

2022 Annual Report

Mayfield East Public School



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Introduction

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

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

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School vision

We grow and learn together to be confident, creative individuals, learning today and leading tomorrow.

School context

Mayfield East Public School is a dynamic school situated approximately 6km from Newcastle, on Awabakal Country. Established in 1858, it has a long and proud tradition of strong community support, with an active and supportive Parents and Citizens' Association. The school nurtures a sense of belonging and involvement, where success across academic, social and emotional arenas is celebrated. We encourage sustainable and healthy practices through our long-established Stephanie Alexander Kitchen Garden Program, and a strong focus on wellbeing as students are supported through a range of programs and initiatives which includes a school-funded Student Wellbeing Support Officer.

Our school is committed to developing a future-focused mindset, including teaching in flexible learning spaces, with an emphasis on the 4Cs - Creativity, Collaboration, Communication and Critical Thinking. Mayfield East Public School is a proud and active member of Callaghan Education Pathways and the Muloobinbah AECG; we work collaboratively with our learning community to maximise opportunities for our students.

Our school's context has changed significantly since the previous plan, with enrolments increasing by almost 20% over the past 4 years, with a student population of 296. The school's FOEI has also decreased significantly, moving from 93 in 2017 to 64 in 2020. 8% of our students identify as Aboriginal or Torres Strait Islander and 5% have a Language Background Other Than English. Our staff is a mix of early career and highly experienced teachers, all with a wide range of skills, and both staff and parents hold high expectations for our students. We appreciate and value the diversity and individuality of every single member of our community.

In 2020 the school completed a robust situational analysis that identified three areas of focus for this Strategic Improvement Plan. They are:

- Effective, quality literacy and numeracy strategies which are evidence-based and data-driven to ensure growth and attainment is maximised for every student
- Increased opportunities for collaborative practice among teachers to share best practice, seek feedback and develop and implement high quality consistent programs across the school
- Strengthening engagement and connections. This includes recognising and celebrating individuals through increased differentiation across all domains, support for high potential and gifted students, building strong connections to culture for our Aboriginal students, providing wider opportunities for student voice, and further individualising professional learning for staff.

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

Strategic Direction 1: Student growth and attainment

Purpose

To ensure quality teaching and learning is driven by data-informed and evidence-based practices to make sure every student improves every year.

Initiatives

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

- Effective, Quality Reading and Numeracy Practices
- Supporting Student Growth

Resources allocated to this strategic direction

Primary Maths Specialist Teacher Initiative: \$59,957.00

Low level adjustment for disability: \$119,882.21

Literacy and numeracy intervention: \$48,266.80

Socio-economic background: \$43,714.00

Aboriginal background: \$14,485.00

New Arrivals Program: \$17,070.00

English language proficiency: \$11,644.00

Refugee Student Support: \$1,375.00

Per capita: \$20,508.00

Literacy and numeracy: \$8,980.00

Summary of progress

Effective, Quality Reading and Numeracy Practices

- Targeted and ongoing whole school numeracy and reading professional learning, including strategies such as Teaching Sprint cycle, observations, collaborative planning and co-teaching.
- Ongoing formative assessment strategies need to be embedded to ensure consistent teacher judgment and targeting students at their point of need
- Data: Teacher and student surveys, lesson observation notes, Teaching Sprint plans, planning proformas, NAPLAN data, Best Start data, PLAN2 data, formative and summative assessment data.
- Providing expectations to staff for gathering formative assessment data and impact on teaching programs.
- Matching colleagues for demonstrations and observations based on expertise levels. Sharing new teaching practices with parents and community.

Supporting Student Growth

- Additional staff employed for targeted interventions to support student learning which strengthened orientation and transition programs for identified students.
- Improved planning and communication between classroom teachers, Learning wellbeing team and parents / carers.
- Screening of Kindergarten and targeted support strategies to staff by UoN Occupational Therapy students. Early Intervention with fine and gross motor skills to support learning

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
In 2022, students will achieve at or above the lower bound system negotiated target of 33.6% in the Top 2 Bands in Numeracy	In 2022, 31.17% of students achieved in the Top 2 Bands of Numeracy which is slightly below the target of 33.6%. However, students have demonstrated growth in a positive mindset towards mathematics and improvement in reasoning and problem-solving.
In 2022, students will achieve at or above the lower bound system	In 2022, 45.57% of students achieved in the Top 2 Bands of Reading which is slightly below the target of 45.57%.

