

2022 Annual Report

Northmead Public School



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Introduction

The Annual Report for 2022 is provided to the community of Northmead 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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Message from the principal

The Annual Report for 2022 is provided to the community of Northmead Public School as an account of the school's operations and our student, staff and community 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 our 2021-25 Strategic Improvement Plan. Our Annual Report outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and life outcomes along with the impact upon students, staff and community aligned with the expenditure of resources, including equity funding.

In August 2022 we had the pleasure of providing the Education Minister with a "look around" our wonderful school, along with our local MP and two other Directors. We were able to give them a snapshot of early Kindergarten and Year 1 learning for our 2022 students who had missed so much face-to-face learning due to the pandemic, but demonstrated their literacy group skills and independent learning environment opportunities. We could also showcase the art undertaken during our Pathways to Reconciliation program with Parramatta Council which provided an artwalk on our Kleins Road fence. This was the second year we had participated in this important cultural, language and understanding of Country program which our Aboriginal students and non-Aboriginal students were so engaged with.

For the first time in two years, our Year 4 and Stage 3 students could undertake overnight excursions and outdoor adventures.

Our students excelled in learning, sport, creative arts, leadership opportunities with students gaining success and undertaking additional competitive opportunities at school, zone, state and national levels. One of our students even presented awards at the 2022 Daly M awards which will always be a lifetime highlight for him. Students in our Band groups and Dance ensembles excelled in Eisteddfod opportunities and Dance Festivals with our youngest Dance Group being accepted into and performing at the State Dance Festival.

Our P&C under Kristen's positive leadership, continues to support shared school and community projects to improve the infrastructure of the school and provide fundraising opportunities for future projects. Together with our P&C Uniform Shop, we have seen the introduction of our new school uniform which highlights an indigenous design and reflects the gender-neutral lifestyle of our students in their learning and play. This has been an enormously satisfying undertaking with much input, community and student voice and hard work by the Uniform Shop Coordinator, Jenny and our supportive supplier. Our P&C Canteen under Jo's coordination also continues to be a source of fresh, healthy options, always positively reviewed by visitors to the school along with our students, staff and families. Jo continues to engage in all special school events to provide interesting options for students and staff.

The Annual Report always a time of reflection on what we have achieved, what could be "even better" and how to plan for continual improvement in the year ahead.

Mrs Anne Ezzy [B.A., Dip. Ed. |Accredited Reading Recovery]



2022 Celebrating First 100 days for Kindergarten

School vision

At Northmead Public School we believe in the word "C.A.N." which stands for the Capacity to Achieve at Northmead. High expectations and continual improvement for students, staff and community are non-negotiable. Every child accesses evidence-based learning excellence; educational and social/emotional. Northmead Public School nurtures a connected and collaborative culture.

School context

Located in the Girraween network, Northmead Public School opened in 1924 with current student enrolment numbers of 700. The school has a diverse population with approximately 50% from a language background other than English. Less than 1% of student population identify as being Aboriginal. Northmead Public School provides a safe, compassionate, stimulating learning and wellbeing educational environment where everyone is encouraged to continually improve and where the practice and understandings of students, families, staff and whole school community are aligned with the values and goals of the NSW DoE Strategic Plan and the domains of learning, teaching and leading within the School Excellence Framework. Teaching is focused on learning success for every student in an integrated curriculum, based upon not only on what we learn but how we learn. Students are supported to transfer knowledge, skills and understanding to a range of concepts and critical questions linked with real world situations. Our students are provided with quality extra-curricular opportunities in the Creative Arts including respected and highly successful Dance and Band programs and annual submissions in Operation Art. Students participate in Public Speaking, Tournament of the Minds and leadership forums. Students successfully compete in school, zone and regional sporting events including swimming, athletics and cross-country as well as entering teams in weekly PSSA competitions and gala days. Northmead's learning team identifies with the responsibility to engage in research and evidence-based professional development and a commitment to data informed practice. The school culture promotes respectful and cooperative partnerships with all members of Northmead's community. The school completed and evaluated the data from their comprehensive Situational Analysis to inform the Strategic Directions and initiatives for the 2021-2025 Strategic Improvement Plan and incorporated consultation with students, staff and the community in order to bring about continual improvement in learning, teaching and leading for every student, every staff and community member.

The school will focus on the following Strategic Directions:

Strategic Direction 1 - Student Growth and Attainment: Northmead Public School is committed to embedding an integrated approach to teaching and learning and is focused on the delivery of quality, explicit teaching to continually improve student outcomes in reading and numeracy.

Strategic Direction 2 - High Expectations : Continual Capacity Building: At Northmead Public School, teachers differentiate curriculum delivery to meet the needs of all students, including adjustments to support learning or increase challenge underpinned by data informed practice, analysis of ongoing assessment and providing effective feedback from teachers to optimise student progress. Teachers are supported by identified curriculum/instructional leaders to trial innovative and evidence-based pedagogy building student creativity, capabilities and capacity to grow in their learning progress. The school is committed to continual improvement for every student, every teacher, every classroom and the school processes and outcomes overall.

