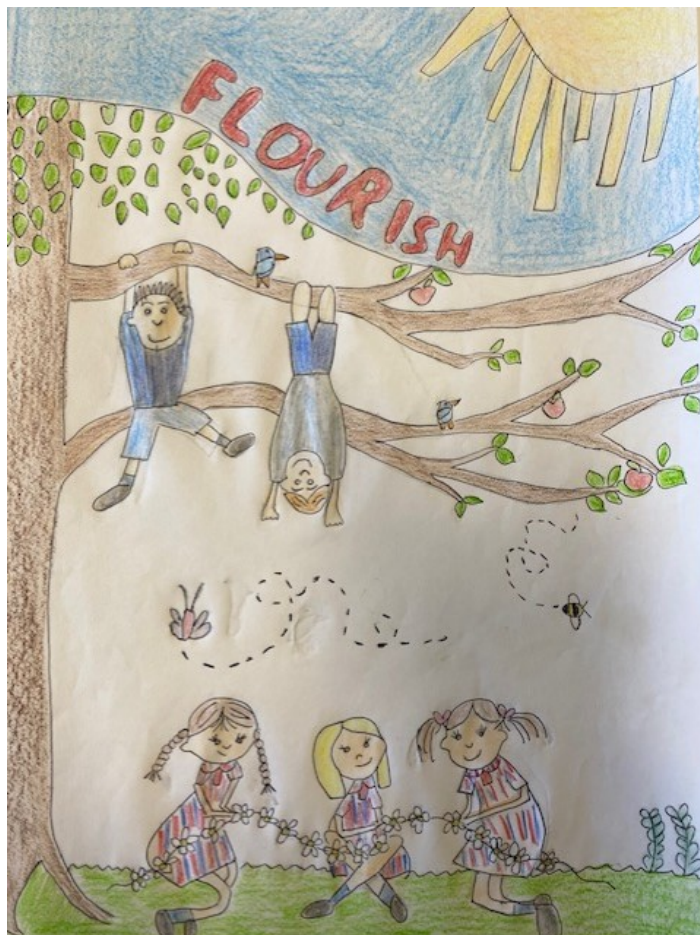


2022 Annual Report

Northbridge Public School



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Introduction

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

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

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School vision

Northbridge Public School is committed to maintaining and growing a strong learning culture so that learners, leaders and teachers improve every day. By catering for the social, emotional and academic needs of all students we are responsive to students at the point of learning.

School context

Northbridge Public School is situated in a community rich in diversity and character. We have a tradition of academic excellence with high standards and expectations embracing every student and their development in a vibrant learning environment. The school emphasises a well-rounded differentiated education including initiatives which develop the whole child such as an extensive school band program; gifted and talented and learning and support programs; ICT; sporting opportunities; dance; Japanese; music and public speaking. The school's direction is supported by dedicated and talented staff whose student centred approach aligned with the latest pedagogy, embrace the individual learner through its positive behaviour for learning focus. The supportive P&C association works in close partnership with the school to support the school's directions. Current priorities include evidence informed pedagogical excellence, growth in student attainment and continuing to strengthen wellbeing across the school community.

The school culture is one of inclusivity and equity with a focus on wellbeing that supports all members of the school community to work collaboratively to promote school excellence.

In evaluating our 2018-2020 Strategic Plan we are proud of the achievements we have made as a school. In summary, our School Plan 2018-2020 strove towards three goals- Empowerment, Engagement, and Excellence and Equity.

Teaching and learning programs are all collaboratively planned, evaluated and annotated using the OneNote platform. Differentiation and Formative Assessment are areas to continue building teaching capacity moving forward, to improve student outcomes and achievement.

The Learning Sprint Framework for collaborative professional development cycles has been strengthened through the inclusion of research evidence in each sprint cycle, and adapting the sprint cycles to our own context at Northbridge PS, and this framework will continue to support improvement in practice in the next planning cycle. The Learning Sprint framework is also included in new staff induction.

