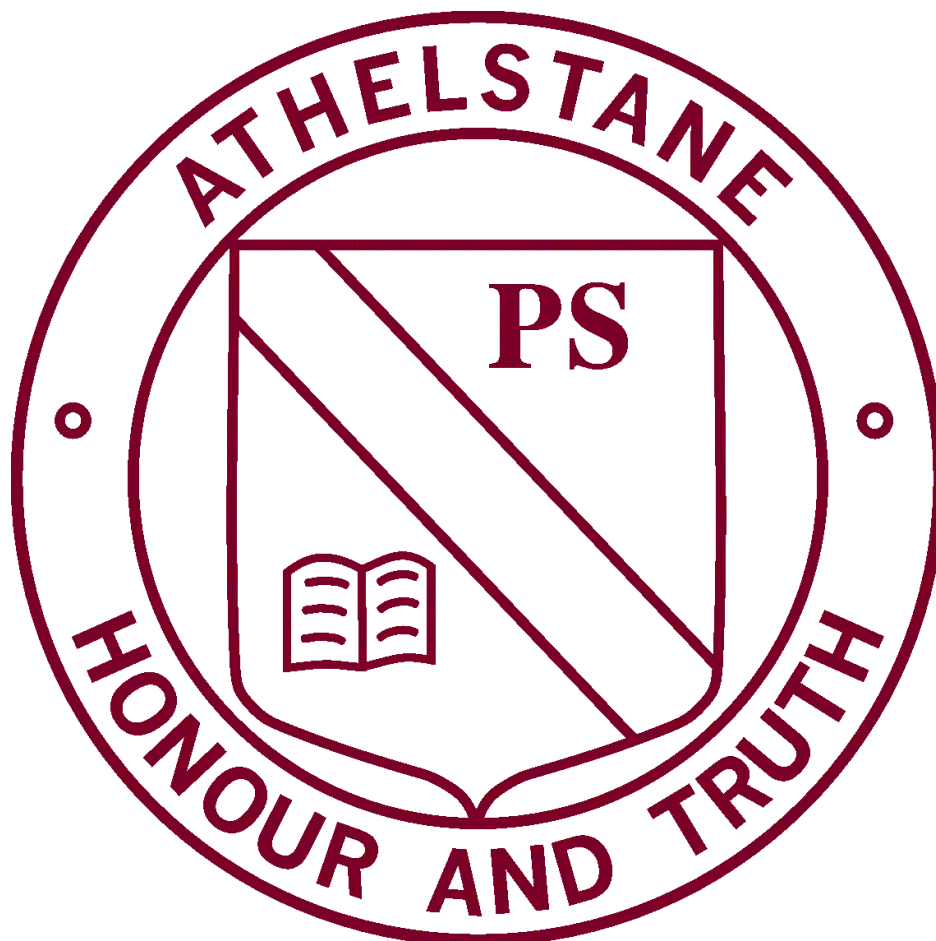


# 2022 Annual Report

## Athelstane Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Athelstane 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.

## School contact details

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Athelstane Public School

Athelstane Ave

Arncliffe, 2205

<https://athelstane-p.schools.nsw.gov.au>

[athelstane-p.school@det.nsw.edu.au](mailto:athelstane-p.school@det.nsw.edu.au)

9567 3550

## Message from the principal

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In 2022 the Athelstane school community demonstrated great collaboration and resilience in some challenging times and should be congratulated for this. The year of 2022 commenced with students in cohorts and health and safety measures in place to ensure school operations were COVID-smart. As the year progressed the Department of Education continued to update guidelines for school operations and gradually we were able to return to operations where students were able to interact across the school.

School improvement and a quality education for all students was the continued focus across 2022. Our Strategic Improvement Plan led the direction of these improvements. The school leadership team and teachers engaged in professional learning opportunities to familiarise themselves with new syllabus and commenced planning and trialing assessments and units of work in preparation for K-2 implementation next year.

In 2022 our Creative and Performing Arts program across the school highlighted the outstanding work of students and teachers at Athelstane through the musical production of "A Night Amongst the Stars". Every student participated in the production with two performances for parents and the school community being a huge success.

Students were also able to have a return to PSSA sport in 2022. Participation in both winter and summer competitions occurred with some great successes. Athelstane students represented the school with pride and should be congratulated on their excellent efforts. In 2022 the new sport of basketball was trialed in the PSSA competition and proved to be a great success with our school team receiving high praise from fellow schools they were competing against for being respectful and responsible competitors.

The introduction of STEM in 2022 also occurred with our Year 4 teachers participating in the University of Sydney STEM Academy professional learning program. As a result, the integrated teaching of Science, Technology, English and Mathematics occurred with our Year 4 students. Students were introduced to Level 1, 2 and 3 skills and finished the year developing a collaborative project. Feedback from students demonstrated how much they enjoyed their STEM learning but also how their understanding of design thinking and being critical problem solvers developed.

