

- **Learning Walk F.I.T**

Effective Feedback

The school will continue to monitor and evaluate how we provide effective feedback and the use of questioning to further improve our practice and our students' learning and understanding. Instructional Rounds will continue as a tool for constructive feedback for staff to continuously improve student engagement and outcomes

Student Goals setting

'I can' statements to other curriculum foci such as creating texts, additive strategies, and multiplicative strategies. This will provide an opportunity for teachers to utilise these learning pathways as a tool to monitor and transfer the information to PLAN.

As part of the process, staff endeavor to share these goals to parents and recognising student growth and progress by celebrating achievement through the use of a display board.

- **Professional Learning PODS through Colebee Learning Community**

Principal POD

2023 should observe the continuation of the PODs with a continued focus on improved practices, knowledge building and collegial exchange for the development of students academically and socially

DP Pod

The executive have committed to continue meetings with purpose and action plan during 2023, with a middle leadership focus on Literacy and Numeracy development and continuing student voice.

AP Pod

In 2023, reciprocal visits for our APs to visit classroom with a specific intention and to gain insight of other practices in other schools. Provide mentoring and coaching support within the team using APs as experts in the room. Further to this, our next direction will be to facilitate reciprocal visits between classroom teachers, to learn and view how other teachers interpret and teach elements of the syllabus.

APC&I Pod

2023 should observe the continuation of the APC&I PODs with a continued focus on curriculum, improved practice, knowledge building and collegial exchange for the development of students academically.

- **SEF analysis - Whole staff determination with supporting evidence**

Revisit the SEF against classroom practice to better understand how teachers arrived at their on-balance determination against the theme of "Feedback". As the levels of achievement against the School Excellence Framework have been determined, the school collectively needs to consider keeping the on-balance determination while ensuring sustainable practices that lead to continuous improvement. Teachers will build their capacity, skills and knowledge in the following areas: the provision of timely and explicit feedback related to specific success criteria; use of a range of explicit strategies to explain and break down knowledge; in the use of questioning and assessing when identifying students' needs. Teachers will engage in relevant coaching/mentoring for collaborative professional learning opportunities that will improve their teaching and learning.

Tell Them From Me Survey

Targets for 2022 achievement in SD#2 as measured by Tell them from Me surveys were as follows.

1. 85% of teachers indicated they set high expectations for student learning.

75% of teachers indicated they set high expectations for student learning compared to state norm of 69% and an increase against 2021 data of 69%.

82% of students indicated their teacher sets high expectations for success with a state norm of 86% and decrease against 2021 result of 87%. Students indicated that strongest response to skills challenge in the quartile of high skills, high challenge at 53% which is equal to state norm, but higher than 2021 result of 38%. 95% of students indicated that they set challenging goals for themselves in their schoolwork and aim to do their best (84% state norm) and compared to 78% in 2021.

1. 85% of teachers indicated they engage in collaboration.

79% of teachers indicated they engage in collaboration while the state norm was 78% and compared to result of 70% in 2021.

1. 85% of teachers set high expectations.

82% of teachers responded that they utilise strategies for explicit teaching. (79% state norm). This was compared to the 2021 data indicating only 74% of teachers with this response.

77% of students responded that teachers utilise strategies for explicit teaching (75% state norm). This is compared to the 2021 data where students' results were 85%.

Future Directions

Continue practices that develop goal setting with students as the most effective strategy identified within the survey set. Clarify terminology and approach with both students and staff on what might constitute explicit teaching and high 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
Maintaining sustaining and growing in the themes of "Explicit Teaching" and "Feedback" within the element Effective Classroom Practice.	Self assessment against the School Excellence Framework shows the school is currently performing at <b style="text-align:start;">Sustaining and Growing </style>in the themes of "Explicit Teaching" and "Feedback" within the element Effective Classroom Practice
Maintaining sustaining and growing in the themes of "Collaborative Practice and Feedback" and "Coaching and Mentoring" in the element of "Learning and Development."	Self assessment against the School Excellence Framework shows the school is currently performing at <b style="text-align:start;">Sustaining and Growing</style> in the themes of "Collaborative Practice and Feedback" and "Coaching and Mentoring" in the element of Learning and Development
Tell Them From Me data - strategies for explicit teaching 85% - teachers and students.	Tell them from me Data indicates 82% of teachers report that students are clear about what they are expected to learn. Students rated explicit teaching at **8.5** which exceeds state norms of **7.5.**
Tell Them From Me data - setting high expectations at 85% - teachers and students.	Tell them from me Data indicates 85% of teachers and 82% of students report that high expectations have been set. Students rated high expectations at **8.7** in line with state norms **(8.7).**
Tell Them From Me data demonstrates that 85% of teachers engage in collaboration.	Tell them from me Data indicates 85% of teachers report that they engage in collaboration.

Strategic Direction 3: Responsive Data use for growth and attainment

Purpose

Quality whole school data informs planning, learning, differentiation and support by empowered and collaborative educators and learners in partnership.

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.

- Use of data to build collective Educator efficacy
- Data informed for continuous improvement

Resources allocated to this strategic direction

Socio-economic background: $0.00
Aboriginal background: $0.00
AP Curriculum & Instruction: $0.00
Professional learning: $0.00
Low level adjustment for disability: $0.00
QTSS release: $0.00

Summary of progress

The initiatives for strategic Direction 3 are also supported from the funds that are indicated with in Strategic 1

Q - To what extent have we achieved our annual progress measures; what lessons have we learned to inform next steps; what adjustments need to be made to the strategic direction?

D - annual evaluation documents and focus areas;

Analysis

- **Internal Assessments**

Reading Levels

Running records are administered by teachers as one form of assessment of student reading capabilities and achievement. Teachers conducted this assessment regularly and formally submitted data on a regular basis each term to inform whole school priorities, resource allocation and tiered interventions.

The level of achievement of students is as follows;

11.8% of Kinder students have achieved L8;

23.6% of Yr1 students have achieved L18;

40% of Yr2 students have achieved L24.

71.4% of Yr3 students have achieved L28.

80.11% of Yr4-6 students have achieved level 28+.

Interview for Student Reasoning

The utilisation of the IfSR/Number and Algebra assessment was implemented throughout Years K-6. Used as a standardised diagnostic (On-demand), reporting and planning tool. Data obtained from this assessment was used to monitor student achievement and growth in Number and Algebra. This consistency allowed for clear identification of "where to next" for student learning and assisted in identifying appropriate teaching strategies to achieve these

The level of achievement of students is as follows for **Quantifying Numbers Including Place Value**

61.5% of Early Stage 1 students achieved Level 6 on progressions

58.75% of Stage 1 students achieved Level 8 on progressions although 42.5% for year one on V3 progressions (level 5) and 90% year 2 on V2 progressions.

87% of Stage 2 students achieved Level 10 on progressions

51% of Stage 3 students achieved Level 12 on progressions

South Australian Spelling Test

Used as a standardised diagnostic, reporting and planning tool. Data obtained from this assessment guided the development of a spelling scope and sequence as well as a monitor of student achievement and growth. Data levels demonstrated that students have a spelling age which exceeds chronological age allowing lesson discrimination and tasks to be aligned with their areas of growth and attainment. Greater student's need was being met by the classroom teacher having a greater understanding of interpreting student assessment results. With the improved knowledge of Scarborough's Reading Rope and Strands, teachers were further empowered by identifying and differentiating student learning needs and making accommodations towards their learning outcomes. Data results for K-2 have demonstrated lower than expected target measures. It has been determined that teachers have been focussing on reading decodable texts. Teachers utilised decodable texts more so when assessing their capabilities for and of reading. This resulted in students not being able to read PM readers as they were more immersed in decodable texts. This was identified early in term four, hence the teachers ensured there was a connection between the two types of texts. IFSR data demonstrates that Stage 1 is lower than expected improvement measure, but this has been identified as a system change as year one has migrated to progressions version 3, hence the data has been skewed

- **Data Informed**

The continuous analysis of the data has resulted in teachers becoming more confident at using student data in their programming to effectively cater to differentiated student learning needs.

- **Specialist Team**

The Specialist Team (LaST, EALD, COVID ILSP) continue to track, monitor and evaluate student data through the use of PLAN. As a team we continue to look at how students are progressing and as teachers identify what we need to do to continue to improve student learning.

- **Data - F.I.T**

The Data FIT continued to explore data sources within the school during 2022 with an aim to identifying both teaching and learning gaps. Collaborating with the APC&I teams to further investigate aspects of focus to implement and support the professional learning requirements of the new syllabus aligning these for maximum engagement and impact.   Data fit engaged with teams to discuss data sets reflecting on sources and purpose of data collected. Team explored available school resources and determined the inclusion of assessment tools CARS (comprehension all stages) and Stage 2/Stage 3 NSW DoE Mathematics Diagnostics (primary) to measure the strategies being implemented within programs. Infants diagnostic for mathematics to be sourced. A set of visuals to support teacher self assessment in the area of Data Literacy and Data use in Teaching have been developed to ensure "look fors" are available at all times. Analysis of school performance against NAPLAN was detailed along with the available Check in Data sets.

Staff have begun to use DoE data sets and school based Data wall for triangulation of student achievement data. Staff have used this analysis in both reading and numeracy to determine students' strengths and areas of further support required. Team meeting data conversations have begun with the notion of sharing data per class and identifying what areas of need have arisen and sharing the strategies, resources and programs that have and have not worked effectively. The analysis of data and response to data talks indicates teachers are more effectively using data collection and reflection methods

Data Analysis - Aboriginal & Equity Student Data

Cohort Percentage: 304 Aboriginal : 17.7% EALD /LBOTE :   49%

- Attendance

Aboriginal

Term 1   Highest: 100% Lowest: 10.4%   Average: 66.15% Term 2 Highest: 100% Lowest: 6.8%   Average: 63.4% Term 3 Highest: 100% Lowest: 10.4% Average: 64.79% Term 4 Highest: 100% Lowest: 11.1%   Average: 74.46%Student Leadership

Student Executive (10 positions)

10% Aboriginal   80% EAL/D LBOTE   10% Other

Sporting Captains (6 positions)

33.3% Aboriginal 66.6% EAL/D LBOTE

SRC (19 positions)

0.05% Aboriginal   0.84% EAL/D LBOTE   0.11% Other

Zone Swimming

50% Aboriginal   25% EAL/D LBOTE   25% Other

Zone Cross Country

Girls	**Boys**
25% Aboriginal	26% Aboriginal
62.5% EAL/D LBOTE	60.1% EAL/D LBOTE
12.5% Other	13.9% Other

Zone Athletics

Girls	Boys
18.75% Aboriginal	30.7% Aboriginal
56.25% EAL/D LBOTE	46.1% EAL/D LBOTE
25% Other	23.2% Other

Sydney West Swimming Carnival   100% EAL/D LBOTE

Year 3 Check-in

Literacy: Aboriginal students were represented in the lower 50% of all results, with the highest achievement at 30.5% with the lowest being 13.8%. Aboriginal students constitute 12.5% of the cohort assessed.

