

2022 Annual Report

Strathfield North Public School



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Introduction

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

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

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School vision

At Strathfield North Public School we have a shared belief and understanding that students and staff are empowered to reach their full potential through quality teaching, learning and wellbeing programs. We build a community of collaborative learners within a culture of high expectations and strive for continuous improvement and excellence.

School context

Strathfield North Public School is on Eora Nation land of the Wangal people. The approximate enrolment is 560 students including 70% from a culturally and linguistically diverse background. Our community is proactive and supported by an involved and dedicated Parent and Citizens Association and enjoy strong partnerships with the local community.

The school enjoys a strong reputation in the local community for its high academic achievement, enrichment opportunities and differentiated support programs for students with additional needs. Our Learning and Support and English as an Additional Language or Dialect teams work in partnership with students, teachers and the community to ensure all learning and wellbeing needs are catered for within an inclusive environment.

All students are afforded with the opportunity to learn one of three community languages; Chinese, Italian or Korean. There is an Itinerant Hearing Support Team based on site which supports students within our school and surrounding schools. We are also proud of a small but significant number of Aboriginal students enrolled at our school.

SNPS has a long tradition of performing arts and sporting excellence including a range of NSW Primary School Sports Association (PSSA), public speaking and debating, Wakakirri, choirs, music, dance and sport programs. Technology is embedded throughout the school to enhance learning opportunities for all students, examples of this include our media hub, coding room, computer lab and Bring Your Own Device (BYOD) program.

Opportunities for student voice are evident through leadership teams including Prefects, Environmental, Logistics, Playground, Library, Sport and Media Crew. There is also a strong focus on building leadership capacity and student voice through our whole school Student Representative Council and Buddy program.

Through our situational analysis and strong community consultation process we have identified six areas that will direct our school to achieve our system negotiated targets: explicit teaching in reading and numeracy, formative assessment, differentiation, effective lesson practice, learning empowers teachers and instructional leadership.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student growth through continually improving explicit teaching using data, student goal setting and effective feedback.

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 in Reading and Numeracy
- Attendance Monitoring

Resources allocated to this strategic direction

Summary of progress

Explicit teaching in reading and numeracy is embedded into practice through weekly Learning Empowers Teachers (LET) with each grade and in small group interventions K-6. Grade teams led by Stage Assistant Principals used the Case Management Model (Lyn Sharratt) to focus on reading and comprehension in Semester 1. Grade teams used data from student assessments to target High Potential Gifted Education (HPGE) students in reading comprehension and students with learning support needs in phonics. Teachers collaboratively designed explicit teaching and learning programs to target identified student needs and monitored student learning once the programs were implemented. In Semester 2 the weekly LET focus shifted to numeracy, and the Case Management process was implemented to target identified student needs in additive strategies, number and algebra.

All teachers engaged in Professional Learning sessions focusing on identifying HPGE students in all 4 domains. Grade teams in LET used the HPGE Differentiation Tool to complement explicit teaching and learning programs aimed at challenging identified students.

All teachers engaged in PL sessions focusing on identifying vocabulary needs of English as an Additional Language or Dialect (EAL/D) students and explicitly teaching Tier 2 and 3 vocabulary. EAL/D specialist and support teachers focused on explicit teaching of oral and written vocabulary development during student focus groups and in-class support.

COVID focus groups targeted students with learning support needs in reading comprehension and number. COVID focus groups implemented explicit teaching and learning programs and were tracked and monitored using PLAN2.

All teachers engaged in PL with the Home School Liaison Officer (HSLO) to improve knowledge and understanding of policy and processes. The Deputy Principal worked closely with teachers and the HSLO on attendance monitoring including fortnightly reminders to teachers for roll checking, follow ups and school Newsletter reminders for families with DoE visuals and policies shared. 90% of students attended 90% or more of the time. See HSLO attendance report and summary attached. (Rebecca Scott)

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
Expected growth in Reading Uplift of 1.2% of students achieving expected growth in NAPLAN reading from baseline.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
Top 2 Bands Numeracy Uplift of 5.6% of students achieving top 2 bands in NAPLAN numeracy from baseline.	48.8% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.

