

# 2022 Annual Report

## Matraville Public School



**MATRAVILLE PUBLIC SCHOOL**

**opportunity - excellence - success**

2502

# Introduction

The Annual Report for 2022 is provided to the community of Matraville 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.

## School contact details

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## Message from the principal

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Throughout 2022, I was extremely grateful to have the opportunity to lead Matraville Public School and to work closely with the students, teachers and families. 2022 enjoyed renewed creativity as, post covid and lockdown, some wonderful events and celebrations were revived including swimming carnival, athletics carnival and cross country, students represented the school at zone and regional levels in sport and debating, we've hosted various fundraisers such as the Colour Run and Easter Hat Parade and Raffle, the Art Show, kinder orientation programs and tours, a Multicultural Afternoon Tea, celebrated Book Week and had the first Mini Fete in 2 years, the PSSA sides represented the school so well each week. My first impressions of this school were through the amazing teachers, executive and support staff. I was instantly in awe of the enthusiasm, passion and drive to support the students every day. I have seen hours of work and a deep level of care and commitment to supporting your students. I want to say thank you for all you have done and continue to do, to ensure every student is known, valued and cared for.

To the incredible community, without the parents, carers, and families, the staff would not have been able to support the students with the same success, thank you for continued trust. This year as we returned to the school grounds, the Matraville school family relationships strengthened as partners in learning. Excellent support and commitment was demonstrated by the P&C. The success of their local fundraisers and activities is a testament to the strength of the P&C and their impressive commitment to Matraville PS. To Julie the President and the whole P&C team, thank you for all your constant support. The Matraville Public School students are a wonderful group of young people with so many unique and special strengths. Countless times students have helped a friend in need while demonstrating empathy and compassion for one another. The students have shown great strength in character and true resilience to keep working hard every day. The students recorded very pleasing results in the NAPLAN assessments this year, surpassing state average and similar or like school performances.

The school captains and leaders have shown dedication and support to the school and this is greatly appreciated. Congratulations to the student, staff and community achievements this year where everyone has grown and improved, students and teachers have taken steps forward and worked hard to achieve their goals. Everyone has demonstrated flexibility and creative thinking skills and found new levels of resilience and grit.

Thank you all for trusting me to briefly lead Matraville Public School as Relieving Principal. I have learned many things, met many wonderful children and their families, while having the pleasure of working alongside some wonderful teachers and staff members.

Jenny Morrison

Relieving Principal



## School vision

Matraville Public School empowers and values individual students as learners by promoting a culture of high expectations and a positive sense of belonging. Students are supported to achieve excellence and success through the implementation of evidence-based practices and explicit teaching. We strive to cultivate in our students the skills necessary to become lifelong learners who think critically and creatively, and are able to communicate and collaborate in a changing world. This creates a sense of belonging and positive wellbeing, in which our students can connect, succeed, thrive and learn.

## School context

Matraville Public School has an enrolment of 206 students. 78% of whom are from a language background other than English and representing approximately 35 different language groups. 4% of student cohort identifies as Aboriginal and/or Torres Strait Islander.

The school is characterised by its community's high regard for education and commitment to learning, and embraces the rich cultural makeup and the opportunities provided to build a strong and cohesive community. The school values and celebrates its diverse and inclusive community through the acknowledgement of special days and celebrations that involve local representatives. Bangla is offered as a Community Language to those students who are native speakers. The school facilities are also shared with a number of community language groups which are attended by members of the wider community.

Matraville Public School has a dedicated staff who are committed to providing positive and innovative learning experiences for all students. The staff work cohesively to support the school, its students and the diverse community. Parents and carers are valued partners in their children's education and are supportive of the school and its programs.

The school has a strong focus on supporting the educational, social and emotional wellbeing of all students. Extra curricula programs are available in areas such as dance, sport, public speaking, debating and chess. The school is a member of the Little Bay Community of Schools and works in partnership with four local primary schools, the local high school and the University of NSW. The school benefits from its close association with these partners, and the programs and initiatives which are shared across the community of schools.