<p>negotiated target of 45.7% in the Top 2 Bands in Reading.</p>	
<p>In 2022, ensure the proportion of Aboriginal students achieving in the Top 3 Bands in Numeracy is equivalent to or exceeds the progress achieved by the 2021 state average of Aboriginal students achieving in the top 3 bands in Numeracy of 34.24%</p>	<p>Due to the small cohort size, including a shared enrolment and transient students, we were unable to achieve this target as students were not on site and data was unreliable.</p>
<p>In 2022, ensure the proportion of Aboriginal students achieving in the Top 3 Bands in Reading is equivalent to or exceeds the progress achieved by the 2021 statistically similar school groups of 50% of students achieving in the top 3 bands for Reading</p>	<p>Due to the small cohort size, including a shared enrolment and transient students, we were unable to achieve this target as students were not on site.</p>
<p>In 2022, students will achieve at or above the lower bound system negotiated target of 63.7% in the Top 2 Bands in Numeracy</p>	<p>No NAPLAN assessment in 2020, therefore expected growth cannot be measured.</p>
<p>In 2022, students will achieve at or above the lower bound system negotiated target of 60.6% expected growth in Reading</p>	<p>No NAPLAN assessment in 2020, therefore expected growth cannot be measured.</p>

Strategic Direction 2: Engaging, high quality teaching and learning

Purpose

To drive and implement best practice in teaching and learning based on research, continuous improvement, and high expectations for all.

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.

- Collaborative Practice
- Quality Teaching and Learning Programs

Resources allocated to this strategic direction

Low level adjustment for disability: \$3,636.80

Per capita: \$51,000.00

Professional learning: \$24,000.00

QTSS release: \$56,541.00

Accelerated Adopter program: \$17,245.00

Aboriginal background: \$0.00

Summary of progress

Collaborative Practice

- **Accelerated Adopters - new curriculum**

- Programs implemented the new K-2 syllabus in Stage 1 for planning, assessment and reporting as part of the Accelerated Adopters program.
- Lessons and units were differentiated and feedback submitted to curriculum reform.
- Curriculum planning, differentiation and assessment was completed using the new syllabus documents.

- **Impact Meetings**

- Teachers used Plan and school data to target students at their point of need. They devised specific curriculum targets and planned high impact strategies to support these students.
- Teachers monitored the progress of these target students and plotted the data on Plan. Whole school professional learning engaged teachers with whole stage discussions around impact meeting to refine and differentiated planning.

Quality Teaching and Learning Programs

- **Aboriginal Pedagogies**

- Training was delivered on Aboriginal pedagogies and perspectives to all staff. Planning documents were adjusted to reflect 8 ways. Teachers differentiated programs to plan and deliver Aboriginal pedagogies and perspectives. Launch, Explore, Summarise model used for programming in mathematics K-6.

- **Primary Mathematics Specialist Teacher Initiative**

- All teachers presenting Number Talks in mathematics lessons and using formative assessment strategies.

- **LWBT Restructure**

- Heggerty phonemic and phonological awareness units Incorporated into Learning and Support Classes
- Reading Intervention teachers working with Tier 3 students in reading.
- Case Management approach with Learning Support team becoming the Learning and Wellbeing Team.

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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
<p>By the end of 2022, all teaching and learning programs will describe what all students are expected to know, understand and do, with clear evidence of differentiation across the spectrum of needs. Programs will have Aboriginal pedagogies and perspectives consolidated as a result of Aboriginal Education Team professional Learning and consequent staff PL.</p>	<p>We added Aboriginal pedagogies, 8 ways to all Planning documents.</p> <p>We differentiated programs to meet the needs of all students with individual plans.</p> <p>Accelerated Adopters, Stage 1, provided evidence of differentiation and feedback to Curriculum Reform.</p>
<p>By the end of 2022, all classroom and learning support teachers have been provided with professional learning and targeted in-class support that builds teachers' understanding of effective strategies in teaching numeracy vocabulary, skills and knowledge via the strategy of "Number Talks".</p>	<p>All classroom and learning support teachers were delivered training in Number Talks.</p> <p>Demonstration lessons were delivered to all teachers.</p> <p>Peer observation and feedback was timetabled and delivered with Number Talk lessons.</p>
<p>By the end of 2022, regular Stage based "Impact meetings" will ensure that all teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, stages and teams. School systems and structures will support teachers to regularly focus on identified students and track their improvement via teaching sprint focusses to improve their own professional knowledge and practice.</p>	<p>All teachers identified students to target with impact meetings. Teachers developed goals for their target group of students. The progress and achievements of these target students was monitored and tracked through PLAN.</p>

Strategic Direction 3: Empowering connections, nurturing potential

Purpose

To nurture and empower a learning culture that is collaborative, dynamic and responsive to the needs of all learners.