Through our situational analysis we have identified these areas that we will focus on in the next plan:

The whole school community, involving students staff, parents and the local AECG was consulted in a thorough situational analysis followed by the development of a strategic improvement plan.

Self assessment using the SEF and our Situational Analysis have highlighted these areas that will determine our focus in the plan:

Curriculum , Assessment, Reporting, Effective Classroom Practice and Data Skills.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure students demonstrate better than expected growth in their learning, through teaching that uses the thorough collection, analysis and use of data to inform practice.

The high expectations teachers have about their students influence how they teach and interact with them and directly impacts on student achievement levels, growth and attainment.

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.

- Data discussions and analysis - Reading and Numeracy
- High Skill / High Challenge - Reading and Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$86,351.96

English language proficiency: \$13,371.43

QTSS release: \$91,706.96

Literacy and numeracy: \$599.99

Literacy and numeracy intervention: \$48,266.82

Integration funding support: \$77,586.00

Summary of progress

Data gathered around methods of reading assessment indicated that across the stages, there was a lack of consistency with assessment tools being used. An assessment schedule was developed for NPS that will be implemented across K-6. The assessments included in the K-6 schedule align with the direction of the new syllabus and provide teachers with information about specific areas of reading development. Staff were guided through the administration and subsequent analysis of:

- The Fluency Assessment Tool
- Phonological Diagnostic awareness tool
- Phonics Diagnostic assessment
- Short Assessments for comprehension

By upskilling the teaching team on the Literacy and Numeracy Progressions, data is being collected in a structured and meaningful way. Stage teams have worked collaboratively to formulate rubrics, using progression markers, to show a clear pathway of learning that matches a syllabus outcome. The rubric has ensured data is being consistently collected across K-6, effectively utilised in classrooms to inform differentiation opportunities and reporting to parents clearly demonstrates student growth and next steps.

The whole school professional development conducted on effective reading instruction was undertaken by all K-6, specialist and learning support staff in terms 2 and 3. By utilising collaborative protocols, staff explored and unpacked Deslea Konza's research alongside the Department of Education's K-2 Effective Reading and 3-6 Improving Reading Comprehension guides. Data collected from staff self-reflection surveys demonstrated an increased knowledge and capacity across all areas of reading instruction.

The school participated in the self-selector trial for the early adoption of the new K-2 syllabus. The evidence demonstrates the Early Adopter Trial for Year 1 has a positive impact on the outcomes of students in Year 1. The data shows that the professional development, which introduced the framework, structure and research behind the English syllabus, has ensured positive growth for student achievement in reading. Feedback from Year 1 teachers has indicated students exposed to the Early Adopter Trial are more readily able to reason their understanding of mathematical concepts and make connections across strands due to the overarching concept of working mathematically in the new mathematics syllabus.

The HPGE policy was not implemented in 2022 due to staff shortages and inability to secure casual staff, this activity will be carried over to early 2023.

Where to next?

In 2023 in this initiative, the leadership team will gather staff data about current attitudes and practice around the HPGE policy. This data will inform the design and implementation of high impact professional learning for all staff about the HPGE policy. Through engagement with the HPGE policy, staff will utilize the differentiation adjustment tool and strategies will be reflected across all teaching and learning programs.

The leadership team will examine alternate means of assessment to track student growth and enable staff to have meaningful data discussions to ensure students are making growth. The Assistant Principal Curriculum and Instruction will guide the implementation of the new curriculum in K-2 and prepare all staff to implement the 3-6 syllabus in 2024 by familiarizing all staff with the research that underpins the curriculum reform.

In 2023, the school will focus high impact professional learning on the effective teaching of mathematics and align pedagogy with current educational research. In addition, the Assistant Principal Curriculum and Instruction will guide staff to use formative assessment to modify teaching practice to meet the needs of all learners.

