

2022 Annual Report

Neutral Bay Public School



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Introduction

The Annual Report for 2022 is provided to the community of Neutral Bay 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

Neutral Bay Public School
Ben Boyd Rd
Neutral Bay, 2089
<https://neutralbay-p.schools.nsw.gov.au>
neutralbay-p.school@det.nsw.edu.au
9953 1798

Message from the principal

The programs and progress outlined in this report reflect the school community's commitment to educational excellence that empowers every student to be a highly successful lifelong learner. We acknowledge all students cultures and backgrounds and acknowledge the Cammeragal of the Eora Nation on which our school stands. Neutral Bay Public School continues to highlight our collaborative learning culture focusing on student well-being, innovation and the provision of quality teaching programs. in engaging learning environments. Every student is known, supported and cared for and are encouraged to develop their student voice.

Our school's success continues to be underpinned by a highly professional staff who work collaboratively and engage with significant ongoing professional learning to maximise their effectiveness; a wonderfully supportive, diverse community who value education and have high expectations for student success, and students who seek to be their best and contribute to the school community. Our school has a mix of experienced and early career teachers dedicated to ensuring every student reaches their full potential through the implementation of quality teaching and learning programs. We continue to innovate practices and provide opportunities for our students to explore authentic learning through a range of inquiry based tasks. We enjoy strong community support, with a supportive Parents and Citizens' Association and School Council. The strong academic programs, dedicated staff and supportive and involved parents offer every child at Neutral Bay Public School the foundation to become confident, creative learners who can make a positive difference to their own lives and to the lives of those around them.

School vision

Our school vision outlines our aspiration for students to strive for excellence, innovation and opportunity. Neutral Bay Public School believes in collaboratively empowering all students to learn and achieve, to experience high quality teaching practice and the best conditions for learning which equip them with the knowledge, skills and dispositions for lifelong learning. This vision places student learning at the centre of planning and implementation. It supports teachers to design engaging and challenging learning experiences through planned integration of curriculum, pedagogy and assessment. It also provides opportunities for teachers to know their students well and engage them in building supportive, inclusive and stimulating learning environments that allow students to achieve and grow as learners.

We recognise the central role of teachers as they use expert knowledge, skills and dispositions as designers. Our vision includes developing educational leaders who lead teachers to develop engaging and challenging learning programs through planned integration of curriculum, pedagogy and assessment. Our leaders and teachers create the optimal conditions for student learning, including supporting parents as partners in our students' education and wellbeing. Leaders and teachers model lifelong learning as they build reflection and deep levels of thinking into their practice and challenge themselves and their students to improve their own learning and develop learner agency.

School context

Neutral Bay Public School is situated close to the busy commercial area of Neutral Bay, a lower north shore suburb of Sydney. Established in 1886, the school has a long tradition of academic excellence and is proud of its outstanding reputation for providing quality programs in all curriculum areas, as well as in technology, public speaking, creative arts, band, sport and student leadership. In 2022, there are 812 student enrolments with 45% English as an Additional Language or Dialect (EAL/D) students and 0 students identifying as Aboriginal. The school's staffing entitlement includes 59 teaching staff and 12 non-teaching staff. The school employs two Instructional Leaders from QTSS funds.

In consultation with the school community through the P&C, School Council and parent engagement in the process, a thorough situational analysis led to the development of the 2021-2024 Strategic Improvement Plan. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in reading and numeracy. The desire to continue and improve community partnerships in the Strategic Improvement Plan is reflective of parent engagement in the process.

The school is committed to continually improving effective classroom practices, with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through the use of evidence-based, high-impact teaching strategies and collaborative practice that drives professional practice and supports individualised and differentiated learning. Evidence of this will include explicit criteria referenced against achievement standards and learning goals, teachers regularly undertaking peer observation and providing feedback on teaching practice, collaborating with colleagues to trial and refine the application of evidence-based, high-impact teaching strategies and seeking expert practitioner advice, coaching and mentoring. Through our situational analysis, we have identified a need to examine our use of authentic, fit-for-purpose formative and summative assessments that reflect student needs and inform teaching and learning.