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.

- Student Wellbeing
- Connections

Resources allocated to this strategic direction

Professional learning: \$10,070.00

Aboriginal background: \$0.00

Summary of progress

Student Wellbeing

* MEPS conducted a review of whole school wellbeing initiatives to ensure consistent approach and language was being used.

* Life Skills GO! was a social and emotional wellbeing program introduced to support student self-regulation and resilience.

Connections

* Aboriginal Pedagogies (8 Ways) professional learning completed by all Mayfield East staff and 8 ways programming template developed and introduced. We need to continue to monitor programming documentation and implementation to ensure appropriate at accurate use of 8 Ways at MEPS.

* Whole school events and incursions, such as successful Yarn Afternoons were coordinated with Aboriginal community members and the Awabakal Language program integrated into daily and weekly routines.

* Student-led conferences were conducted in Term 3 and students presented learning goals and work samples to parents/carers.

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
By 2022, at least 87% of students attend school \geq 90% of the time.	In 2022 the school did not reach the attendance target. The school had 67.8% of our students attending $>$ 90%. Although the target was not met, the attendance data exceeded the state, network and similar schools' data.
By the end of 2022, at least 91.4% of students will report a positive sense of wellbeing and connection at our school on the Tell Them From Me Survey	The 2022 Tell Them From Me data indicated that 74% of students felt a sense of connection at the school. Although the school did not meet the target, this data does indicate an upward trend for students sense of belonging. A school based wellbeing survey on students grades 1-6 indicated 93% of students reported a sense of belonging at Mayfield East Public School.
Well-developed and evidence-based approaches, programs and assessment processes identify, regularly monitor and review individual student learning needs.	Student learning needs were identified regularly monitored and reported through SLSP, PLP, parent/teacher interviews and student-led conferences. We did not meet our target of students identifying a staff member who they can go to support, as the primary school environment fosters positive classroom teacher and students' relationships as identified in TTFM.

The school is organised so that all students can identify a staff member who can provide advice, support and assistance to help students fulfil their potential.

Teachers trained via CEPAET to implement 8 ways of learning into school programming

Awabakal language is introduced and key words embedded across the school in common usage

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,375.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • additional staffing for targeted interventions to support student learning • strengthening orientation and transition program for identified students <p>The allocation of this funding has resulted in the following impact: We have been able to support students to adjust to new school environment and support with literacy and numeracy activities making adjustments due to trauma background of student. Also allowed for increase Professional Learning on impact of trauma on learning for classroom teachers and also teaching strategies for Refugee students.</p> <p>After evaluation, the next steps to support our students will be: Source and employ SLSO(s) with required language skills and empathy / understanding with families. Increased PL for classroom teachers. and EAL/D teacher</p>
<p>New Arrivals Program</p> <p>\$17,070.00</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 Mayfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employ specialist EAL/D to support New Arrivals at MEPS <p>The allocation of this funding has resulted in the following impact: Specialist and individual support for New Arrivals at MEPS, allowed for a smoother transition for families into MEPS. Allowed for a more accurate indication of Literacy and Numeracy ability with students and Professional Learning for classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Investigate overlap with needs of refugee arrivals and New Arrivals to provide identified support for learning needs.</p>
<p>Integration funding support</p> <p>\$213,635.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Mayfield East Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs

<p>Integration funding support</p> <p>\$213,635.00</p>	<ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release for targeted professional learning around [course] • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Improved planning and communication between classroom teachers, Learning wellbeing team and parents / carers * Higher success rate in Access Request applications * Reduced student wellbeing "negative" incidents * ability to employ extra School Learning Support Officers (SLSOs) to support student learning <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Increased release for School Learning Support planning meetings * Review and implement training for SLSOs * Employ more SLSOs
<p>Socio-economic background</p> <p>\$43,714.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Mayfield East Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • professional development of staff through Heggerty's strategies to support student learning • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increased participation of students in lower economic quartiles in student activities * Achieving attendance Goals for students a higher percentage of students * Intervention programs for Tier 2 and Tier 3 readers <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Improved evidence collection and data analysis of impact of intervention programs compared against Socio economic background indicators * VCOP / Big write program in 2023 to address lack of exposure to writing.
<p>Aboriginal background</p> <p>\$14,485.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Mayfield East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth • Quality Teaching and Learning Programs • Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for