EAL/D students were represented by both the highest and lowest scores in the assessment - 80.5% &13.8%. EAL/D students constitute 66.6% of the cohort assessed.

Numeracy: Aboriginal students were represented in the lower 50% of all results, with the two highest achievements at 41.6% with the lowest being 16.6%. Aboriginal students constitute 10% of the cohort assessed.

EAL/D students represented in the highest result 94.4%, with the lowest at 22.2%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 80% of the cohort assessed.

Year 4 Check-in

Literacy Term 1:

Aboriginal students were represented in the lower 50% of all results except 1, with the highest achievement at 68.4% with the lowest being 21.05%. Aboriginal students constitute 18.6% of the cohort assessed.

EAL/D students were represented by the highest score 89.4% with the lowest score being 21%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 55.5% of the cohort assessed.

Literacy Term 4:

Aboriginal students were represented in the lower 50% of all results except 1, with the highest achievement at 68.4% with the lowest being 21.05%. Aboriginal students constitute 18.6% of the cohort assessed.

EAL/D students were represented by both the highest and lowest scores in the assessment - 84.2% &13.1%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 60.4% of the cohort assessed.

Numeracy Term 1:

Aboriginal students were represented in the lower 50% of all results, with the two highest achievements at 50% with the lowest being 21.05%. Aboriginal students constitute 17.01% of the cohort assessed.

EAL/D students were represented by the highest achievement score 100%, with the lowest achievement score 18.4%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 51.2% of the cohort assessed.

Numeracy Term 4:

Aboriginal students were represented in the lower 50% of all results, with the two highest achievements at 50% with the lowest being 44.7%. Aboriginal students constitute 11.1% of the cohort assessed.

EAL/D students were represented by the highest achievement score 100%, with the lowest achievement score 18.4%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 55.5% of the cohort assessed.

Year 5 Check-in

Aboriginal students were represented in the lower 50% of all results except for one, with the highest achievement at 70% with the lowest being 27.5%. Aboriginal students constitute 17.9% of the cohort assessed.

EAL/D students were represented by both the highest and lowest scores in the assessment - 72.5% &17.5%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 64.14% of the cohort assessed.

Aboriginal students were represented the highest achievement score, with all others in the lower 50% of all results. The highest achievement at 85% with the lowest being 35%. Aboriginal students constitute 17.9% of the cohort assessed.

EAL/D students second highest results 70%, with the lowest being 22.5%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 64.1% of the cohort assessed.

Year 6 Check-in

Literacy Data pending

Numeracy Term 1: Aboriginal students were in the lower 50% of all results bar one student. The highest achievement at 57.5% with the lowest being 22.5%. Aboriginal students constitute 25% of the cohort assessed.

EAL/D students were represented with the achievements at 95% with the lowest being 40%. Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 62.5% of the cohort assessed.

Numeracy Term 3: Aboriginal students were represented in the lower 50% of all results. The highest achievement at 50% with the lowest being 17.5%. Aboriginal students constitute 27.2% of the cohort assessed.

EAL/D students highest results overall with 95%, with the lowest being 22.5% (second lowest cohort score). Results are evenly distributed through the cohort with individual student achievement reflective of other data sets. EAL/D students constitute 54.5% of the cohort assessed.

NAPLAN Year 3

Year 3 EAL/D LBOTE

Reading

Beginner 1 - (1 student) 100% Band 3   Beginner 2 (1 student) 100% in Band 2   Emerging - 11% Band 1; 11% Band 2;

33% Band 3; 44% Band 4 (9 students total)   Developing - (7 students) 57% Band 5; 14% Band 6; 29% Band 7 Consolidating - (2 students) - 50% Band 5; 50% Band 7

Writing

Beginner 1- absent Beginner 2 (1 student) 100% in Band 2 Emerging - 40% Band 2; 20% Band 3;30% Band 4 and 10% Band 5 (10 students total) Developing -13% Band 2; 13% Band 4; 25% Band 5; 50% Band 6 (8 students) Consolidating - 100% Band 5 (2 students)

Numeracy

Beginner 1- 100% Band 2 (1 Student) Beginner 2 100% in Band 2 1 student) Emerging - 18% Band 1; 45% Band 2; 27% Band 3;9% Band 4 (11 students total) Developing - 43% Band 4; 29% Band 5; 14% Band 6; 14% Band 9 (7 students) Consolidating - 50% Band 3; 50% Band 6 (2 students) Band 6; 60% Band 7

NAPLAN Year 5

Year 5 Aboriginal Students

2022 Data indicates that:

Reading - Aboriginal students are achieving higher than non Aboriginal students (point differential 3) with highest band achievement Aboriginal being Band 7 (43%) and lowest Band 4 (29%)- and non-Aboriginal Band 8 (3%) and lowest Band 3 (3%) NAPLAN ANALYSIS 2022 pg. 7

Writing - Aboriginal students are achieving below non Aboriginal students (point differential 14) with highest band achievement Aboriginal being Band 6 (11%) and lowest Band 3 (22%) and non-Aboriginal Band 8 (3%) and lowest Band 1 (3%)

Numeracy - Aboriginal students are achieving higher than non Aboriginal students (point differential 25) with highest band achievement Aboriginal being Band 8 (17%) and the lowest Band 4 (33%) and non-Aboriginal Band 7 (13%) and lowest Band 3 (9%

EAL/D LBOTE

Reading

Beginner - 100% in Band 5 (1 student) Emerging - 67% Band 4; 33% Band 6 (3students total) Developing - (17 students; 1 student -= 6%) 6% Band 3; 18% Band 4; 35% Band 5; 18% Band 6; 24% Band 7 Consolidating - (5 students 1 student = 20%) - 20% Band 5; 60% Band 7; 20% Band 8

Writing

Beginner - 100% in Band 5 (1 student) Emerging - 67% Band 4; 33% Band 5 (3students total) Developing - (17 students; 1 student = 6%) 6% Band 2; 18% Band 4; 41% Band 5; 29% Band 6; 6% Band 8 Consolidating - (5 students 1 student = 20%) - 20% Band 5; 40% Band 6; 40% Band 7

Numeracy

Beginner - 100% in Band 4 (1 student) Emerging -33% Band 4; 67% Band 5 (3students total) Developing - (17 students; 1 student = 6%) 6% Band 3; 29% Band 4; 41% Band 5; 18% Band 6; 6% Band 7 Consolidating - (5 students 1 student = 20%) - 40%

Regardless of equity status or as a response to it, we provided a variety of opportunities for students to engage and achieve academic outcomes in line with all other students. Our Aboriginal and other equity students have had their level of learning outcomes attained, identified and learning was programmed at their point of entry. Additional support was available through multiple sources including preparation of PLPs, ILPs, support program timetables and COVID ILSP. It is noted that identified equity students achieved results at or above their peers in Check-in assessment. One student from this group achieved a placement for an Opportunity Class commencing 2023.

- **SEF analysis - Whole staff determination with supporting evidence**

In the themes of "Data Literacy" and "Data use in Teaching" within the element of "Data Skills and Use", the school has determined its level of achievement to be "Delivering". The 2022 set target of "Sustaining and Growing" was not met for the individual target themes however for the overall element an on-balance determination of "Sustaining and Growing" was achieved. Staff have undertaken High Impact Professional Learning throughout the year and the school Data F.I.T. developed an understanding of what data is being used school wide and most critically, what Professional Learning was

required to address the identified knowledge gaps for staff. To ensure that this project was introduced thoroughly and authentically, implementation tasks were stayed to ensure validity, sustainability and success. It was demonstrated that staff were only beginning to articulate a clear alignment between their pedagogical practices and the evaluation points of the SEF. In the themes of "Student Growth" and "Internal and External Measures" against syllabus standards" within the element of "Student Performance Measures", both were determined to be "Sustaining and Growing", effectively meeting the target for 2022. This will evidence the achievement of targets as a result of activities implemented in Strategic Direction 1 and Strategic Direction 2 as previously evaluated.

- **Tell Them From Me**

The Tell them from Me measure relevant to SD#1 is "Impact of leadership is recorded at 84% as indicated by TTFM data (teacher survey)". The data obtained from the submission indicated that Data gathered in 2022 regarding the impact of leadership indicated that 93% of teaching staff agree/strongly agree that School leaders lead improvement and change, which is above goal identified within the SIP of 84%. In comparison to the data gathered from Teacher survey 2021, which recorded that 50% of teaching staff agree/strongly agree.

Implications for 2023

Internal Assessments

Further development in the understanding of Scarborough's Reading Rope and Strands should develop effective strategies to meet student learning needs. Teachers will continue to develop their pedagogical knowledge in the transference of skills learned while reading decodable texts to PM texts. IFSR improvement measures levels will need to be re-aligned with V3 progressions for students K-6.

- **Data Informed**

In 2023, staff will be encouraged to plan their grouping in PLAN 2 to show the areas of focus and teaching strategies to support student learning in Literacy and Numeracy.

- **Specialist Team**

We are in the process of developing a tracking sheet of the students that are in our groups, in order to identify and know who has been seen, how long they have been on support and what we need to do to provide support to students who no longer are in support but require in class support.