Through the External Validation process conducted in 2020 and completion of a situational analysis, a number of areas to work towards improving across the school have been identified. There is a need to increase the effective use of data, including the analysis of data to determine strategies for differentiation for students across the full range of abilities. The implementation of formative assessment strategies will support students to take greater ownership and be more engaged in their learning. The school will work more closely with families to promote improved attendance in order to better engage students in the learning cycle and to promote a greater sense of belonging at school for all students. Evidence-based teaching practices will ensure teachers explicitly teach students. Through opportunities for collaboration, teachers will be supported to develop their teaching practice to maximise learning outcomes.

System-negotiated targets for reading and numeracy have been identified through the NAPLAN gap analysis. Progress and improvement measures have also been determined after careful consideration of baseline data relevant to other identified areas detailed in the Strategic Improvement Plan. The school will use a range of internal and external data and evaluation sources to regularly reflect on and evaluate progress towards the school's strategic directions to be achieved in this planning cycle.

## 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	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

To build strong foundations for academic success and maximise individual student learning outcomes across all key learning areas. Effective practices to collect, analyse and respond to data will be embedded into whole school practice, with the aim to inform teaching practices and respond to the learning needs of individual students.

### Initiatives

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

- Personalised learning
- Effective use of data

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$129,428.90

**Aboriginal background:** \$1,040.00

**Per capita:** \$7,640.00

**Refugee Student Support:** \$2,750.72

**Literacy and numeracy intervention:** \$28,065.90

**Beginning teacher support:** \$15,170.25

**Literacy and numeracy:** \$3,700.00

**New Arrivals Program:** \$31,187.00

**Professional learning:** \$16,082.56

**Socio-economic background:** \$27,700.00

**English language proficiency:** \$660.00

### Summary of progress

Strategic Direction One focused on personalised learning and effective use of data where teachers underwent professional learning to explicitly teach phonics K-2 aligning with the new syllabus requirements. The ongoing professional learning resulted in a consistent approach to the teaching of reading in all classes K-2. Collaborative planning of the literacy content ensured quality teaching in every classroom. Additional professional learning and resources were provided to implement the Minilit intervention program to support those students who were yet to meet the reading expectations in Stage One. Analysis of available data such as Check In, NAPLAN and PLAN2 identified a need to focus on mathematical vocabulary. Assistant Principals supported the teachers in the classroom to trial a range of teaching strategies to improve learning outcomes during maths lessons. A consistent approach was planned, observed and refined during collegial discussions, resulting in a common approach to the development of mathematical vocabulary across K-6. Stage Two classes implemented "Seven Steps to Writing Success" which has resulted in improved teacher confidence in the mechanics of teaching writing. Consistent planning and scaffolding across classes resulted in improved learning outcomes for the students.

### 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
36% of Year 3 and 5 students in the top 2 bands of NAPLAN numeracy	2022 NAPLAN data reports that 57.69% of Year 3 students achieved in the Top 2 bands for Numeracy indicating significant improvement from the 2021 data of 18.52%.  2022 NAPLAN data reports that 31.25% of Year 5 students achieved in the Top 2 bands for Numeracy indicating an improvement from the 2021 data of 29.17%.
68.9% of Year 5 students achieve expected growth in NAPLAN numeracy	Student growth data is not available for 2022 due to an absence of comparison data from the cancellation of the 2020 NAPLAN.
43.8% of Year 3 and 5 students in the	2022 NAPLAN data reports that 81.48% of Year 3 students achieved in the

top 2 bands of NAPLAN reading	Top 2 bands for Reading indicating significant improvement from the 2021 data of 22.22%.  2022 NAPLAN data reports that 37.50% of Year 5 students achieved in the Top 2 bands for Reading.
57.5% of Year 5 students achieve expected growth in NAPLAN reading	Student growth data is not available for 2022 due to an absence of comparison data from the cancellation of the 2020 NAPLAN.