Another objective is facilitating precise, timely, specific and accurate feedback that builds student capacity to monitor and evaluate their own progress and achievement. Integral to this process will be the use of questioning, assessment and student voice as feedback on teaching practices. Individual and targeted support will be provided where growth is not evident. Continual monitoring of student performance data will determine areas of need and success at a class and whole-school level.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data. This plan aims to provide curriculum for every student which is underpinned by evidence-based strategies and evaluative practice.

Initiatives

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

- Initiative A: Literacy
- Initiative B: Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$22,638.69

Literacy and numeracy intervention: \$91,936.80

Professional learning: \$42,538.25

QTSS release: \$165,601.16

Per capita: \$217,557.20

Integration funding support: \$104,926.00

Low level adjustment for disability: \$123,122.78

Summary of progress

Reading and Writing

Our focus in 2022 was on the use of highly effective teaching practices to improve the teaching of phonics K-2 to prepare for the new K-2 syllabus and increasing the use of Tier 3 vocabulary in student writing across the school. Focusing on High Impact Professional Learning, grade teams were guided through a Spiral of Inquiry in order to develop consistent, evidence-informed practices and used flexible formative assessment strategies to identify student needs. Teachers embedded quality practices in teaching and learning programs, such as explicit teaching and effective use of data. Differentiated support in classrooms, in the form of instructional leadership and mentoring, was provided to staff at their point of need.

There was whole school professional learning on teaching vocabulary as a component of curriculum reform and provided all teachers with an opportunity to explore the importance of vocabulary knowledge for writing and reading. Teachers explored how to plan for explicit vocabulary instruction in all curriculum areas and how to establish a culture that supports word conscious learners. Resources for teaching, consolidating, differentiating and assessing vocabulary instruction were introduced.

Student learning outcomes were tracked through the collection and analysis of assessment data in NAPLAN, Check-In assessments and have shown improvement.

Our focus in 2023 will be on the editing phase of writing, aiming to shift the emphasis in student editing from secretarial to authorial skills. Teachers will also implement the new K-2 English Syllabus and Years 3-6 teachers will engage with the new Years 3-10 English Curriculum.

Numeracy

In 2022, instructional leadership drove improvement in mathematics. Instructional Leaders worked with grade teams to embed the launch, explore, summarise PMSI model to strengthen the conceptual teaching of mathematics in 3-6. We continued to build on teachers' capacity to explicitly teach working mathematically skills and embedding student use of effective problem solving models. In the Opportunity Class program, the Instructional Leader focused on student metacognition relative to student learning goals. In K-2, Instructional Leadership increased teachers' understanding of the new K-2 mathematics syllabus, enabling teachers to include the outcomes in their teaching and learning programs and access rich learning experiences from the DET Resources Hub.

Student learning outcomes were tracked through the collection and analysis of assessment data in NAPLAN, Check-in

assessment and have shown improvement.

In 2023, teachers will implement the new K-2 Mathematics Syllabus and Years 3-6 teachers will engage with the new Years 3-10 Mathematics Curriculum. The implementation of both new syllabus documents over the next 2 years will be supported by 2 Assistant Principals, Curriculum and Instruction responsible for mentoring and collaborating with teachers to deliver high quality educational programs as a curriculum reform initiative.

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
NAPLAN TOP 2 BANDS - READING Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 83.1%.	79.10% of students achieved in the top two bands in NAPLAN reading , indicating progress toward the lower bound target.
NAPLAN TOP 2 BANDS - NUMERACY Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 74.5%.	60.55% of students achieved in the top two bands in NAPLAN numeracy , indicating progress toward the lower-bound target.
NAPLAN EXPECTED GROWTH - READING The percentage of students achieving expected growth in NAPLAN Reading moving towards the school's lower bound system-negotiated target of 77.9%.	The percentage of students achieving expected growth in reading could not be measured in 2022. This was due to COVID-19 preventing the Year 5 cohort completing NAPLAN testing in 2020.
NAPLAN EXPECTED GROWTH - NUMERACY The percentage of students achieving expected growth in NAPLAN Numeracy moving towards the school's lower bound system-negotiated target of 68.6%.	The percentage of students achieving expected growth in numeracy could not be measured in 2022. This was due to COVID-19 preventing the Year 5 cohort completing NAPLAN testing in 2020.