- **Data - F.I.T**

Data practices need to shift from the collection and analysis of data to a strategic focus on the assessment task to enable the data to truly reflect what it is intended to measure. Evolution of Data FIT into Assessment/Analysis FIT will support this. Analysis of data supports enrichment in the area of vocabulary development within the reading program and more strategically through the integration of KLAs as a strategy to improving reading fluency and comprehension. The continuation of school activities to support the focus on Number and Algebra strand

Data Analysis - Aboriginal Student Data and Equity students

Continue to provide opportunities to engage students to connect, succeed and thrive. Provide staff with professional learning which is responsive to student needs, DoE and school priorities building teacher capacity and understanding. Continue to implement cultural curriculum reflective of Aboriginal Education Policy along with community needs and expectation. Seek opportunities to connect with all families in order to gain contextual information that supports student engagement growth and attainment. Necessity to ensure Aboriginal student learning needs are supported through PLPs, enrichment opportunities and evidenced based, best practice pedagogies. Necessity to ensure EAL/D student learning needs are supported through specialist timetables, enrichment opportunities and evidenced based, best practice pedagogies.

- **SEF analysis - Whole staff determination with supporting evidence**

Revisit the SEF against classroom practice to better understand how teachers arrived at their on-balance determination against the themes of "Data Literacy" and "Data Skills and Use". As the school has not reached its performance measures target for "Data Literacy" and "Date use in Teaching", 2023 SIP activities will be realigned for a clear and concise focus on High Impact Professional Learning in data concepts, analysis and use of student assessments aligned with the SEF. Data will continue to be collated, analysed and actioned within all Focussed Initiative Teams. Promoting consistent and comparable judgement of student learning, design and deliver quality assessment tasks and identifying teaching and learning gaps for improvement in student outcome achievement, as well as building teacher capacity. The introduction of the Assessment and Analysis FIT will support this process. In the themes of "Student Growth" and "Internal and External Measures" against syllabus standards" within the element of "Student Performance Measures" we will continue to implement the high impact processes implemented to attain this 2022 target, to meet our 2023 target of maintaining our "Sustaining and Growing" status. Thorough and collaborative dialogue, resulted in the executive determining that staff require further and more in-depth Professional Learning, guidance and discussion regarding the

School Excellence Framework, with a considered focus on what the themes truly mean and the "Looks Fors" in our daily practice.

- **Tell Them From Me**
  As indicated in research (Hattie 2009; Hallinger and Heck 1996), strong school leadership directly impacts on student outcomes. The achievement of this goal should begin to correlate directly to the ability to measure strategies that achieve student outcomes.
  Future directions:
  Through continuing to improve leadership approaches through collaborative practice, modelling and a learning community approach, we should continue to define school practices that strategically align with and demonstrate student growth and attainment.

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
Maintaining sustaining and growing in the themes of "Student Growth" and "Internal and External measures against syllabus standards" within the element of Student Performance Measures.	Self assessment against the School Excellence Framework shows the school currently performing at <b style="text-align:start;">Sustaining and Growing</style> in the themes of "Student Growth" and "Internal and External measures against Syllabus Standards" within the element of "Student Performance Measures
Maintaining sustaining and growing in the themes of "Data Literacy" and "Data use in teaching" within the element of "Data Skills and Use".	Self assessment against the School Excellence Framework shows the school currently performing at <b style="text-align:start;">Sustaining and Growing</style> in the themes of "Data Literacy" and "Data use in teaching" within the element of "Data Skills and Use".The 2021 set target of "Sustaining and Growing" was therefore not met.
Reading with Comprehension Benchmarks - School identified 55% Kinder PM Level 8 / DRA Level 3 60% Year 1 PM Level 18 / DRA Level 6 65%Year 2 PM Level 24 / DRA Level 8 70%Year 3 PM Level 28 75%Year 4+ PM Level 28+	Data demonstrates that **11.8%** of Kindergarten students have achieved PM Benchmark Reading level 8. Data demonstrates that **23.6%** of Year 1 students have achieved PM Benchmark Reading level 18. Data demonstrates that **40%** of Year 2 students have achieved PM Benchmark Reading level 24. Data demonstrates that **71.4%** of Year 3 students have achieved PM Benchmark Reading level 28. Data demonstrates that **80.11%** of Years 4 to 6 students have achieved PM Benchmark Reading level 28+.
Numeracy Benchmarks - School Identified - **Quantifying Numbers Including Place Value** 55% ES1 - Level 6 on progressions 65% S1 - Level 8 on progressions 75% S2 - Level 10 on progressions 80% S3 - Level 12 on progressions	**61.5%** of Early Stage One students are achieving within level 6 of Quantifying Numbers including Place Value of the Numeracy progressions. **58.75%** of Stage One students are achieving within level 8 of Quantifying Numbers including Place Value of the Numeracy progressions. **87%** of Stage Two students are achieving within level 10 of Quantifying Numbers including Place Value of the Numeracy progressions. **51%** of Stage Three students are achieving within level 12 of Quantifying Numbers including Place Value of the Numeracy progressions.
Increase the percentage of equity students from previous year's results achieving is equivalent to or above all students in the school.	**NAPLAN - to be updated** **Year 3 Students** 2022 NAPLAN data indicated no students identifying as Aboriginal for Year 3. Average NAPLAN over time scores indicate zero difference in the level of

Increase the percentage of equity students from previous year's results achieving is equivalent to or above all students in the school.	achievement 2017-2018 (last available data) between Aboriginal and non-Aboriginal students, with the exception of significant differences in the areas of Writing and Spelling (for the available cohort). **Year 5 Students** Average NAPLAN over time scores indicate a significant improvement in the level of achievement 2017-2021 between Aboriginal and non-Aboriginal students, with the exception of Grammar and Punctuation. The decrease in the achievement gap indicated movement towards achievement of Premier's Priority targets and NSW DoE targets for Aboriginal students **Equity Students - Low SES** As the students in our school are highly represented in both Quartile 4 and Quartile 3 for FOEI, any and all areas of focus identified above support the learning needs of this Equity group. Student growth and attainment data is representative of students from all identified Quartiles and therefore all future directions/focus areas are representative of this cohort. There are no specific areas of need or trends that can be attributed entirely to Low SES status. **Equity Students - EAL/D and LBOTE** Our school population is representative of a high number of students from LBOTE and EAL/D families therefore all areas of focus identified above support the learning needs of this Equity group. Student growth and attainment data is representative of students from this subset and therefore all future directions/focus areas are representative of this cohort. There are no specific trends that can be attributed entirely to EAL/D or LBOTE

Funding sources	Impact achieved this year
Integration funding support $65,624.00	Integration funding support (IFS) allocations support eligible students at Doonside Public School in mainstream classes who require moderate to high levels of adjustment. **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:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** The additional staff member ensured the two students who received this allocation were supported to engage with the curriculum and address their wellbeing needs. This ensured access to engagement and achievement opportunities for both students in all school settings and minimised barriers for them. Students, their families and support agencies indicated a high level of satisfaction and support with the strategies implemented which addressed the child's growth and attainment **After evaluation, the next steps to support our students will be:** Ensure the continuation of funds in accordance with DoE policy, ensuring the academic and social emotional wellbeing of the students are the core focus.
Professional learning $27,377.12	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 Doonside Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Explicit teaching for demonstrated growth • Use of data to build collective Educator efficacy • Data informed for continuous improvement • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Developing a Cultural Awareness All staff underwent a series of workshops presented by the Nirimba Aboriginal Educational Team. The team were presented with, discussed and engaged in the AECG agreement, The Aboriginal Education Policy, Turning Policy into Action and Cultural Histories • Developing a Feedback Program Our teachers underwent Professional Learning through the support of mentors, developing the skill and knowledge to ensure students received effective feedback on their work and assessments, as well guiding and teaching students to provide feedback to peers. Executive had a weekly Professional Learning session through executive meetings on collaborative learning and leadership. This allowed the opportunity for the executive team to implement a Theory of Practice with their teams based on the team's needs as well as gain the knowledge and develop the collegiality of a collaborative learning culture.

Professional learning $27,377.12	• Developing an Effective Phonemic Awareness Program K-2 Staff were engaged in a series of workshops over the year through the support our APC&I team, ensuring that teachers gained the necessary skills, knowledge and capabilities to implement the phonemic awareness component of the new K-2 Draft syllabus as an Early Adopter school. **The allocation of this funding has resulted in the following impact:** Staff have demonstrated that they found the Professional Learning to be of great value. Staff used skills learned through their learning cycle and can discuss and explain how they would use such skills when teaching face-to-face. Teachers were also enthused to complete further HIPL to complement and extend on the knowledge gained. The true observation of impact for face-to-face teaching and learning demonstrated that they embedded their knowledge and understanding of the professional learning to improve pedagogical practices. **After evaluation, the next steps to support our students will be:** Teachers have expressed the desire to continue HIPL through evidenced based pedagogical models. DP, APC&I and Mentor/Coaches will assess development and investigate HIPL that will compliment and support teacher and student need.
Socio-economic background $404,505.99	Socio-economic background equity loading is used to meet the additional learning needs of students at Doonside 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:** • Assessment to drive effective teaching and learning cycles • Explicit teaching for demonstrated growth • Use of data to build collective Educator efficacy • Data informed for continuous improvement • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through [program] to support student learning • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of additional staff to support literacy and numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** The result of the set Doonside Public School structure resulted in a successful management of negative behaviours from students. For teaching staff (in particular those in their beginning years of teaching) the practice has supported the development of their successful teaching, rapport with students and parents, increased community engagement, increased academic achievement, improved attendance, a renewed focus on well being and successful implementation of new DoE policies and practices. **After evaluation, the next steps to support our students will be:** Continuation of the positions currently held in the form of pedagogical leadership and coaching/mentoring ensures our commitment to the achievement of our identified targets for Strategic Directions 1&2. With a continued focus on the use of data to inform practice as well as their roles within the various Focused Initiative Teams. The executive team will be integral in the processes of HIPL, data analysis, assessment practices and teacher mentoring required to achieve targets set in SD3. Through continuous evaluation and effective consultation, the leadership team will determine the necessary resources required to ensure students' learning progresses, whilst teachers are utilising resources that support best

Socio-economic background $404,505.99	practice and pedagogy.
Aboriginal background $171,606.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Doonside 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:** • Assessment to drive effective teaching and learning cycles • Explicit teaching for demonstrated growth • Use of data to build collective Educator efficacy • Data informed for continuous improvement • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process **The allocation of this funding has resulted in the following impact:** Employment of AEO Our school has a staffing allocation for two Aboriginal Education Officers; one within the preschool and our second staff member works with the K-6 students. Both AEOs work with our community and are active members of our Aboriginal Education committee, ensuring that cultural curriculum is supported throughout the school utilising the curriculum and the key learning areas to ensure all students experience Aboriginal Culture and perspectives. In the absence of our AEOs due to retirement, SLSO's were employed to ensure the curriculum and where applicable cultural support was continued. Student Engagement and Class Support Identified Aboriginal students were provided support in the achievement of identified learning, social/emotional, leadership and wellbeing goals within their Personalised Learning Pathways. Whole class support was provided the Aboriginal Education Team to ensure all students engaged in cultural programs that delivered Aboriginal curriculum. Continued support to our families and community enabled all students to strengthen and reach their potential. Personalised Learning Pathways Our Aboriginal Education Team drove the process of preparing student PLPs through evaluation of practice, collegial support and community engagement. These documents have supported students when leaving our school and as a touch point for families in discussion with classroom teachers. Resources Resourcing budgets were set to support students' learning and engagement through sustainable allocation. Resources included the purchases of books, software, hardware, costumes, artefacts and culturally responsive material.

| Aboriginal background

$171,606.00 | **Transition to school - Preschool to Kindergarten 2023**
The transition team organised several opportunities for preschool to engage in activities with K-2 throughout the year to ensure that relationships were initiated and built in the interests of supporting the students to begin their school career. Preschool students were involved in whole school events, sports lessons, incursions and excursions ensuring that they received the exposure of the K-6 school setting in preparation for their Kinder education.

