

2022 Annual Report

Prestons Public School



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Introduction

The Annual Report for 2022 is provided to the community of Prestons 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

In 2022 students and staff enjoyed returning to face to face teaching and learning. We were able to return to many of the extra curricular activities such as PSSA, excursions and incursions. We loved being able to welcome our families back onsite as well. Our Prestons team of teachers, SLSOs and SASS staff worked hard to ensure that together we improved the learning and wellbeing of every student, every day. We have built strong learning frameworks into the day to day classroom practice and have ensured that social and emotional learning has a strong focus in every classroom. We are very proud to be able to say that at Prestons Public School, every child is known, valued and cared for.

Message from the school community

Prestons Public School has continued to be successful in delivering a range of quality teaching and learning opportunities to its student and the community. It has implemented programs to support student welfare and wellbeing including Grow Your Mind and Berry Street Education Model. The Parents and Citizens group continue to support many initiatives and seek to collaborate with teachers. In 2022, there was an increase in on site events to encourage parent participation. Parents were encouraged to celebrate successes and events as well as support students in class as classroom helpers. The continued assistance of the school community ensures that Prestons Public School retains an energetic and family orientated school where all are welcome.

Message from the students

In 2022, students started the year in cohort bubbles, able to be out on the playground and learning but only in grades. At the completion of Term 1, we were able to return to normal school life. Students engaged in all school learning activities and extra-curricular opportunities such as PSSA, assemblies, public speaking and wellbeing days. This increased our student belonging as we felt like a school again. We ended the year in a great way with our Fun Day, reward days, whole school assemblies and our Year 6 celebration of learning.

School vision

Prestons Public School is driven by a shared commitment by all members of our school community to develop and promote a caring school culture that is built and sustained on the values of excellence, collaboration, inclusivity, trust, respect and determination. By working together, students, staff and the community aim to establish a whole school culture that is strongly focused on learning and improvement for every student, teacher and leader. We create innovative educational environments that effectively meet the needs of future focused learners and create a legacy of excellence for future generations to follow.

School context

Prestons Public School is situated in the Glenfield Network of schools, and located within the Liverpool Local Government Area (LGA). The school currently supports the learning of approximately 750 students from Kindergarten to Year 6. The school enrolment profile is comprised of over 78% of students with a language background other than English. The socio-economic background of students is diverse. Prestons Public School collaborates closely with the local high schools and has recently commenced a partnership with Newcastle University as part of a research project on Quality Teaching Rounds. Our school uses an inquiry model of professional learning (Spirals of Inquiry) as a key part of our professional learning plan and is a part of the Network of Innovation and Inquiry (NOII) network.

At Prestons Public School, staff are committed to the provision of outstanding educational, sporting, cultural and social programs aimed at ensuring all students have the opportunity to realise their potential and achieve their best in all areas.

Prestons Public School promotes a culture of collaboration, inclusivity and a commitment to excellence, which is shared and supported by the broader community. Innovative educational, future focused, cultural and community programs emphasise the commitment of Prestons Public School to provide highly effective educational programs for all students.

The whole school focus on high impact professional learning underpinned by the CESE document, 'What Works Best,' has informed future directions. The executive team engage in professional readings with an inquiry focus to ensure that our strategic improvement directions are focused on evidence-based practices that have a high impact on students growth and attainment.

The leadership team have engaged in consultation that is inclusive of all members of our school community. We have evaluated school practices against the What Works Best reflection tool. This has included the analysis of student assessment data, survey data from staff, students and the broader school community. Data evidences strong systems to support collaboration and planning. Teachers use data to inform planning for teaching and learning cycles that support a high expectations learning culture.

This evaluative process has supported the school to make informed decisions regarding future directions in order to continue to build upon quality teaching practices to ensure continual school improvement.

Plans are in place to support student growth and attainment through embedding explicit teaching practices supported by expert use of data. The school implements cycles of evaluation to affirm whole school approaches to teaching and learning practices focused on improving student outcomes as evidenced by the triangulation of internal and external data. We will continue to build teacher capacity through a culture of high expectations, collaboration and support.

At Prestons Public School we are committed to creating an optimal learning environment that allows all members of our school community to feel connected to learning with a strong sense of belonging. Together, these strategic directions will enable our school to create the conditions necessary for our students to be successful learners where they are constantly challenged and continue to improve in their learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student outcomes and growth through the delivery of explicit teaching and data informed practices in literacy and numeracy.

Initiatives

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

- Explicit Teaching - Reading
- Explicit Teaching - Numeracy
- Use of data to inform practice
- Assessment - Assessment Capable Learners

Resources allocated to this strategic direction

Summary of progress

Explicit Teaching - Foundation Reading

What did we do?

In 2022 our focus was on strengthening reading in both the foundation years and 3-6 with the curriculum and instruction team.

In the foundation years this was achieved through refining our Prestons Public School English policy to align with evidence based practices and the new K-2 and draft 3-6 syllabus. We refined the expectations for the K-2 English session based on the Science of Reading, the development and implementation of the English programming template and continuation of the Prestons Word Work framework (including phonological awareness, phonics and fluency). Leaders engaged in new learning and delivered professional learning in the Science of Reading, underpinned by the research surrounding *Scarborough's Reading Rope*. Leaders supported teachers in the implementation and use of the Prestons Word Work framework (including phonological awareness, phonics and fluency) as well as using decodable texts to explicitly teach reading, ensuring a whole school consistent approach to the teaching of the foundational skills of reading. Leaders have started to build their own capacity in the K-2 English Syllabus to allow them to better support teachers.

What we did well?

- K-2 professional learning was delivered on the Science of Reading, underpinned by the research surrounding *Scarborough's Reading Rope*. This formed the basis of staff understanding for improving best practice in the foundation skills of teaching reading.
- *Prestons Word Work program* (phonological awareness, phonics and fluency) continued to be embedded into all K-2 classrooms. Collaborative planning structures enabled K-2 teams to discuss and define links between explicit teaching in phonological awareness, phonics and the use of decodable texts to improve students ability to meet reading outcomes.
- A wide range of decodable texts were purchased to support the explicit teaching of reading in grades in K-2.
- Developed programs for explicit teaching in reading.
- Created and upskilled staff in explicit teaching through development of explicit teaching programs.
- Purchasing Online decodables for student access and teacher professional learning.

Barriers of implementation

- The cost of decodable texts.
- New staff throughout the year due to staff movement.
- Staff absences due to COVID isolation requirements
- Covering staff who were absent due to lack of availability of casual teaching staff. This impacted on our ability to release teachers for collaborative RFF, Spirals and data talks.

Next steps

- Restructuring our instructional leadership model to utilise knowledgeable others, including our Curriculum and Instruction Team to provide professional learning and shoulder to shoulder support to teachers in the effective teaching of reading.
- Deepening teacher understanding of the *Science of Reading*, underpinned by the research surrounding

Scarborough's Reading Rope in both the upper and lower strands so that our students become skilled readers.

- Lower Strands - Embedding the effective use of decodable texts into explicit teaching and daily reading practices in K-2 through the use of professional learning, demonstration lessons, teacher observations and collaborative planning practices.

- Upper Strands - Deepening teacher understanding and knowledge of explicit teaching of comprehension so that they build background knowledge, vocabulary, develop an understanding of language structures, develop an understanding of verbal reasoning and literacy knowledge.