Purpose

Maximise student growth in reading and numeracy through the use of high-impact teaching strategies in keeping with explicit, consistent and research-informed practices. Our teachers will evaluate their effectiveness and reflectively adapt their practice through quality, targeted professional learning and use of student assessment data to inform teaching. This will be supported by coaching, modelling, observation and feedback to ensure widespread use of high-impact practices that are responsive to the learning needs of individual students.

Initiatives

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

- Initiative C: Collaboration for school improvement
- Initiative D: Data-Informed Practice

Resources allocated to this strategic direction

Professional learning: \$8,000.00

Summary of progress

Collaboration for School Improvement

The focus of this initiative was to use a collaborative inquiry framework to underpin professional development to enable teachers to use student data to establish the area of effective teaching practice development. The framework will build collective efficacy and professional knowledge that will lead to improved teaching practice and student attainment. The school implemented the framework in 2019 which provided a significant impact on the collaborative culture of learning. Our focus for 2022 was on the use of highly effective teaching practices to improve reading comprehension and vocabulary across all subject areas in K-2 classrooms. Focusing on High Impact of Professional Learning, grade teams were guided through the process of developing consistent evidence-informed practices across the school and developing flexible formative assessment strategies to identify the point of need with student learning.

Professional dialogue on working mathematically teaching strategies drawn from the evidence-base was a focus in grade groups and the executive team to ensure student learning was at the forefront of all practices and these practices were targeted at student needs. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Instructional Leadership support across most grades has been provided for staff at their point of need, however, support for all classroom teachers will need to be embedded to ensure excellence is attained.

In 2022, Instructional Leaders have supported classroom teachers to engage in using the learning progressions in targeted areas to analyse, support and track student growth in Numeracy, inform decisions about learning needs and assess the impact of teaching and learning. Another focus will be on strengthening teacher capacity to effectively differentiate and target explicit instruction, particularly in integrating working mathematically and number skills, to make connections to other strands of numeracy. Three Instructional Leaders collaborated at a Network level in 2022 to undertake professional development to support their leadership goals.

Collaboration efforts to embed Visible Learning concepts continued in 2022. Learning Intentions and Success Criteria have been included in teaching and learning programs, with some teachers co-constructing theses with their students. Success criteria are differentiated to cater to students' needs. This will support further improvement in teaching practice across the school.

Data-informed practice

This year, the focus to improve data-informed practice was on exploring formative assessment strategies to determine and embed what works best for teachers' planning, teaching and reflecting on differentiated student learning. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders. Teachers have a clear understanding of how we analyse data, enabling the executive team to carefully choose valid and reliable data to monitor and track the effectiveness of school initiatives. Through data-informed practice, teachers have begun to individualise student learning and will continue professional learning in 2023 in formative assessment strategies to enable skilled differentiated learning and explicit teaching in all classrooms. Next year, formative assessment strategies will build consistency in the way HPGE students are supported through the teaching and learning programming of the curriculum.

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
Collaboration for school improvement <ul style="list-style-type: none">• Up to two 'Walkthroughs' per year are used for PDP observations and teacher feedback for selected teachers• Learning Intentions and Success Criteria are set using data from Literacy and Numeracy Progressions and school assessment data.• Students learn to articulate their own learning goals using the Learning Progressions, Success Criteria and Learning Intentions• Teachers develop the practice of conferencing with selected students on learning goals.• Spirals of Inquiry (or similar process) becomes a regularly used process for teachers to identify areas of improvement in their practice.	<ul style="list-style-type: none">• 100% of teachers were observed once during the year for PDP observations. This was due to a review of the PDP process which required only one observation of practice, rather than two. Feedback from observations were provided by school executive.• TTFM Student Survey: 75% of students indicated that they set challenging learning goals for themselves and do their best to achieve them. TTFM Student Survey: 74% of students indicated that teachers set clear goals for their learning, established expectations and checked for their understanding.• 100% of K-6 classroom teachers participated in Spirals of Inquiry for reading or mathematics as a means to identify areas of improvement in their practice.
Data-informed practice <ul style="list-style-type: none">• All teachers investigate a range of assessment strategies to inform teaching and learning based on system-negotiated expected growth data.• All grade teams use of range of formative and summative assessments to monitor learning, identify skill gaps and areas for extension.• 60% of teachers use assessment to provide feedback to support students at their point of challenge.	<ul style="list-style-type: none">• ATPS Teacher Survey: 77% of staff indicated that they used formative assessment in daily practice as part of ongoing assessment strategies.• TTFM Student Survey: 79% of students considered they received high quality feedback from their teachers about their learning.• TTFM Student Survey: 79% of students indicated that they received daily feedback on their work to close gaps in learning and achieve their goals.• 84% of 3-6 classroom teachers indicated that they feel confident analysing and interpreting data from external assessments as a result of the Spiral of Inquiry.

