

2022 Annual Report

Padstow Park Public School



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Introduction

The Annual Report for 2022 is provided to the community of Padstow Park 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

At Padstow Park we provide engaging and innovative learning opportunities to fulfill every student's personal growth. Staff and our community in partnership, embrace diversity and create an inclusive environment where students are known, valued and cared for.

School context

Padstow Park Public School, is located in South Western Sydney and has an enrolment of 356 students. It was established in 1928. Our students are representative of the diverse religious, cultural and socio economic groups within our local community with 63% coming from a language background other than English. The largest cultural groups are Arabic speakers, Chinese and Vietnamese. We have 2% of our students identifying as Aboriginal. There are 3 support classes on site.

Many families share a strong cultural heritage with the school with some families having attended throughout three and four generations. The school has quite extensive, well appointed and maintained grounds offering large spaces for playing, exercising, and enjoying the outdoor physical environment. The playground also contains a purpose built tennis court, basketball court, sensory garden and fixed climbing equipment.

Padstow Park Public School strives to create an inviting and engaging learning environment focused on robust Visible Learning, quality learning and teaching programs and strong wellbeing structures enabling our students to succeed and thrive. Positive Behaviour for Learning (PBL) is being relaunched in this school plan cycle with the values of being safe, being respectful and being a learner.

The school has an extensive Music program taught by a specialist Music teacher, incorporating instrumental tuition in recorder, violin, vocal ensembles, drumming groups and choir. There is also regular and ongoing participation in the NSW Public Schools State Music Festivals as well as involvement in many high profile performances from the Arts Unit and local community events. We also enjoy strong traditions of extensive involvement and success in a range of sporting programs, debating, public speaking and dance. 2021 has seen the introduction of a Student Representative Council (SRC) and a cultural student group for students who identify as Aboriginal or Torres Strait Islander, to encourage student voice within our school.

There is also a purpose built school kitchen which is utilised to provide students with the opportunity to engage in the preparation of food and meals linked to school events and learning opportunities within specific Key Learning Areas. There is a before and after school care service on site for families run by the YMCA Revesby.

Family and community involvement is welcomed and encouraged and parent participation at all levels is highly valued by students and staff. The school is a dynamic hub within its community with consistent and varied use of its facilities and grounds by several local businesses, groups and organisations. Future focused learning is supported by a diverse range of technology and equipment, enhancing pedagogy within classrooms K-6. 2021 has introduced the use of Bring Your Own Device (BYOD) into Stage 3. The school is exploring diversity in community relationships and increasing participation of males within the school community through engagement in the Fathering Project.

A thorough Situational Analysis has been conducted to determine future directions for our school community. Some high level areas emerged and form the basis of our Strategic directions within the 2020-2024 School Plan. These processes were done through strong community consultation.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in Reading and Numeracy, we will scale up whole school processes for collecting and analysing data, and ensure quality teaching is underpinned by evidence informed strategies.

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 Practices in Reading and Numeracy
- Evidence informed quality curriculum delivery

Resources allocated to this strategic direction

English language proficiency: \$66,218.40

Aboriginal background: \$2,534.00

Low level adjustment for disability: \$19,376.00

Refugee Student Support: \$993.00

Socio-economic background: \$75,500.00

AP Curriculum & Instruction: \$60,456.80

QTSS release: \$18,300.00

Professional learning: \$8,900.00

Summary of progress

Data Informed Practices In Reading and Numeracy

This initiative were chosen to drive improvements in student outcomes in Reading and Numeracy. It focuses on scaling up whole school processes for collecting and analysing data in order to facilitate quality teaching underpinned by evidence-based practice. To improve our practices and processes we have established a whole school database with clearly articulated assessment schedules depicting baseline requirements within each stage. These data sets will inform the planning of teaching and learning programs aligned to student needs and levels of attainment. Personalised Learning Plans for students that require additional support are formulated and negotiated with students and parents and consider recommendations provided through our Learning and Support processes, targeting more specific and explicit teaching strategies that align to students point of need.

What worked well for us and has enhanced these processes and practices has been the precise timetabling of Action Learning and Reflection Times (ALART) supporting all teachers within a stage to collaboratively reflect on and analyse data in groups with their stage leader. The provision of this time has enabled the collaborative interrogation of the data collected by stage teams and then use the information to plan and program specifically within Reading, targeting comprehension skills as the area requiring focused intervention. Teachers reflected on and reviewed the planning and delivery of lessons and evaluated the effectiveness of the strategies being used to improve student outcomes. Resources were also provided to include Data Days twice a term where stage leaders instructionally lead collaborative analysis of data sets to inform the design of explicit teaching and learning programs. This process guides the choice of tiered intervention strategies deployed to meet student learning needs and allocation of support in Reading and Numeracy. Additional support provided by the AP C& I working in a targeted approach with Stage 2 enhanced shoulder to shoulder support to utilise assessment data to drive explicit teaching, differentiation at point of student need and high expectations of student achievement.

