

# 2022 Annual Report

## Newtown North Public School



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# Introduction

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

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

## School contact details

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## School vision

At Newtown North Public School we hold high expectations for our learning community. We continuously strive to support the learning and wellbeing of all students, and ensure all students are known valued and cared for.

Staff students and families of Newtown North Public School work together to provide a creative and supportive learning environment, offering a rich and balanced education. Our aim is for each student to work towards achieving their potential and to inspire within them a lifelong love of learning with the courage to explore the world with integrity, compassion and respect.

The school's motto. "to grow to help", encapsulates the school's ethos of valuing and promoting:

- Love of learning
- Creativity and achievement
- Fairness and respect
- Inclusiveness and community
- Friendship and fun

## School context

Newtown North Public School, located in Sydney's inner west, is a comprehensive primary school for students from Kindergarten to Year 6. With an approximate enrolment of 250 students, the school is housed in a beautiful three level heritage building, surrounded by a variety of outdoor play and learning spaces. We are a vibrant and innovative school, providing for students from the diverse local community of the inner west.

Established in 1883, the school has a long and rich history associated with the University of Sydney and was the site of Sydney Teacher's College for many years. Since establishment, the site has been used as an infants, primary and secondary college. The school was re-established in the current building in 1994.

Thousands of students from all walks of life and cultural backgrounds have been educated at Newtown North Public School. The school community is characterised by caring parents with a high level of interest in education and a willingness to work together toward common goals. The school has a very experienced staff committed to delivering quality teaching and learning for all our students.

Our school has a strong focus on supporting students to improve their social and emotional wellbeing. Operating within the framework of Positive Behaviour for Learning, student wellbeing and positive social and emotional skills are fostered through the explicit teaching of our core values: Safe, Respectful, Supportive, Active Learners.

The school offers a comprehensive and engaging curriculum, with a focus on collaboration and engaging learning experiences, enriched by a wide range of co-curricular and after school activities.

We value collaborative and productive relationships with our school community. Working closely with students, parents, carers and surrounding schools, we seek feedback to ensure continued school improvement and happy engaged children. Our school has a record of achieving excellence in Literacy and Numeracy and supporting students as they work to achieve their full potential.

Through the development of a comprehensive situational analysis, the school has identified three key areas, developed into strategic directions, to inform our school improvement plan. This will be shared with our community as the focus of continually improved teaching and learning over the next four year period.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

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

Teachers and students approach learning with the intent to improve learning outcomes for all students and achieve growth. A focus on pedagogy to improve growth and assessment processes to clearly measure growth and plan for future achievement. Systematic and reliable assessment is used by teachers to track student learning over time and inform the cycle of teaching and learning.

Expected growth is identified for each student and most achieve in the top two bands for NAPLAN in reading, writing and numeracy.

### 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.

- Literacy and Numeracy Strategy
- Student Engagement Strategy

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$48,266.00

**Literacy and numeracy:** \$5,000.00

**QTSS release:** \$0.00

**Per capita:** \$60,000.00

**Integration funding support:** \$137,959.00

**Low level adjustment for disability:** \$63,313.00

**English language proficiency:** \$17,534.00

**Aboriginal background:** \$3,051.00

**Socio-economic background:** \$3,077.85

**Professional learning:** \$20,000.00

### Summary of progress

#### Literacy and Numeracy Strategy.

Further exploration and evaluation of our whole school practices in developing excellence in teaching and learning in literacy and numeracy provided a wide range of opportunities for whole school reflection, evaluation, professional learning and collegiate collaboration. The establishment of Literacy and Numeracy Focus Groups led by the school executive team provided opportunities for our team to engage with the breadth of experience and expertise in our teaching team. An audit of teaching practices, school procedures, Scope and Sequences, programming methodology and resources contributed significantly to the development of focus area action plans to further focus our work in 2023.

The stage based class structure opened the opportunity for teachers to work in collaborative teams and focus on responsive programming to address student need. The comparison of School based assessment and NAPLAN data has indicated a clear pathway for improvement for students and strengthening learning programs to address individual learning gaps exacerbated by interrupted learning and disrupted attendance. In stage based teams, teachers worked collaboratively to create targeted learning programs based on identified areas of need.