- Deepening teacher understanding of the *Prestons Word Work* (phonological awareness and phonics) frameworks to continue to best support and prioritise consistent teacher practice across the whole school context and to support new teachers with whole school expectations.
- Refining and strengthening our targeted intervention team to have greater impact.
- Refine new staff induction policies and ensure that Prestons frameworks for the teaching of English as well as the Prestons assessment schedule are effectively communicated and support structures are in place for all staff.
- Deliver professional learning on the K-2 English Syllabus and prepare for the implementation in alignment with our current Prestons Public School policies and practices.

Explicit Teaching - Reading - Curriculum and Instruction

What did we do?

In 2022 our focus was building teaching capacity to identify, understand and implement explicit teaching in reading, with a focus on the upper strands of *Scarborough's Reading Rope* in Years 3-6. This was achieved by gathering a range of data including anecdotal data through lesson observations to identify current practice and determine professional learning needs. Over the duration of 2022, we triangulated internal and external data to identify problems of practice and build the capacity of teams to meet student needs.

To build teacher capacity and support growth and attainment, we designed and delivered professional learning specific to best practice in reading. Leaders supported teams to plan for explicit teaching in areas of reading with a specific focus on language comprehension.

Professional learning was an ongoing element of collaborative planning and Spirals of Inquiry and this informed collegial discussions around data and student growth.

Teachers were supported to implement explicit teaching through a mentoring framework using the *Gradual Release of Responsibility Model*.

Leaders provided shoulder to shoulder coaching through modelling lessons, team teaching and providing feedback to teachers on explicit teaching practices observed during the literacy block.

What we did well?

- In alignment with our whole school direction to embed visible learning strategies, we led teams to effectively use valid data to write learning intentions and success criteria that supported the explicit teaching of reading.
- Provided specific feedback to teachers on how effectively they used learning intentions and success criteria to explicitly teach reading.
- Collaboratively evaluated and reviewed current literacy sessions with teams. We refined literacy blocks to align with current evidenced-based practices.
- Developed expectations for literacy blocks in alignment with *Science of Reading* pedagogy and in collaboration with stage teams.
- Formalised school expectations to ensure consistent practice in our approach to teaching reading.

Barriers of implementation

- Staffing changes within the Assistant Principal Curriculum and Instruction Team.
- Developing a consistent approach or model for instructional leadership due to staffing changes across the year.
- Access to a wide range of data sources to drive, teaching and learning decisions and set evaluation measures.

Next Steps

- Utilising the curriculum and instruction team, assistant principals and deputy principals as instructional leaders. Each stage will be appointed a curriculum leader to provide professional learning and shoulder to shoulder support to teachers in the effective teaching of reading.
- Deepening teacher understanding of the *Science of Reading*, underpinned by the research surrounding *Scarborough's Reading Rope* in both the upper and lower strands so that our students become skilled readers.
- Embedding the effective use of decodable texts into explicit, daily reading practices 3-6 to support students requiring intervention and additional support. Interventionist teachers will be supported through professional learning, demonstration lessons, teacher observations and collaborative planning practices. Classroom teachers will be supported to work with the intervention team to support students requiring additional support.
- Deepening teacher understanding and knowledge of the explicit teaching of comprehension so that they build

background knowledge, vocabulary and explicitly teach an understanding of language structures.

- Stage teams will be supported by Instructional leaders to rigorously analyse data, plan, monitor, evaluate and assess teaching and learning in reading.

Explicit Teaching - Numeracy

What did we do?

In 2022 our focus was on evaluating and refining our whole school practices in the teaching of number sense. This was achieved through whole school professional learning using dialogical practices to support the development of number sense. Staff were supported to expertly use data to collaboratively plan opportunities for students to build skills and understanding in number.

There was a strong focus on building staff capacity to understand conceptual development of number skills to support implementation of the new K-2 mathematics syllabus. Staff participated in whole school professional learning of the big ideas, with a focus on additive and multiplicative thinking. Whole school professional learning on the new mathematics syllabus K-2 and draft 3-6 mathematics syllabus was delivered to all staff. Expectations for the mathematics blocks at Prestons Public School were refined, evaluated and reviewed.

The Curriculum and Instruction team supported Stages 1, 2 and 3 in numeracy. Instructional leaders led teams to analyse data and provided targeted support to students achieving below expected growth in numeracy as evidenced by Check-In assessments. Year 3 teachers and the Deputy Principal Curriculum and Instruction participated in Quality Teaching Rounds to further examine best practice in numeracy. This involved a continuous cycle of professional learning, lesson observation and lesson analysis as part of a collaborative inquiry.

What we did well?

- Whole school professional learning on evidence-based practices in the teaching of mathematics.
- Effectively embed number talks in classrooms K-6 to support strong number sense for our students.
- Unpacked the new K-2 mathematics syllabus and prepared staff for implementation in 2023.
- Utilised PLAN Data, Check-In Assessments, NAPLAN data and Essential Assessment data to set numeracy targets.
- Developed formalised expectations for mathematics blocks at Prestons Public School in preparation for 2023.
- Provided demonstration lessons for teachers to support implementation of dialogical practices.
- Implemented challenging mathematics tasks to support high potential students achieving below expected growth in numeracy.

Barriers of implementation

- Opportunities for cyclic professional learning in numeracy. The professional learning schedule provided limited opportunities for professional learning in numeracy due to prioritising of other curriculum areas.
- Collaborative planning time was limited due to time constraints in collaborative RFF due to the whole school focus in English.

Next Steps

- Engage in cyclic professional learning using the Spirals of Inquiry model to support evidence-based practice in numeracy.
- Introduce Quality Teaching Rounds K-6 as the new learning and taking action components of Spirals of Inquiry to drive numeracy priorities.
- Utilise stage planning time each Wednesday fortnight for collaborative planning in mathematics. This will allow for interventionists (grade specialists), assistant principals and stage instructional leaders to support teachers with data analysis and understanding of the new mathematics syllabus to collaboratively plan for quality teaching in mathematics.
- Utilise Department of Education units of work and Numeracy Hub resources as a scaffold for implementation of the new mathematics syllabus K-2.
- Develop a scope and sequence for the 3-6 draft mathematics syllabus.
- Trial the 3-6 draft mathematics syllabus across all classes in years 3-6.

Use of Data to Inform Practice

What did we do?

In 2022 we reviewed our structures and systems to ensure that there was consistency in the use of assessment tools and the way we collected data across the school. Our leadership team engaged in professional learning to strengthen their ability to collate and analyse student assessment data, informing future directions and needs.

What we did well?

We embedded structures into whole school processes;

- School structures such as data talks, Spirals of Inquiry and collaborative RFF enabled teams to use data to identify

- students achievements and progress and inform practice at a student, class, stage and whole school level.
- School systems such as tracking books, data collection templates and expectations set out in policies were established to support the collection of consistent data across the school.
- Weekly progress monitoring meetings ensure that the school remained on track to use data to continuously reflect on teaching effectiveness and inform future directions.

Barriers of implementation

- Assessment data from PLAN2 was not always accurate and reliable. Tracking books were not consistently used K-6 and therefore reviewed for 2023.
- Assessment schedule was reviewed and changed where needed to reflect staff feedback on the effectiveness and use of the data being collected.
- Assessment was not consistent across English and maths.

Next steps

- More professional learning around the new syllabi and progressions to build teacher knowledge and strengthen the accuracy of the data being collected.
- Stages to reflect on how they are tracking student data to inform practice to ensure that data collection was meaningful and useful. This will inform whole school directions to ensure that data collection is informing teaching effectiveness.
- Assessment schedule to be set for the year.
- Develop and share assessment checklists that link to the new K-2 and draft 3-6 maths syllabi, strengthening teacher understanding of the new syllabi.
- Focus on maths assessment and use to inform practice K-6.