Strategic Direction 3: Excellence in community partnerships for student learning and wellbeing

Purpose

Expand and strengthen positive, respectful partnerships as an educational community with students, teachers, families and carers to support student learning and wellbeing.

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.

- Initiative E: Partnerships for learning
- Initiative F: Partnerships for wellbeing

Resources allocated to this strategic direction

English language proficiency: \$82,765.40

Socio-economic background: \$6,412.10

Summary of progress

Partnerships for Learning

A new report template was designed that explicitly referred to identified syllabus indicators in Literacy and Numeracy. The impact of these actions is that parent understanding of student learning, growth and next steps was strengthened. Further time needs to be attributed to producing report indicators in 2023, creating differentiated report descriptors for the other four subject areas and ensuring a progression of learning in the report indicators across K-6. Furthermore, additional parent workshops are required in order to educate parents about the assessment approaches used in the school and their benefits for learning in alignment with the refined report format.

Partnerships for Wellbeing

Attendance: The school executive continued to implement a consistent and systematic process to monitor student attendance to improve the parental understanding that student absences impact student learning outcomes. There were frequent newsletter articles published promoting regular attendance and following the school Pioneering Attendance Trial pilot, sending text messages to parents regarding absences. Attendance patterns were monitored and wellbeing check-ups were instigated when necessary.

Wellbeing: The Bounce Back program was implemented to improve student resilience and wellbeing as part of the PD/H/PE curriculum. Staff participated in Bounce Back professional learning and felt more confident to implement the program. There is a grade scope and sequence for the program. In 2023, the school will be involved in the "Got It" program, a wellbeing program in partnership with NSW Health.

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
Partnerships for Learning <ul style="list-style-type: none">• All student reports have indicators for each stage of learning to enable parents to have a deeper understanding of their child's learning and progress.• Selected students are able to articulate learning goals in their school reports and participate in three-way parent-teacher-student meetings.• Up to two parent workshops per year enable parents have a deeper understanding of the K-6 curriculum	<ul style="list-style-type: none">• 100% of K-6 class teachers used indicators to report to parents about their child's learning progress in English and Mathematics.• Parent workshops were held to promote the understanding of the Initialit program and communicate the 2022 NAPLAN results to parents.

<p>and guidance on how to support their children at home. This includes information about high potential and gifted students (HPGAT), Learning and Support Team (LST), assessment, reporting and strategies from 'What Works Best'</p>	
<p>Partnerships for wellbeing</p> <p>ATTENDANCE</p> <p>Improvement in the percentage of students attending school more than 90% of the time to be above the school's lower bound system-negotiated target of 94.1%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more is 85.9%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19 when this data was harvested.
<p>WELLBEING</p> <p>TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at or above the school's lower bound system-negotiated target of 91.2%.</p> <p>Up to two parent workshops per year enable parents to have a deeper understanding of the school's wellbeing programs and strategies to assist their children at home.</p>	<ul style="list-style-type: none"> • TTFM Student Survey: Indicates that 74.30% of students report a positive sense of wellbeing (expectations for success, advocacy and sense of belonging).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,926.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Neutral Bay 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"> • Initiative A: Literacy • Initiative B: Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The provision of staff to run the intervention programs • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All students demonstrating progress towards their personalised learning goals. Goals were regularly monitored with evidence of achievement leading to new goals that responded to student needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue with high level support for students based on need in the classroom and on the playground. Continue to incorporate integration funding decisions into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$6,412.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Neutral Bay 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"> • Initiative F: Partnerships for wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Equitable access to the provision of excursions, camps and sport for students of lower socio-economic backgrounds.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide flexible funds to support access to the curriculum.</p>
<p>English language proficiency</p> <p>\$82,765.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Neutral Bay 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"> • Initiative E: Partnerships for learning <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$82,765.40</p>	<ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: The provision of high quality EAL/D programs for students developing and emerging English language learners.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide high level support from EAL/D teachers for developing and emerging English language learners. Further professional learning is needed for all staff about the EAL/D Learning Progressions, ESL Scales, supporting EAL/D students in their class, the role of the classroom teacher in EAL/D support and reporting to parents.</p>
<p>Low level adjustment for disability</p> <p>\$123,122.78</p>	<p>Low level adjustment for disability equity loading provides support for students at Neutral Bay 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"> • Initiative A: Literacy • Initiative B: Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • targeted students are provided with an evidence-based intervention to increase learning outcomes • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Students involved in the Minilit reading program showed steady progress growth. The Quicksmart Program was discontinued due to Covid 19 staff shortages mid 2022.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide the Quicksmart and Minilit programs in 2023 to improve student learning outcomes in reading and mathematics.</p>
<p>Professional learning</p> <p>\$50,538.25</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 Neutral Bay 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"> • Initiative A: Literacy • Initiative B: Numeracy • Initiative C: Collaboration for school improvement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading, phonics and mathematics <p>The allocation of this funding has resulted in the following impact: High impact professional learning in reading comprehension, phonics and maths.</p> <p>After evaluation, the next steps to support our students will be: Instructional leadership to build teacher capacity by provide high impact professional learning.</p>