In Semester Two the K-2 team worked closely with surrounding schools to familiarise themselves with the new K-2 Literacy and Numeracy curriculum to prepare for implementation in 2023. The team focused on the development of a detailed scope and sequence to focus on the building blocks of Literacy and numeracy acquisition.

#### Student Engagement Strategy

Individualised support for students who require additional assistance to reach stage expectations was built into daily practice and supported by the Learning and Support Team. A team based assessment of student achievement and need through a review of stage based data enabled the clear identification of children requiring additional support. Processes and procedures in the learning and support team were developed to further enable the identification of students requiring support.

Throughout 2022 Stage based teams further developed collaborative planning and assessment. With the support of clear scope and sequences and assessment data, teams engaged in responsive planning to support learning needs and differentiate practice to support student learning and achievement.

### Progress towards achieving improvement measures

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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
The proportion of year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is at least 65.1% of students.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 47.91% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in close assessment of student data via the Check in Assessments providing clear areas for focus and improvement. Evidence from Check in Assessments has provided the basis to responsive programming for 2023.</li> </ul>
The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN reading increases from 68.1% to 75% of students.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 75.51% of students in the top two skill bands for <b>reading</b> indicating the school exceeded the system negotiated target.</li> </ul>
The percentage of students achieving expected growth in NAPLAN reading from 74.7%.	<ul style="list-style-type: none"> <li>• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>

## Strategic Direction 2: Wellbeing for learning

### Purpose

We continuously work towards a strategic and planned approach to develop whole school wellbeing processes. Positive relationships underpin enhanced student wellbeing and learning. The school strives to develop a positive school culture, focusing on a strong sense of connectedness, engagement, respectful relationships and community partnerships. Clearly defined whole school practices result in measurable improvements in wellbeing and engagement.

### 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.

- Wellbeing Strategy
- Attendance and transition strategy

### Resources allocated to this strategic direction

Per capita: \$2,000.00

### Summary of progress

#### Well Being Strategy

The Well Being Policy review has been held over to 2023 to accommodate the implementation of the new Inclusive, Engaging and Respectful Schools policy. The school maintained a focus on Positive Behaviour for Learning as the primary focus for supporting student behaviour and well being throughout 2022. The review of well being in accordance with the Inclusive, Engaging and Respectful Schools policy will be an immediate priority in 2023.

#### Attendance and Transition Strategy

The gradual roll out of Sentral as a whole school platform has enabled focused monitoring of attendance throughout 2022. The executive team through the work of our Administration Coordinator developed an extensive range of instructional videos and information packages to familiarise families and staff with the functionality of the Sentral platform in the monitoring and recording of attendance. A closed community staff website has been developed to support staff in the administrative duties required to maintain clear and precise attendance records for all students. Our focus for 2023 will be supporting students and families to arrive at school on time.

Further supports through Sentral will be introduced to families throughout the course of 2023.

Transition programs focus on the smooth transition and orientation of students and families to the different stages and phases of learning throughout a student's time in primary school. In 2022 we focused on transition as it was impacted by the presence of COVID 19 in our community. The transition to school for students in Kindergarten and newly enrolling students in year three was heavily impacted by cohorting requirements at the beginning of 2022.

### 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
An increase in the proportion of students reporting advocacy and sense of belonging to be at or above 75% in the tell them from me surveys.	The percentage of students in this area remains the same and specific measures are to be implemented in 2023 to further investigate the reasons behind this data. Weekly focus groups with randomly selected children and school leadership to review key issues in the area of student well being. The school is seeking additional tools to help measure student views in relation to advocacy and sense of belonging.
92.6% of students attend school, on average, more than nine days a fortnight.	2022 saw a change in how we collected and monitored attendance data at Newtown North Public School. In term one we transferred to the Sentral Platform with the goal of centralising and streamlining all administrative functions. We engaged the support of the Department of Education Home