Strategic Direction 3 - Connected Culture: Northmead Public School focuses on student wellbeing and positive, respectful and authentic partnerships with parents/carers to enhance student learning success and continual improvement across the school. Wellbeing and optimal student engagement in learning and life outcomes for every student is understood to be a collective responsibility. This is monitored and improved through high expectations and consultation between teachers, students with their families.



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

Strategic Direction 1: Student growth and attainment

Purpose

Students will demonstrate continual improvement in learning outcomes with an emphasis on reading and numeracy using data informed explicit pedagogy and practice aligned with each student's individual needs. Teachers will regularly monitor, measure and evaluate each student's growth and attainment using external and internal evaluative analysis tools.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$75,286.00
English language proficiency: \$103,944.00
Integration funding support: \$213,318.00
Aboriginal background: \$2,700.00
QTSS release: \$110,000.00
Low level adjustment for disability: \$45,968.00
Socio-economic background: \$40,528.00
: \$7,500.00

Summary of progress

- AP Curriculum and Instruction appointed Term 1 2022 and has led K-2 Curriculum implementation in planning, programming and assessment
- Micro-PL undertaken by all staff for implementation of K-2 Curriculum English and Maths Terms 2-4
- Micro-PL evaluation led by AP C&I and Team Leaders in weekly TPL sessions Term 3-4
- Data Discussions/Progress Evaluations undertaken in Weeks 5 & 10 and reported by APs to Exec to evaluate progress and improvement each term and inform next teaching sprints and pedagogy evaluation
- EAL/D teachers work with Class Teachers on phasing and building capacity for EALD student evaluations and areas for improvement

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 proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading demonstrates an uplift of 6.2%.	<ul style="list-style-type: none">• Uplift of 6% achieved• School score for Year 3 Reading above State and SSSG• School score for Year 5 Reading was above State and SSSG
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy demonstrates an uplift of 6.3%.	<ul style="list-style-type: none">• Uplift of 9% achieved• School score for Year 3 Numeracy was above State and SSSG• School score for Year 5 Numeracy was below State and SSSG
Increase the percentage students achieving expected growth in NAPLAN reading to be trending upwards towards system-negotiated lower bound target of 70%.	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage students achieving expected growth in NAPLAN	<ul style="list-style-type: none">• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of

numeracy to be trending upwards
towards system-negotiated lower bound
target of 67%.

NAPLAN.

Strategic Direction 2: High Expectations : Continual Capacity Building

Purpose

Through high quality, targeted professional learning underpinned by high expectations for every learner, the school will build capacity of teachers to plan, implement, monitor and analyse data informed teaching and assessment practices. Teachers will demonstrate explicit teaching practice and provide personalised learning that is data informed, effective feedback and mentor students to cooperatively develop learning goals to maximise learning outcomes and academic success in all key learning areas.

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 Informed Practice
- Differentiated Assessment Informed Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$75,286.00

Refugee Student Support: \$2,063.00

Low level adjustment for disability: \$45,968.00

English language proficiency: \$103,942.00

QTSS release: \$30,000.00

Professional learning: \$45,630.00

Summary of progress

- AP Curriculum and Instruction appointed Term 1 2022 and has led K-2 Curriculum implementation in planning, programming and assessment
- Micro-PL undertaken by all staff for implementation of K-2 Curriculum English and Maths Terms 2-4
- Micro-PL evaluation led by AP C&I and Team Leaders in weekly TPL sessions Term 3-4
- Data informed practice is led by APs and Team Leaders in Weeks 4 and 9 to present to Senior Executive Weeks 5 & 10 to evaluate process, quality process and impact using quantitative and qualitative data
- NSW DoE Assessments including phonics, phonemic awareness, spelling, working mathematically, additive strategies are used to track student progress and improvement as well as areas for improvement
- Student assessment (formative) informs Stage planning for next teaching sprint (4-5 week duration)
- QTSS used for additional Executive K-2 to assist with planning, programming and assessment with new curriculum, class observations and feedback for teachers and students
- Professional learning in Student learning goal (S.I.N.G.) provides teachers with tools for students to negotiate literacy, numeracy and personal goals for each term's progress but has been identified as not yet indicative of classroom practice K-6
- L.I.S.C. informs all learning targeted for data analysis in most classrooms
- All teachers access DoE Curriculum reform PL and Universal Hub resources with AP C&I providing timeline and targeted PL to inform school TPL planning, programming sessions weekly
- Self-assessment against the School Excellence framework shows the Element of Assessment, in the theme of Formative assessment, to be sustaining and growing and working towards excelling.
- Self-assessment against the School Excellence framework shows the Element of Assessment, in the theme of Whole school monitoring of student learning to be excelling.
- Self-assessment against the School Excellence framework shows the Element of Data Skills and Use, in the theme of Data literacy, to be working towards excelling.
- Self-assessment against the School Excellence framework shows the Element of Data Skills and Use, in the theme of Data use in teaching, to be sustaining and growing.

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
Staff articulate 5% positively trending uplift from 2021 baseline in their ability	• TTFM teacher survey results not yet available to measure 5% uplift but this data will be updated once survey is released.