Transition - High School
We had a total of 34 Year 6 students of which 9 students were Aboriginal, transitioning to high school in 2023. The process of transitioning from primary school to high school involved changes in curriculum and the structure of learning, as well as the stakes becoming higher regarding assessment of academic achievement and how this impacted on future aspirations. To support this transition our Aboriginal students joined their peers in interschool opportunities to understand and experience the expectations of the high school environment. To further support this, students PLPs followed them to high school and a hand over occurred that involved introduction to the high school context and relevant personnel.

Community Engagement - Community Services Expo
Our annual community services expo was unable to run in 2022 due to circumstances beyond our control. We look forward to hosting this event in 2023.

NAIDOC Celebrations
NAIDOC Day activities are the major cultural celebrations for our Aboriginal and Torres Strait Islander students annually and this was continued this year. Students participated in a variety of learning tasks, art lessons, dance and storytelling with a cultural perspective, aligning to the annual theme. Our theme for 2022 was "Get up! Stand up! Speak up!". Learning opportunities were developed and celebrations were organised by the Aboriginal Education Team building on practices of our AEOs. This year saw the re-introduction of our Aboriginal Dance groups, for both boys and girls, which was exceptionally received and spoken about by students, staff and community. Our 2022 events were supported through school funding, which was used to provide lunch for all students, staff and visiting community members / parents.

Professional Learning
Staff engaged in a series of workshops to ensure their knowledge was current. Staff participated in Professional learning modules that looked at the AECG agreement, The Aboriginal Education Policy, Turning Policy into action and Cultural Histories.

Aboriginal Education Consultative Group
Doonside Public School continued to be part of the Nurragingy AECG and maintain our commitment to their support of our school. Various staff were our main point of contact with the AECG. We maintained consultation practices to ensure the strong partnerships between school and community.

After evaluation, the next steps to support our students will be:
Continue to focus on Aboriginal Education, with a view to consolidate cultural curriculum within all teaching and learning programs, embedding culture throughout the entirety of the school. The Aboriginal Education will revisit the concept of the Reconciliation Action Plan, ensuring it is contextually relevant and within DoE and AECG guidelines. The team to continue focus on building relationships with our school and broader community for the benefit of all our students. |
| English language proficiency

$180,337.92 | English language proficiency equity loading provides support for students at all four phases of English language learning at Doonside Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Assessment to drive effective teaching and learning cycles |

English language proficiency $180,337.92	• Explicit teaching for demonstrated growth • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 • provide EAL/D Progression levelling PL to staff **The allocation of this funding has resulted in the following impact:** Key initiatives for LLADF were embedded in whole school strategic directions. Staff employment was increased with additional SBAR allocation. Staffing was allocated, but not limited to this key focus area and data sets demonstrate improvement in overall wellbeing, academic and social emotional growth for all students. Our funding was used to employ LaST teacher (0.8 FTE) and increase LaST time by (0.2 FTE) through the additional funding. Ongoing assessment of the impact of strategic directions reflected the effectiveness of the key initiative. Impact Employment of further LaST has resulted in additional support to meet identified student learning needs. This support has provided intensive intervention programs to be implemented for student growth and attainment, with a core focus on curriculum design, delivery and development. Students' reading and writing was the focus for the LaST staff working alongside classroom teachers and embedding consistent pedagogical practice as well as curriculum supporting individual students. **After evaluation, the next steps to support our students will be:** Where funding allows, we will continue to fund an increase in FTE for LaST, for identified students (Tier 1 and Tier 2) to receive higher levels of intensive support that generates ongoing improvement in teaching practice and students' engagement, growth and attainment.
Low level adjustment for disability $138,600.77	Low level adjustment for disability equity loading provides support for students at Doonside 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:** • Assessment to drive effective teaching and learning cycles • Use of data to build collective Educator efficacy • Data informed for continuous improvement • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • 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 • support for students in [program name - e.g. Life Skills; Individual Learning Plans/Profiles; HSC Special Provisions] • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

| Low level adjustment for disability

$138,600.77 | **The allocation of this funding has resulted in the following impact:**
Key initiatives for LLADF were embedded in whole school strategic directions. Staff employment was increased with additional SBAR allocation. Staffing was allocated, but not limited to this key focus area and data sets demonstrate improvement in overall wellbeing, academic and social emotional growth for all students. Our funding was used to employ LaST teacher (0.8 FTE) and increase LaST time by (0.2 FTE) through the additional funding. Ongoing assessment of the impact of strategic directions reflected the effectiveness of the key initiative.

Impact
Employment of further LaST has resulted in additional support to meet identified student learning needs. This support has provided intensive intervention programs to be implemented for student growth and attainment, with a core focus on curriculum design, delivery and development. Students' reading and writing was the focus for the LaST staff working alongside classroom teachers and embedding consistent pedagogical practice as well as curriculum supporting individual students.

After evaluation, the next steps to support our students will be:
Where funding allows, we will continue to fund an increase in FTE for LaST, for identified students (Tier 1 and Tier 2) to receive higher levels of intensive support that generates ongoing improvement in teaching practice and students' engagement, growth and attainment. |
| Beginning teacher support

$45,651.00 | Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Doonside Public School during their induction period.

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:
 • Coaching and mentoring of our Beginning teachers
 • Release time for teachers to engage in collegiate visits, peer observations and practical modelling.
 • Professional Learning based on CRT needs and experiences.

The allocation of this funding has resulted in the following impact:
We had three Beginning Teachers this year who brought enthusiasm, a passion to make a difference, an insight to thinking about theory and practice. Mentoring was vital and was accompanied by an effective induction for our beginning teacher's program as the core element. The Coaches / Mentors assisted beginning teachers to understand NESA requirements and school expectations while also supporting them in their planning using the explicit instructional models thereby ensuring beginning teachers were mentored to help build their capability in a strategic and explicit way. There was timetabled allocation for conferencing with supervisor about elements of practice and ensuring opportunities for team teaching so that valuable insights and experience were shared ensuring they had space to identify where they need support. These components of the plan were crucial. These conversations ensured that new teachers had a shared view of effective teaching practice and what the school and department expectations for example, Accreditation, Performance Development Plan.

Impact
Beginning teaching funds enabled timetabled and explicit support for identified Early Career Teacher. As a result of this practice, these teachers have demonstrated success in their foundation year and with ongoing mentoring and guidance, will prosper professionally.

After evaluation, the next steps to support our students will be:
Ongoing layers of support will continue to be offered to current 2022 |

Beginning teacher support $45,651.00	Beginning Teachers despite funding cessation, through the allocation of coach/mentors (class free AP) with reflection of practice built into accountabilities and expectations. In the event of employment of Beginning Teacher in the future, the current model of allocating school-based support will continue.
QTSS release $60,103.68	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Doonside Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Assessment to drive effective teaching and learning cycles • Explicit teaching for demonstrated growth • Data informed for continuous improvement **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 • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff **The allocation of this funding has resulted in the following impact:** The budget allocation to the school for Principal Support was utilised to increase the employment of a School Administration Officer. The use of funds in such a way provided the opportunity for the additional SASS staff member to carry out administrative tasks such as WHS documentation, allowing the principal time to continue his focus on student learning and staff development. Whilst the SASS staff member did the completion of administrative tasks the principal retained the overall accountability for WHS and other associated responsibilities. Impact The tasks of the SIP, staff development and curriculum delivery were of a high-quality both in design and pedagogy, through the assistance given with these administrative tasks **After evaluation, the next steps to support our students will be:** Utilise the 2023 funding in a similar manner due to the demonstrated success of this model. This will ensure that the school and staff meet the WHS expectations and audit requirements. Additionally, this assists with auditing of mandatory Professional Learning and compliance tasks.
COVID ILSP $261,577.00	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 • 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 area was reading) • providing intensive small group tuition for identified students who were not meeting Literacy and numeracy outcomes. • employing/releasing staff to coordinate the program • employment of additional staff to support the monitoring of COVID ILSP

| COVID ILSP

$261,577.00 | funding

The allocation of this funding has resulted in the following impact:
To utilise the CILSP funding allocated in 2022, we employed three talented and experienced teachers, one for 3 days a week, and two for 5 days a week as well as an educational para-professional for three days a week. As a result of data analysis from 2021, students were identified who required additional support in their skill development in Literacy and Numeracy. These students had observable gaps in their learning based on assessment tasks administered. Our 'middle' performers were those identified as requiring the most immediate intervention in order to reengage them at their expected stage/age level.

The areas of foci based on school based and external data were:
Years 1-2 Literacy - Phonics, phonological and phonemic awareness, reading with some elements of writing.
Years 1-2 Numeracy - Quantifying Numbers, Place Value and Additive Strategies
Years 3-6 Literacy - Phonics, Spelling, Writing, Reading
Years 3-6 Numeracy - Quantifying Numbers, Place Value, Additive and Multiplicative Strategies, Number Patterns and Algebraic Thinking

In Term 1 and 2, targeted groups were formed and student achievement was regularly evaluated to adapt or modify program or delivery structure based on student needs and data analysis. There was a significant impact on the daily delivery of the program during Term 3 as a result of staff absence and a lack of casual availability.