Assessment Capable Learners (Formative Assessment)

What did we do?

In 2022 we adjusted the Strategic Improvement Plan so that Assessment Capable Students were included under the **Visible Learning** umbrella (see **Strategic Direction 3 for activities and evaluation**).

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 increased percentage of students achieving in the top 2 bands in NAPLAN reading from 2021.	In 2022 the percentage of the number of students achieving in the top 2 bands in NAPLAN reading was 23.9%. This is an increase of 2% from 2021 and a 4.4 increase from our baseline of 19.5%.
Achievement of 2022 system-negotiated targets: • An uplift of 8.5% in the top 2 bands in NAPLAN numeracy.	In 2022 the percentage of the number of students achieving in the top 2 bands NAPLAN numeracy was 11.1%. This is a decline from 2021 data and has informed changes to whole school professional learning directions.
Increase the percentage of students achieving expected growth in NAPLAN reading by 4.2%.	Student growth in NAPLAN cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
Increase the percentage of students achieving expected growth in NAPLAN numeracy by 3.6%.	Student growth in NAPLAN cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
An increased percentage of students achieving grade based expectations in reading from 2021.	<p>In 2022, using our school based phonological awareness, phonics and spelling programs which are based on the literacy progressions and linked to syllabus outcomes from the new K-2 syllabus we achieved the following results.</p> <p>In Phonological Awareness 83% of Kindergarten students achieved at or above stage based expectations using our school tracking system by the end of 2022.</p> <p>In Phonological Awareness 62% of Year 1 students had achieved all Phonological Awareness outcomes by the end of 2022. This is above grade based expectations.</p> <p>In Phonological Awareness 91% of Year 2 students had achieved all</p>

<p>An increased percentage of students achieving grade based expectations in reading from 2021.</p>	<p>Phonological Awareness by the end of 2022.. Students not achieving this benchmark have been referred to targeted intervention programs for further support.</p> <p>In Phonic Knowledge 62% of Kindergarten students achieved at or above stage based expectations using our school tracking system. This is a 6% increase from 2021.</p> <p>In Phonic Knowledge 61% of Year 1 students achieved at or above stage based expectations using our school tracking system. Students not achieving this benchmark have been referred to targeted intervention programs for further support.</p> <p>In Phonic Knowledge 86% of Year 2 students achieved at or above stage based expectations using our school tracking system. This is a 30% increase from 2021.</p> <p>In Decodable reading levels (which includes phonics, processes and fluency) Kindergarten had 53% at and above grade expectations by the end of 2022.</p> <p>In Decodable reading levels (which includes phonics, processes and fluency) Year 1 had 37% at and above grade expectations by the end of 2022.</p> <p>In Decodable reading levels (which includes phonics, processes and fluency) Year 2 had 71% at and above grade expectations by the end of 2022.</p> <p>Using Comprehensive Assessment of Reading Strategies:</p> <p><i>In Year 3, 56% of students achieved at or above expected growth in reading comprehension.</i></p> <p><i>In Year 4, 78% of students achieved at or above expected growth in reading comprehension.</i></p> <p><i>In Year 5, 27 % students are at or above stage expected levels. in reading comprehension.</i></p> <p><i>In Year 6, 38% students are at or above stage expected levels. in reading comprehension.</i></p> <p>Targeted interventions are determined based on students not achieving benchmarks.</p>
<p>An increased percentage of students achieving grade based expectations in numeracy from 2021.</p>	<p>In 2022, the percentage of students in Years 1-6 achieving grade based expectations in number and algebra was 39%. This was determined by Essential Assessment data which was a new assessment system introduced in 2022 to provide a range of assessment tools and allow for triangulation of data.</p> <p>In 2022, using our school based Number Talks program and explicit teaching of numeracy, linked to the numeracy progressions we achieved the following results.</p> <p>In Kindergarten, 46 % of students are at or above stage based expectations for Additive strategies.</p> <p>In Year 1, 47 % of students are at or above stage based expectations for Additive strategies.</p> <p>In Year 2, 52 % of students are at or above stage based expectations for Additive strategies.</p> <p>In Year 3, 46 % of students are at or above stage based expectations for Additive strategies.</p>

<p>An increased percentage of students achieving grade based expectations in numeracy from 2021.</p>	<p>In Year 4, 25 % of students are at or above stage based expectations for Multiplicative strategies.</p> <p>In Year 5, 46 % of students are at or above stage based expectations for Multiplicative strategies.</p> <p>In Year 6, 46 % of students are at or above stage based expectations for Multiplicative strategies.</p> <p>Targeted interventions are determined based on students not achieving benchmarks and whole school professional learning has been planned to support teachers to develop a deeper and shared understanding about conceptual development of mathematics concepts and how to support students to develop a deeper understanding to improve achievement in numeracy.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning</p> <p>*Curriculum - Excelling in at least two of the three themes</p> <p>*Student performance measures - Sustaining and growing in at least two themes.</p> <p>*Assessment - Sustaining and Growing in all themes</p>	<p>In 2022 the school achieved growth in the following areas as determined by our school self-evaluation in the School Excellence Framework:</p> <p>Learning</p> <ul style="list-style-type: none"> • Curriculum - Excelling in one of the themes: Teaching and learning programs, and Sustaining and Growing in two themes: Curriculum provision and Differentiation. • Assessment - Excelling in one theme: Summative assessment and Sustaining and Growing in three themes: Formative assessment, Student engagement and Whole school monitoring of student learning. • Student Performance Measures - Delivering in three themes: Value-add, Student growth and Internal and external measures against syllabus standards.
<p>Improvement as measured by the School Excellence Framework:</p> <p>Teaching</p> <p>*Effective Classroom Practice - Excelling in at least one theme</p> <p>*Data Skills and Use - Sustaining and Growing in all themes</p>	<p>In 2022 the school achieved growth in the following areas as determined by our school self-evaluation in the School Excellence Framework:</p> <p>Teaching</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Excelling in two themes: Explicit teaching and Classroom management and Sustaining and Growing in Lesson planning and Feedback. • Data Skills and Use - Sustaining and Growing in all themes: Data literacy, Data analysis, Data use in teaching and Data use in planning.

Purpose

In order to create an aspirational whole school learning culture of high expectations and collaboration, we will create supportive systems that build collaboration and professional learning into everyday practices. We will establish a professional learning community that recognises and builds upon the capacity of all teachers in our school.

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.

- High Expectations Culture - Beginning Teacher Support
- High Expectations Culture - Leadership Pathways
- High Impact Professional Learning and Collective Teacher Efficacy

Resources allocated to this strategic direction

Summary of progress

High Expectations Culture - Beginning Teacher Support

What did we do?

In 2022 our focus was embedding our support structures for early career teachers. The funding was used to allow for collaborative practices, additional release from face-to-face teaching and time where our teachers could meet with both the Beginning Teacher mentor or other executive within the school to developing their teaching practices.

What we did well?

- Beginning Teacher time was structured and protected in the whole school timetable, allowing consistency for the beginning teachers.
- Beginning teachers used this time to develop sound knowledge of our school structures and pedagogical practices as well as time to support their personal professional goal.
- Provided point of need meetings as a group where professional learning was provided - ranging from behaviour management, teaching and learning and specific and targeted professional learning.
- Shifted from a planned behaviour management focus to teacher wellbeing as a response to point of need.
- Engaged in NOII Network Early Career Teacher Symposium, which supported teachers with pedagogical practices and a wider professional network.