<p>to identify areas for development and collaborative practice aligned with the priorities of the Strategic Improvement Plan.</p>	<ul style="list-style-type: none"> • AP C&I, Executive and Team Leaders report positive commitment to collaborative practice and would comment that the majority of teachers are productively engaging with pedagogy development and collaborative practice within (Stage meetings) and across stages (in K-6 PL) linked with NSW DoE K-2 Curriculum implementation timeline • AP C&I and Team Leader (Kindergarten) undertake collaborative practice sessions with other school networks and AP C&I networks as part of the Curriculum Reform Resourcing groups, providing feedback on other school practices and development that align with the Strategic Improvement Plan
<p>Tell Them From Me (TTFM) teacher survey responses demonstrate a positively trending uplift from 2021 baseline data in the areas of:</p> <ul style="list-style-type: none"> • teacher collaboration drives student learning; • leadership capacity drives student learning. 	<ul style="list-style-type: none"> • TTFM teacher survey results not yet available to measure 5% uplift but this data will be updated once survey is released. • The Executive including Principal, DPs, AP C&I and middle leadership anecdotally reflect a positively trending uplift in: • teacher collaboration driving student learning being evident in K-2 and improving in Years 3-6; • leadership capacity driving student learning being visible and trending higher since implementation of Team Leader/AP Curriculum meetings/data discussions.
<p>Tell Them From Me (TTFM) parent survey responses demonstrate a positive upward trend uplift from 2021 baseline data that parents are informed partners in their child's learning and the % of parents who have been provided with student achievement examples at Sound, High and Outstanding for their child's Stage of learning.</p>	<ul style="list-style-type: none"> • TTFM parent survey responses are not yet available to measure upward trend from 2021 baseline data. This information will be updated once survey is released; • Parents are provided with student achievement examples at Sound, High and Outstanding for their child's Stage of learning when requested; • School is committed to widening this example process for all parents from 2023 with samples being aligned with the new K-2 syllabus.
<p>Student TTFM surveys provide evidence of positive upward trend data from 2021 baseline that:</p> <ul style="list-style-type: none"> • students in Years 2-6 can confidently articulate their learning goals; and • students can provide feedback to their teacher on the "next steps" to achieve their next learning goal for improvement. 	<ul style="list-style-type: none"> • 68% of students in identified setting challenging goals for themselves in their schoolwork and aim to do their best. This data was higher for girls (76%) than boys (62%); • Teachers have identified students K-1 who are articulating learning goals in literacy, numeracy and personal growth.; • Document analysis of learning programs indicate most learning programs include evidence of adjustments made to accommodate individual student needs with the Learning Success teacher and Coordinator supporting teachers to complete IEPs and Behaviour Plans for identified IFS students by Week 9 of each term; • The school is committed to improving the % of students articulating S.I.N.G. (Students Imagine Next Goal) once a term in 2023; • TTFM identified a School Mean of 7.1 (NSW Govt Norm 7.5) where students identified they were aware of teacher goals, expectations for growth and provided feedback. .; • TTFM identified a School Mean of 7.9 (NSW Govt Norm 8.7) where students identified that staff emphasise academic skills and hold high expectations for all students to succeed. This result was slightly higher for girls (8.1) than for boys (7.9).

Strategic Direction 3: Connected Culture

Purpose

Positive, respectful relationships are evident among all members of the school community. The wellbeing and optimal engagement in learning and life outcomes for every student is understood to be a collective responsibility, is monitored and continually improved through high expectations and consultation between teachers, students and parents/carers. Mutually effective, responsive and productive communication and feedback is sought within the school community to positively impact the wellbeing and learning outcomes for every student.

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: Navigating to True North
- Productive Partnerships

Resources allocated to this strategic direction

Refugee Student Support: \$2,063.00

Aboriginal background: \$2,482.00

: \$0.00

Per capita: \$36,434.00

Socio-economic background: \$1,000.00

Low level adjustment for disability: \$74,000.00

Summary of progress

- School has established an inaugural Year 6 **"True North"** award in 2023 for students who have demonstrated visible success in learning and wellbeing despite their disability. This is underpinned by the "strengths" approach advocated in the new IER policy.
- Self-assessment against the School Excellence framework shows the Element of Wellbeing, in themes (Caring for students; A planned approach to wellbeing; Individual learning needs and Behaviour) to be excelling.
- School commenced the student goal **S.I.N.G.** (Students Imagine Next Goal) initiative which has been self-assessed at Sustaining and Growing using the SEF Elements of Learning Culture, Assessment, Effective Classroom Practice (Feedback).
- Self-assessment against the School Excellence framework shows the Element of Learning Culture, in the theme of High expectations, to be sustaining and growing and working towards excelling.
- Self-assessment against the School Excellence framework shows the Element of Educational Leadership in the theme of Community engagement, to be sustaining and growing. The school and P&C have increased school access opportunities post-COVID restrictions as well as undertaking joint projects including Outdoor Classroom equipment, Shading Infrastructure and Canteen Infrastructure improvements.
- School uniform transition commenced in 2022 following community consultation since 2020. The 2023 Kindergarten cohort will commence wearing the new uniform with a 2-3 year transition plan. The new uniform was a partnership between the school, P&C, P&C Uniform Shop and the wider school community. It caters for Australian and Aboriginal Culture, gender equity choices, sensory issues for students, affordable costing and easy maintenance.