Our ILSP teachers have upskilled their data analysis knowledge and were consistently using data to inform their teaching and learning. They were all joined to the ILSP Teams and had access to numerous PLs online that revolved around their literacy and numeracy foci. The teachers have implemented or gained knowledge and skills that assisted them in improving their practices, planning and programming for their students.

Impact
Students who participated in the ILSP in both Literacy and Numeracy made observable growth in their Literacy and Numeracy development. Through the consistent approach to withdrawal, ILSP teachers programmed lessons that built upon student existing knowledge and monitored their achievement through school wide assessment, in class assessment, teacher observation and PLAN data. Students who met stage outcomes as a result were transitioned out of the program.

After evaluation, the next steps to support our students will be:
In the event of a continuation of funding under the auspices of ILSP, 2023 programming will include the continued structure, planning and monitoring as an implemented success model. The model of ILSP will become adopted in the LaST and EAL/D programs as this will ensure greater success and outcomes for students. |
| Per capita

$77,183.55 | These funds have been used to support improved outcomes and the achievements of staff and students at Doonside Public School

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Explicit teaching for demonstrated growth
 • Other funded activities

Overview of activities partially or fully funded with this operational funding include:
 • •   employment of additional staff to support delivery of targeted initiatives
 • •   releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]
 • •   employing/releasing staff to coordinate the program
 • •   employing/releasing teaching staff to support the administration of |

| Per capita

$77,183.55 | the program
• •   supplementation of extra-curricular activities
• •   additional staffing to implement [program/initiative] to support identified students with additional needs
• •   The school has utilised this allocation to:
- enhance teaching resources
-allocate additional resources to support specific programs
- combine with other resources to promote learning opportunities for students
- employ a range of personnel to support student learning needs.
- planning to support identified curriculum areas, including literacy and numeracy.

The allocation of this funding has resulted in the following impact:
Key initiatives and activities are embedded in whole school strategic directions.
The budget allocation to the school for Principal Support was utilised to increase the employment of a school administration officer. The use of funds in such a way provided the opportunity for the additional SASS staff member to carry out administrative tasks such as WHS documentation, allowing the principal time to continue his focus on student learning and staff development. Whilst the SASS staff member did the completion of administrative tasks the principal retained the overall accountability for WHS and other associated responsibilities / accountabilities.
The principal was able to ensure that the SIP, staff development and curriculum delivery was of a high-quality both in design and pedagogy through the reduction of administrative tasks.

After evaluation, the next steps to support our students will be:
Utilise the 2023 funding in a similar manner due to the demonstrated success of this model. This will ensure that the school and staff meet the WHS expectations and audit requirements, with reference to those identified in compliance audit professional learning. |

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	136	138	145	156
Girls	133	130	135	118

Enrollment for Doonside Public has been at a slight decline, with families moving to newly established suburbs.

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	87.3	80.5	88.8	81.5
1	88.7	83.6	90.7	79.8
2	87.1	82.3	91.5	86.8
3	85.8	81.6	91.9	88.9
4	87.9	80.8	89.7	84.5
5	90.3	76.1	87.9	84.5
6	90.7	84.7	87.5	81.9
All Years	88.2	81.4	89.8	83.9
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

Doonside Public School Attendance procedures support the DoE School Attendance Policy (2016) as it applies to the school. In 2022 our school implemented the three-tier framework which incorporated strategies aimed at improving attendance and reducing absences or unexplained absences across the school.

All students are supported to regularly attend school and families are informed of concerns and parental responsibility in relation to attendance. Mandatory Reporting guidelines are utilised and the school seeks the support of Department of Education HSLO/ASLO and Department of Communities and Justice to promote the right of students to an education.

Future Directions

2023, our school will continue to improve the 3-tiered framework. Focusing on students who are in tier 2 and 3. Improving on our process and monitoring systems to address the concerns of students in tier 3, and those in tier 2 whose attendance did not significantly improve will be monitored daily and/or placed on Attendance Improvement Programs

(AIP) (in school/or HSLO/ASLO).

Notifications to DCJ for student absenteeism and Educational Neglect (in accordance with DoE guidelines) will be made in conjunction with HSLO/ASLO referrals where required.

Positive strategies to reward excellent attendance will continued to be implemented during each term and at the end of the year.

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)	5.4
Classroom Teacher(s)	13.01
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
Teacher ESL	0.8
School Administration and Support Staff	8.72

*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.

Professional learning in 2022 continued to be delivered on a weekly basis to all staff and on a case-by-case basis for identified staff within the school. Weekly sessions were tailored to address school priorities and initiatives and to support the introduction of any new programs. Staff were engaged in Professional Learning with a clear focus on pedagogical practices and by providing such High Impact Professional Learning which was incorporated into face-to-face learning. It was used to meet accountabilities such as implementation and progress monitoring of our Strategic Improvement Plan, teacher accreditation maintenance and mandatory training (e-Emergency care, anaphylaxis, child protection etc.).

Professional Development continued to be a significant strategy for working towards the achievement of our goals and targets as outlined in our Strategic Improvement Plan. It supports teachers to achieve the goals they have identified in their PDP and Beginning Teacher Action Plans where appropriate.

A small number of teachers initiated and completed their teaching accreditation process during 2022 with all successfully achieving proficient status.

All staff had an active PDP for 2022 that was actioned and reviewed regularly, their PDPs were linked to school priorities and DoE targets as well as Staff needs and areas of growth.

Impact

Staff had an opportunity to participate in a variety of High Impact Professional Learning which resulted in improved teaching and learning. Funds that the DoE provided the school for PL were clearly mapped out and specifically allocated to set targeted focus areas, as well as concentrating on gap analysis data catering for both student and staff needs and strengths.

Future Directions

Through the development of the 2023 IPMs, the team will ensure that PL funds are clearly allocated to specific areas of focus for example reading, comprehension and writing, that ensure the SIP initiatives align with system identified targets. This will ensure continuous improvement for all students and staff. A key focus for 2023 will be monitoring the impact of HIPL on student learning and achievement.

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	128,407
Revenue	4,747,731
Appropriation	4,654,819
Sale of Goods and Services	26,138
Grants and contributions	65,933
Investment income	241
Other revenue	600
Expenses	-4,799,092
Employee related	-4,359,506
Operating expenses	-439,586
Surplus / deficit for the year	-51,361
Closing Balance	77,047

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.

The school holds its financial meeting on a regular basis. The finance committee is made up of teaching and non teaching staff. Anyone is welcomed to the meetings to discuss the school's finance income and expenditure. The equity loading funds that the school receives is utilised to purchase human resources supporting teaching staff to support the learning and well being of our students.

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	65,624
Equity Total	895,051
Equity - Aboriginal	171,606
Equity - Socio-economic	404,506
Equity - Language	180,338
Equity - Disability	138,601
Base Total	2,876,576
Base - Per Capita	77,184
Base - Location	0
Base - Other	2,799,392
Other Total	574,346
Grand Total	4,411,596

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.

Whole School

NAPLAN 2022 was analysed by the Data Focused Initiative Team on its release in Term 3. This was our first year of sitting the assessment online.

Impact

In relation to the targets identified in this Strategic Direction, the following results were obtained:

The Literacy target of "Improvement in the percentage of students achieving in the top two bands in Reading with a minimum of the lower bound system negotiated targets being achieved" was reached both in the number of students achieving in the top two bands (19.7% 2021 and 27.2% 2022) and in the achievement of the school identified target.

The Numeracy target of "Improvement in the percentage of students achieving in the top two bands in Numeracy with a minimum of the lower bound system negotiated targets being achieved" was reached both in the number of students achieving in the top two bands (12.2% 2021 to 19.6% 2022) and in the achievement of the school identified target.

Future directions

In continuing to meet the targets identified in our SIP, the school wide focus on the use of Super 6 Comprehension strategies and Quantifying numbers to ensure we meet 2023 targets. Further to supporting our target achievement a school wide focus on Phonics and Writing in Literacy, as well as Measurement and Geometry strand in Numeracy.

Greater detail has been provided in the strategic one section.

NAPLAN Results Support Unit Students

Students from within the support unit participated in the NAPLAN testing for 2022. Their results indicated that:Year 3 (1 student)Reading - exempt Writing - exempt Numeracy - Band 1 Year 5 (4 students)Reading - three students achieved middle bands with one student achieving top band Writing - 1 student Band 2; 1 student Band 4 and 2 students Band 5 Numeracy - 1 student Band 3; 1 student Band 4; 1 student Band 6; 1 student Band 7

NAPLAN Results for Aboriginal Students

Year 3

Students 2022 Data indicates that:Reading - Aboriginal students are achieving below non Aboriginal students (point differential 63) with highest band achievement Aboriginal Band 3 (100% of Aboriginal students achieved B3)- and non-Aboriginal Band 7 (14%) and lowest Band 1 (5%)Writing - Aboriginal students are achieving below non Aboriginal students (point differential 36) with highest band achievement Aboriginal Band 4 (50%) and lowest Band achievement Aboriginal (50%) and non-Aboriginal Band 6 (18%) and lowest Band 2 (23%)Numeracy - Aboriginal students are achieving below non Aboriginal students (point differential 61) with highest band achievement Aboriginal Band 3 (33%) and lowest band achievement Band 2 (67%) and non-Aboriginal Band 9 (4%) and lowest Band 1 (8%)

Year 5 Students 2022 Data indicates that:Reading - Aboriginal students are achieving higher than non Aboriginal students (point differential 3) with highest band achievement Aboriginal being Band 7 (43%) and lowest Band 4 (29%)- and non-Aboriginal Band 8 (3%) and lowest Band 3 (3%).