2/3S enjoying their excursion

## Strategic Direction 2: Engagement and wellbeing

### Purpose

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To increase the level of engagement of our school community and create a school-wide, collective responsibility that is focused on high expectations and continuous improvement. Individual students will be valued and supported in their learning, creating a positive sense of belonging to the school.

### Initiatives

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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.

- Active learners
- Attendance

### Resources allocated to this strategic direction

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**Aboriginal background:** \$6,750.00

**Socio-economic background:** \$1,853.00

**Literacy and numeracy intervention:** \$8,310.63

**Integration funding support:** \$95,491.00

**Per capita:** \$4,000.00

**Flexible Funding for Wellbeing Services:** \$1,394.90

### Summary of progress

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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.

- Active Learners
- Attendance

This involved:

- QTSS allocation and collaborative "Teaching Sprints" used to support the professional development of staff through observations and collaboratively delivering lessons that ensure active student involvement across the key learning areas.

As a result:

-the struggle to fill all teaching positions in Semester 1 impacted our goal to increase the level of engagement of our school community and create a school-wide, collective responsibility that is focused on high expectations and continuous improvement. During Semester Two, individual students and their teachers were supported in learning and also by offering many different extra curricular activities such as our first Art Show, DanceSport, PSSA sport, Public Speaking competitions while encouraging the P&C to run many different social events that helped create a positive sense of belonging to the school.

Attendance of identified students improved from Semester One to Semester Two, with case management by the Home School Liaison Officer. However, our diverse population meant that many students travelled overseas to visit family, and students also avoided school when displaying Covid-like symptoms.

Next year the focus will be:

- A school-focused plan of professional learning in decodables using the SPELD resources, vocabulary teaching and Learning Sprints learned during teacher professional learning sessions means that all teachers will focus on effective teaching of phonics in line with the new curriculum, reading comprehension skills and also improving Mathematical vocabulary.

-Improving the development of the four domains within the High Performance and Gifted Education policy. This will allow students demonstrating giftedness or the potential to excel in these areas to be recognised and then challenged to meet their full potential.

-Attendance will continue to be monitored with administration processes improved through the implementation of Compass across K-6. Office staff and teachers will continue to be trained in the products available in Compass to assist in the improvement of attendance.

## 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
89.8% of students report positive wellbeing according to the Tell Them From Me survey data	Tell Them From Me data indicates 100% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Increase percentage of students reporting they are interested and motivated in their learning according to the Tell Them From Me survey data from the previous year	There was an increase in the percentage of students reporting that they are interested and motivated in their learning, from 98% in 2021 to 100% in 2022, according to the Tell Them From Me survey data.
77.5% of students report a positive sense of belonging according to the Tell Them From Me survey data	Tell Them From Me data shows 71% of students reported a positive sense of belonging. This represents a slight decrease from the previous year. Strategies will be implemented throughout 2023 to offer a chance for increased student and community voice in school decisions.
77.8% of students attend school 90% or more of the time	64.3% of students were attending greater than 90% of the time in Semester Two. Many students have taken the opportunity to visit relatives and friends interstate or overseas due to the reopening of borders following COVID-19 restrictions. COVID 19 is still circulating within our community, reducing student attendance due to illness.

## Strategic Direction 3: Effective teaching practices

### Purpose

To embed systems for collaboration and feedback to ensure high-quality and explicit teaching practices across the school. The implementation of evidence-based teaching strategies to optimise learning progress for all students will be prioritised.

### 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
- Collaborative practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$600.00

**Literacy and numeracy:** \$1,447.99

**Per capita:** \$40,500.00

**QTSS release:** \$39,000.00

**English language proficiency:** \$125,869.70

### Summary of progress

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
- Collaborative practice

This involved:

- QTSS allocation and collaborative "Teaching Sprints" used to support the professional development staff through observations and collaboratively delivering lessons, across the key learning areas.

- Executive team attended LEED training to focus on data collection to enhance current practices across the network of schools and then shared these skills with teachers throughout the year.