<p>Aboriginal background</p> <p>\$14,485.00</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Positive learning outcomes for Aboriginal students as indicated in PAT and NAPLAN data * Aboriginal students being support in literacy and numeracy through targeted differentiated learning in individual, small group and whole class settings. * Strong Personalised Learning Pathways (PLPs) were established by creating meaningful relationships with families. and our Aboriginal Education Team. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to attempt employ an Aboriginal AEW to support students with cultural identity and also literacy and numeracy support. * The school will also attempt to allocate funds to increase LaST support for Aboriginal students in literacy and numeracy. * Implement the strategies used in the Learning Eco-systems professional learning to improve the learning outcomes for Aboriginal students. * Develop resources for the teaching Awabakal language in 2023. * To train staff in Connecting to Country and Aboriginal Pedagogies in order to ensure a deep understanding of how to support our Aboriginal students. * Funding will continue to be used to support students in data driven, differentiated learning.
<p>English language proficiency</p> <p>\$11,644.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Mayfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Employment of specialist EAL/D teacher to support students and classroom teacher * Increased awareness of support strategies for EAL/D students at MEPS * Increased enrolment of EAL/D students at MEPS <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Improve consultation with Callaghan Network EAL/D consultants * Increased PL for Classroom teachers on EAL/D learning and assessment strategies in the classroom
<p>Low level adjustment for disability</p> <p>\$123,519.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Mayfield East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Quality Reading and Numeracy Practices • Supporting Student Growth • Quality Teaching and Learning Programs

<p>Low level adjustment for disability</p> <p>\$123,519.01</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increased number of students gaining learning interventions * More specific professional learning for classroom teachers in Literacy and Numeracy support strategies * OT screening and targeted support programs for all of Kindergarten and Identified Year 1 students <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue links with University of Newcastle Occupational Therapy and Speech Pathology school intervention programs in 2023 * Continue to employ Learning and Support teacher and literacy support teacher as much as funding will allow.
<p>Professional learning</p> <p>\$34,070.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Mayfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and Learning Programs • Student Wellbeing • Connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provide PL for staff in areas of teaching mathematics in K-6 environment • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • Allow for increasing skills of staff in teaching Reading comprehension in particular with Tier 2 words <p>The allocation of this funding has resulted in the following impact:</p> <p>Increased confidence and skill of school executive to support teacher skill in the teaching of writing in mainstream classrooms. Implementation of Number talks as a consistent strategy macros the school. Focus on Tier 2 words in improving student reading comprehension.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Investigate the introduction of "Big Write / VCOP" writing strategy at MEPS. Continue with specialist teaching of Mathematics. Focus on the introduction of New Curriculum 3-6 in 2024. Consolidate K-2 New Curriculum in 2023</p>
<p>Literacy and numeracy</p> <p>\$8,980.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Mayfield East Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$8,980.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Increased support for students by employment of Part-time Assistant Principal to work with staff on evidence based strategies in programming and assessment * Achievement of Literacy School Improvement targets <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Focusing on strategies to improve achievement of students in Years 4 & 5 in Numeracy top two bands in NAPLAN
<p>QTSS release</p> <p>\$56,541.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Mayfield East Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and Learning Programs <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <p>Implementation of classroom walkthroughs and Number Talks within the context and professional dialogue of the school. The commencement of learning walks across the school.. APs were available to demonstrate teaching strategies and also observe and support teachers with classroom practice and teaching strategies.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Coordinate timetabled release time each fortnight for AP and Classroom Teacher to reflect on teacher practice , programming, data and improving student learning outcomes. Release APs in Block release (one day per week) to allow for effective time management.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Mayfield East Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Quality Reading and Numeracy Practices • Supporting Student Growth <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • engagement of literacy and numeracy interventionist to provide personalised learning to identified students and embed differentiation strategies across whole school practice