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 undertaking Tell Them From Me (TTFM) Surveys demonstrate an uplift of 3% from 2021 data in the areas of: <ul style="list-style-type: none">• Advocacy at school• Expectations for Success and• Sense of belonging	<ul style="list-style-type: none">• 82% of students report positive wellbeing outcomes which has decreased by 3% across the positive wellbeing measures of: Advocacy at school• 93% of students report positive wellbeing outcomes which has increased by 1% across the positive wellbeing measures of: Expectations for Success• 67% of students report positive wellbeing outcomes remaining the same as 2021 data across the positive wellbeing measures of: Sense of belonging• The current Year 6 students were in Year 3 when the current principal

<p>Students undertaking Tell Them From Me (TTFM) Surveys demonstrate an uplift of 3% from 2021 data in the areas of:</p> <ul style="list-style-type: none"> • Advocacy at school • Expectations for Success and • Sense of belonging 	<p>was appointed. The school is expecting an uplift in wellbeing data from the current Year 4 and Year 5 students when the survey is undertaken in 2023.</p> <ul style="list-style-type: none"> • The school will proactively provide wellbeing "check-ins" each term for students in Years 3-6 by class teachers and members of the Learning Success team and Wellbeing team.
<p>Attendance data demonstrates an uplift of 5.2% in students attending >90% of the time.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the Element of Learning Culture, in the theme of Attendance to be sustaining and growing and working towards excelling. • SCOUT data demonstrates that against the agreed lower band of 87.4 in 2022 our Annual Trajectory was 85.84 compared with 84.81 in 2021. • Target of an uplift of 5.2% in students attending >90% was not met. 2021 was 83% attending >90% with a decrease to 54.8 in 2022. The school is reviewing its attendance policy and positive attendance systems and processes for 2023 to reverse this negative trend.
<p>Data analysis demonstrates positive upward trend in % of parents who respond to the Tell Them From Me parent surveys in the areas of:</p> <ul style="list-style-type: none"> • Parents are Informed and • Inclusive School questions 	<ul style="list-style-type: none"> • TTFM Parent Survey data is not yet available to measure the % of parents demonstrating a positive upward trend in the questions asked. This data will be updated when the survey data is released. • Self-assessment against the School Excellence framework shows the Element of Management Practices and Processes, in the theme of Community satisfaction, to be sustaining and growing and working towards excelling. • Self-assessment against the School Excellence framework shows the Element of Management Practices and Processes, in the theme of Community satisfaction, to be sustaining and growing and working towards excelling.



Harmony Day at NPS



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$4,126.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practice • Productive Partnerships <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning • release time for staff to provide targeted support to students, including mentoring and tutoring • intensive English language and learning support to increase educational outcomes for students • strengthening orientation and transition program for identified students • engage with external providers and specialist to provide intensive language support to identified EAL/D students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact:</p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> * Coordinated EAL/D parent/carer support to increase family engagement and to support communication with families in their own language/dialect; * EAL/D Coordinator liaises with parent interpreters and provide community based information newsletters in targeted languages; * Community Engagement Officer maintains communication with previously disengaged and/or new families, including linking families to government services as needed; * Authentic home/school partnerships are being strengthened and increased uptake in being involved with school events including Harmony Day. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Parent workshops with interpreter assistance to support parents to assist students with reading and numeracy; * Establish coffee/morning tea visits and pre-school play visits at school coordinated by EAL/D Teachers and Community Engagement Officer; * EAL/D teacher and key school community liaisons enhance school/parent and carer communication in first languages.
<p>Integration funding support</p> <p>\$213,318.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northmead 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to

<p>Integration funding support</p> <p>\$213,318.00</p>	<p>develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students accessing IFS * engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting * providing support for targeted students within the classroom through the employment of School Learning and Support Officers (SLSOs) * targeted students are provided with an evidence-based intervention including NSW DoE My PL Literacy Hub professional learning in reading intervention and phonics to increase learning outcomes using the AP C&I with weekly Team Leader meetings to identify curriculum areas for PL, curriculum planning and implementation * employment of additional staff including AP C&I and AP Strategic Improvement, along with Stage based Team Leaders, to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs, tracking progress regularly each term and reporting to Executive * employment of SLSOs to assist the learning and wellbeing progress for IFS funded students by implementing speech and OT programs developed by specialists including self regulation to support classroom learning and engagement * employment of LaST and interventionist teachers * employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students (including dyslexia) * development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students receiving IFS funding <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * specialist reading practitioners employed to support identified students with reading challenges 1.0FTE * the school has also appointed AP C&I Term 1, 2022 to support professional development of teachers and support staff and undertaking team teaching and observations with staff to improve confidence, knowledge, understanding and skills to consistently support students learning progress regarding additional literacy/numeracy intervention and consistency of literacy/numeracy and assessment programs K-6 * the school has appointed an AP Strategic Improvement to specifically monitor student improvement in Literacy and Numeracy linked to the 2021-25 Strategic Directions and coordinate/assist implementation of improved data informed practice, data literacy and data skills and use and support greater consistency by teachers of the monitoring of formative assessment implementation and effective feedback K-6 through up-skilling of teachers and Executive and working with the principal/executive and Learning Success teams to report on progress and evidence of impact through data informed practice aligned with High Expectations * using NAPLAN and Check-in Assessments as baseline data to monitor trends to meet system and school targets in Literacy and Numeracy including students receiving IFS funding and disability support funding
<p>Socio-economic background</p> <p>\$41,528.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northmead 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"> • Reading • Productive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student