Barriers of Implementation

- Cohorting restrictions at the beginning of the year prevented the program from operating face to face. Used Zoom as a means of hosting our regular meetings.

Next steps

- Continue to support beginning teachers by embedding beginning teacher time within the whole school timetable and providing support through a beginning teacher mentor
- Beginning teachers to receive targeted professional learning that supports school-based pedagogies and directions as well as individual PDP goals.
- Meetings to continue on a fortnightly basis focusing on a curriculum-based approach as this is where the identified needs are.

High Expectations Culture - Leadership Pathways

What did we do?

In 2022 our focus was on continuing to promote leadership pathways and to build capacity of our teachers and leaders. We achieved this by providing leadership opportunities for teachers and leaders, coaching and mentoring aspiring leaders, utilising our book study to promote dialogue and reflection and continuing to support teachers through our Highly Accomplished and Lead Teacher network.

What we did well?

- Three additional leadership positions were created, this resulted in additional higher duties being provided by backfilling positions. This strengthened the capacity of school leaders to deliver a high level of support to teachers across the whole school.
- Strategic methods of backfilling part time maternity leave enabled the school to identify expert teachers and create

roles specific to the needs of the school. These roles included, behaviour specialist and a leader in the area of reading to embed evidence based pedagogy into K-2 teaching of reading.

- Supported two aspiring principals to engage in the Glenfield and Chipping Norton network aspiring principals program.
- Mentored an aspiring principal from another school providing opportunities to observe practice and engage in coaching sessions.
- Built capacity of teachers ranging from early career to experienced teachers through our book study. In addition to the leadership team, six classroom teachers participated in 2022 book study on Creating Trauma Informed Classrooms. Their capacity was built through professional dialogue and reflection. These teachers became expert teachers and supported the implementation of Berry Street Education Model across the school.
- The Highly Accomplished and Lead Teacher (HALT) network continued. Aspiring leaders were supported through opportunities to network with colleagues and reflect on highly accomplished and lead teacher standards.
- Reflected on the High Impact Professional Learning (HIPL) model to support professional dialogue and reflections to drive change in leadership practices across the school.

Barriers of Implementation

- The Rewarding Excellence in Teaching paper that was announced by the department towards the end of the year has led to aspiring leaders pausing their pursuit of higher levels of accreditation while awaiting further information on this new initiative.
- Cohort restrictions at the beginning of the year impacted on schools from within the network participating in the Highly Accomplished and Lead Teacher network that had been established.

Next steps

- Continue to identify expert teachers and provide opportunities for leadership and coaching and mentoring.
- Utilise research and evidence from the High Impact Professional Learning (HIPL) model to reflect and refine our leadership of key initiatives across the school.
- Continue to utilise book study to provide relevant professional learning for leaders and aspiring leaders.
- Pursue whole school engagement in the Rewarding Excellence In Teaching project.
- Work with the School Leadership institute on the leadership identification framework.
- Support SLSOs through the Grow Your Own Teacher program.

High Impact Professional Learning and Collective Teacher Efficacy

What did we do?

In 2022 our focus was to refine our professional learning practices to be more reflective of the High Impact Professional Learning (HIPL) model. We utilised professional dialogue, research, book study and the High Impact Professional Learning (HIPL) reflection tool to reflect and refine our professional learning practices. The Curriculum and Instruction team and foundation learning team worked shoulder to shoulder with teachers to analyse data, plan quality teaching, deepen knowledge of pedagogy and syllabus and deliver quality instruction. Year 3 engaged in Quality Teaching Rounds as a trial for potential whole school practices.

What we did well?

- Built capacity of teachers through coaching and mentoring by assistant principals, the assistant principal curriculum and instruction team and deputy principals.
- Delivered high impact professional learning across the school that was reflective of all aspects of the High Impact Professional Learning (HIPL) model.
- Embedded data analysis into collaborative planning.
- Engaged in Quality Teaching Rounds, making a great impact on pedagogy in the teaching of numeracy as well as impacting on student results.

Barriers of Implementation

- Term 1 cohort restrictions impacted on the ability to collaborate face to face.
- Staffing changes and delays in recruiting the Assistant Principal Curriculum and Instruction position.

Next steps

- Further refine whole school professional learning to ensure that professional learning is continually driven by all aspects of the High Impact Professional Learning (HIPL) model.
- Review the Prestons Public School professional learning model to deeply link Spirals of Inquiry with data analysis, Quality Teaching Rounds and collaborative planning.
- Deepen leadership knowledge of high impact professional learning through book study using the text *Clarity* and reflecting on research as a team.

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
Increased in the percentage of teachers pursuing and achieving higher levels of accreditation from 2021.	In 2022, 11 teachers engaged in our Highly Accomplished and Lead Teacher network. They shared resources and attended in meetings to further pursue higher levels of accreditation. Funds were allocated to support these teachers with the process. Cohort restrictions early in 2022 impacted on the ability of teachers from other schools within the network to participate. Announcements from the department regarding new ways for teachers to be rewarded has led to the team pausing their pursuit of higher levels of accreditation while the school and team members investigate the new directions.
An increase of teacher understanding, and implementation of collaborative practices as measured by teacher feedback, surveys, observations and focus groups from 2021.	In 2022 the Tell Them From Me Teacher survey indicated a high level of understanding and implementation of collaborative practices. We had an overall score of 8.2 which was well above the government norm of 7.8. This is an increase from our 2021 score of 8.1. Focus groups also indicated a strong understanding of collaboration and observation of practice indicated that all teams worked collaboratively. The leadership team engaged in a book study using the text <i>Leadership Mindsets</i> , this allowed the team to engage in reflective dialogue and make changes to their practice. Agreed norms were developed by the leadership team so that there was a consistent and shared understanding of collaborative practices across the whole school.
Improvement as measured by the school self evaluation using the What Works Best toolkit in : <ul style="list-style-type: none"> • High expectations • Collaboration • Use of Data to inform Practice 	In 2022, following our school self evaluation and evaluating our practices using the What Works Best toolkit and a ranking of 1-5, the school achieved growth in the following areas : <ul style="list-style-type: none"> • High Expectations - from a self evaluated ranking of 2 at the commencement of 2021 to a 4 at the end of 2022. • Use of Data to Inform Practice - from a self evaluated ranking of 1 at the commencement of 2021 to a 4 at the end of 2022. • Collaboration - from a self evaluated ranking of 4 at the commencement of 2021 to a 4.5 at the end of 2022.
Improvement from the school's 2021 self evaluation in the School Excellence Framework in: Teaching <ul style="list-style-type: none"> • Professional Standards - Excelling in at least one of the three themes. • Learning and Development - Excelling in at least two of the four themes. • Data Skills and Use - Sustaining and Growing in all themes. 	In 2022 the school achieved growth in the following areas as determined by our school self-evaluation in the School Excellence Framework: Teaching <ul style="list-style-type: none"> • Professional Standards - Excelling in the theme: Improvement of Practice and Sustaining and Growing in Accreditation and Literacy and numeracy focus. • Learning and Development - Excelling in the theme: Coaching and mentoring and Sustaining and Growing in the themes: Collaborative practice and feedback, Professional learning and Expertise and innovation. • Data Skills and Use - Sustaining and Growing in all themes: Data literacy, Data analysis, Data use in teaching, Data use in planning.
Improvement from the school's 2021 self evaluation in the School Excellence Framework in: Leading <ul style="list-style-type: none"> • Educational Leadership - Excelling in at least two of the four themes. • School Planning, Implementation and Reporting - Excelling in at least one of the three themes. 	In 2022 the school achieved growth in the following areas as determined by our school self-evaluation in the School Excellence Framework: Leading <ul style="list-style-type: none"> • Educational Leadership - Excelling in three of the four themes: Instructional leadership, High expectations culture, Performance management and development. Sustaining and Growing in one theme: Community engagement. • School Planning, Implementation and Reporting - Excelling in the themes School Plan and Annual Report and Sustaining and Growing in the theme: Continuous improvement.