<p>Literacy and numeracy intervention</p> <p>\$48,266.80</p>	<ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: The employment of 3 part-time staff to conduct the identification of, deliver specific withdrawal tutoring support for, and evaluation of, intensive learning support activities for students. This was in face to face and learning from home environments. The majority of the students in the program achieving significant progress towards their learning goals. Year 3 students answered 63% of Reading questions correctly in the 2022 Check In Term 4, which is on par with the State average and higher than the Year 3 cohort overall. Educators using PLAN2 effectively to plan, observe and monitor student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ tutors to support students, but increase the program within the classroom itself with support more aligned to classwork. To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The model of having CILSP educators working in classrooms has minimised disruption to students and will be utilised again in 2023.</p>
<p>COVID ILSP</p> <p>\$81,813.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: The employment of 3 part-time staff to conduct the identification of, deliver specific withdrawal tutoring support for, and evaluation of, intensive learning support activities for students. This was though in class team teaching and withdrawal modes. The majority of the students in the program achieving significant progress towards their learning goals. Year 3 students answered an increased number of Reading questions correctly in the 2022 Check In Term 4, as opposed to the previous year. Educators using PLAN2 effectively to plan, observe and monitor student learning</p> <p>After evaluation, the next steps to support our students will be: Continue to employ tutors to support students, but increase the program within the classroom itself with support more aligned to classwork. To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The model of having CILSP educators working in classrooms has minimised disruption to students and will be utilised again in 2023 if funding is made available.</p>
<p>Primary Maths Specialist Teacher Initiative</p> <p>\$59,957.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mayfield East Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective, Quality Reading and Numeracy Practices <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • Professional Learning and modelling of Number Talks by PMSTI teacher • Teaching Sprints focused on 'Number Talk strategy and data • Data and evidence analysis

<p>Primary Maths Specialist Teacher Initiative</p> <p>\$59,957.00</p>	<p>The allocation of this funding has resulted in the following impact: There has been a growth in teacher consistency and understanding that learning is an active process where students construct their own ways of knowing (developing understanding) through social interactions with peers and individual learning differences. There has been a growth in consistency and understanding of teacher pedagogy in Number Talks. 92.3% of staff found the Term 2 SDD presentation on effective teaching practices in mathematics useful in improving teacher and student understanding. Staff feedback showed a further interest in professional learning in mathematics and demonstration lessons in Number Talks. Staff expressed an interest in learning new strategies in mathematics teaching and stated that the professional learning presented was 'practical and useful'. The MEPS PMSTI Team has a member from each Stage</p> <p>There has been a growth in student confidence in participating in mathematical discussions due to frequent Number Talks presented in Stages 1-3. This has been noted in the way students are engaged in discussions that boost their communication skills and mathematical reasoning.</p> <p>The noted benefits of Number Talks for students:</p> <ul style="list-style-type: none"> • Increase number sense. • Develop speaking and listening skills. • Helps students “understand” math facts instead of just memorising answers. • Supports students to see there is more than one way to solve a math problem. • Allows all students to “see” the thinking of their peers. • Teaches students to use numbers flexibly. <p>After evaluation, the next steps to support our students will be: Due to new research of best practice in teaching mathematics, there will be a need for ongoing and consistent professional development in 2023. Collaborative activities including data analysis, collegial discussions and co-planning opportunities will be provided in 2023 to support teachers professional learning with a focus on improved student outcomes. Ongoing instructional leader support including collegial planning and discussions, professional development, lesson demonstrations and observations will need to continue in 2023.</p>
<p>Per capita</p> <p>\$71,508.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mayfield East Public School</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Supporting Student Growth • Quality Teaching and Learning Programs <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Purchase of extra Literacy and Numeracy resources. (Readers and maths kits) in every class • Employ extra reading intervention teacher to supplement classroom programs <p>The allocation of this funding has resulted in the following impact: * Ability to supplement the availability of learning programs across the school * Employment of specialist Intervention teacher and LaST to support Learning Support across the school.</p> <p>After evaluation, the next steps to support our students will be: Depending on COVID -19 funding, the amount of extra learning support and resources we can provide to students.</p>
<p>Accelerated Adopter program</p> <p>\$17,245.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Mayfield East Public School</p>

Accelerated Adopter program

\$17,245.00

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Quality Teaching and Learning Programs

Overview of activities partially or fully funded with this allocation include:

- Programs implemented the new K-2 syllabus in Stage 1 for planning, assessment and reporting as part of the Accelerated Adopters program.
- Lessons and units were differentiated and feedback submitted to curriculum reform.
- Curriculum planning, differentiation and assessment was completed using the new syllabus documents.

The allocation of this funding has resulted in the following impact:

* Accelerated Adopters, Stage 1, provided evidence of differentiation and feedback to Curriculum Reform.