Writing - Aboriginal students are achieving below non Aboriginal students (point differential 14) with highest band achievement Aboriginal being Band 6 (11%) and lowest Band 3 (22%) and non-Aboriginal Band 8 (3%) and lowest Band 1 (3%)Numeracy - Aboriginal students are achieving higher than non Aboriginal students (point differential 25)with highest band achievement Aboriginal being Band 8 (17%) and the lowest Band 4 (33%) and non-Aboriginal Band 7 (13%) and lowest Band 3 (9%)Aboriginal students are supported with a Cultural Curriculum that is evolving and is regularly evaluated for implementation impact and achievement data fidelity. Most recent practice evaluation notes a decreasing engagement with the process of Personalised Learning Pathways from initiation at the school level. Staff indicate a lack of parental engagement in the process and this has prompted an inquiry process for the Aboriginal

Education Team that will address the following three aspects as high priority:

1. Improvement of relationships between all school staff and families

2. Practices of reverse engagement - initiating conversations from the families first Supporting Aboriginal students (nsw.gov.au)Students are and always remain the pivot around

NAPLAN Results for EAL/D LBOTE Students

Our school population is representative of a high number of students from LBOTE and EAL/D families therefore all areas of focus identified above support the learning needs of this Equity group. Student growth and attainment data is representative of students from this subset and therefore all future directions / focus areas are representative of this cohort. There are no specific areas of need or trends that can be attributed wholly to EAL/D or LBOTE.

Year 3

Reading

Beginner 1 - (1 student) 100% Band 3, Beginner 2 (1 student) 100% in Band 2, Emerging - 11% Band 1; 11% Band 2; 33% Band 3; 44% Band 4 (9 students total), Developing - (7 students) 57% Band 5; 14% Band 6; 29% Band 7, Consolidating - (2 students) - 50% Band 5; 50% Band 7

Writing

Beginner 1- absent, Beginner 2 (1 student) 100% in Band 2, Emerging - 40% Band 2; 20% Band 3;30% Band 4 and 10% Band 5 (10 students total), Developing -13% Band 2; 13% Band 4; 25% Band 5; 50% Band 6 (8 students), Consolidating - 100% Band 5 (2 students)

Numeracy

Beginner 1- 100% Band 2 (1 Student), Beginner 2 100% in Band 2 1 student), Emerging - 18% Band 1; 45% Band 2; 27% Band 3;9% Band 4 (11 students total), Developing - 43% Band 4; 29% Band 5; 14% Band 6; 14% Band 9 (7 students), Consolidating - 50% Band 3; 50% Band 6 (2 students), Band 6; 60% Band 7

Year 5

Reading

Beginner - 100% in Band 5 (1 student), Emerging - 67% Band 4; 33% Band 6 (3 students total), Developing - (17 students; 1 student -= 6%) 6% Band 3; 18% Band 4; 35% Band 5; 18% Band 6; 24%, Band 7 Consolidating - (5 students 1 student = 20%) - 20% Band 5; 60% Band 7; 20% Band 8

Writing

Beginner - 100% in Band 5 (1 student), Emerging - 67% Band 4; 33% Band 5 (3students total), Developing - (17 students; 1 student = 6%) 6% Band 2; 18% Band 4; 41% Band 5; 29% Band 6; 6%, Band 8, Consolidating - (5 students 1 student = 20%) - 20% Band 5; 40% Band 6; 40% Band 7

Numeracy

Beginner - 100% in Band 4 (1 student), Emerging -33% Band 4; 67% Band 5 (3 students total), Developing - (17 students; 1 student = 6%) 6% Band 3; 29% Band 4; 41% Band 5; 18% Band 6; 6%, Band 7, Consolidating - (5 students 1 student = 20%) - 40%

Impact

Regardless of equity status or as a response to it, we provided a variety of opportunities for students to engage and achieve academic outcomes in line with all other students. Our Aboriginal and other equity students have had their level of learning outcomes attained, identified and learning was programmed at their point of entry. Additional support was available through multiple sources including preparation of PLPs, ILPs, support program timetables and COVID ILSP. It is noted that identified equity students achieved results at or above their peers in Check-in assessment. One student from this group achieved a placement for an Opportunity Class commencing 2023.

Future Directions

Continue to provide opportunities to engage students to connect, succeed and thrive. Provide staff with professional learning which is responsive to student needs, DoE and school priorities building teacher capacity and understanding.

Continue to implement cultural curriculum reflective of Aboriginal Education Policy along with community needs and expectation. Seek opportunities to connect with all families in order to gain contextual information that supports student engagement growth and attainment. Necessity to ensure Aboriginal student learning needs are supported through PLPs, enrichment opportunities and evidenced based, best practice pedagogies. Necessity to ensure EAL/D student learning needs are supported through specialist timetables, enrichment opportunities and evidenced based, best practice pedagogies

Doonside Public School 1760 (2022)

Parent/caregiver, student, teacher satisfaction

Parent surveys

Parents/carers were surveyed about their satisfaction with the school. Parents were provided a survey and the results are indicated below.

Survey #1

96.4% of parents indicated that Doonside PS provides an atmosphere where students from all backgrounds are welcomed.

96.4% of parents indicated that Doonside PS staff provides a friendly and informative responses to phone or face to face inquiries whilst 3.6% neither agreed or disagreed.

92.9% of parents indicated that Doonside PS has well qualified teachers who set high standards of achievement whilst 3.6 neither agreed or disagreed.

Survey #2

91.1% of parents indicated that the school provides helpful information about their child's progress. whilst 7.1% neither agreed or disagreed.

98.2% of parents indicated that the school has a safe and secure environment.

89.3% of parents indicated that the school has good access to technology whilst 8.9% neither agreed or disagreed.

Parent Comments

Q- I find the staff at Doonside PS

Approachable, supportive and helpful

Friendly and caring

Wonderful and caring

Very nice

Dedicated to the education of my children

Dedicated committed and always there for the kids.

Respectful, good listener, good behaviour

Really friendly, engaged with the kids' education.

Q- I love sending my child/ren to Doonside PS because:

Great little school

The staff are great and have the students at heart

Wonderful school always keeps us up to date

It is a school where children flourish

They have helped my child grow and learn. They have all encouraged her to try new things and given responsibilities too.

Everyone is friendly and helpful.

He is very happy to see his classmates and teachers and to learn a lot of things.

Coming from another school, she has come out of her shell and is 100% happier

Students Surveys

Students were surveyed about their learning experiences in Literacy and Numeracy.

The following data highlights student's thoughts on their learning.

90.1% of students indicated that Mathematics is an important subject to learn whilst 85.2% indicated for English.

77.8% of students indicated that the activities their teacher uses helps them to learn in Mathematics (16% were unsure), whilst 63% indicated for English (27.2% were unsure).

Staff surveys

Staff were surveyed about their teaching of students in Literacy, Numeracy, and leadership within the school. The following data highlights staff (inclusive of non-teaching staff) thoughts;

94.7% of teachers indicated that they take responsibility for Literacy development of all students, 5.3% neither agreed or disagreed and 0% stated it was not applicable, whilst 89.5% agreed, 5.3% neither agreed or disagreed and 5.3%stated it was not applicable for Mathematics.

89.5% of teachers indicated that the English syllabus always informs them of their teaching, 10.5% neither agreed or disagreed and 0% stated it was not applicable, whilst 84.2% agreed, 10.5% neither agreed or disagreed and 5.3% stated it was not applicable, for Mathematics.

100% of staff indicated that leader's model commitment to the school and 0% neither agreed or disagreed.

100% of staff indicated that staff, parents and students are encouraged to take leadership roles and 0% neither agreed or disagreed.

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.

Aboriginal Education - School statement

Aboriginal Education remained a key initiative and fundamental tenet to the culture of Doonside Public School. Elements of this focus that provided the highest impact are Personalised Learning Pathways, cultural curriculum and engagement opportunities such as leadership roles and sports.

Impact

Data obtained from a variety of sources, both qualitative and quantitative have indicated that while some students are achieving results in line with other students within their cohort, there is a significant number who have been identified as requiring additional support. Through observation and conversation, Aboriginal students indicated they feel supported to learn about and through their culture and feel that this culture is shared with others as a priority. Parents and community members have engaged through events within the school, indicating they feel safe and respected in our setting.

Future Directions

In supporting targets for our Aboriginal Students, focus areas for 2023 will revolve around feedback from families and school staff that PLP processes require greater accessibility built on reciprocal relationships. This practice will be structured around focused efforts to achieve the following:

1. Every Aboriginal student has an active PLP
2. Communication and relationships are both enriched and engaging between CRT and families
3. Student engagement levels indicate improvement - well being and attendance
4. Students can articulate their goals and the steps that are being taken to achieve these
5. Students can articulate the process of identifying the achievement of goals
6. Students can articulate the process of determining their next goals
7. Students, parents and school share and can articulate a common understanding of the process

As students are the core focus of all initiatives, and all practices will embed quality student goal setting practices and student voice.

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.

Anti-Racism - School statement

The school had a nominated ARCO position fulfilled by an elected executive member of staff. This staff member had current training to ensure staff, students, parents and school practices uphold the values of the current Anti-discrimination Act. The school was committed to building an environment free from racism by continually educating all stakeholders to ensure we all connect and succeed in our learning and working environment. In 2022, all staff members

completed the mandatory Anti-Racism Policy Training through MyPL. The course offered all staff an increased understanding of the nature and impact of racism, familiarisation of the revised Anti-Racism Policy and increased staff awareness of their responsibility in implementing the policy. As a result, we have the capacity to counter racism and create culturally inclusive practices to support all.

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.

Multicultural and anti-racism education - School Statement

As a school that has a significant number of families with a variety of cultural backgrounds, we have a responsibility to acknowledge and celebrate their contribution to our teaching and learning community. This is achieved through recognition of celebrations, key events and incorporated through curriculum implementation. The school holds a large whole school Multicultural Day each year where all families, community members and network schools are invited to an assembly and a luncheon. As a result, students and families indicate through surveys and discussion that they are known, valued and cared for within our school community

Other School Programs (optional)

Transition to School - Kindergarten and Preschool 2022

Preschool 2022

A positive and successful Transition to School Program was provided to families. Preschool children who attended Wingarra Preschool, as well as newly enrolled Kindergarten pupils were invited to attend the Transition to School Program in Term 4. The children enjoyed a variety of activities designed to help the children transition smoothly into the Kindergarten classroom. While the children were getting to know the teachers, new friends and classrooms their parents were invited to attend a variety of information sessions and workshops that assisted them with gathering valuable information about the school and what to expect next year. Parents participated in a tour of the school, met the principal, attained an overview of our school's nurturing, warm and aesthetic environment and discovered the various benefits extended by enrolling and sending their children to Doonside Public School. These sessions allowed parents and children to gain a sense of belonging and enabled all parties to initiate the building of quality relationships. The day also allowed students to foster their development of a love of learning and engagement in learning tasks while meeting their new peers and teachers. This provided an opportunity for informal observations of student engagement for ongoing individual support.