Strategic Direction 3: Connecting, Succeeding and Thriving

Purpose

In order to create an optimal learning environment where all members of our school community feel a sense of belonging and connection to learning, we will develop and promote a caring school culture through our approach to wellbeing. Through effective, strategic, well-planned wellbeing practices we will develop the cognitive, emotional, social, physical and spiritual wellbeing of all students so that they can achieve success with a strong sense of pride in themselves as citizens and learners.

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.

- Connecting to Learning - Attendance
- Connecting to Learning - Partnerships
- Connecting to Learning - Visible Learning
- Belonging to School - Social and Emotional Wellbeing and Trauma Informed Practices

Resources allocated to this strategic direction

Summary of progress

Connecting to Learning - Attendance

What did we do?

In 2022 the school focused on improving the attendance rate of all its students. We continued to develop whole school structures to monitor attendance rates and concerns. As part of this process, we implemented whole school attendance procedures and guidelines which have been systematically communicated to staff and community. As a key part of refining our processes we used Sentral to communicate and track absences. The Learning Support Team ensures attendance is a regular agenda item to discuss further concerns and time is scheduled for interventionists to monitor identified attendance concerns. We send home termly attendance rates to all families to highlight the importance of attendance. An initiative led by an interventionist and students leaders to promote attendance is *At School On Time* which has decreased the number of students coming late. We established opportunities for regular discussions about attendance in grade collaboration time and learning support team meetings where follow up actions are discussed and minuted.

What we did well?

- We continued to implement and communicate a whole school attendance procedure that included systems to track students absences. All classroom teachers are tracking their students' attendance rates and follow whole school processes when there is attendance rate of concern. This year, a consistent application of the procedure, including entering data and information into Sentral has been followed.
- Interventionist teachers have led attendance initiatives, building capacity of staff and strengthening understanding of whole school systems to ensure all student attendance is monitored.
- Building of clear structures allowed for Learning Support team to identify students with attendance rates of concern and support executive and classroom teachers to develop strategies to assist students and families.
- Communicating the importance of attendance using school communication platforms such as Facebook, Skoolbag and the school newsletter.

Barriers of Implementation

- Turn over of staff, including classroom teachers, leaders and intervention teachers as well as the and interruptions of intervention programs due to the casual teacher shortage impacted on the momentum of collecting, tracking and monitoring consistent attendance data.
- COVID restrictions and isolation requirements meant that students were staying home to isolate on a regular basis.

Next Steps

- Extended leave application needs to be reviewed and refined as we have seen a significant increase of extended leave occurring across the whole school since travel restrictions have eased following COVID.
- Continue to build the belief and knowledge of the importance of attendance across the school community by utilising our current whole school communication platforms.

Connecting to Learning - Partnerships

What did we do?

In 2022 our focus was building connections with our whole school community; students, families, networks of schools and external agencies. Our aim was to re-establish connections and relationships with external agencies, local networks including high schools and pre-school, parents and the community. Our aim was to have a whole school support network to promote students' wellbeing and engagement across all levels of schooling.

What we did well?

- Established systems to allow external agencies to work with classroom and learning support teachers.
- Participated in the department *Transition to School Project*. Networking with local childcare centres allowed us to establish relationships where teachers and educators across all settings can collaborate and students are allowed the opportunity to develop skills to transition.
- Established a transition plan with local high schools to support students transitioning into high school.
- Held parent forums based on parent need and feedback. Workshops were based on Literacy and numeracy, school readiness, Speech Therapy and Science of Reading, literacy and numeracy skills.
- Homework Club was re-established to up-skill parents and support students in complete school tasks.
- Re-established our weekly *Toddler Reading* group, this was further expanded to include local preschools and local toddlers and their parents in attendance.
- Connected with Souths Cares to develop and deliver a program to Aboriginal Students in Stage 3 transitioning to high school. The program will continue in 2023 with the students at the high school.
- Delivered whole school events to celebrate learning and provided opportunities for parents and community to engage with school including, meet the teacher afternoon, mothers day breakfast, fathers day breakfast, grandparents day, Easter hat parade, athletics carnival, book parade and Education week.

Barriers of Implementation

- Communication with non English speaking families due to language barriers
- Returning with COVID restrictions in Semester 1 hindered the return of parents on school site and impacted on our ability to deliver parent programs and work with local schools and agencies.

Next steps

- **Parent Partnerships:** Parents and Citizens to continue using face to face and also include zoom options to further encourage families to join. Following surveys and feedback, the school will work closely with members of the school community to strengthen this partnership through the creation of small committees with ownership and workload spread more evenly. We will adapt the times to suit parent needs and hold parents and Citizens meetings in the mornings when parents are already at school. We will also provide breakfast and establish a welcoming environment.
- **Transitions:** Review our key transition programs (Pre - K, 6-7) and strengthen links and partnerships with local preschools and high schools.
- **External Partnerships:** Establish links with local agencies such as Liverpool Health, TAFE, multicultural networks and deliver needs and wants based workshops and support for our families and students, ie speech programs, parent workshops, computer skills, parent English speaking courses.
- **External Partnerships:** Establish links with Western Sydney University and Liverpool Council, to involve our students in programs which promote student voice and agency.

Connecting to Learning - Visible Learning

What did we do?

In 2022 the school continued to embed Visible Learning, in particular Learning Intentions and Success Criteria. We continued professional learning with CORWIN, and school leaders engaged in strong evaluative practices to determine the impact of current programs and identify whole school needs. Following this collaborative evaluation, which included staff and students a new planning proforma was implemented for English and one has been trialled for Maths. The Senior Executive team and Curriculum and Instruction team embarked on Leading Evidence, Evaluation and Data (LEED). Through this we reflected on progress and impact for teachers and students and our Assistant Principals have effectively implemented this in their teams.

In 2022 we refined our Learner Qualities across the school. This involved the use of forums, surveys and 1-1 meetings to identify learner qualities that were both important to learners, valued by our whole school community and are evidence based.

What we did well?

- All new teachers engaged in the *Developing Visible Learners* online modules, which enabled a whole school staff understanding of our Visible Learning direction. (included in Strategic Direction 1).
- All teachers engaged in *Making Learning Visible* in Term 2.
- Senior Executive and the Curriculum and Instruction Team engaged in LEED and completed a thorough analysis of current school practices and an action plan was developed to map out a plan to embed sustainable whole

school processes which ensure that teachers and leaders develop a common language and focus on student learning.

- Through our engagement with CORWIN and the executive teams completion of the *Evidence into Action* session.
- Structured observations identified that the practice of teachers using Learning Intentions went from *Parts and Pieces to Deliberate Application*.
- Document analysis of teaching and learning programs identified that 90% of teachers were now using Learning Intentions and Success Criteria (LISC) to improve student learning in lessons.
- A student group called Prestons Pride was chosen to build upon and introduce the Learner Qualities for 2023 to the school.