<p>Literacy and numeracy</p> <p>\$22,638.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Neutral Bay Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Initiative A: Literacy • Initiative B: Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students • teacher release to engage staff in collaborative planning time <p>The allocation of this funding has resulted in the following impact: Teachers are familiar with the new English and Mathematics Syllabus to ensure high expectations for student learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will develop a Scope & Sequence for English K-2 that is based on the new syllabus. Teachers will check and adapt current programs to align with the new syllabus outcomes and content. Teachers will complete online curriculum reform modules for the English and Mathematics Syllabus. Further resources will be purchased to support syllabus implementation.</p>
<p>QTSS release</p> <p>\$165,601.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Neutral Bay 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"> • Initiative A: Literacy • Initiative B: Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds and spirals of inquiry professional learning to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: Grade Leaders have led collaborative planning days to improve teaching and learning programs through reflective practice. The QTSS funding also provided Instructional Leadership to build teacher capacity in using evidence-based teaching strategies.</p> <p>After evaluation, the next steps to support our students will be: In 2023 Instructional Leaders will support Grade Leaders to implement the updated learning progressions in targeted areas. Another focus will be to strengthen teacher capacity to effectively differentiate and target explicit instruction in numeracy .</p>
<p>Literacy and numeracy intervention</p> <p>\$91,936.80</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Neutral Bay 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"> • Initiative A: Literacy

<p>Literacy and numeracy intervention</p> <p>\$91,936.80</p>	<ul style="list-style-type: none"> • Initiative B: Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of intervention teachers to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Students with additional learning needs are provided with access to high quality intervention programs.</p> <p>After evaluation, the next steps to support our students will be: Offer the Minilit, Multilit, Quicksmart and Reading Tutor programs in 2023 to support students with additional learning needs. We will continue to provide professional learning for teaching and non-teaching staff (SLSOs), reviewing strategies to support student learning.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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: Students involved in small group intervention programs progressed with improved learning outcomes in reading.</p> <p>After evaluation, the next steps to support our students will be: Continue the reading tutor program for Year 2 students in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	488	469	427	406
Girls	471	448	434	406

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	95.5	95.6	93.5
1	94.8	94.7	95.1	93.4
2	94.5	96.0	96.2	93.4
3	93.9	95.3	95.4	92.8
4	96.1	94.5	95.5	93.5
5	94.6	95.0	95.0	93.5
6	93.8	94.3	94.6	90.7
All Years	94.7	95.0	95.3	92.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	30.13
Literacy and Numeracy Intervent	0.8
Learning and Support Teacher(s)	0.6
Teacher Librarian	1.4
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	4.87

*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	362,016
Revenue	7,512,431
Appropriation	6,647,152
Sale of Goods and Services	18,394
Grants and contributions	838,927
Investment income	7,258
Other revenue	700
Expenses	-7,510,151
Employee related	-6,670,756
Operating expenses	-839,395
Surplus / deficit for the year	2,280
Closing Balance	364,296

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	104,926
Equity Total	212,300
Equity - Aboriginal	0
Equity - Socio-economic	6,412
Equity - Language	82,765
Equity - Disability	123,123
Base Total	5,558,305
Base - Per Capita	217,557
Base - Location	0
Base - Other	5,340,747
Other Total	571,810
Grand Total	6,447,341

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. To solicit this feedback we utilise curriculum surveys, small focus groups and informal conversations in addition to formal surveys.