Intensive advertising in the local area, as well as continued interaction with current and new families resulted in excellent attendance at our Kindergarten Orientation Sessions in Term 4. At the end of the three sessions children were given a goody bag which contains all the activities that they had used during orientation as well as some old favourites.

Transition to High School (2022)

As an aid to families, students, community and the new setting, we collaborated with our high schools to ensure that the needs of our students were met on transitioning to their next phase of education. This has involved preparation of high school expression of interest paperwork for families, parent information sessions, general engagement in transition programs, assisting in engaging support in the high school, introducing students to key personnel who will assist their transition (both academically and culturally) and on occasion significant case conferencing. This process was further supported by ensuring all documentation for EOI's were forwarded to the high school for their information.

Education Week 2022

Education Week was held during Week 3, Term 3 and spread across the week to ensure all Key Learning Areas were celebrated. The book "Three" by Michael Stephen King was chosen and used across all Literacy and Numeracy Day activities. All primary staff taught K-2 and all infants staff taught 3-6. This gave educators the opportunity to work with and teach a different cohort. All students participated in a variety of physical activities based on their age, stage and ability promoting health, creativity, team spirit and overall activities targeted towards CAPA outcomes and PDHPE outcomes. The STEM Team posed inquiry questions for students and encouraged the use of everyday items to generate

a solution, demonstrate design thinking or build an object through tinkering. During the concert this year, classes showcased their talents by choosing to represent song and dance as well as artistic talents with the theme "Creating Futures" - Education Changes Lives" and performing an item relating to a particular era. Our students learnt about the trends and historical events that occurred during that period. All classes from P-6 presented quality and outstanding performances that was shared to our families on the day and through social media.

As a result, we were able to celebrate the achievements of our school our students and our education system through all Key Learning Areas and celebrate all types of learning that occurs at all levels.

Well-being

Well-being was a core focus during 2022 to maintain a positive atmosphere and culture for all stakeholders of the school. Initiatives included the formation of a Well-being Focus Initiative Team consisting of members across the whole school. Various initiatives took place throughout the year which included a Community Breakfast, Staff Well-being days and incentives, the roll-out of the emotions chart and trusted hands network for all students across K-6. Surveys were provided to all parents and carers to gather feedback regarding their well-being. This information was used to continue building and strengthening partnerships to support and improve the well-being of students, community members and staff. Forge on-boarding was successfully shared with the K-2 team to support their understanding on how to best use the platform.

Impact

As a result of the Community Breakfast, parents and carers were able to reconnect with staff and feel welcome into the school space due to the previous restrictions. Staff well-being days and incentives improved moral and allowed staff to pause and unwind. The emotions chart were received positively across the school as it gave students the autonomy to share and express their feelings without verbalizing and interrupting lessons. This gave teachers the opportunity to check in with student when required with minimal impact on lessons. The trusted hand network allowed students to share their preference when communicating personal thoughts or feelings with staff and the safe space to do so. **Future Directions**

Forge will be rolled out whole school to gather data, analyse and support student well-being in 2023. Well-being will remain a core focus and the continuation of incentives and initiatives will be put in place to foster a positive culture within the community. Further opportunities for community engagement will be explored and initiated.

Harmony Day

In Term 1 as a whole school, we celebrated Harmony Day. All students were encouraged to wear the colour orange and take part in various activities which were created and prepared by their classroom teacher. An open Art Gallery was set up for all students, staff and the wider community. All activities were structured and constructed to showcase and celebrate the diversity within our school and wider community. The objective was to promote respect for cultural and religious diversity throughout our school.

Parent Teacher Interviews

Parent teacher interviews were conducted in Term Two, where a high number of parents/carers participated in the meeting discussing students' progress, achievements, and efforts for the year with a focus on student's academic goals. Parents and carers were continuously encouraged to maintain regular communication with their child's teacher to further support the open-door communication. This helps with ensuring that they were up to date with their child's academic, social emotional and wellbeing development.

Open Classrooms/Book Parade

During Book Week, parents and carers were invited to a breakfast yarn followed by engaging in lessons created by their child/children's teacher which included a showcase of the work taking place as well as the sharing of student learning goals and learning spaces. A whole schoolbook parade took place to encourage the love for reading and the sharing of different characters from different text types. A backdrop display of butterflies was co-created by staff, students and parents/carers, utilising the house colours and encouraging the sharing of their love of reading presented artistically on each butterfly.

Grandparents Day

A whole school assembly took place to pay tribute to our grandparents. This involved a whole school celebration whereby all classes showcased different performances to share the love of their grandparents/ elders. A slideshow was created to incorporate images of students and staff with their grandparents/grandkids which was played during assembly. A special morning tea was held for the grandparents who attended to further show our appreciation for their commitment and support with their grandchild's learning and to our school.

Community Usage

Karate

Under modified COVID-19 regulations our Karate group has been operating from the school hall after hours. The group offered lessons in Karate to many people from a young age in our community as well as our surrounding communities. The coordinator has earned a high level of respect from all because of his commitment and mutual respect for all.

OOSHC

Camp Australia has been the OOSHC coordinator for six years and has developed strong partnerships and a strong rapport with the school and our families. The number of students attending the service has steadily increased during this time. This program was been supported by the school through leaflet promotion, newsletter, transition to school and school website.

Samoan Christian Universal Church

The Local Samoan Church group have operated their services on weekends for several years. They continue to be part of the school and support our community in many ways, however, have been unable to resume services due to strict COVID-19 regulations. Reverend Tito is highly respected and seeks opportunities to support our school when possible**.**

P&C

P&C were reinstated in term three as a parent committee as due to unforeseen circumstances the P&C had ceased to operate late in 2021. The new group of members have demonstrated a high level of enthusiasm and willingness to get involved and assist our students in any way they could to better their education and our little school.

Little Possums

Little Possums is a joint program with Connect Child and Family Services, which provided play based therapeutic interventions for students who have a trauma background. This program was delivered in a safe environment (the school setting) which supported students and families who engage with the service. Families self-referred to the program and dealt directly with Little Possums staff.

Practicum Teacher / Supervision

Impact

Our teachers demonstrated leadership and commitment by taking on a number of practicum students, who were supported to ensure that they are prepared for the profession and were given the opportunity to develop their pedagogical skills and practice. We have had students from Western Sydney University, Notre Dame University, Curtin University and Swinburne University. We have had a range of students with different experiences and abilities and continue to ensure inclusivity and a safe learning environment for all.

Future Direction

The support for pre-service teachers is an embedded practice and one that is highly valued. It provides our school the opportunity to monitor the expectations of current university programs and how this translates to school context. It builds the capacity of teachers through careful analysis of programming and pedagogy at a documentary level as well as a practical one.

We continue to support and provide opportunities for future teachers and encourage our experienced staff to take on leadership/mentoring capacity.

Sport and PDHPE

During 2022, students were able to participate in a variety of sporting opportunities within the school, including leadership roles as House Captains.

PSSA competition commenced in Term 1 for summer sport which continues in Term 4. Term 2 and Term 3 were set aside for winter sports. We had a significant number of students who participated in these teams, representing a weekly game.

PSSA representative opportunities existed for swimming, cross country and athletics. We qualified three students to participate in Zone swimming and from this, one participated at the Sydney West Carnival. For Cross Country, we fielded one of our strongest school teams at the zone carnival with 47 students in attendance. From this competition, one

student succeeded in achieving a place on the Sydney West Team.

School based sporting opportunities occurred in a variety of ways during 2022 to build student fundamental movement skills, improve activity levels and resultant wellbeing, develop and improve sport specific skills, student regulation techniques, performance groups and syllabus requirements. This included opportunities to compete at our carnival.

During Term 4, 4 teams participated in the Nathan Cleary Cup (OZ Tag Gala Day) at Whalan reserve. Our teams had exceptional results with the senior mixed team winning all their rounds.

Impact

The inclusion of numerous sporting options has continued to not only increase in our school in terms of offerings, but also increase participation opportunities for students based both on interest or ability. Many students who do not have a history of academic accomplishment have experienced success in the area of sport. Students with attendance concerns demonstrated improvements through access to morning sport routines. Applications for enrolment in sporting high schools were successful once again in 2023. All students K-6 have reached at least Gold level certification in Premier's Sporting Challenge in 2022 which credits a daily activity level of at least 60 minutes per day.

Future Directions

During 2023 we will continue to offer the variety of sporting opportunities that were baseline during 2022. Flexibility will occur in offerings should there be a demand for alternative, supplementary or complimentary opportunities. Student voice in terms of PSSA sport selection will continue to occur in 2023. Students will continue to be acknowledged for their sporting excellence and leadership.

Community Engagement

2022 started with a strong focus on involving parents in as many aspects of the school as possible due to the limited parents' "onsite" interactions in 2020 and 2021. Parents felt that they had built stronger and more effective relationships with the school and staff during the lockdown periods in previous years and this translated into more effective partnerships from the outset in 2022. Parent engagement as evidenced through attendance at school and community events has increased steadily and the surveys indicated high levels of satisfaction

Green Team

A significant budget was allocated to the Green Team to support the initial works that commenced in the previous years. The memorial garden has begun sprouting and is still currently in the process of being finalised. The Green Leaders were formed by selecting two students from each class to participate in 1-hour sessions each week from term 2 onward. Students pursued multiple projects using the funds from the Woolworths Landcare Grant and created three interactive gardens and a Recycled Milk Bottle Igloo. Staff members of the Green Team also took on lunch time duties to continue with beautification and sustainability practices with students

Impact

The memorial garden has peaked student interest and use of the sensory equipment being installed. The Green Leader program saw high engagement of student interest and participation in activities and saw great output and design of themed garden beds. Students have also engaged in the maintenance and sustainability of the gardens they created. School beautification projects and the Green Team staff has allowed students and teachers develop sustainability practices generating leadership and joint efficacy practices at all levels.