Barriers of implementation

- Staff turnover and the availability of casual teachers has impacted on the ability of the school to cover teachers so that they could engage in professional learning.

Next Steps

- Prestons Pride team to develop and embed Learner Qualities into everyday learning.
- Continue to embed Learning Intentions and Success Criteria (LISC) through English and Maths.
- 2023 - Term 3 whole staff to engage in *Feedback that makes Learning Visible* professional learning through CORWIN.

Belonging to School - Social and Emotional Wellbeing and Trauma Informed Practices

What did we do?

In 2022 we continued building upon our existing trauma informed practice programs of Berry Street Education Model and Grow Your Mind. We utilised the connection between Visible Learning and Grow Your Mind, focusing on the learner qualities agreed upon at the end of 2021 to design wellbeing lessons to deepen students understanding around their social emotional understanding and that of their learning. Based on data collected in 2021, 4 learner qualities were highlighted as a need - teamwork, growth mindset, resilience and perseverance. Each learner quality was presented to the school community on a termly basis through a unit of work and represented by a different character strength from Grow Your Mind to support the learner quality of our focus. In addition to this, the school is embarking on a whole school professional model of the Berry Street Education Model, strengthening their understanding of body, relationships, character strengths, engagement and stamina when it comes to trauma informed practices.

What we did well?

- Face to face professional learning was delivered to all staff members.
- All 31 classes in our school successfully implemented daily morning circles, learning scales and ready to learn plans that are individualised to student needs and requests.
- All 31 classes have delivered lessons in classrooms related to learner qualities and the connection with their social emotional wellbeing.
- Grow Your Mind has been implemented across the school in stage assemblies, whole school assemblies, social media and newsletter posts to include the wider community.

Barriers of Implementation

- Based on feedback, it was decided the connection of Visible Learning and Grow Your Mind programs be reviewed. Teams were separated into Grow Your Mind and Visible Learning to strengthen the delivering and impact of each strategy. This allowed Social and Emotional Learning (SEL) to be strengthened at a whole school level.
- Every classroom had different needs that were not necessarily connected to the current terms learner quality focus.

Next steps

- Strengthen whole staff understanding of, and the impact of trauma on our students through continued professional learning of Berry Street Education Model.
- Develop resources to support the implementation of Social Emotional Learning (SEL) through Berry Street Education Model (BSEM) and Grow Your Mind (GYM).
- Utilise grade planning time to reflect on the needs of individual classes and grades and develop targeted Social and Emotional Learning to classes using the resources developed and linked to Berry Street Education Model and Grow Your Mind.
- A separate component of the induction program for new staff was added to include Social and Emotional Learning.
- Professional Learning to be delivered in Stamina, Engagement and Character and the implementation of strategies to support our students.

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
<p>Achievement of 2022 system negotiated targets indicating an increase of students with a positive sense of wellbeing through an uplift of 1.8% from our system negotiated baseline data.</p>	<p>In 2022 the number of students with a positive sense of wellbeing, as indicated by the Tell Them From Me survey, was 79.52%, this is a decline of 5.1 from 84.6 in 2021.</p> <p>However, in all areas we are above the state average.</p> <ul style="list-style-type: none"> • In Sense of Belonging, the number of students with a positive sense of belonging at Prestons Public School was 66% compared to 64% in the state. • In Expectations for Success, the number of students who reported positive expectations for success at Prestons Public School was 89% compared to 84% in the state. • In Advocacy, the number of students with a positive sense of advocacy at Prestons Public School was 84% compared to 69% in the state.
<p>Achievement of 2022 system negotiated targets to increase the percentage of students attending school 90% of the time or more through an uplift of 8.10%</p>	<p>In 2022 the number of students attending school 90% of the time or more increased by 22% from 61% in 2021 to 83% in 2022.</p>
<p>Improvement in the school's self evaluation in the School Excellence Framework in:</p> <p>Learning</p> <ul style="list-style-type: none"> • Learning Culture: Excelling in at least one of the three themes • Wellbeing: Excelling in at least one of the three themes. 	<p>In 2022 the school achieved growth in the following areas as determined by our school self-evaluation in the School Excellence Framework:</p> <p>Learning</p> <ul style="list-style-type: none"> • Learning Culture - Excelling in two themes: High expectations and Transitions and continuity of learning, and Sustaining and Growing in one theme: Attendance. This is an increase from 2021 where we had Sustaining and Growing in all themes. • Wellbeing - Excelling in two of the four themes: Caring for students and A planned approach to Wellbeing. Sustaining and Growing in two themes: Individual learning needs and Behaviour. This is an increase from 2021 where we had Excelling in A planned approach to Wellbeing and Sustaining and Growing in each of the other themes.
<p>Improvement in the school's self evaluation in the School Excellence Framework in:</p> <p>Teaching</p> <ul style="list-style-type: none"> • Effective Classroom Practice: Excelling in at least one of the four themes. 	<p>In 2022 the school achieved growth in the following areas as determined by our school self-evaluation in the School Excellence Framework:</p> <p>Teaching</p> <ul style="list-style-type: none"> • Effective Classroom Practice - Excelling in two themes: Explicit Teaching and Classroom Management and Sustaining and Growing in the two other themes: Lesson planning and Feedback.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,041.00</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"> • Other funded activities <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. • employment of additional staff, including School Learning and Support Officers (SLSOs) for targeted student support. • 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> <ul style="list-style-type: none"> - students from Refugee backgrounds being highly supported with language acquisition and wellbeing programs. - community connections through Coffee and chat sessions. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - further professional learning for all staff to continue to support refugee students to successfully engage in school. - continue to build connections with the community through community support networks.
<p>Integration funding support</p> <p>\$377,364.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Prestons 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"> • Other funded activities <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 diabetes. • staffing release to build teacher capacity around Social and Emotional learning using the Berry Street Education Model. • employment of staff to provide additional support for students who have high-level learning needs. • intensive learning and behaviour support for funded students. • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP). <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - targeted support for students with additional learning needs. - targeted support for students with wellbeing or social and emotional needs. - targeted programs to support students who require adjustments and accommodations. - professional learning for all staff around wellbeing and social and emotional needs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - building capacity of School Learning and Support Officers (SLSOs) to best support students who require adjustments and accommodations. - professional learning for all staff. - building capacity of all staff to meet the learning and wellbeing needs of students who require adjustments and accommodations.