Being involved in the Accelerated Adopter program provided targeted planning to engage and enact practice that aligned to the new K-2 Maths and English syllabus documents and utilise targeted PI provided by Curriculum Advisor while trialing units of work from the new syllabuses.

Our work was inhibited by the difficulties of finding casual staff to allow teachers time off class to implement planning within ALART, conduct and engage in planned PL and analyse data gained through assessment schedules.

To continue our improvement we will implement ALART sessions for Executive staff on a weekly basis to drive Curriculum Reform, Collaborative practices including learning walks and PL focused on refining our evaluative processes using tools that deepen thinking, map and guide progress and attainment and embed explicit teaching.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 6.8% of students achieving top 2 bands in Naplan Reading.	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 59.3% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
An uplift of 6.5% of students achieving top 2 bands in Naplan Numeracy.	2022 NAPLAN data indicates 38.6% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 6% falling short of the expected uplift by 0.5%.
Increase % of students achieving expected growth in NAPLAN Reading compared to 2021 results	<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 % of students achieving expected growth in NAPLAN Numeracy compared to 2021 results	<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 % of internal measures to indicate improvement of student outcomes in literacy and numeracy.	<ul style="list-style-type: none"> • School based PAT data in indicates that 31.8% of Year 2 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 44% of Year 3 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 29.3% of Year 4 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 37.7% of Year 5 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 43.5% of Year 6 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 22.7% of Year 2 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 36.1% of Year 3 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 29.3% of Year 4 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 22.7% of Year 5 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 17.9% of Year 6 students have demonstrated 2 or more stanines growth in Maths during 2022.

Strategic Direction 2: High Expectations through Collaborative Practice

Purpose

To ensure student success, teachers will engage in professional collaboration that explicitly aims to improve teacher practices and student outcomes. Deep knowledge of curriculum is implemented and differentiated for all students.

Initiatives

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

- Collaborative Practices to Improve Literacy and numeracy
- Differentiation

Resources allocated to this strategic direction

QTSS release: \$55,020.00

Professional learning: \$6,000.00

AP Curriculum & Instruction: \$60,000.00

Low level adjustment for disability: \$107,765.00

English language proficiency: \$26,595.00

Integration funding support: \$36,779.00

Summary of progress

In 2022 our focused activities centred on developing a collaborative approach towards extending high expectations across the school and within stage teams after the consistent interruptions to face to face practices of the previous 2 years.. Our first initiative was greatly enabled by the strategic support of our AP C&I working with stage teams to unpack and triangulate data from PAT testing, check in assessments and school based data sources in literacy and numeracy. These ALART sessions were characterised by extensive professional dialogue focused on teaching and learning, discussions relating to best practices in English and Maths and encouragement of staff to pursue and trial evidence based practices that were relevant to the new syllabus documents, attained through deep investigation within the Universal Resources Hub.

The Accelerated Adopter project that we were involved in specifically with our Year 1 staff, AP K-2 and APCI provided support from a Curriculum Advisor to plan and trial units of work from the new syllabus documents and engage in PL that incorporated workshops and face to face reflection opportunities designed to provide feedback on implementation of the units of learning and new pedagogies to understand the evidence base of the syllabus documents.

Our second initiative focusing on Differentiation continues to develop as we have a substantial data base to draw information from to analyse our student needs effectively. The factors mentioned above have also increased teacher knowledge and skill in understanding the theoretical basis of the new syllabus documents, through the Literacy and Numeracy Guides alongside the What Works Best document to collectively engage in determining a sequenced and systematic approach to providing learning experiences at point of need with effective timely feedback to develop students understandings and mastery of concepts.

The only barriers we experienced were the need to provide additional time for the participants to plan and develop familiarity with the new units and the depth of content included within them so that they could be adjusted to more adequately match to the needs of our students.

In 2023 we will continue to implement the syllabus, refine our strategies and practices to develop a scope and sequence that includes the units in both maths and English. Further PL will be undertaken as more sessions become available to build on the knowledge and skills of staff to facilitate implementation successfully.