Top 2 Bands Reading Uplift of 3.2% of students achieving top 2 bands in NAPLAN Reading from baseline.	65.9% of students achieved in the top two bands in NAPLAN reading indicating we have reached the uplift goal.
Expected growth in Numeracy Uplift of 1.9% of students achieving expected growth in NAPLAN numeracy from baseline.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
Attendance Uplift of 3.9% of students attending greater than 90% of the time.	School attendance monitoring is completed and followed up fortnightly. Based on Semester 1 data: unexplained absences in Year 1, 5 and 6 are a priority as well and Kindergarten absences.

Strategic Direction 2: High Expectations

Purpose

Teachers foster high expectations to ensure all students are engaged, empowered and challenged in order to enable continuous improvement.

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.

- Differentiation
- Effective Lesson Practice

Resources allocated to this strategic direction

QTSS release: \$35,000.00

Professional learning: \$20,000.00

Summary of progress

All staff have engaged in differentiated Professional Learning (PL) run by HPGE leaders in our network. Over two sessions, a leaders group planned future whole school directions and other staff participated in a HPGE introduction course. We have joined a HPGE network and members have run PL for staff on how to better challenge our HPGE students. As a result, we have implemented HPGE transition notes for the first time.

All class teachers have collaboratively planned literacy and numeracy programs during LET time run by stage AP's. They have used the resources shown during HGPE PL and have targeted students at their individual point of need.

All students K-6 have a literacy and numeracy goal that they are working on individually. Some students also have a social goal. These goals were shared with parents in Term 1 and Term 3 at Student Learning Conferences and further learning goals were put into reports in Term 2 and Term 4 to support parents with future directions for learning. These goals have been communicated to parents and progress towards achieving them has been placed onto seesaw.

There has been a large focus on supporting students through our extra curricular programs. We have introduced new creative and performing arts opportunities, as well as strengthening our already existing programs in PDHPE and CAPA. New teachers have participated in PL to up skill themselves.

We have continued to provide opportunities for students to participate in the GATEways program for students to challenge themselves in the intellectual domain.

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
Differentiation 1. Teachers involve students and parents in planning to support learning, and share expected outcomes in Literacy and Numeracy. 2. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students.	1. Students have collaborated with teachers on success criteria for learning. Students with funding support have been supported to set their own goals. Teachers have been using Seesaw to share learning experiences with parents. 2. There is an ownership of all students in each grade through the use of data sharing and collaborative planning during LET sessions. The process is replicated across the whole school.
Effective Lesson Planning 1. All Literacy and Numeracy lessons are systematically planned as part of a coherent program that has been	1. Programs that have been collaborated during LET have been systematically planned as a result of data findings. These are then differentiated in classrooms to respond to students needs. Further work into differentiating all literacy and numeracy programs is needed.

<p>collaboratively designed. Accommodations and adjustments are made to suit needs as they arise.</p> <p>2. Teachers systematically review learning with each student both in class and on work submitted, ensuring all students have a clear understanding of how to improve.</p> <p>3. Students understand the assessment approaches used in the school and their benefits for learning.</p>	<p>2. All students participate in goal setting and their Students Learning Conferences. Teachers have participated in a PL on feedback and have been trialing some questioning in class. Student to Student talk is an area to develop in the future.</p> <p>3. Students understand the SC and rubrics used in assessments. Students are beginning to co-design assessments in some classrooms.</p>
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Strategic Direction 3: Collaborative practice

Purpose

To collaboratively develop teacher capacity to ensure a shared understanding of and responsibility for improved student outcomes.

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.