* Units of work were created to share with other schools for the implementation of the bK-2 New curriculum in 2023

After evaluation, the next steps to support our students will be:

Adapt and implement the units of work in 2023

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	130	132	135	134
Girls	124	127	148	154

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.9	94.7	95.6	90.4
1	95.3	93.5	93.8	91.7
2	94.2	92.7	92.7	91.6
3	93.1	93.3	95.3	90.6
4	93.5	94.2	94.1	91.4
5	94.9	92.3	94.4	89.3
6	93.8	91.6	93.8	88.6
All Years	94.3	93.3	94.3	90.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.5
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	145,905
Revenue	3,344,791
Appropriation	3,089,923
Sale of Goods and Services	70,467
Grants and contributions	181,753
Investment income	2,349
Other revenue	300
Expenses	-3,265,661
Employee related	-2,906,452
Operating expenses	-359,209
Surplus / deficit for the year	79,130
Closing Balance	225,035

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	178,619
Equity Total	180,721
Equity - Aboriginal	14,485
Equity - Socio-economic	31,073
Equity - Language	11,644
Equity - Disability	123,519
Base Total	2,270,381
Base - Per Capita	71,508
Base - Location	0
Base - Other	2,198,872
Other Total	253,794
Grand Total	2,883,515

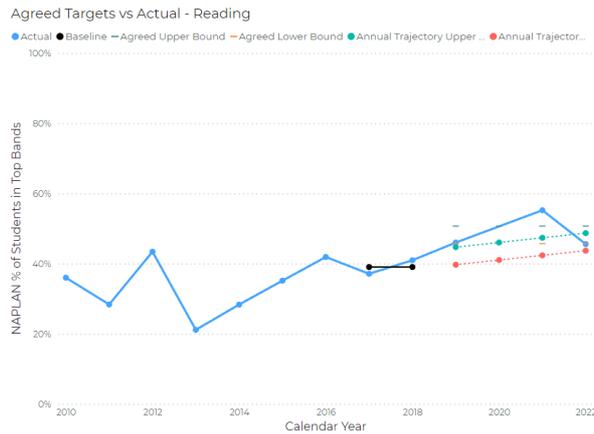
Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

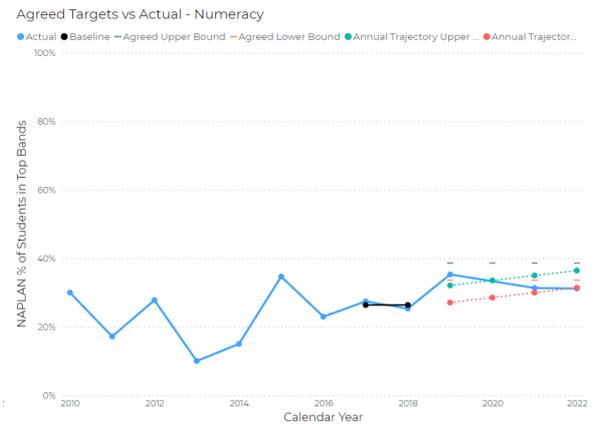
In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

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.

Due to cancellation of NAPLAN in previous years, we are unable to determine reading and numeracy school performance growth targets in NAPLAN results. The school did achieve within its performance target with 45.57 % of students achieving in the top 2 bands in reading and 31.17% in numeracy.



Achievement of school NAPLAN performance targets in Reading.



Achievement in school NAPLAN performance targets in Numeracy

Parent/caregiver, student, teacher satisfaction

- Overall positive comments on how the school has tried to support families. Through the school newsletter I have encouraged parents/carers to contact the school via email or phone to discuss any areas that require constructive feedback. This has resulted in conversations that have led to mutual understanding on a range of topics. One of our greatest indicators has been the number of out of area enrolment applications where enquiring parents have commented that community advice has been that Mayfield East PS was the school to send their children. Tell Them From Me surveys results from parents indicated that the overwhelming majority of parents felt welcome at MEPS and also 75% of parents felt they were well informed and that the school was inclusive.
- Tell Them From Me student surveys show our students feel strong advocacy at school higher than state average; 79% as opposed to state average of 77%. In addition, student sense of belonging at MEPS was 74% vs 65% state average. MEPS students felt that there was an Expectation for success for them at 80%. In fact all of our Aboriginal students felt that the school had High expectations of them. 90% of students felt a high sense of advocacy and also High Expectations of success for students. An area of focus was identified with a drop of 5% of students feeling interested and motivated in learning.
- Staff responses from the annual NSW Government "People Matters" Survey indicated that 100% of respondents felt that their workgroup were treated with respect, worked collaboratively to achieve goals and that their manager provided recognition for what they do. Career development was an area that was of concern to staff.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.