<p>Socio-economic background</p> <p>\$435,838.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Prestons 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"> • Other funded activities <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 Spirals of Inquiry, collaborative planning, data talks and Quality Teaching Rounds to support student learning. • employment of additional staff to support collaborative practices, including Spirals of Inquiry, collaborative planning, data talks and Quality Teaching Rounds. • resourcing to increase equitability of resources and services • employment of external providers such as speech therapists to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - collaborative practices being embedded into school structures. - staff engaging in professional learning. - staff developing and implementing evidence based programs to support student learning and wellbeing. - equity for all students in regards to access to learning resources and support. - enhanced access to technology for all students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuing to embed collaborative practices within or school. - employing additional expert staff to lead the implementation of quality programs to improve student learning. and wellbeing. - continuing to ensure that all students have equitable access to learning resources and support. - utilising the technology purchased in 2022 to support STEM programs across the school.
<p>Aboriginal background</p> <p>\$25,369.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Prestons 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Gandangara land council programs: <ul style="list-style-type: none"> - Acknowledgement to Country. - 40 minute workshops for each year. - An elder came to the school and spoke with the children. • Deadly Doors competition - Each class creating their own designs for their classroom doors. • Yarning sticks - Classes created their own yarning sticks and had a yarn with each other. • Souths Care program - Aboriginal students were given opportunities to learn about their culture together. This included family history, games and dreamtime stories. • National Sorry Day- students and teachers completed in class activities

<p>Aboriginal background</p> <p>\$25,369.00</p>	<p>about Sorry Day.</p> <ul style="list-style-type: none"> • employment of specialist additional Learning and Support Teachers (LaST) to support Aboriginal students. • employment of additional School Learning and Support Officers (SLSOs) to deliver personalised support for Aboriginal students. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional support being provided to Aboriginal students in learning and wellbeing. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - building the capacity of our teachers to further embed a strong sense of Aboriginal culture within the school.
<p>English language proficiency</p> <p>\$314,273.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Prestons 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication. • 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 intensive support for students identified in beginning and emerging phase. • withdrawal lessons for small group (developing) and individual (emerging) support. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students from non-English speaking backgrounds have been support in the classroom with scaffolded support. - students from non-English speaking backgrounds have been supported where needed with small group withdrawal to support language acquisition. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - review EALD practices to support pedagogy and strengthen support for non-English speaking students.
<p>Low level adjustment for disability</p> <p>\$364,362.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Prestons 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • targeted students are provided with an evidence-based intervention multiLit to increase learning outcomes. • employment of School Learning and Support Officers (SLSOs) to improve the development of students by implementing speech and OT programs developed by specialists and teachers. • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students. • development of a needs-based learning and support program in which

<p>Low level adjustment for disability</p> <p>\$364,362.00</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"> - students with additional learning needs have been supported through 1-1 scaffolded support in wellbeing and learning - students with speech and language difficulties have been supported through the provision of speech therapy support in 1-1 situations, small group learning and team teaching. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - develop structures to up skill intervention staff and SLSOs to provided more structured and targeted support using a case management approach.
<p>Professional learning</p> <p>\$49,549.00</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 Prestons 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. • provide differentiated opportunities for teachers and leaders to build their capacity to support teachers and improve student learning in the school by engaging in external professional learning. • employ additional staff to allow the school to structure collaborative opportunities where teachers learn and plan in grade teams. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - deepened the understanding of quality pedagogy across the school. - facilitated strong collaborative processes across the school. - aligned our professional learning plan with the High Impact Professional Learning (HIPL) model. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - further refine and enhance our school professional learning plan to embed all aspects of the High Impact Professional Learning (HIPL) model.
<p>QTSS release</p> <p>\$143,766.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Prestons 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - engaging additional teachers to facilitate whole school professional learning structures where collaboration, data analysis, student learning needs drive professional learning at a whole school level. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - deepen the whole school professional learning model to further reflect on the High Impact Professional Learning (HIPL) model.

<p>COVID ILSP</p> <p>\$405,000.00</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>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"> • Intensive literacy program <p>Home reading program</p> <p>The allocation of this funding has resulted in the following impact:</p> <p>In total, 87 students benefited from the ILSP program across year grades 2,3,4 and 5. The primary focus of the program was intensive literacy instruction.</p> <p>Students were assessed by way of standardised testing at both the commencement and conclusion of the program in order to accurately assess student academic performance /growth. Progress monitoring and assessment, both formative and summative was also conducted throughout the school year.</p> <p>MultiLit literacy programs including MiniLit and MacqLit were the primary tools of instruction..</p> <p>Teaching consisted of both small group and one-on-one instruction.</p> <p>At the conclusion of the program, the following results were recorded:</p> <p>Total: 87 students comprising groups of 4-5 students plus those receiving one-to-one intervention</p> <p>Decodable Book Progression Books: Decodable Readers Australia Current decodable book level: Level 1 - Level 8 Students across all groups have completed on average 28 decodable books</p> <p>Books: PM Readers Australia Students have progressed on average 12 levelled readers since commencing the program.</p> <p>Reading Fluency (rate) Assessment: Wheldal Assessment of Reading Lists/Passages (WARL/WARP) Overall average increase in words read correctly per minute (wcpm): 49 Overall average percentage increase in reading fluency: 66%</p> <p>On average, at the completion of 10 months intensive literacy instruction, students in the program demonstrated an increase of 66% in their rate of reading, an increase in phonological skills in relation to age of 38 months, and an increase in single word recognition, again in relation to age, of 27 months.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>At the completion of the 2022 program, it is determined that a number of students demonstrate literacy skills at a level which is considered stage appropriate. A number of students have demonstrated growth in reading and comprehension to an extent that it is recommended that further intervention be confined to quality teaching and differentiation. Furthermore, end of year assessments demonstrates that the continuation of small group and one-on-one explicit intervention should be considered both a necessity and priority for the remaining students; some of which it is expected will progress to a level of confidence and efficacy to return to learning within a regular classroom environment with minimal adjustments.</p>
<p>Per capita</p> <p>\$191,279.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Prestons Public School</p>

<p>Per capita</p> <p>\$191,279.00</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 operational funding include:</p> <ul style="list-style-type: none"> • funds support the efficient running of the school through staffing, purchasing of resources and equipment to support student learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students have access to a wide range of technology and other resources to support their learning. - students have access to quality teachers who continually collaborate to have an impact on the learning and wellbeing of students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - purchase resources to support the implementation of the new syllabus - engage staff to support quality teaching and learning programs, including targeted interventions and deliver high impact professional learning to build staff capacity.
<p>AP Curriculum & Instruction</p> <p>\$271,028.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Prestons 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • - creating a team of knowledgeable others using the Assistant Principal Curriculum and Instruction team to work shoulder to shoulder with targeted teams to improve curriculum knowledge, pedagogy and improve student learning outcomes. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - deepened understanding of curriculum and quality teaching across the school. - whole school and shared approaches to curriculum delivery. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - create whole school instructional leadership structures based on the successful 2022 model which utilises the Assistant Principal Curriculum and Instruction, Assistant Principals and Deputy Principals as knowledgeable others working with grade teams to deliver whole school focus.



At Prestons Public School we work together to improve the learning and wellbeing of every student.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	358	349	387	360
Girls	344	355	370	341

Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.4	89.4	89.4	80.2
1	86.9	84.7	90.5	78.5
2	88.6	87.3	89.5	82.3
3	89.1	85.4	88.3	83.2
4	87.4	85.6	89.3	80.4
5	87.0	82.8	89.3	82.6
6	89.4	84.6	86.7	81.5
All Years	88.0	85.8	89.1	81.1
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.



Student engagement is important at Prestons Public School.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	5.8
Classroom Teacher(s)	28.35
Learning and Support Teacher(s)	1.9
Teacher Librarian	1.2
Teacher ESL	2.2
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.



Our students benefit from high quality learning and wellbeing programs as well as a range of extra curricular activities.