- Learning Empowers Teachers
- Instructional Leadership

Resources allocated to this strategic direction

QTSS release: \$15,000.00

Summary of progress

All teachers attend weekly LET Meetings to track student growth and plan for future learning. In 2022, teachers have demonstrated and shown an increase in the effective use of data to plan lessons collectively. Teachers analyse student progress data to inform lesson content and professional learning needs.

In 2022 all beginning teachers were provided with a mentor and allocated additional release time to support skill development and improve teaching practice. Assistant Principals continue to drive professional learning through learning walks, job embedded reflective practice and timely feedback. All teachers begun engaging with the New K-2 Curriculum and the research and evidence behind the reform. As accelerated adopters, the Year 1 team implemented the units and provided extensive feedback to the department on it's implementation.

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
Learning Empowers Teachers 1. Teachers demonstrate and show effective use of data effectively to evaluate student understanding of lesson content. 2. Teachers comprehensively analyse student progress and achievement data for insights into student learning to inform professional learning directions.	Personal Development Plans (PDPs) reflect the school and system priorities, which align to the teaching and learning cycle in LET. Teacher accreditation is continuing and evidence sets are created in line with the level of the accreditation process. PL has reflected PDP, SIP and system priorities. The focus has been HPGE, challenge and questioning, behaviour and regulation in the classroom. LET drives the implementation and monitoring of professional learning, including reflections and feedback for teachers. Teaching and learning programs continue to be developed collaboratively in stages / teams to reflect identified areas during LET. Changes in programs are a result of student needs and data. Learning Walks have been ongoing and added to the teaching and learning cycle to enhance teacher collective efficacy.
Instructional Leadership 1. Whole school and inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers. 2. Teachers have expert contemporary content knowledge and deploy effective teaching strategies. Teachers are supported to trial evidence based practices.	Throughout 2022, 2021 processes have continued, including weekly timetabling for beginning teachers to plan against Performance Development Plan goals, aligned to Australian Professional Standards for Teachers. Additional expertise within current staff has been identified and further developed within the SNPS professional learning community through the mentoring and coaching of beginning teachers. Within the school there are now five beginning teachers, each with an allocated teacher mentor. Implementation of Beginning Teacher planning proforma has continued to support Beginning Teachers and mentors. An additional teacher was funded to provide flexible time for beginning teachers, their mentors or self-chosen staff members to be released to observe, demonstrate teaching or work shoulder-to-shoulder to improve teaching practice. The establishment of an SNPS Beginning Teacher Network focusing on sharing expertise in English

Instructional Leadership

1. Whole school and inter-school relationships provide mentoring and coaching support to ensure the ongoing development and improvement of all teachers, by expert teachers.

2. Teachers have expert contemporary content knowledge and deploy effective teaching strategies. Teachers are supported to trial evidence based practices.

instruction is on pause until 2023.

Across 2022, the Stage 1 Assistant Principal has led the Accelerated Adopter trial for the new K-2 English and Mathematics Syllabus within the Year 1 teaching team. With the support of a Department Curriculum Advisor, the three classroom teachers working on the Year 1 team have utilised funded time to plan for the delivery of English and mathematics units of work and the application of assessment opportunities throughout the learning.

The Year 1 team have focused heavily on improving practices when using integrated, conceptual literacy units and additive thinking strategies within mathematics. The department's 'Phonics Diagnostic Assessment' and the 'Year 1 Phonics Screener' were aligned to the newly adopted Grapheme/Phoneme Correspondence Scope and Sequence. The data from the 'Interview for Student Reasoning' has informed the creation of ability-based mathematics groups across Stage 1. Analysis of these results have framed changes within Year 1 mathematics programs. This included the use of 'Talk Moves' to assist the development of student reasoning and vocabulary within mathematics. Semester 2 student learning conferences, focused on the use of additive strategies, with tasks used directly from the IfSR assessment. Furthermore, throughout Semester 2, the Year 2 team adopted the new K-2 mathematics syllabus in their teaching programs and assessments, specifically IfSR to ascertain student knowledge and application in additive strategies. Early Stage 1 has also utilised aspects of the new K-2 English and mathematics syllabuses throughout the year, as well as the IfSR assessments to drive their differentiated programming.