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
Collaborative inquiry is embedded in	• ALART sessions are timetabled weekly attended by stage groups and supported by AP C& I

<p>-ALART</p> <p>-Stage Data Days</p> <p>-Executive Data Days</p> <p>-Classroom observations</p>	<ul style="list-style-type: none"> • All support staff attend fortnightly ALART sessions and report that this practice highly supports their practice and development. • Stage Data Days are held twice a term and staff are highly supportive of the opportunity to utilise a collaborative model of sharing and developing innovative evidence based practices across their stages and are keen to broaden these opportunities across stage groupings. Support staff attend data days and provide explicit data analysis relevant to their program implementation focus areas and fields and this data is discussed to deepen teachers knowledge and understanding of additional programs being implemented to support all students. It provides a strong basis for building a professional learning community within the stage team, improves quality teaching and learning and embraces collective responsibility for the learning achievements of all students.,
<p>Increased % of students attaining 0.4 effect size growth in internal assessments compared to baseline data in 2021.</p>	<p>Whilst effect size growth could not be determined due to inconsistent data collection from 2021 stanine growth was able to be determined.</p> <ul style="list-style-type: none"> • School based PAT data in indicates that 31.8% of Year 2 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 44% of Year 3 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 29.3% of Year 4 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 37.7% of Year 5 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 43.5% of Year 6 students have demonstrated 2 or more stanines growth in Reading during 2022. • School based PAT data in indicates that 22.7% of Year 2 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 36.1% of Year 3 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 29.3% of Year 4 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 22.7% of Year 5 students have demonstrated 2 or more stanines growth in Maths during 2022. • School based PAT data in indicates that 17.9% of Year 6 students have demonstrated 2 or more stanines growth in Maths during 2022.

Strategic Direction 3: Interconnected Relationships and Student Identity

Purpose

To ensure students have strong advocacy towards their learning we will create supportive environments that encompass cognitive, social, physical, emotional and spiritual wellbeing. At Padstow Park Public School, wellbeing is cohesively planned and supported by practices that foster students' sense of belonging, value student voice, develop interconnected relationships and promote 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.

- Belonging and Student Voice
- A Planned Approach to Wellbeing

Resources allocated to this strategic direction

Professional learning: \$22,128.00

Aboriginal background: \$3,750.00

Integration funding support: \$917.00

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 5.8% of students attending school greater than 90% of the time.	This target was not met. Attendance continues to be an area of focus as we work towards meeting this goal. We have seen some improvements however many parents throughout the year indicated a reluctance to send children to school after and during illnesses. In 2023 we will continue to work hard on reengaging strong measures of attendance monitoring and with the introduction of School Bytes parents will be receiving regular prompts to follow up non attendance notifications.
An uplift of 4.5% in student wellbeing measured by Tell Them From Me survey.	COVID has influenced the attainment of this goal and it will continue to be worked on in 2023. Assisting our students to access the survey with authenticity towards their responses is a key concern and requires further exploration as does the consistency of parent responses which were not engaged in, with very few participating despite constant reminders, prompts and prizes offered to increase engagement.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$993.00</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 Practices in Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: EALD teacher was able to provide additional support to transition students on their arrival at school.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise for transition points.</p>
<p>Integration funding support</p> <p>\$37,696.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Padstow Park 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"> • Belonging and Student Voice • Differentiation <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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students have access to differentiated programs that enable access to curriculum at their point of need.</p> <p>After evaluation, the next steps to support our students will be: Continue same model of support into 2023.</p>
<p>Socio-economic background</p> <p>\$75,500.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Padstow Park 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"> • Data Informed Practices in Reading and Numeracy • Evidence informed quality curriculum delivery <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 MacqLit program implementation. • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The evaluation comments in Strategic Direction 1 and 2 best note the outcomes achieved.</p>

<p>Socio-economic background</p> <p>\$75,500.00</p>	<p>After evaluation, the next steps to support our students will be: Whole school data tracking processes will continue.</p>
<p>Aboriginal background</p> <p>\$6,284.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Padstow Park 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"> • Data Informed Practices in Reading and Numeracy • Belonging and Student Voice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • This funding was used to support students to attend Belonging Program and to engage students in art and cultural awareness activities with a community member. <p>The allocation of this funding has resulted in the following impact: Students have engaged in rich meaningful opportunities to connect with their culture, community and heritage. Students have been supported to engage in support within literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students will be: In 2023 students will engage in these programs as well as InDigital storytelling.</p>
<p>English language proficiency</p> <p>\$92,813.40</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Padstow Park 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 Informed Practices in Reading and Numeracy • Evidence informed quality curriculum delivery • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of resources targeted to support emerging and beginning language learners. • 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 intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: All students are supported to increase proficiency and understanding in English language learning.</p> <p>After evaluation, the next steps to support our students will be: Maximise additional teaching time to support learners K-6.</p>
<p>Low level adjustment for disability</p> <p>\$127,141.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Padstow Park 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</p>