<p>92.6% of students attend school, on average, more than nine days a fortnight.</p>	<p>School Liaison Officer to assist with supporting teachers to gather attendance data accurately. The Home School Liaison Officer also assisted the school leadership with strategies to support families who needed support with attendance issues. Attendance data is significantly affected by the number of children who currently arrive late. We are currently working towards the goal of 92.6% of students attend school, on average, more than nine days a fortnight.</p>
<p>The Wellbeing element in the Learning domain of the School Excellence Framework is assessed as sustaining and growing.</p>	<p>Teacher feedback in relation to self assessment indicates that staff measure the Well being Element in the learning domain of the school excellence frame work as sustaining and growing.</p>

## Strategic Direction 3: Strong and sustainable leadership, systems and practices

### Purpose

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Leadership is viewed as a whole school responsibility. Our school maintains a focus on distributed, instructional leadership to sustain a culture of effective evidence based teaching and on going improvement.

Clear guidelines for planning , programming scope and sequences, assessment and individual planning are central to providing the platform for teachers to teach well and students to thrive.

The school employs embedded and explicit systems that facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and the provision of feedback between teachers..

Management practices are responsive to student, staff and community feedback and identified needs.

### Initiatives

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

- Assessment and Data Strategy
- Instructional leadership strategy
- Processes and Procedures Strategy

### Resources allocated to this strategic direction

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**Per capita:** \$28,000.00

**Literacy and numeracy:** \$3,000.00

**QTSS release:** \$47,577.29

### Summary of progress

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#### Assessment and Data Strategy

The roll out of Sentral as an administrative tool has required significant preparation and communication with both staff and the parent community. The School Leadership Team under the guidance of the Administration Coordinator have undertaken a gradual roll-out of the platform to support an appropriate uptake and understanding by users of the system. Further functionality will be shared with the community over 2023.

Staff engaged with online learning platforms in the implementation and use of the Mathematics component of essential assessments. Stage based planning was informed by the collected data and used to inform responsive programming. Roll out will continue with Early stage one and stage one in 2023.

#### Instructional Leadership Strategy

Stage teams have further developed responsive planning and a coordinated approach to assessment, teaching and learning. Informed by the experience of planning and teaching in a Covid impacted environment, collaborative planning by stage has strengthened that capacity of teachers to evaluate student achievement and tailor responses to student learning needs. This has enabled teams to direct resources to learning programs that best address students, small groups and cohorts at a point of need. Cohort based assessment has enabled the distribution of learning and support resources with a focus on early literacy, spelling and writing in stage one.

Further work to support teachers and develop leadership roles will be enacted in 2023. The Tell Them From Me Teacher Survey indicated that staff would appreciate more leadership involvement and participation in classroom practice. The School Improvement Plan will be adjusted to accommodate this for 2023.

#### Processes and Procedures Strategy

In 2022 the leadership team under the guidance of the Administration coordinator reviewed and updated the most relevant processes and procedures to support staff in effective planning and communication.

A staff handbook outlining processes and procedures was developed and published on a private web site and shared with all staff to facilitate effective school management processes.

The processes and procedures project is ongoing and will include departmental policy implementation moving forward