As a result:

-the struggle to fill all teaching positions in Semester 1 impacted new staff attending observation lessons and engaging in team teaching/ coteaching as identified. Creative use of Teacher Professional Learning days and after school professional learning opportunities ensured the knowledge was passed on, with opportunities to collaborate with other staff members. Semester Two allowed time for our K-2 staff to observe others and engage with new curriculum training.

Next year the focus will be:

- A school-focused plan of professional training in decodables using the SPELD resources, vocabulary teaching and Learning Sprints learned during teacher professional learning sessions means that all teachers will focus on effective teaching of phonics in line with the new curriculum, reading comprehension skills and also improving mathematical vocabulary.

### 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
SEF - Sustaining & Growing in Teaching > Effective Classroom Practice > Explicit teaching	Teachers are skilled at explicit teaching techniques such as introducing decodables, teaching comprehension and working collaboratively with colleagues to identify students' learning needs, and use a range of explicit

SEF - Sustaining & Growing in Teaching > Effective Classroom Practice > Explicit teaching	strategies such as learning intentions/ success criteria to explain and break down knowledge.
SEF - Sustaining & Growing in: Teaching > Learning and Development > Collaborative practice and feedback.	Teachers participate in learning sprints where they engage in professional discussion on best practice and collaborate to plan teaching strategies that improve learning outcomes of their students. Assistant Principals and teaching colleagues negotiate observations of classroom teaching practice, offering feedback, to improve professional knowledge and practice.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,750.72</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All refugee students have improved their decoding skills with the assistance of an SLSO in phonics based program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The continuation of personalised learning focusing on phonics and advancing to decodable readers.</p>
<p>New Arrivals Program</p> <p>\$31,187.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Matraville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students access the curriculum, successfully participate in learning alongside their peers in mainstream classes and engage confidently in the broader Australian community.</p> <p><b>After evaluation, the next steps to support our students will be:</b> individualised teaching programs will be offered to newly arrived EAL/D students.</p>
<p>Integration funding support</p> <p>\$95,491.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Matraville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• Flexible equity funding to support students through purchasing sensory toys, library books and learning tools.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school</p>

<p>Integration funding support</p> <p>\$95,491.00</p>	<p>achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Socio-economic background</p> <p>\$30,153.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Matraville Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective use of data</li> <li>• Attendance</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support Reading Engagement in the school through regular use of the Library. .</li> <li>• Community Language teacher released to increase community engagement through networking with Multicultural Centre with doctor visits and Community Afternoon Tea.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Tell Them From Me Student responses expressed a sense of advocacy at school increased From 89% in 2021 to 95% in 2022 Premier's Reading Challenge participation increased from 55% in 2021 to 82% in 2022. Student growth in the New Arrivals cohort positive due to regular engagement with Reading Eggs. Teacher confidence increased through the use of the teacher resources available with the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue cultural activities that include students and families so that strong community networks are formed. Continue to promote and encourage student participation in the Premier's Reading Challenge as a tool to increase reading engagement. Continue to support New Arrivals through the use of Reading Eggs with support from the New Arrivals Teachers.</p>
<p>Aboriginal background</p> <p>\$7,790.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Matraville Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the</p>

<p>Aboriginal background</p> <p>\$7,790.00</p>	<p>welcoming and informal setting. Tell Them From Me data indicated 100% of Aboriginal students feeling like they will succeed at school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Engaging Cultural Resident to deliver appropriate support to Aboriginal students and enhance classroom programs of teachers.  Continuing to create PLPs for each student with support of the Cultural Resident and families.  Continue to host local AECG meetings to maintain community connections. These meetings will be promoted to the community to increase parent attendance.</p>
<p>English language proficiency</p> <p>\$126,529.70</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Matraville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective use of data</li> <li>• Collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  student progress showing high growth on the EAL/D learning progressions, with 96% of EAL/D students achieving expected or above expected growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning as part of our AP C&amp;I interventions. .</p>
<p>Low level adjustment for disability</p> <p>\$129,428.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Matraville Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• targeted students are provided with an evidence-based intervention, Minilit, to increase learning outcomes.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  an increase of students achieving at or above expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Internal school data was analysed to allocate funding as needed resulting in the use of Minilit for all students performing below grade expectations.</p>