<p>Socio-economic background</p> <p>\$41,528.00</p>	<p>learning</p> <ul style="list-style-type: none"> • employment of additional staff to support AP C&I, LaST, SLSOs and COVID ILSP programs implementation. • resourcing of additional teacher/class to increase equitability of resources and services and reduce class sizes for students to improve teacher:student ratios • employment of external providers (O/Ts and S/Ts) to support students with additional learning needs with withdrawal and team teaching methodology. • employment of additional staff to support EAL/D program implementation. • providing students without economic support for educational materials, uniform, equipment and other items and employment of Community Engagement Officer to liaise with families and provide principal/Executive with data to target financial support to enhance learning and wellbeing outcomes for identified families and their children <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Individual student assessments are regularly updated and responsive to student learning needs and incorporate parent/carer input and recommendations from external providers where appropriate (e.g. pediatrician, behaviour optometrist, occupational or speech therapy), specialist Learning and Support Teacher (LaST), Learning Success AP (with Special Education qualifications) and specialist staff including the COVID ILSP Coordinator and Literacy/Numeracy Intervention teacher. * All decisions around students supported by flexible funding student support and/or evaluation "next steps" in weekly meetings following the school's tiered evaluation model. * The school's professional learning team includes members from the specialist Learning and Support team, EAL/D and COVID ILSP practitioners, who work cooperatively with the principal and Executive to identify, plan, program, and provide differentiated and explicit support, assessment and evaluation, meeting the needs of identified individual students and small cohorts requiring intensive support. The school also employed a teacher with specialist intensive reading background to create a Year 1-2 intensive support class, which has resulted in reading and vocabulary improvements for these students as identified by internal data and standardised tests. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued focus on Vocabulary with prosody and comprehension as Reading focus in 2023. * Continued alignment of EAL/D and Learning Success practitioners to upskill teachers and SLSOs to provided targets support for identified students using disability funding. * Continued commitment to employment of O/Ts and S/Ts to provide targeted, explicit support to improve learning and wellbeing outcomes for identified students. * Continued identification of students using a Tier model for Learning Success and provide learning and wellbeing support to enhance student progress for student who do not qualify for IFS funding but require interventionist approach and consistent monitoring of improvement to support them back in mainstream classes, together with informed building of capacity of every teacher to provide differentiated support for identified students.
<p>Aboriginal background</p> <p>\$5,182.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northmead Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Productive Partnerships <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$5,182.00</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (LaST) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Improved student outcomes in reading and meeting benchmarks for students requiring additional support, focusing on literacy and numeracy. * PL in Student Learning Goals for teachers to consistently and effectively assist students be partners in their learning progress in Literacy, Numeracy and Personal goals. * Identified PL, literature resources and infrastructure projects for 2023 to improve recognition of the crucial role of Culture and Country to Aboriginal students and First Nations students learning and markers for ongoing progress, success and closing the achievement gap. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Plan with P&C/community and AECG members for school/community agreed projects (including workshops, community events and communication pathway options and playground/infrastructure projects based on feedback and further discussions/meetings during 2023. * Continued commitment to upskill teachers in supporting students to create SMART aligned student learning goals for Aboriginal, First Nations and all students to build their capacity, Student Voice and capabilities to create and act on achievable, meaningful learning and wellbeing goals. * Continued commitment to enhance Home/School communication pathways for families' voices to guide School directions for improved student outcomes and community engagement and participation with shared student and infrastructure projects throughout 2023.
<p>English language proficiency</p> <p>\$207,886.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northmead 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"> • Reading • Data Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • 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 • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms <p>The allocation of this funding has resulted in the following impact:</p>