Inclusive education staff utilised the new Department Assessment Tool, 'Assessment for Complex Learners' (AfCL) to support the establishment of individualised learning goals based on the precursors for literacy and numeracy. Formative assessment and teacher observation data were used to plot and track students. The use of this tool and professional learning increased staffs understanding of the prompting required, evidence and date achieved to create IEP goals that were individualised, targeted and achievable. The AfCL tool was regularly updated and student data analysed and discussed during Stage Meetings and LET to ensure student growth and goals were monitored and achieved.

Staff aligned to Years 3-6 have participated in professional learning opportunities via the departments micro learning modules for English and mathematics.

During Semester 2, the principal led a 'Solutions Focused' professional learning for executive and teaching staff in order to further develop expertise in leading constructive conversations. The learning opportunity was well received, with 11 staff members volunteering to attend and collaboratively learn together.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$11,100.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Strathfield North 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 targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in improvement of New Arrival students in accessing curriculum in English language. The specialist New Arrival program focused on oral language development in English and later the focus progressed to reading and writing. The specialist teacher worked with classroom teachers to support New Arrival students and their teachers in engaging in classroom programs.</p> <p>After evaluation, the next steps to support our students will be: Professional learning for classroom teachers to enhance teaching and learning programs through language scaffolding to ensure classroom content is accessible. For example participating in teacher professional learning in PECS, using visual scaffolds. All students completing the New Arrival program are supported by EAL/D specialist teachers in the classroom and/or small group withdrawals.</p>
<p>Integration funding support</p> <p>\$55,138.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Strathfield North 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 individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to 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: All 3 eligible students demonstrated progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. LaS meetings discuss integration funding decisions. Families and external providers co-contribute to the development and monitoring of the plan.</p> <p>After evaluation, the next steps to support our students will be: Ensuring integration funding will be adjusted throughout the year in</p>

Integration funding support \$55,138.00	<p>response to student PLSPs so funding is used to specifically address each student's support needs.. Upskilling of SLSOs in supporting students achieve their targets.</p>
Socio-economic background \$15,695.82	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Strathfield North 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"> • resourcing to increase equitability of resources and services • employment of external providers 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: Student improvement evidenced by:</p> <ul style="list-style-type: none"> • student attendance at Student Learning Conferences (SLC) • all students accessing resources as needed • subsidise fees, excursions, camps and cost of resources. <p>After evaluation, the next steps to support our students will be: Explore further options to support students to share their learning goals with families.</p>
Aboriginal background \$2,182.27	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Strathfield North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • 100% of Aboriginal students at SNPS participated in the Koori Connections network initiative events. These events took place once per term at various locations around the local school network. An extra event included meeting and participating with students and staff from Menindee in far Western NSW. One student participated in the Stage 3 camp which was organised by the AECG and involved schools and students from around NSW. • staffing release to support development and implementation of Personalised Learning Plans • release time for staff attending local network opportunities with and for our students 'Koori Connections' <p>The allocation of this funding has resulted in the following impact: Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Tell Them From Me data indicated 100% of Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: Continuing to strengthen partnerships between students and teachers within and beyond our network</p>
English language proficiency	English language proficiency equity loading provides support for students at