<p>Low level adjustment for disability</p> <p>\$129,428.90</p>	<p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment of trained SLSOs who can implement Minilit. PAT data will continue to be analysed to track growth.</p>
<p>Professional learning</p> <p>\$16,082.56</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Matraville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Effective use of data</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaging Third Party providers to unpack evidence-based approaches such as SPELD, Seven Steps to Writing Success, to teach writing and explore modelled, interactive, guided and independent writing.</li> <li>• Improving knowledge of assessment tools on PLAN, through online training and release from class to implement the test.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Differentiated teaching through on-going formative assessment followed by targeted Literacy and Numeracy programs for all students following the new K-6 Curriculum and also for those students identified as performing below the expected level for their stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Engagement of additional teaching staff using other flexible funding to extend professional learning opportunities to expand the implementation and use of reading and numeracy assessments with differentiated teaching programs used in classrooms.</p>
<p>Literacy and numeracy</p> <p>\$5,147.99</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Matraville Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Effective use of data</li> <li>• Explicit teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy for our EAL/D and NAP students</li> <li>• staff training and support in literacy and numeracy data analysis, with Learning Sprint goals selected.</li> <li>• resources to support the quality teaching of literacy and numeracy with support offered throughout QTTS time.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 100% of K-2 teachers teaching using decodable readers, with MiniLit as an intervention tool for those needing remediation. All K-6 classrooms have been surveyed and provided with hands on measurement equipment to support the development of appropriate vocabulary. K-6 teachers included in QTTS support with collegial visits and feedback provided around the teaching of literacy and numeracy. Students have been assessed using the Phonics Screener, Interview for Student Reasoning, Sparkle (K-2) Reading and Benchmarks (3-6). Growth has been tracked using the progressions.</p>

<p>Literacy and numeracy</p> <p>\$5,147.99</p>	<p><b>After evaluation, the next steps to support our students will be:</b>  Support will be provided around data analysis by the newly appointed APCI (Assistant Principal Curriculum and Instruction) so teachers make best use of the data available.  Collegial class visits and feedback sessions will continue as a professional learning and goal setting activity.  Decodables and relevant reading assessments will be used to teach reading across K-6.  Assessment practices will be finetuned and reviewed to ensure useful data is collected and then used.</p>
<p>QTSS release</p> <p>\$39,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Matraville Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs.</li> <li>• additional teaching staff to implement quality teaching initiatives.</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  K-2 and 3-6 assistant principals have visited classrooms weekly, working alongside teachers to improve practice around the selected Learning Sprints. Middle leaders have grown in their instructional leadership capacity with skills developed with the support of the Principal.  Teachers have expressed feeling more comfortable with the leadership team working within rooms while also creating collaborative units of work that are shared with others.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  The staff will continue to work collaboratively to review data to create shared units of work that allow for team teaching with EAL/D and LaST staff.  The newly appointed APCI will work with middle leaders to continue to develop data skills so these can be shared with classroom teachers.  Collegial classroom visits will continue as part of the Professional Development Plan for all teachers.</p>
<p>Literacy and numeracy intervention</p> <p>\$36,376.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Matraville Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised learning</li> <li>• Effective use of data</li> <li>• Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices.</li> <li>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy.</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Literacy and numeracy intervention</p> <p>\$36,376.53</p>	<p>Roll out of the K-2 curriculum with use of example units of work being trialled in classrooms with peer observations allowing professional dialogue to occur.</p> <p>Professional learning around the new IFSR assessments means all teachers have implemented these assessments within their classes. Relevant mathematics resources have been purchased and used in classrooms to allow for mathematical vocabulary development. The School Magazine has been purchased and used by all 3-6 classes, exposing students to a variety of texts that have been used as a focus for improving comprehension.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Students will continue to use School Magazine with a focus on improving comprehension skills.  Teachers will continue to support each other through collaborative planning and peer teaching of the new curriculum.  Minilit will continue to be used as an intervention tool alongside the new decodable resources.</p>
<p>COVID ILSP</p> <p>\$75,520.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition.</li> <li>• development of resources and planning of small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All students K-2 were assessed and intervention provided to those who needed support.  SLSOs were trained to implement the Minilit program with a COVID ILSP teacher reviewing the lessons and providing the resources.  Mathematics support was given to students as part of a differentiated lesson within their own class. CILSP teachers prepared small group activities to support the classroom teacher's scope and sequence.  CILSP students were tracked along selected progressions with all students showing growth in both numeracy and literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To maintain the CILSP funded programs with a focus on data analysis and differentiation for all selected students with continual tracking occurring.  In-class support of mathematics resulted in improved learning outcomes for students, so a similar model will be offered with support of the APCI to ensure data is used to assist goal setting for students.</p>