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
6% Improvement in the number of students achieving in the top 2 bands in Numeracy	2022 NAPLAN indicates that 55% of students are in the top two skill bands for Numeracy indicating that the school is moving toward the 6% improvement target set for 2022.
Improvement in the number of students achieving in the top 2 bands of NAPLAN reading to be trending upwards toward the system-negotiated upper-bound target.	2022 NAPLAN indicates that while 69.9% of students are in the top two bands for Reading this indicates that progress is yet to be seen toward the lower bound target.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system negotiated target baseline and the schools lower bound target .	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be between the system negotiated target baseline and the schools lower bound target .	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increased percentage of students attending school 90% or more of the time by 3%	The number of students attending greater than >90% of the time or more has decreased, however this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to Covid19 when this data was harvested.

Strategic Direction 2: Engagement

Purpose

Effective partnerships in learning with parents and students mean students demonstrate their motivation to deliver their best and their capacity to improve.

Students benefit from the school's planned and proactive engagement with parents and the broader community.

Parents and carers develop an understanding of, and value, social and emotional learning in children, and how that drives the school's wellbeing practices.

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.

- Parent Partnerships
- Community Connections
- Social and Emotional Learning

Resources allocated to this strategic direction

Professional learning: \$17,325.40

School support allocation (principal support): \$1,250.00

Literacy and numeracy: \$27,368.97

Summary of progress

Parent engagement with Building Learning Power was delayed this year as staff, students and the community were engaging with You Can Do It! The metacognitive skills of organisation, resilience, confidence and persistence will be explored more deeply using the Building Learning Power framework in 2023.

'The Fathering Project' is building momentum within the school community. Positive feedback was received by students, father and father figures, on the enjoyment of spending quality time together during activities such as social get togethers and the first NPS sleepout on school grounds. Discussions amongst the fathers involved in the project are now leading to organising the next camp out and this time on a rural property, quality time between fathers and father figures and their children are increasing.

Community Connections were strengthened through attendance at the Cameraygal Community of School (CCOS) network Zoom meetings, 2 executive members consulted with Cameraygal High School to discuss participation in a range of workshops to promote connections between Northbridge P.S and Cameraygal High School. Staff discussed engaging students in a range of opportunities including science lessons, music and band lessons and debating experiences. Northbridge P.S. expressed interest in joining a band day and music enrichment experiences and engaging with the Cameraygal High School on future projects supporting 'Girls in STEM'.

In order to strengthen partnerships between school and parent community and connect our progress with social emotional learning through the You Can Do It! program, we adapted student report templates to reflect their alignment with the 5 keys.

Where to next?

In continuing the connections being made with our high schools, we will be moving ahead with the Girls in Stem program, in 2023. Teachers will also communicating further with the community through evening events with guest speakers, the newsletter and in parent teacher meetings about the social emotional learning framework to deepen parents; understanding and ensure there is a shared language that can be used between students staff and parents.

The success of the Fathering Project has ignited hope forencouraging more community events in at school as participation has waned during the pandemic. The school's centenary celebrations in 2023 will be focused upon new and old community contacts culminating in several new community events and opportunities to participate in the life of the school.

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
Parents understand their own child's progress through the ACARA Personal and Social and Social Capability levels	Parental understanding of their child's social emotional learning strengths are communicated through our Semester One and Semester Two Reports as well as through newsletter articles before the reports were sent home
Teaching programs show evidence of collaboration with WGHS and CHS staff	Initial links have been re-established post Covid, with both Willoughby GHS and Cammeraygal HS. Year 10 students are invited to be mentors for sporting events and Year 7 students assist by being panel members for the Get Set for High School program.

Strategic Direction 3: Empowerment

Purpose

Our purpose is to ensure that all students have the opportunity to learn skills and understandings that they can apply to navigating social, emotional and learning situations..

Students develop and maintain a strong sense of belonging which enables them to build strong and healthy relationships both at school and in the broader community.

Improved sense of belonging will assist in creating an effective environment for valuing student voice and promoting engagement in learning.

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.