## 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
The school provides evidence for and judges itself as Sustaining & Growing against the school excellence framework in the area of "Data Skills and Use" and "Assessment	Stage based data collection and evaluation has informed a trial of stage based responsive planning in the areas of Mathematics. and spelling with stage two as a focus of the strategy. Whole school engagement with Essential assessment and Check in assessments has provided the opportunity to view student achievement from a variety of data sources enabling effective data informed practice.
All teachers participate in the development <b>and evaluation</b> of a Performance and Development Plan, clearly articulating areas for development aligned with the teaching standards.	All teachers and support staff have completed and evaluated Performance and Development plans in consultation with their supervisors inform the leadership team in planning for Professional learning and resourcing .In response to stage based PDP goals teachers have collaboratively assessed and planned for targeted professional learning to support Professional learning goals.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$137,959.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newtown North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p>Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's learning plans,</p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Intensive learning and behaviour support for funded students</li> <li>• staffing release to build teacher capacity around personalised behaviour intervention and curriculum adjustments for classroom engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>All eligible students have demonstrated progress towards their personal learning goals. All Learning plans were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Maintain the maximum support necessary for targeted students through thorough evaluation and review of student need and achievement</p> <p>Support teacher capacity to plan for and support targeted students through professional learning and professional support.</p> <p>Further develop the capacity of the learning and support team to evaluate and review student need and support programs</p>
<p>Socio-economic background</p> <p>\$3,077.85</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newtown North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to implement small group and individual support for identified students with additional needs</li> <li>• Equitable access to specialist resources and supplementation of extra-curricular activities</li> <li>• Employment of school learning and support officers to support students with learning and engagement in both the classroom and playground.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The equitable, supported engagement of all students in school learning and engagement projects.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>Continue to engage learning and support teachers and SLSO to assist all students with equitable access to the curriculum.</p> <p>Continue to supplement additional activities to enable all students to engage in whole school specialist programs.</p>

<p>Aboriginal background</p> <p>\$3,051.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newtown North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Contributing to the school's capacity to employ additional staff to support targeted literacy, numeracy and engagement programs. Supplemented the school's capacity to provide additional support for students to engage in additional programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to supplement the capacity for identified students to engage in whole school specialist programs.. Continue to provide additional classroom support to students through targeted SLSO support for literacy and numeracy.</p>
<p>English language proficiency</p> <p>\$17,534.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newtown North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of additional EAL/D support in the classroom and as part of differentiation initiatives including SLSO support</li> <li>• Additional teacher time to provide targeted support for EAL/D students and for development of programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staff had enabled the facilitation of targeted support for students as it is required.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school plans to maintain this strategy as an effective intervention for students who require additional support with English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$63,313.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Newtown North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement Strategy</li> <li>• Other funded activities</li> </ul>

<p>Low level adjustment for disability</p> <p>\$63,313.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Needs based learning programs for identified students and the corresponding targeted intervention to support learning and engagement has continued to be an effective intervention for students with additional learning and behaviour needs. In particular, small group learning and in class support for identified students has provided successful learning outcomes for students with low level additional needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The success of this intervention model has seen improvement in all targeted students. The process of review and identification has been reviewed in 2022 to ensure all students with additional needs are captured by the schools screening and support procedures.</p>
<p>Professional learning</p> <p>\$20,000.00</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 Newtown North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Engagement Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Stage leaders collaborate with stage based teams to identify stage based professional learning needs.</li> <li>• Whole school processes implemented to identify areas for targeted support and professional learning to develop a collegiate response to whole school need</li> <li>• School executive teams to engage in targeted professional learning with a focus on their area of responsibility in relation to the School Improvement Plan (Literacy, Numeracy and well being).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Focused stage evaluation and monitoring of the professional learning needs of staff. A collegiate response to the development of whole school responses to learning and well being needs. Focus groups/Project planning informed by evidence based practices and current research. Stage needs based engagement in Department of Education provided on line training to support curriculum implementation, assessment and reporting.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The development of a 2023 Professional learning schedule to support new curriculum implementation. A whole school professional learning focus on Mathematics to effect whole school improvement in mathematics outcomes for students. Development of whole school, executive and stage based goals to inform professional learning planning.</p>
<p>Literacy and numeracy</p> <p>\$8,000.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Newtown North Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$8,000.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Strategy</li> <li>• Assessment and Data Strategy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The continuation of on line reading and comprehension programs to support the development of reading and comprehension for individual and small group learning environments.</p> <p>Supplementing LaST allocation to support small group intervention for students requiring additional instruction in literacy and numeracy .</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further develop stage based learning support in Literacy and Numeracy to enable small group and individualised support for identified students. Review the efficacy of on line learning platforms and consolidate programs for classroom and home use.</p>
<p>QTSS release</p> <p>\$47,577.29</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newtown North Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Strategy</li> <li>• Instructional leadership strategy</li> <li>• Processes and Procedures Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional staffing was allocated to Library time to support the whole school development of public speaking and drama resulting in high level interest, success and engagement from students K-6. The further development, consolidation and maintenance of whole school planning procedures. The consolidation of Check in Assessments as evidence of student learning and improvement. The consolidation of whole school data collection strategies and processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to provide School leaders with time to implement instructional roles in relation to literacy, numeracy and well being. Continue to provide school leaders with opportunities/ time to implement programs specific to the further implementation of plans supporting strategic directions. Maintain the additional .2 teaching role to facilitate the effective implementation of public speaking and drama K-6</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Newtown North Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.00</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Literacy and Numeracy Strategy</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The specific identification of students transitioning from kindergarten to year one, and year one to year two who have not reached the identified benchmarks of success in reading, comprehension , spelling and writing. An additional learning and support teacher has provided skills based sprints to support rapid growth for identified students not currently achieving expected stage based outcomes. Students have made measurable progress especially in the area of reading fluency and accuracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to use similar benchmarks of success in reading and spelling to support students identified as not yet achieving stage expectations. Intervention will be provided in small groups or as in class support.</p>
<p>COVID ILSP</p> <p>\$21,307.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The implementation of small group intensive literacy intervention resulting in measurable improvement in foundational reading skills and knowledge.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to provide small group intensive instruction for students identified as needing additional support.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	132	135	126	120
Girls	126	121	121	125