Having a wonderful time in the library.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	129	109	109	118
Girls	100	86	97	102

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.6	93.7	94.9	84.3
1	90.4	90.9	94.8	85.7
2	90.0	89.8	93.5	90.2
3	88.5	91.1	93.1	86.7
4	89.7	93.7	91.8	87.8
5	90.3	91.7	94.8	85.7
6	91.7	90.8	91.7	88.3
All Years	90.6	91.5	93.4	86.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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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)	2
Classroom Teacher(s)	8.12
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.42
Other Positions	0.6

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	725,959
<b>Revenue</b>	2,771,519
Appropriation	2,664,381
Sale of Goods and Services	950
Grants and contributions	98,616
Investment income	5,873
Other revenue	1,700
<b>Expenses</b>	-2,793,429
Employee related	-2,441,264
Operating expenses	-352,165
<b>Surplus / deficit for the year</b>	-21,910
<b>Closing Balance</b>	704,049

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	98,242
<b>Equity Total</b>	294,399
Equity - Aboriginal	7,740
Equity - Socio-economic	30,325
Equity - Language	126,530
Equity - Disability	129,805
<b>Base Total</b>	1,810,175
Base - Per Capita	52,052
Base - Location	0
Base - Other	1,758,123
<b>Other Total</b>	225,159
<b>Grand Total</b>	2,427,974

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Matrville Public School has an ongoing commitment to seeking, reviewing and implementing change through feedback from the community. In 2022, feedback was sought from the community through a variety of surveys.

### Staff

School strengths identified by staff through the survey included:

- teachers actively evaluate, share and discuss learning from targeted professional development with other staff in our school to improve whole school practice.
- teachers engage in professional discussion and collaborate to improve teaching and learning in their classes.
- staff recognise that student wellbeing and engagement are important conditions for learning.

Areas for future focus identified by staff were:

- building skills in the analysis and interpretation of data.
- implementing our whole school planned approach to wellbeing consistently across the school.
- engaging students and families in establishing a high expectations culture.

### Families

In 2022, our families completed the Tell From Me Survey.

School strengths identified by families through the survey included:

- Families indicated that reports about their child's progress was written in terms they could understand.
- Parents expressed that families could 'Speak easily with their child's teacher about learning'.

Areas for future focus identified by families were:

- Continuing to communicate with families about the social and emotional development of their child
- Informing families about academic progress beyond the school report
- Increasing communication about positive student behaviour

### Students

The areas identified by students as key strengths of our school in comparison to others were:

- A high percentage of students that express high belonging and high expectations
- A lower percentage of students express a sense of belonging as compared to 2021.
- A high percentage of students at our school express expectations for success as compared to the State and similar schools.

Areas for future focus identified by students include:

- increasing the connection between classroom instruction and their everyday lives.
- increasing student sense of belonging at school through seeking student voice around decision making.
- Continuing to enhance student understanding about the connection between education and success in life.



First day back at Matraville Public School

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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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.