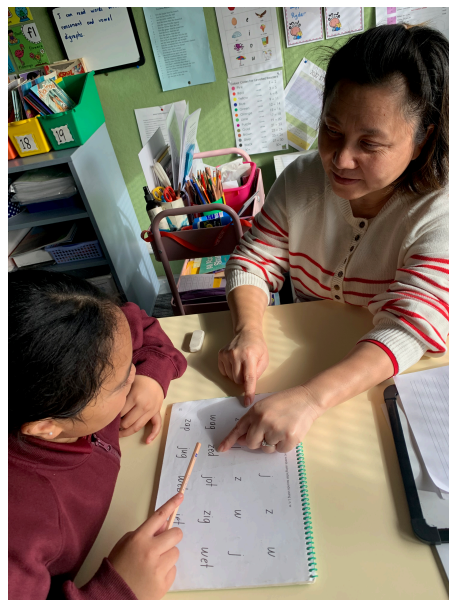
Financial information

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	505,685
Revenue	8,290,139
Appropriation	8,077,419
Sale of Goods and Services	26,147
Grants and contributions	179,742
Investment income	6,832
Expenses	-8,085,027
Employee related	-7,254,121
Operating expenses	-830,906
Surplus / deficit for the year	205,113
Closing Balance	710,798

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.



Our students benefit from high quality teaching and learning.

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	382,405
Equity Total	1,139,841
Equity - Aboriginal	25,369
Equity - Socio-economic	435,837
Equity - Language	314,274
Equity - Disability	364,361
Base Total	5,184,116
Base - Per Capita	191,279
Base - Location	0
Base - Other	4,992,838
Other Total	655,381
Grand Total	7,361,744

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.



Our students and staff love working in our Prestons Patch vegetable garden. Fresh produce is shared with our canteen and to our school community on market days

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.

Reading

The percentage of students in the top 2 bands in NAPLAN reading was 22.7%, a slight increase from 2021.

Year 3 NAPLAN reading showed 23.8% of students achieved in the top 2 bands.

Year 3 NAPLAN writing showed 25% of students achieved in the top 2 bands.

Year 3 NAPLAN spelling showed 36.6% of students achieved in the top 2 bands.

Year 5 NAPLAN reading showed an increase of 10.1% in the number of students in the top 2 bands from 2021 to 2022.

Year 5 NAPLAN writing showed 12.7% of students achieved in the top 2 bands.

Year 5 NAPLAN spelling showed a slight decrease from 2021, 26% of students achieved in the top 2 bands.

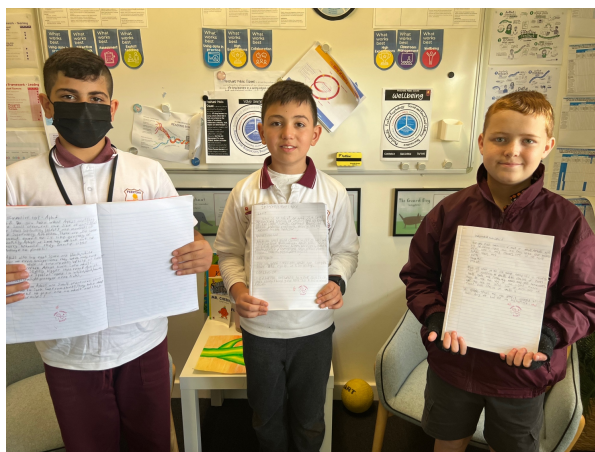
Year 5 NAPLAN grammar and punctuation showed an increase of 11.1% of students achieving in the top 2 bands from 2021 to 2022.

Numeracy

The percentage of students in the top 2 bands in NAPLAN numeracy was 11.11%.

Year 3 NAPLAN numeracy showed an decrease in the number of students achieving in the top 2 bands from 2021 to 2022.

Year 5 NAPLAN numeracy showed an increase in the number of students achieving in the top 2 bands from 2021 to 2022.



We celebrate learning success at Prestons Public School.

Parent/caregiver, student, teacher satisfaction

Parent: Tell Them From Me Survey

Parent Survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree). It is important to note that the Tell Them From Me survey is based on data from 52 respondents in this school who completed the Parent Survey between 07 September 2022 and 04 November 2022.

- Parents surveyed feel welcomed at Prestons Public School. The school score of 7.5 was greater than the NSW Government norm of 7.4
- Parents at Prestons Public School support learning at home. The school score of 8.0 was greater than the NSW Government norm of 6.3
- Parents surveyed believe that school supports positive behaviour. The school score of 7.7 was equal to the NSW Government norm
- Parents surveyed feel that the school is inclusive. The school score of 7.1 was greater than the NSW Government norm of 6.7

Teacher: Tell Them From Me Survey

Teacher Survey - survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree). It is important to note that the Tell Them From Me survey is based on data from 42 respondents in this school who completed the Teacher Survey between 03 September 2022 and 13 October 2022.

- Teachers surveyed felt supported by leadership at the school. The school score of 7.8 was greater than the NSW Government norm of 7.1
- Teachers surveyed used collaboration opportunities to improve teaching practice and student learning outcomes. The school score was 8.2, above the NSW Government norm of 7.8
- Teachers surveyed create a positive learning culture in their classroom. The school score of 8.4 was greater than the NSW Government norm of 8.0
- Teachers surveyed used data to inform practice. The school score of 8.2 was greater than the NSW Government norm of 7.8, showing that teachers use a range of assessments to help them set challenging goals for all students
- Teachers surveyed utilise effective teaching strategies to improve student learning. The school score of 8.3 was greater than the NSW Government norm of 7.9
- Teachers surveyed stated they use technology to support student learning. The school score of 6.8 was greater than the NSW Government norm of 6.7
- Teachers surveyed feel that the school is inclusive. The school score of 8.4 was greater than the NSW Government norm of 8.2
- Teachers surveyed believe parents are regularly involved in their child's learning. The school score of 6.9 was greater than the NSW Government norm of 6.8

Student: Tell Them From Me Survey

Student Survey (Students in Year 4, 5 and 6) - survey results are converted to a 10-point scale, a score of 0 indicates strong disagreement, 10 indicates strong agreement and 5 indicates a neutral position (neither agree or disagree). It is important to note that the Tell Them From Me survey is based on data from 248 respondents in this school who completed the Student Survey between 06 September 2022 and 18 October 2022.

- Students felt that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. The Year 5 students score of 7.8 was above the NSW Government norm of 7.5
- Additionally, the students reported that they felt teachers were responsive to their needs and regularly encouraged independence with a democratic approach, sustaining a school score of 8.1
- 84% of students reported that they try hard to succeed in their learning
- 87% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 80% of students reported that they have peers at school whom they can trust and can rely on to encourage them to make positive choices

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Aboriginal Education - School statement

The Aboriginal Education focus group at Prestons Public School aims to enhance and engage the students, community and staff through promoting Aboriginal culture through implementation of a wide range of initiatives. The following was achieved in 2022:

- * 3 way Personalised Learning Plans, that involved the student, teacher and family
- * Continued to build and promote community relationships through consultation with local AECG to better support our school community
- * Enhance student knowledge and engagement through highly successful school-wide celebrations and teaching and learning programs

Anti-Racism Policy

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

Anti-Racism - School statement

Our school commits to the elimination and rejection of all forms of racial discrimination. We are committed to ensuring that all students, staff and the community do not experience or endure racism within the school environment.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

Prestons Public School has a large and diverse community with a population of 77.6% of students coming from a Language Background Other Than English (LBOTE). The Multicultural Education Committee met regularly and the following achievements were made during 2022:

- EAL/D students were assessed using the EAL/D Learning Progressions and programs were designed to meet the

English language needs of EAL/D students

- The New Arrivals Orientation Program was implemented to support the development of Basic Interpersonal Communication Skills to support successful transition into school and the community
- EAL/D and New Arrival funding was utilised to engage an Arabic Speaking Student Learning Support Officer to assist students and parents
- EAL/D student reports were designed in line with department requirements and mainstream reports displayed EAL/D phase of every student identified as EAL/D.