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	95.0	95.4	90.3
1	94.1	93.9	92.9	89.2
2	89.8	91.7	95.4	91.1
3	95.4	94.1	94.3	88.1
4	94.1	96.0	94.8	89.4
5	92.9	92.6	95.0	89.4
6	93.9	95.2	94.7	87.4
All Years	93.7	94.1	94.7	89.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	8.23
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	147,858
<b>Revenue</b>	2,685,712
Appropriation	2,461,619
Sale of Goods and Services	3,835
Grants and contributions	213,803
Investment income	3,936
Other revenue	2,519
<b>Expenses</b>	-2,610,620
Employee related	-2,316,035
Operating expenses	-294,584
<b>Surplus / deficit for the year</b>	75,092
<b>Closing Balance</b>	222,950

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	137,959
<b>Equity Total</b>	86,978
Equity - Aboriginal	3,052
Equity - Socio-economic	3,078
Equity - Language	17,534
Equity - Disability	63,314
<b>Base Total</b>	1,984,353
Base - Per Capita	62,412
Base - Location	0
Base - Other	1,921,941
<b>Other Total</b>	166,126
<b>Grand Total</b>	2,375,416

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Our school uses data collected through the **Tell Them From Me** Student Survey to gather student views about their school experience. In 2022 student positive views in these areas have slightly increased in comparison to 2021 Data.

- Students with positive relationships **88%**
- Students with a positive sense of belonging **71%**
- Students that value schooling outcomes **89%**
- Students with positive behaviour at school **85%**
- Students who try hard to succeed in their learning **87%**

The **Tell Them From Me** Teacher Survey is a self evaluation tool that gives us insights into learning, culture and climate from a teachers perspective. The survey scores the Eight Drivers of Learning on a ten point scale. Teacher feedback indicates similar views to 2021.

- Leadership **7.0**
- Collaboration **8.0**
- Learning culture **7.9**
- Data Informs practice **7.7**
- Teaching strategies **7.8**
- Technology **6.7**
- Inclusive school **8.4**
- Parent Involvement **7.6**

The **Tell Them From Me** "Partners in Learning" Parent Survey report is a self evaluation tool that gives us insights into parents' perceptions of their children's experiences at home and school. The survey includes seven separate measures, which were scored on a ten point scale. 28 respondents completed the parent survey in 2022. The low level of parent response in relation to the number of families included in the survey will be explored in 2023 and parent views will be sought in a greater variety of ways.

- Parents feel welcome **7.8**
- Parents are informed **6.8**
- School supports learning **6.7**
- School supports positive behaviour **7.6**
- Safety at school **7.2**
- Inclusive school **6.8**

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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