<p>\$288,478.81</p>	<p>all four phases of English language learning at Strathfield North 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • provide EAL/D progression levelling PL to staff • withdrawal lessons for small group (developing) and individual (emerging) support • 6 staff were up-skilled by attending professional learning. <p>The allocation of this funding has resulted in the following impact: All identified EAL/D students are supported in the classroom or through small group withdrawal by EAL/D specialist teachers. All SNPS teachers are upskilled in EAL/D progressions and teaching strategies, resulting in greater confidence in programming for EAL/D students. Families of EAL/D students are informed of student learning goals and EAL/D progressions on school reports.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students in class and in small group withdrawal as needs are identified. Continue professional learning for all staff to meet the needs of EAL/D students and maintain relationships built with Curriculum Advisor and EAL/D Network. Continue to build partnerships with families by sharing identified needs and learning goals in English language proficiency.</p>
<p>Low level adjustment for disability</p> <p>\$107,845.41</p>	<p>Low level adjustment for disability equity loading provides support for students at Strathfield North 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 • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • targeted students are provided with evidence-based interventions MiniLit and MultiLit to increase learning outcomes • SLSO timetables to accommodate for student social and emotional development while in class and on the playground • providing resources, technology and support to students with hearing impairments • whole staff professional learning about disability standards <p>The allocation of this funding has resulted in the following impact: The school is achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Students are better supported across all domains in the classroom and on the playground.</p>

<p>Low level adjustment for disability</p> <p>\$107,845.41</p>	<p>After evaluation, the next steps to support our students will be: To better identify and support our students through personalised learning plans.</p>
<p>Professional learning</p> <p>\$41,061.73</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 Strathfield North 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"> • Differentiation • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • whole staff professional learning in HPGE to improve understanding of new policy and how it related to current school programs and differentiation for identified students. • GATEWAYS program implemented at SNPS for students Years 1-6. Parents and teachers identified potential students through surveys • two EAL/D professional learning afternoons with EAL/D Curriculum Advisor focusing on differentiating for EAL/D students using the EAL/D progressions and teaching and learning strategies for students arriving with little or no English language proficiency • all staff continued using the Case Management Model to focus on improving outcomes for students in literacy and numeracy. • year 1 teachers participated in Accelerated Adopter Network for new K-2 curriculum involving working with Curriculum Advisor to trial, implement and review DoE new syllabus documents K-2 and Units of Work in mathematics and English • all teachers K-6 completed DoE micro learning modules on new K-2 curriculum • professional learning for all teachers on Student Learning Conferences and setting student learning goals to differentiate for all students in literacy, numeracy and behaviour. • whole staff professional learning in Understanding Behaviour led by the Network AP LaS to differentiate for students with behaviour needs. <p>The allocation of this funding has resulted in the following impact: Improved teacher confidence to identify students in the 4 domains of HPGE and differentiation of teaching and learning programs. Inclusion of HPGE as an indicator for student transition notes in Sentral.</p> <p>Improved understanding and knowledge of new K-2 curriculum for all teachers. Implementation of all new K-2 curriculum across Year 1 and across K-2 for some aspects of English and mathematics. Year 1 teachers were active in implementing and amending DoE K-2 mathematics and English units of work. Teachers K-6 improved knowledge and understanding of K-2 syllabus documents. K-2 teachers began implementation of new syllabus documents.</p> <p>Teachers created a behaviour escalation scale to support student behaviour needs in the classroom where identified.</p> <p>Improved knowledge and understanding of all SNPS teachers in EAL/D progressions and EAL/D teaching strategies resulting in greater confidence in programming for EAL/D students.</p> <p>Increased student advocacy in their learning through identifying and articulating student learning goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement professional learning related to school targets and strategic directions.</p>