<p>English language proficiency</p> <p>\$207,886.00</p>	<ul style="list-style-type: none"> * Improved student outcomes in reading and meeting benchmarks for students requiring additional support, focusing on literacy and numeracy. * EAL/D Teacher Staffing and SLSO Support * EAL/D PL for all staff including use of EAL/D progressions to phase students accurately and identify verbal, reading and writing progress indicators to each phase. * EAL/D PL for all staff from DoE personnel to assist with aligning EAL/D progressions to effective programming, class activities and assessment strategies for students with lower levels of English proficiency * EAL/D Support for Reading improvement provided by additional days EAL/D teacher and SLSO support under teacher supervision using staffing and flexible funding allocations * EAL/D specialist teachers are supporting classroom teachers with team-teaching, professional learning and mentoring to increase teacher confidence, knowledge and practice in their classrooms for EAL/D students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Expand impact of knowledge of specialist EAL/D teachers with all staff to improve knowledge of EAL/D progressions and provide staff competency and confidence to phase EAL/D students. * School will continue to engage with specialist NSW DoE EAL/D Support Coordinator to provide targeted professional learning on EAL/D progressions and support teachers to more directly provide differentiated and explicit support in Reading and Numeracy to every EAL/D student and provide ongoing formative and summative assessment progress to their families. * Continue to evaluate, modify and improve assessment schedule to identify, include and provide differentiated assessment opportunities for EAL/D students that provide opportunities to demonstrate what they can do as opposed to be assessed by what they are not yet able to achieve due to barriers of English Language proficiency.
<p>Low level adjustment for disability</p> <p>\$165,936.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northmead 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"> • Reading • Data Informed Practice • Productive Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • support for students with Community Engagement Officer and Learning Success Team supporting families with advice on programs to access to support their students. • targeted students are provided with an evidence-based intervention [Learning and Support; COVID ILSP] to increase learning outcomes • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which

<p>Low level adjustment for disability</p> <p>\$165,936.00</p>	<p>specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Formative and summative assessments used across K-6. Assessment schedule K-6 for 2022 evaluated by Executive for 2023 update. * AP C&I Staffing 1.0FTE and EAL/D Teacher Staffing and SLSO Support for students identified from Socio-Ec. Background * Fund additional class to reduce class sizes in Stages 2 and 3 and to release AP for Strategic Improvement aligned with SIP Initiatives to monitor identified students and provide capacity building for teachers to support each student assisted through this funding allocation. * Small group ILSP support in reading due COVID funding - 2 teachers 0.6FTE and 0.4FTE <p>The Executive including Principal, DPs, AP C&I and middle leadership anecdotally reflect a positively trending uplift in:</p> <ul style="list-style-type: none"> + teacher collaboration driving student learning being evident in K-2 and improving in Years 3-6; + leadership capacity driving student learning being visible and trending higher since implementation of Team Leader/AP Curriculum meetings/data discussions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to evaluate, modify and improve assessment schedule in 2023 based on 2022 evaluation and feedback from teachers, Team Leaders, AP C&I and Executive. * Continue Literacy (Reading) focus identified in SDs 1 and 2 along with Data informed Practice to effectively track, monitor, assess and evaluate student progress to achieve school targets. * Continue to use flexible funding and staffing for Specialist intervention teachers, O/Ts and S/Ts for identified students, upskill SLSOs using EAL/D and intervention teachers to assist with targeted student support. * Investigate flexible, differentiated educational support programs and assessment opportunities so students are not hampered in demonstrating progress using narrow assessment platforms.
<p>Professional learning</p> <p>\$45,630.00</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 Northmead 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"> • Differentiated Assessment Informed Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • AP C&I along with AP Strategic Improvement run EOIs for aspiring Team Leaders in each Stage to provide middle leadership development and to assist APs with teacher development with targeted PL in Stage and whole school TPL opportunities. • Teachers are employed to release APs when staff are available to enhance PDP observations and team teaching to building teacher capacity at all stages of their respective career paths. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Funding is utilised from Professional Learning when casual teachers are available to support understanding and implementation of embedding student learning goals in collaboration with DP, APs, Team Leaders and release teachers and mentors with students for goal setting aligned with Literacy, Numeracy and individual goals. * Weekly professional readings are provided to Executive and Team Leaders from AP C&I, principal and Sr Executive on identified areas for growth and capacity building, to support collaboration and identified areas

<p>Professional learning</p> <p>\$45,630.00</p>	<p>for capacity building within school teaching and Executive teams.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Commit to ongoing support and implementation by teachers to support students set, monitor and evaluate learning/personal goals and their impact aligned with TTFM data gained in Term 4 2022 to inform 2023 practice/implementation strategies and sequence. * Provide opportunities to gain feedback from Team Leaders on strengths gained and challenges encountered in 2022 and continuation to build depth of Middle Leadership team in 2023. * Feedback discussions with Sr Executive and surveys on impact of Team Leader/Middle Leadership program on their leadership knowledge and confidence to share their expertise with Executive and teachers on their Stage. * Undertake PL with School Leadership Institute at Middle Leadership and Principal levels to enhance knowledge, skills and capacity to lead using professional learning funds for release to attend courses and conferences. * Continue commitment to use PL funds for coaching and mentoring of Executive and teaching team to build capacity and capabilities in identified areas in SEF and Work Works Best as well as resources from School Leadership Institute.
<p>QTSS release</p> <p>\$140,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northmead 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"> • Reading • Numeracy • Data Informed Practice <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * AP C&I Staffing 1.0FTE; EAL/D Teacher Staffing and SLSO Support * QTSS funds difference between teacher/AP costs so AP Strategic Improvement is off class and teacher on Higher Duties as AP on Kindergarten * Funding allocation is provided to improve teacher capacity and quality through coaching and mentoring by an experienced middle leader to support APs and curriculum and SIP initiatives as well as provide policy support and PL to meet school and system targets. * Impact of this program was delayed due to unexpected staffing shortages of middle leadership leave and will be re-implemented in 2023. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continued commitment to the use of QTSS for this 2022 initiatives as impact delayed till 2023 and will be rebadged to reflect partnership of Curriculum (AP C&I) with Wellbeing (IER Policy implementation) and External Validation self assessment/situational analysis preparation as well as overseeing improvement in our targets for Attendance in 2023 for K-6 implementation.
<p>COVID ILSP</p> <p>\$110,000.00</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>COVID ILSP</p> <p>\$110,000.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students after data analysis of progress with literacy and numeracy outcomes for 2023 program. • leading/providing professional learning for COVID educators • releasing staff to participate in professional learning • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Develop resources linked with students' assessment outcomes in reading, phonics, fluency, comprehension, problem-solving. * Teachers employed and liaise with LaST and Learning Success team to determine entry/exit of students to maximise impact of COVID ILSP funding. * Data analysis provided to Learning Success team and Senior Executive of student progress in literacy and numeracy and to determine entry/exit of students with this program. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Analysis of student data demonstrated progress for 90% of students with some students exiting the program after Semester 1 due gaining required outcomes in reading and comprehension for their stage; * Students showing less than expected gains were continued in smaller groups for Semester 2 and will reassessed for 2023 interventions with this program. * Targeting this intervention as part of our Learning Success "umbrella approach" along will assist the school to provide students identified for additional intervention towards improved progress and outcomes using effective teaching and targeted literacy learning support with the aim to reduce students achieving in the bottom 2 bands in NAPLAN and move those students in the middle bands into the Top 2 Bands in order to improve our positive upward trend to meeting targets in 2023.
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	372	371	357	354
Girls	354	354	361	343