In 2022 teachers told us:

There is a strong leadership presence, who help to provide guidance, support and improve teaching, although some teachers indicated that school leaders should observe teaching to improve performance on a more regular basis.

86% of staff agree that there are effective methods for collaboration in place and there is a strong culture of learning. Staff feel they can share programs, strategies and resources to better support student needs and are provided. Teachers are provided with cross-curricular or common learning opportunities.

93% of staff discuss learning goals for lessons and set high expectations for student learning in all classes. Teachers report greater confidence in data driven practice and understanding effective teaching strategies to support skills and teaching within the classroom. 90% of teachers held high expectations for student success.

There are clear expectations for behaviour in classrooms. Teachers feel prepared, connected and well resourced to support student learning.

In 2022 parents told us:

The school is a safe, inclusive school, the school supports positive behaviour, and parents feel welcome in the school. They are well informed about school activities through the school communication platforms.

95% of respondents can easily speak to their child's teacher and 80% considered teachers take into account their child's needs, abilities and interests.

88% of parents indicated teachers encouraged their child to do his or her best work.

76% of respondents indicated that school reports were written in terms they understood.

95% of respondents considered their child was clear about the rules for behaviour and 87% agreed behaviour issues are dealt with in a timely manner (20% weren't sure).

91% agreed they were well informed about school events and activities and that the school's administrative staff are helpful.

Parents also recorded their interest in parent workshops on curriculum reform, numeracy, writing and helping their child with anxiety.

In 2022 students told us:

83% of students note there is a high culture of success and high expectations for all students to succeed and that there is a positive learning climate.

90% felt a sense of pride in their school. Students are interested and motivated in their learning.

96% of students are treated fairly and respectfully by their teachers in regard to their cultural background.

91% of students indicated there is a positive sense of behaviour at school. There are high levels of participation in extra-curricular activities across the KLAs. Students believe that schooling is important in their everyday life and has a strong bearing on their future. Over 83% of students expect to go to University when they finish high school.

They felt accepted and valued by their peers and by others in the school. Students indicated a positive sense of belonging although the average score was lower than in 2021.

Students reported high levels of advocacy at school and positive teacher student relationships.

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

Neutral Bay Public School is committed to increasing knowledge, understanding and value of the history, culture and contribution to the First Peoples of Australia- Aboriginal and Torres Strait Islanders. Indigenous and Aboriginal perspectives continued to be a strong concept studied. Our units of work have a particular focus on the cross-curricular priority of Aboriginal histories and cultures, ensuring that this priority is evident in key learning areas. Our school proudly celebrates the rich Indigenous culture in a range of ways across the year, including National Sorry Day and NAIDOC week, as well as acknowledging the traditional custodians of the land at all events, meetings and assemblies. In 2022, the school compiled the Reconciliation Action Plan in collaboration with teachers, students and School Council representatives.

Anti-Racism Policy

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

Anti-Racism - School statement

The school is committed to responding to incidents of racism and promoting an inclusive school. Students develop an understanding of racism and discrimination through the curriculum. There are procedures in place to respond to concerns of 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.

Multicultural and anti-racism education - School Statement

The school has maintained its focus on multicultural education by providing programs that develop the knowledge, skills, understanding and attitudes required to live harmoniously in a culturally diverse society. Students at our school come from over 40 language backgrounds. Inclusive educational practices are a feature of school activities and cultural diversity is celebrated and included in key curriculum areas. Specialist EAL/D teachers use the language learning progressions to analyse and discuss student progress for listening, speaking, reading and writing. These teachers support EAL/D learners in small withdrawal groups and through in-class support to develop English language skills.

We celebrate cultural diversity as a school and encourage students to be respectful of and embrace people of all cultures. Each year we celebrate significant events such as Harmony Day and Chinese New Year.