<p>Literacy and numeracy</p> <p>\$30,862.04</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Strathfield North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in the new K-2 Syllabus: literacy and numeracy • teacher release to engage staff in stage planning days and Curriculum Reform planning days twice a term • resources to support the quality teaching of literacy and numeracy • targeted professional learning to improve literacy and numeracy • weekly and monthly Accelerated Adopter Meetings with department consultants <p>The allocation of this funding has resulted in the following impact: All staff involved in New Curriculum Reform training as an Early Adopter School e.g. Professional learning in K-2 and 3-6 English and Mathematics Syllabus</p> <p>After evaluation, the next steps to support our students will be: Continue professional learning in the new curriculum. Stage planning days or extra teacher release. Hire an Assistant Principal of Curriculum and Instruction to assist in the implementation of the new curriculum and best practice in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$91,706.96</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Strathfield North 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"> • Differentiation • Learning Empowers Teachers • 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 during LET time. • Assistant Principals provided with additional release time to support classroom programs • implementation of Instructional Rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: 100% of classroom teachers were able to meet in their grade teams and co-construct high quality teaching and learning programs. Our anecdotal data revealed that teachers felt better supported meeting their students' needs. Weekly job embedded collaborative practice led to improved use of data literacy and data use to inform teaching. Teachers were able to utilise this time to provide evidence for their PDP goals. There was a clear alignment in changes to teacher practice to improve student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Our school will utilise the allocation of an Assistant Principal of Curriculum and Instruction to support the Assistant Principals in this process in the future.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Strathfield North Public School who may be at risk of not meeting minimum standards.</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices. • teacher release to engage staff in stage planning days and MultiLit training. <p>The allocation of this funding has resulted in the following impact: Targeted students receive Mini-Lit, Mac-Lit and word attack intervention which resulted in improved student outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue utilising school data to identify students who may benefit from intervention. Continue providing support through Mini-Lit, Mac-Lit and word attack intervention programs.</p>
<p>COVID ILSP</p> <p>\$48,773.00</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"> • targeted small group intervention based on school internal and external data • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy • providing intensive small group tuition for identified students who were working towards mastery in priority Literacy or Numeracy outcomes • providing professional learning for COVID educators. <p>The allocation of this funding has resulted in the following impact: Across Year 1 at the beginning of the learning cycle, students returned an average of 53% in their Phonics knowledge according to department diagnostic assessment. Over a period of 5 weeks, students improved on their results, returning an average of 74% in accuracy. Notable reflections from the assessment highlight a major improvement for two students, returning a result for Student A (11 out of 20) and Student B (18 out of 20). Original result readings were 4 out of 20 for student A and 3 out of 20 for student B. Therefore, student A made a 40% jump in accuracy and Student B a 70% jump in accuracy on previous results.</p> <p>Across Year 2 at the beginning of the learning cycle, students returned an average of 73% in their knowledge of split vowel digraphs and longer one syllable words. At the midway check in point, students improved on this result with an overall return of 80% in accuracy on the same assessment, indicating a 7% jump. Notable reflections from the assessment highlight improvement for two students, returning a 68% accuracy for Student C and 59% for Student D. At the check in point, the same students were assessed again, improving on their results by 13% each, with Student C achieving 81% and Student D 72% accuracy.</p> <p>Students in Stage 2 and 3 focused on: addition and subtraction, multiplication and problem solving. Most of the students showed improved engagement and participation in lessons, and achieved their targeted learning outcomes. 25 students were targeted in Semester 1 and 25</p>

<p>COVID ILSP</p> <p>\$48,773.00</p>	<p>students were targeted in Semester 2.</p> <p>All teachers were supported to meet the needs and close the gap via small group explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: Hiring one part time teacher in 2023 to cover Years 1-6 support to ensure consistency.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	272	268	256	265
Girls	254	221	233	253

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	93.9	95.9	92.1
1	95.8	93.1	96.5	90.1
2	95.5	95.7	95.6	92.0
3	95.4	94.8	96.5	91.7
4	95.5	95.4	95.2	91.6
5	95.4	96.0	94.8	89.9
6	95.0	93.9	95.7	90.4
All Years	95.4	94.7	95.7	91.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	24.03
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
Teacher ESL	2
School Counsellor	1
School Administration and Support Staff	6.96
Other Positions	2.4

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	1,370,130
Revenue	6,926,324
Appropriation	6,561,104
Sale of Goods and Services	42,480
Grants and contributions	305,471
Investment income	13,853
Other revenue	3,415
Expenses	-6,802,766
Employee related	-6,171,032
Operating expenses	-631,734
Surplus / deficit for the year	123,557
Closing Balance	1,493,687