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	93.1	93.9	89.4
1	92.1	93.5	93.1	86.5
2	92.8	94.0	94.4	87.9
3	93.2	93.4	93.9	87.5
4	92.8	93.5	92.4	86.3
5	92.5	95.1	93.4	85.8
6	92.0	93.6	92.3	86.5
All Years	92.6	93.7	93.4	87.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5
Classroom Teacher(s)	26.66
Learning and Support Teacher(s)	0.8
Teacher Librarian	1.2
Teacher ESL	1.4
School Counsellor	2
School Administration and Support Staff	4.47

*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	95,745
Revenue	6,983,249
Appropriation	6,687,228
Sale of Goods and Services	6,457
Grants and contributions	286,891
Investment income	1,723
Other revenue	951
Expenses	-6,782,228
Employee related	-5,840,374
Operating expenses	-941,854
Surplus / deficit for the year	201,021
Closing Balance	296,766

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	217,445
Equity Total	420,556
Equity - Aboriginal	5,181
Equity - Socio-economic	41,528
Equity - Language	207,881
Equity - Disability	165,965
Base Total	5,050,443
Base - Per Capita	181,424
Base - Location	0
Base - Other	4,869,019
Other Total	784,223
Grand Total	6,472,667

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.

Literacy Achievement | Top 2 Bands:

- Students in the top 2 bands for Literacy increased by 6% in 2022 which met the school/NSW Doe Target

Numeracy Achievement | Top 2 Bands:

- Students in the top 2 bands for Numeracy increased by 9% in 2022 which met the school/NSW Doe Target

Literacy Achievement | Bottom Band:

- Students in the bottom band for Literacy decreased by 1% in 2022.

Numeracy | Bottom Band:

- Students in the bottom band for Numeracy increased by 2% in 2022 (which is a school focus area in 2023).

School vs Similar Statistical School Group (SSSG) / State Performance - Average School Score:

Year 3 Reading:

- **School:** 517.8 | **SSSG:** 494.65 | **State:** 495.26

Year 3 Writing:

- **School:** 468.2 | **SSSG:** 473.46 | **State:** 470.21 *(2023 Focus Area)*

Year 3 Numeracy:

- **School:** 512.3 | **SSSG:** 460.61 | **State:** 458.52

Year 5 Reading:

- **School:** 571.4 | **SSSG:** 557.22 | **State:** 544.32

Year 5 Writing:

- **School:** 533 | **SSSG:** 533.36 | **State:** 529.02

Year 5 Numeracy:

- **School:** 539.2 | **SSSG:** 561.47 | **State:** 543.15 *(2023 Focus Area)*

Parent/caregiver, student, teacher satisfaction

2022 Tell Them From Me Student survey:

Data provided demonstrated the **an uplift** in trends to our Social-Emotional Outcomes 2021 data in the areas of:

- Values school outcomes and Positive Behaviour at School

Data provided demonstrated **the same trends** to our 2021 data in the areas of:

- Positive Relationships; Interest and Motivation and Effort; Participates in Sports and/or Extracurricular Activities

Data provided demonstrated a **slight downturn** in trends to our 2021 data in the areas of:

- Sense of Belonging and Homework Behaviour.

Data provided demonstrated the **an uplift** in trends to our Student Skills Challenge Expectation 2021 data in the areas of:

- High Skills with High Challenge

Data provided demonstrated a **downturn** in trends to our 2021 data in the areas of:

- High Skill with Low Challenge and Low Skill with High Challenge (which are both positive trends for student learning and engagement)

For the following questions, the students in Years 4, 5 and 6 surveyed, percentages of girls and boys agreed with the following questions:

Students have friends at school they can trust and who encourage them to make positive choices.