- You Can Do It! Social Emotional Learning
- Metacognition

Resources allocated to this strategic direction

Socio-economic background: \$3,348.31

Professional learning: \$10,890.16

Per capita: \$62,260.00

Summary of progress

Learning Walks completed by executive staff throughout Terms 3 and 4 demonstrated that 'Bystander to Upstander' K-6 groups are an effective tool in developing relationships throughout the school. Student leaders were observed using language and strategies that aligned with the You Can Do It! program. High engagement was noted from all students and it was clear that students had formed meaningful relationships with their peers.

Data from student focus group surveys showed that 80% of students were able to identify an adult in the school (other than their current class teacher) that they would be able to approach if they had a problem in school or at home.. Only 10% of the students surveyed reported their 'Bystander to Upstander' teacher was an adult that they could identify to approach if they had a problem.

Students use a consistent language when discussing social emotional issues and can identify the attitudes, values/character strengths and social-emotional skills for success, relationships and wellbeing as well as for overcoming social-emotional blockers.. When completing You Can Do It! focus groups with students from years 1-6 all students were able to discuss and reflect on the five essential social emotional foundations required to be successful - confidence, persistence, organisation, resilience and getting along..

As well, focus group surveys identified that 72% of students 'connect' with someone from their Bystander to Upstander group during playtimes at different times in the week. Thus, demonstrating that these groups are promoting cross-age friendships and relationships and contributing to students sense of belonging at NPS.

When the 'Bystander to Upstander' program is implemented in 2023 teachers will be given a greater role in facilitating the sessions to further strengthen relationships across the school.. Teachers will introduce the session and conclude with a plenary allowing students to reflect on their learning in the session.

Where to next?

In 2023, in this initiative, the schools plans to allow greater 'student voice' of our senior students to further promote a positive sense of belonging. These initiatives include involving our senior students in decision making such as reviving school assemblies so that leaders and year 6 students take greater ownership in running these weekly events.

As well, it is our school's 100th year anniversary, there are a number of events planned and opportunities to involve our senior students in the planning and delivering of centenary events. These events will highlight the great community that we as teachers and students of Northbridge Public School belong, further strengthening our students' sense of belonging.

Another initiative planned for 2023 is to rename our school's houses. Students will play a major role in the inception of

these new house names as the school enters its centenary year. The new house names will be suggested by students. This will further enhance student voice and sense of belonging as our year 5 and 6 students lead the school in implementing this huge change to our school identity.

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
Students can identify at least one more adult who they can turn to at school	Data from student focus group surveys showed that 80% of students were able to identify an adult in the school (other than their current class teacher) that they would be able to approach if they had a problem in school or at home..
Students will self reflect on their progress on the ACARA Personal and Social Capability learning continuum and the BLP skills framework	Students use a consistent language when discussing social emotional issues and can identify the attitudes, values/character strengths and social-emotional skills for success.
TTFM Sense of Belonging increase by 2% on 2021 baseline	Data shows there was a 2% increase to 73% of children who feel a positive sense of belonging during 2022.
Behaviour Referral Forms (BRFs) negative will decrease by 5% on 2020 data	School data shows that there has been a 6.5% reduction in the amount of negative Behaviour Referral forms during 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$77,586.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northbridge 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"> • High Skill / High Challenge - Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • The provision of 3 x part time SLSO's for the 2 x children who attract the funding to allow them to access the curriculum. • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The provision of support for our children with special needs has allowed those children more equitable access to the school curriculum and school life in general.</p> <p>After evaluation, the next steps to support our students will be: To ensure the continuation of SLSO support with the ability to respond to the changing needs of our students.</p>
<p>Socio-economic background</p> <p>\$3,348.31</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northbridge 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"> • You Can Do It! Social Emotional Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • employment of additional staff to support [name] program implementation. <p>The allocation of this funding has resulted in the following impact: Students who were not able to access the You Can Do IT! curriculum were assisted by purchasing targeted resources and extra staff. Their accessibility to the program was achieved.</p> <p>After evaluation, the next steps to support our students will be: The final phase of the program will be implemented next year and the same assistance will be given to the families requiring it.</p>
<p>English language proficiency</p> <p>\$13,371.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northbridge 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"> • Data discussions and analysis - Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing intensive support for students identified in beginning and emerging phase • additional teacher time to provide targeted support for EAL/D students and for development of programs • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff

<p>English language proficiency</p> <p>\$13,371.43</p>	<p>The allocation of this funding has resulted in the following impact: All students identified as emerging and developing have been given small group or in class support specifically differentiating for individual needs. Staff have a clear understanding of the EAL/D progressions and do annual PL with the EAL/D teacher. All teachers have a thorough understanding of the progressions and EAL/D now forms a permanent part of our whole school reporting system rather than having a separate report.</p> <p>After evaluation, the next steps to support our students will be: PL will be repeated in 2023 with all staff and student achievement will continue to be tracked by both the classroom teacher and the EAL/D teacher.</p>
<p>Low level adjustment for disability</p> <p>\$86,351.96</p>	<p>Low level adjustment for disability equity loading provides support for students at Northbridge 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"> • Data discussions and analysis - Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The provision of support for our children with special needs has allowed those children more equitable access to the school curriculum and school life in general.</p> <p>After evaluation, the next steps to support our students will be: To ensure the continuation of SLSO support with the ability to respond to the changing needs of our students.</p>
<p>Professional learning</p> <p>\$28,215.56</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Northbridge 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"> • Parent Partnerships • Community Connections • You Can Do It! Social Emotional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Overview of activities partially or fully funded by this initiative include: engaging specialist teachers and presenters for parent and teacher workshops; providing release time for teachers to engage with teachers from local high schools; release time for teachers to engage with expert teachers and the You Can Do It Program; <p>The allocation of this funding has resulted in the following impact: the increased capacity of all teachers to embed effective practices in the explicit teaching of social emotional skills and capabilities and has bought time for teachers to be taken off class to deeply engage with professional learning.</p> <p>After evaluation, the next steps to support our students will be: continued personalised and targeted professional learning regarding the social emotional frameworks and linking it to the learning dispositions in Building Learning Power which will be embedded in the school in 2023.</p>

<p>Literacy and numeracy</p> <p>\$27,968.96</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Northbridge 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"> • Data discussions and analysis - Reading and Numeracy • Community Connections <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: After engaging in high impact professional learning in Effective Reading Instruction a consistent set of assessment tools was identified and an assessment schedule embedded into programs.. This has enabled the collection and analysis of data across K-2 particularly, to be more consistent and efficacious. Staff confidence in their ability and expertise to teach reading has increased. There has been a 34% increase in the amount of staff who can explain why being able to proficiently decode and read fluently, impacts a child's ability to comprehend a text.</p> <p>After evaluation, the next steps to support our students will be: The next steps to support our students are in numeracy. Providing high impact professional learning to improve student outcomes using data collected from NAPLAN, Check-in assessment and internal data. Developing a similar assessment schedule for numeracy as has been achieved for literacy and continuing to refine the analysis, sharing and collection of data to inform teaching and learning.</p>
<p>QTSS release</p> <p>\$91,706.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northbridge 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"> • Data discussions and analysis - Reading and 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 • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice particularly in reading assessment . Teachers now embed all strategies from the Big Six components of reading in their programs. There was an increase of 44% of teachers using these strategies in the classroom and embedding them in their practice between pre and post staff surveys conducted before and at the conclusion of the professional learning.</p> <p>After evaluation, the next steps to support our students will be: employing the same strategies used to develop the HIPL for reading and applying them to numeracy in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Northbridge Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</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"> • High Skill / High Challenge - Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: Improved engagement in learning. Evidence can be seen in a combination of reading assessments such as</p> <ul style="list-style-type: none"> • The Fluency Assessment Tool • Phonological Diagnostic awareness tool • Phonics Diagnostic assessment • Short Assessments for comprehension <p>This has resulted in zero students scoring in the lowest four bands of NAPLAN Reading in Year 5 with 96 % of students scoring a band 6 or higher. In Year 3 NAPLAN reading the number of students scoring in the bottom three bands remained the same.</p> <p>After evaluation, the next steps to support our students will be: the engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>COVID ILSP</p> <p>\$9,047.00</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 • providing targeted, explicit instruction for student groups in literacy & numeracy. • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: The group of 12 Year 2 children have had three 50 minute sessions per week focusing on very specific elements of English and Mathematics that have been identified from internal school data as requiring support. End of year internal data shows that their achievements in the specific outcomes focused on in support have risen to meet the average achievements of their cohort.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need and ensure that in the following year student progress is continued to be monitored and supported by differentiation in the classroom.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	245	259	243	246
Girls	274	260	238	232