<p>Low level adjustment for disability</p> <p>\$127,141.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Informed Practices in Reading and Numeracy • Differentiation <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 • 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 <p>The allocation of this funding has resulted in the following impact: Targeted support for students in Reading Targeted support for students by SLSO's to provide individualised and small group support in Reading, comprehension and Phonics.</p> <p>After evaluation, the next steps to support our students will be: To ensure specific learning needs of students are identified, tracked and monitored to ensure that any pockets of need can be addressed and explicit teaching provided where required.</p>
<p>Professional learning</p> <p>\$37,028.00</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 Padstow Park 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"> • Evidence informed quality curriculum delivery • Collaborative Practices to Improve Literacy and numeracy • A Planned Approach to Wellbeing • Belonging and Student Voice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning opportunities have been provided for staff and Middle Leaders as well as engagement in the Early Adopter Pilot for Curriculum Reform and MacquLit. <p>The allocation of this funding has resulted in the following impact: Improved teacher knowledge and skills in delivering K-2 Syllabus and units of learning in Maths and English. AP C & I has assisted the development of teacher knowledge and expertise in differentiation of teaching and learning programs to meet students at their point of need. strategies to support students mathematical reasoning. All Middle leaders attended the Middle Leader Conference and implemented strategies within their stage teams to improve instructional leadership. Training of 4 staff members in MacquLit.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide opportunities for staff to access individualised, professional learning that increases their knowledge, skills and understandings in order to develop and implement programs, that directly impact student learning outcomes. To consistently provide a balanced collaborative approach to professional development within stage teams and ALART sessions supported by AP C& I.</p>
<p>QTSS release</p> <p>\$73,320.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Padstow Park 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>

<p>QTSS release</p> <p>\$73,320.00</p>	<ul style="list-style-type: none"> • Evidence informed quality curriculum delivery • Collaborative Practices to Improve Literacy and numeracy • Differentiation <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 • 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: Analysis within the Strategic direction evaluations provide extensive reflections.</p> <p>After evaluation, the next steps to support our students will be: Further application of these funds to provide Executive team ALART sessions in 2023 will assist with extending collaborative practice across the school and driving curriculum reform processes.</p>
<p>COVID ILSP</p> <p>\$112,720.00</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 • 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 data collected from groups within COVID ILSP receiving interventions indicated students made growth in phonics, phonemic awareness, reading and to a lesser extent in K-2 number groups.</p> <p>After evaluation, the next steps to support our students will be: Continue with the current model. All data collected will determine students requiring targeted support.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	190	181	170	182
Girls	180	194	184	170

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.5	92.7	87.1
1	92.4	93.4	93.8	88.7
2	94.2	93.9	94.6	87.6
3	95.4	94.5	94.0	87.5
4	92.5	95.7	94.4	87.5
5	94.4	93.2	94.7	86.8
6	94.1	93.8	92.8	88.8
All Years	93.7	94.1	93.9	87.7
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	20.91
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	5.87

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	302,853
Revenue	5,348,196
Appropriation	5,159,159
Sale of Goods and Services	14,360
Grants and contributions	171,862
Investment income	2,791
Other revenue	25
Expenses	-5,338,714
Employee related	-4,678,070
Operating expenses	-660,644
Surplus / deficit for the year	9,482
Closing Balance	312,335

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	38,689
Equity Total	301,790
Equity - Aboriginal	6,284
Equity - Socio-economic	75,550
Equity - Language	92,814
Equity - Disability	127,142
Base Total	3,175,518
Base - Per Capita	95,316
Base - Location	0
Base - Other	3,080,202
Other Total	1,390,330
Grand Total	4,906,326

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

Padstow Park Public School seeks the opinions of our parents and caregivers regularly. This year we sought our parents reflections and opinions regarding our current Reporting processes and practices. We sought feedback on format, timelines and the content available within the reports to provide understanding and knowledge relative to their child's academic progress, wellbeing and participation in extra curricular activities. The majority who completed the survey found the reports to be informative and particularly liked the advice relating to next steps in student learning. They also appreciate the opportunity to discuss their child's progress at 3 way interviews in term 1 and formal parent/teacher interviews in term 2 with the option for appointments to discuss term 4 reports if required.

We also conducted Tell Them From Me Surveys and had a very poor response from parents.

Moving forward we are considering doing this as a focus group discussion process rather than an emailed survey.

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.