- 73% of girls and 82% of boys

Students that do not get in trouble at school for disruptive or inappropriate behaviour.

- 90% of girls and 89% of boys

Students are interested and motivated in their learning.

- 68% of girls and 65% of boys

Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.

- 90% of girls and 87% of boys

Homework Behaviours: Students do homework for their classes with a positive attitude and in a timely manner.

- 34% of girls and 38% of boys

Effort: Students try hard to succeed in their learning.

- 88% of girls and 74% of boys

School Pride - I feel proud of my school (agree and strongly agree):

- 66% Agree/Strongly Agree
- 23% Neither agree or disagree
- 11% Disagree/Strongly Disagree

My teacher takes time in class to ask us to remember and explain things we have been taught before:

- 21% - in all lessons
- 40% - in most lessons
- 35% - in some lessons
- 5% - never or hardly ever

2022 Tell Them From Me Parent survey:

Data provided demonstrated an uplift in trends to our 2021 data in all the survey areas of:

- Parents feel welcome; parents are informed; Parents support learning at home; School support learning;
- School supports positive behaviour; Safety at school and Inclusive school.

Parent/Teacher Communication: since the beginning of the school year, how often have you talked with a teacher about your child's learning or behaviour?

Of the parents surveyed:

- 69% had talked with a teacher 2-3 times in the year
- 28% had talked once with a teacher and

- 3% had not talked with a teacher during the year

Perception of School Facilities

Of the parents/families surveyed:

- 88% agree or strongly agree that the school's physical environment is welcoming
- 87% feel the school is well maintained (with the open-ended questions received by individual parents providing beneficial feedback to the school and a source of future communication pathways on upgrades to the school infrastructure, including specific buildings and whether they fall into school funded projects with the community or whether the projects fall under NSW DoE Infrastructure and Funding timelines/projects).

Of the parents/families surveyed parents have High Expectations for their child/children *in order of ranking in the developmental areas of:*

1. Social Emotional - 96%
2. Academic - 81%
3. Physical - 56%
4. Cognitive - 49%
5. Future Studies - 34%
6. Employment - 25%
7. Spiritual - 18%

Useful Communication Methods with the school

Of the parents surveyed, provided feedback with how useful (**ranked as very useful/useful**) they thought the following types of communication are when discussing your child with the school:

1. Formal Meetings: 93%
2. Informal Meetings: 91%
3. Phone Calls: 91%
4. Online platforms to share child's work: 84%
5. Emails: 83%
6. Progress/interim reports: 77%
7. School Reports: 76%
8. 3-way conferences (parent-teacher-student): 72%

Useful Communication Methods about school news

Of the parents surveyed, provided feedback with how useful (**ranked as very useful/useful**) they thought the following types of communication are for finding out news about the school.

1. Emails - 88%
2. School Newsletter - 75%
3. Text - 72%
4. Social Media - 53%
5. P&C - 50%
6. Website - 46%

2022 Tell Them From Me Teacher survey:

Data provided demonstrated the same or an uplift in trends to our 2021 data in the areas of:

- Inclusive School; Parent Involvement; Learning Culture; Data Informed Practice; Teaching Strategies; Challenging and Visible Goals
- Planned learning opportunities and Overcoming obstacles to Learning

However there was a slight to significant decrease in the data comparing 2021 to 2022 in the areas of:

- Leadership; Collaboration and Technology.

These will provide open-ended communication feedback opportunities between the Executive and staff, particularly in view of the amount of expenditure that has occurred since 2019 in the area of Technology.

School leaders in my school are leading improvement and change

Of the teachers surveyed:

- 70% agreed or strongly agreed
- 24% neither agreed or disagreed and
- 6% disagreed or strongly disagreed

School leaders clearly communicate their strategic vision and values for our school.

Of the teachers surveyed:

- 66% agreed or strongly agreed

- 24% neither agreed or disagreed and
- 10% disagreed or strongly disagreed

Curriculum - I believe that my school does a good job of implementing curriculum change.

Of the teachers surveyed:

- 66% agreed or strongly agreed
- 28% neither agreed or disagreed and
- 6% disagreed

Teachers share and implement ideas about ways to help students retain what they are learning.

Of the teachers surveyed:

- 64% agreed or strongly agreed
- 24% neither agreed or disagreed and
- 12% disagreed

My school is a welcoming/culturally safe place for all students.

Of the teachers surveyed:

- 91% agreed or strongly agreed
- 9% neither agreed or disagreed or disagreed

Perception of School Facilities

Of the teachers surveyed:

- 67% feel the school provides a sense of belonging for students
- 42% feel student focus on their learning
- 45% of teachers feel the school is well maintained
- 36% feel the school supports effective teaching practices.

The open-ended responses to the above will provide beneficial future communication pathways between the school Executive and staff regarding the school's capacity to upgrade buildings, technology and infrastructure vs what is the Department's annual funding schedule for maintenance and upgrades as well as hope to increase positive perception of how the school support effective practice for all teachers.

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.