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	55,138
Equity Total	414,202
Equity - Aboriginal	2,182
Equity - Socio-economic	15,696
Equity - Language	288,479
Equity - Disability	107,845
Base Total	4,261,311
Base - Per Capita	123,560
Base - Location	0
Base - Other	4,137,751
Other Total	1,458,647
Grand Total	6,189,298

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Our Inclusive classes implemented the evidence based social/emotional skills and regulation program, Zones of Regulation for our students inline with their Individual Education Plan Goals. To support consistency and implementation at both home and school we provided families with an information night based on the key principals of Zones of Regulation. Google Form Feedback from this session showed 100% of families found the information and resources helpful and practical to use at home and the presentation easy to understand (families are EALD). Based on positive feedback from Learning and Support students, teachers and families Zones of Regulation will be implemented school wide in 2023 to support social/ emotional skills utilising strategies and language.

With the establishment of our Inclusive classes, staff identified a need to support our community in the understanding of Disability related information and strategies to support wellbeing and growth. Based on data collected parent feedback indicated that families wanted information on NDIS, Zones of Regulation and supporting literacy and numeracy skill development at home. Term two we hosted family interactive Zoom workshops to support understanding of IEP Meetings, Review Meeting processes and Zones of Regulation.

New Report Format feedback:

Family Feedback:

- Easier to understand? **73% found it significantly easier or easier**
- Change of language/descriptors? **70% found it significantly easier or easier**
- Support with conversations about Semester 1 reports and progress? **96% discussed their child's progress at home**
- Support conversations about where to next? **86% discussed where to next with their children**
- Confidence to support children at home? **72% say the new reports significantly support us, > 6% said they don't support us**

Student Feedback:

"My parents thought the whole report was really great, they said WOW!" Kindergarten

"My parents liked the report that showed I was nice and kind as well as my academics" Kindergarten

"I liked when my parents showed my grandparents" Kindergarten

"I can try better using my own goals" Stage 2

"It's easy to read and find out where we are going next" Stage 2

"Goal setting is beneficial for us, something to work towards" Stage 3

"It was easy to read and understand along with my parents" Stage 3

Teacher Feedback:

- 65% of teachers reported a significant reduction in workload/ 29% said it reduced some of the workload.
- 72% of teachers reported the new format aligned better with Student Learning Conferences.

Our School has 530 family members connected to their child's Seesaw online portfolio, showcasing their child's learning inline with their individualised goals and celebrating their learning growth.

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

This year SNPS have explored a range of Indigenous Australian cultural groups and their respective practices. SNPS hosted and facilitated a local Network 'On Country' experience for Aboriginal students. The traditional custodians of our land are the Wangal clan of the Eora Nation.

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

Strathfield North Public School has an Anti-Racism Contact Officer, who is the contact between students, staff, parents, and community members who wish to raise issues or complaints concerning racism. Our school's personal development programs educate students about current issues concerning racism, and the formal protocols involved in addressing racism at school. Throughout the year our social skills programs address the importance of respecting diversity and anti-racism.

Multicultural Education Policy

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

Multicultural and anti-racism education - School Statement

SNPS allows opportunities for students and the community to share their rich cultural diversity. In 2022, our school recognised National Aboriginal and Islander Day Observance Committee (NAIDOC) week: Ramadan and Eid-ulFitr, Christmas, Easter, Diwali and Chinese New Year. The school values and supports the range and diversity of student backgrounds. This year, we celebrated Harmony Day where students and staff wore orange mufti clothes or traditional costume to celebrate and demonstrate our unity. The Multicultural Public Speaking Program was held for students in Stages 2 and 3. Two students were selected to represent Strathfield North Public School at the District competition. The percentage of students at SNPS that have a language background other than English (LBOTE) is approximately 80%. The English as an Additional Language and/or Dialect (EAL/D) teachers work collaboratively with the class teachers from kindergarten to Year 6 to develop programs and practices that address the English language learning needs of their EAL/D students. The EAL/D teachers offer support to students via individual and small group tuition.