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.3	95.5	95.0	92.2
1	95.8	96.2	95.0	90.3
2	96.0	95.7	95.7	90.4
3	97.0	97.0	95.5	92.5
4	96.1	96.9	94.4	91.4
5	95.9	96.6	96.1	92.2
6	96.1	97.3	94.1	91.8
All Years	96.2	96.4	95.1	91.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.4
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.5
Teacher Librarian	1
School Administration and Support Staff	3.78
Other Positions	0.2

*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	53,801
Revenue	4,675,067
Appropriation	4,068,476
Sale of Goods and Services	2,369
Grants and contributions	600,826
Investment income	3,097
Other revenue	300
Expenses	-4,391,175
Employee related	-3,872,689
Operating expenses	-518,487
Surplus / deficit for the year	283,892
Closing Balance	337,693

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	77,586
Equity Total	103,072
Equity - Aboriginal	0
Equity - Socio-economic	3,348
Equity - Language	13,371
Equity - Disability	86,352
Base Total	3,506,914
Base - Per Capita	121,539
Base - Location	0
Base - Other	3,385,375
Other Total	282,756
Grand Total	3,970,327

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

Social emotional learning for students was a focus in 2022 with the introduction of the You Can Do IT! Program across the school and community. Tell Them From Me Survey showed students with positive relationships at school as being 88% which was 3% above the NSW Government Norm. Students with positive behaviour at school was also at 88% well above the NSW Government Norm. With the introduction of the cross grade Bystander to Upstander buddy groups, 86% of students said that they look out for their group members at school and help them if they need it. Our students, particularly in Year 4 feel accepted and valued by their peers and by others at their school is at 85% which is also above the NSW Government Norm of 81%.

In 2022, a randomly selected parent phone survey was conducted which included the following responses. When asked what words or phrases would you use to describe the school to others, responses were positive and included that the community felt that overall Northbridge Public was "Friendly, good reputation, good education with a nurturing staff that provided a well- rounded education." When asked what parents liked best about our school they responded with "Excellent standard/quality of teachers, not a massive school but still plenty of opportunities, quality of education my boys received was fantastic, nurturing caring atmosphere of the school." and "Teachers and staff are brilliant and organise diverse daily activities for the children. There is a good balance between discipline and encouraging creativity". We also asked what does our school do that promotes parent engagement with their child's education and some indicative responses were: "Information evenings, these bring parents together as groups from Kindy, community is very important, working bee and fundraiser help to get parents involved." and "Parents are invited to assemblies, open days and to help in the classrooms, homework obligations are communicated and the school supports happy children who then talk to their parents about school in a positive way.

The school sought feedback from our staff on several issues across the year, one of which was regarding our focus on the new K-2 curriculum as an early adopter school. High impact professional learning was developed by the school executive using supporting documents and research provided by the DoE on Effective Reading Instruction. A staff pre and post survey was conducted with a special focus on the teachers' expertise and skills around teaching fluency and vocabulary and the results were as follows: Staff awareness of the components that encompass reading fluency increased from 27.1% to 87.5%. Teachers who provided specific opportunities to their students to develop fluency increased from 54.5% to 88%. Regarding vocabulary the ability to employ different strategies when programming for this element increased from 36.4% almost 100%. The overwhelming response to the PL provided to staff was extremely positive with staff showing an increase in confidence, expertise and skill in reading instruction in all aspects covered (oral language, phonological awareness, letter sound knowledge fluency and vocabulary).

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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