Future Directions

If successful with the current process for applying for the Sustainable Schools Grant we will create an outdoor kitchen garden in the current garden bed area. We will continue completion of current projects and maintain the Green Leader program for student engagement in sustainable practices. Where possible, staff will take on leadership opportunities to run green team sessions during allocated time.

Fundraisers/Charities

The Charities Team goal was to bring awareness to charities that are pertinent and relevant to our communities' context. Offering students, staff and the community with opportunities to support many worthwhile causes, enabled us to build understanding and knowledge towards many foundations, organisations and illnesses/diseases prevalent in our society. Autism Awareness Day, Jeans for Genes Day, Jersey Day, R U Ok? Day, International Women's Day, Anti-Bullying Day, Stewart House Donation Drive, International Dot Day and Bandanna Day are all charities organised by the Charities Team to highlight awareness and responsiveness to worthwhile causes.

Impact

This year, the charities team used funds raised from Autism Awareness Day to provide all classrooms across P-6 with much needed sensory tools to support individual students. These tools promote regulation, improved focus as well as increase participation to further support student learning. Sensory informed classrooms support the various sensory needs of individual students. The level of engagement of our students as evidenced by the funds raised, indicated that we have developed a strong sense of social conscience and their role in supporting those in need.

Performance Groups

We continually aspired to present opportunities for students to participate and appreciate a variety of performance groups throughout the year. These opportunities were developed to provide students the chance to explore and develop their love for performing arts with dance groups while exploring the diversity of culture, heritage, background, tradition and the community present at Doonside PS. These performance groups develop a strong foundation in both culture and language of some of the families and the broader Doonside community without compromising their cultural identities. These included:

- Aboriginal Dance:
- Polynesian Dance:
- Dance Troupe:
- Indian Dance:
- Choir:
- Bucket Drumming:
- Filipino Dance:

We aspire to continue these opportunities for our students annually.

Student Leadership Opportunities

During 2022, Student Leadership opportunities were offered in the areas of elected positions for a variety of purposes throughout the school, at all levels.

As is traditional, at the conclusion of the preceding year, our Student Executive are selected through a process of nomination, presentation, and voting. Each student and staff member is given the chance to vote for the student they believe will best represent the school in leadership duties both within our school, at school events and when required at external events. These positions include our Captains, Vice Captains and Prefects.

Classes from Year 2 to Year 5 are invited to select two students to become the Student Representative Council in the school. These students are selected and voted within the class by their peers.

Each sporting house fills the position of Sports Captains to assist in the running of the school sporting events.

Our library monitors are selected by the school librarian on an EOI basis and assist in the smooth operation of the library systems and assisting during break times to make the library accessible for all students.

Each student is encouraged to only hold one formal leadership position to ensure greatest opportunity for all and to ensure there is no overload of responsibility. These positions represent our formal leadership roles, however, there are several leadership roles that are assumed both extra-curricular and in class.

High Quality Strategic resourcing and Service Delivery

Budgets were aligned to the responses from 2021's stakeholder feedback and data analysis. 97% of 2022's budget has been accounted for, including money assigned to 6100, 6101, 6200 and 6300 fund codes. Over 99% of the flexible funding that the DoE allocated to DPS was utilised to employ additional staff. The additional Human Resources were organised and managed to ensure effective learning environments and to support the achievement of the school's strategic priorities and consisted of teaching and non-teaching staff.

Impact

Throughout this year streamlined, flexible processes were embedded to deliver services and information supporting parent and student engagement with high levels of satisfaction. As a result of the employment of key staff, embedding coaching pedagogy and successful administration systems, a positive customer service ethic was very evident whole school. Non-teaching staff were allocated appropriate non educational administrative tasks as well as educational support roles for students.

This financial management maximised the resources available to implement the school plan and achieve identified targets.

Future Directions

Additional Human resources should be allocated using such expertise to meet the needs of students through the continued developing practices in data collection, feedback, assessment and analysis, as well as planning and using such resources to continue the elaboration of shared accountability to achieve school best practice. Budgeting will continue to ensure a culture of effective, evidence based teaching and ongoing improvement so that every student makes measurable learning through alignment with the priorities identified in the Strategic Improvement Plan.

The effective use of budgeting and Human Resource deployment will ensure the school is responsive to community feedback and ongoing evaluation and adaptations where and when needed.

Coaching / Mentoring - Assistant Principals

K-2

There were 5 classes in the K-2 team for 2022. There was one beginning teacher who was supported in their professional teaching and learning journey through coaching and mentoring by the stage supervisor and designated Beginning Teacher supervisor. Team meetings occurred regularly, wherein general administrative concerns and professional learning needs were discussed. During 2022 the stage supervision role continued to support student outcome achievement and engagement on a variety of levels. K-2 team maintained their commitment to building the capacity of one another in the areas of program development, professional practice, teacher and student wellbeing, accountability and new projects and challenges and the implementation of the new curriculum reform. The practice involved conferencing, collegial exchange, feedback and observations, demonstration of practice and building resilience among teams through adaptability, flexibility and teamwork.

3-6

Continued support of the growth of teacher capability in 3-6 high-quality mentoring occurred during regular meetings and collaboration days. There was a shift in the mentoring approach towards an educative mentoring approach where mentoring shifted away from a view of induction as 'advice and guidance' to one of skilled facilitation of 'learning conversations' focusing on evidence of teachers' practice. Rather than just providing 'advice' and emotional support, the mentor teachers co-constructed professional learning, where often the learning was reciprocal and mutually respected.

Special Education

Through the provision of engaging in a coaching/mentoring role, provided the opportunity to cater to the diverse needs of individual students in the support unit on a daily basis. This support was provided through direct interaction with students, quality professional development provided to staff and regular well-being checks with both staff and students. The coaching/mentoring support resulted in students reaching their individual learning and social goals. Staff successfully participating in their PDP process whilst providing effective, efficient, engaging classrooms for teaching and learning. This role provided SASS staff with the necessary tools and strategies to manage complex situations and daily challenges both for social and academic needs of students. This role demonstrated high level engagement with the community through the various communication methods, in particular attendance and well-being checks.

Specialists

Our specialist team consisted of EAL/D, Learning and Support, Release face-to-face (RFF), Library and COVID ILSP teachers and SASS. The coaching and mentoring for this team were unique as the roles differentiated even though there was overlap in our approaches. The coaching and mentoring were actioned in the following ways.

For RFF, teachers were in constant communication with the classroom teacher to deliver consistent teaching and learning programs. During collaboration, topics/strands were determined, and the scope and sequences were followed.

This year our focus for learning and support in literacy were Phonics and reading comprehension, which students were assessed through the PM bench marking assessments that provided more thorough information about a students' literal and inferential understanding. For numeracy, our focus was developing student knowledge and skills in number and place value, where students were assessed using the new Interview for Student Reasoning (IfSR) assessment for number and place value.

We were fortunate to have two EAL/D teachers who were committed in improving the knowledge and skills in English for our EAL/D students.

Students were allocated a time during the week to attend and participate in library, where students were able to develop their skills in research and inquiry within the topics that they were learning in class.

The ILSP was structured to suit the context of our school. With small group tuition for 4-5 students with a maximum of

four groups for literacy and four groups for numeracy, with these students seen daily.

Impact

The staff were dedicated and committed to providing students with the best learning opportunities. Through coaching and mentoring, they have gained a better understanding of our goals in the School Improvement Plan, becoming more data literate and analysing and utilising the data to assist in planning and programming when identifying learning gaps. They worked towards achieving their PDP goals and developing their knowledge and understanding of the new assessments, learning progressions/PLAN 2 (Year 1- PLAN2 V3) and upskilling themselves by participating in high impact professional learning in order to improve their pedagogical practices.

Future Directions

Employment of coaches / mentors in 2023 is pivotal to continue to provide opportunities for the teachers to upskill individual professional growth to analyse and interpret data to improve their practices. By utilising PLAN 2 - V3 to monitor student progress, developing focus groups, and using this information to program teaching and learning. As well as continuing to implement K-2 syllabus confidently and engaging in the 3-6 syllabus.

Internal Leadership Surveys

The leadership team at Doonside Public School continued to monitor and address the strategic priorities for the school in 2022.

Impact

Staff were surveyed indicating their views on various areas of the Doonside PS leadership and management. Their responses are as follows:

Staff indicated that 100% are encouraged to take on leadership opportunities within the school and beyond general classroom teaching, 0% neither agreed or disagreed, while 100% of staff indicated that leaders improve the school through an understanding of school community, 0% neither agreed or disagreed and 100% of staff indicated that leaders encourage teachers to reflect on their practices, 0% neither agreed or disagreed.

The leadership team were active and successful in ensuring that all groups within the school develop common goals and that the community are considered. Furthermore, the team were seen to model a commitment to school improvements, the implementation of change process which resulted in student improved outcomes and the interest in and accountability for, student improvement. The team were instrumental in leading teaching and learning through instructional leadership, whilst developing self and others. Their core focus was leading improvement, innovation and change whilst undertaking components of the management of the school. The team ensured that they had the understanding, skills, knowledge, and attitude ensuring the improved proficiency at all levels for staff, students and community were strategic and systemic.

Feedback and active engagement were continuously sought by all stakeholders in the development of strategic directions as well as the monitoring, evaluation, and reporting against the milestones where possible.

Surveys - Students

63% of students indicated that their teachers planned activities that were interesting and engaging in Literacy whilst 77.8% indicated for Numeracy.

82.7% of students indicated that their teacher used activities that helped them to learn in Literacy whilst 84% indicated for Numeracy.

Surveys - Community

91.1% of parents / carers indicated that the school demonstrated effective and accountable leadership.

89.3% of parents / carers indicated that the school has a nurturing environment where students are valued as individuals.

96.4% of parent indicated that the school demonstrated a friendly atmosphere where students from all backgrounds are welcomed.

96.4% of parents agree that the school is safe and secure.

92.9% of parents indicated that the school's main focus is the students.

Future Directions

The Instructional Educational Leadership model has become a pivotal component of Doonside PS success for all stakeholders. Maintaining the coaching and mentoring through the employment of an APC&I, DP and AP's not being attached to a class, has demonstrated success in many areas of the current strategic planning. Continuation would ensure that all students, staff and community achieve attainment and growth. To ensure systematic approaches and to focus on continuous improvement, these pivotal roles and positions will remain a priority for 2022.