One of the factors why 2022 was such a success was the contributions of staff and parent community. I would like to acknowledge the incredible efforts of all of the staff at Athelstane who work in partnership with parents and our school community to place students at the centre of all we do. The dedicated teaching, executive, administrative and support staff work professionally each and every day to ensure our school is an inclusive, high quality learning environment. As a school community our P&C and P&C executive have worked hard to support the school in a challenging year, for which we value and appreciate greatly.

As a school community we had many successes in 2022 to acknowledge and celebrate, however we look forward to another great year in 2023.

## Message from the school community

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In 2022 the Athelstane Parents and Citizens Association were able to meet during the year to support the needs of the students. Some of the key achievements of the year were through fundraising efforts such as election day barbecues, cake stalls and gelato stalls for students at Easter celebrations.

The P&C work in partnership with the school and look forward to continuing this work in 2023 to participate meaningfully in children's education.

## Message from the students

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The SRC team has been hard at work since the beginning of 2022. The team has made significant growth since 2020. The team has made positive changes towards the Athelstane Public School community. One of our main initiatives has been to improve the rubbish situation at our school with project "APS Clean Sweep". The proposal was led by an authentic student voice team and was successful as new bins were purchased. The SRC team also co-constructed our school expectations of being Responsible, Respectful and Successful as part of the PBL initiative. The SRC team established an executive and alumni team which have supported new members of the SRC team and the development of student leadership opportunities across years 2-6.

2022 SRC, Mrs Eysavi and Mr Georgas

## School vision

At Athelstane

Public School we nurture, challenge, support and equip all students to become independent, successful lifelong learners who actively contribute to the community.

## School context

Athelstane Public School has strong community connections with a diverse, inclusive and multi-cultural community with high expectations for success for every student. We acknowledge our school is on Gadigal country in the Eora nation. Our school is located in the metropolitan south area of Sydney and has a student enrolment of 346 students. The student population reflects this multi-cultural community with 93% of students having a language background other than English. The main language backgrounds of students are Arabic, English, Mongolian and Bengali. The Arabic Community Language Program supports students in learning and developing communicative skills and knowledge in a community language. EAL/D and New Arrival support provides students opportunities to develop skills as English language learners.

Athelstane Public School students come from a wide range of socio-economic backgrounds and are provided with a range of opportunities across all Key Learning Areas to develop holistically and promote engagement. A strong focus on literacy and numeracy utilising evidence based teaching practices promotes individualised learning. Instructional Leadership is a vital component in supporting reflective, evidence based practices of teachers and developing leadership capacity for continuous improvement to maximise outcomes for students.

Our situational analysis and school wide reflection using the School Excellence Framework has supported the identification of strategic directions to plan whole school improvement. The strategic directions identified are student growth and attainment, collaborative learning culture and wellbeing and engagement. These strategic directions will ensure the use of data driven practices support and enable personalised learning for all students. Data will be analysed to monitor the progress of every student. Collaborative practices will support teachers to reflect and work together to share evidence informed practice and strengthen consistency of teacher judgement across stage and whole school teams. Assessment and evaluative practices will be supported through a focus on the use of inquiry conversations, feedback and reflective practices. Positive learning environments and a consistent school wide approach, which engages all stakeholders, will ensure targeted support for students.

Consultation with the school community and input into the strategic improvement plan occurred through actively seeking feedback to support partnerships between home and school. The school culture of inclusion, support and challenge for all students through engagement and connectedness will ensure continued improvement and high expectations to achieve excellence. Partnerships will be strengthened through students, staff, parents and the wider community working together in a collaborative learning community.

## 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	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy utilising effective data driven teaching practices that are responsive to individual learning needs.

### 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.

- Personalised Learning
- Data driven practice

### Resources allocated to this strategic direction

**English language proficiency:** \$269,175.42

**AP Curriculum & Instruction:** \$180,685.20

**Professional learning:** \$28,368.20

### Summary of progress

#### Personalised Learning

In 2022 the implementation of the Strategic Improvement Plan was supported by the establishment of a Literacy Team and a Numeracy Team. These teams had representatives across all teaching staff. All students were supported in their reading through differentiated teaching and learning programs and individual goal setting. The Literacy team worked collaboratively to achieve a number of goals in order to ensure personalised learning for all students. Familiarisation and unpacking of the new syllabus occurred, this led to establishing quality talk expectations for students from Early Stage 1 to Stage 3. Talk norms and explicit teaching was implemented into classroom routines and resulted in greater engagement of students in thinking and discussing texts. External data was analysed to determine areas of student need. As a result staff unpacked the "Understanding Text" Learning Progression to identify where markers were evident in reading programs. Collegial discussion led to staff linking content of teaching to the Learning Progressions to work towards consistent teacher judgement of reading data. Data for reading was collated across the school and the process of triangulating internal and external data commenced. Professional learning was supported by the EAL/D leader who led teachers through the process of plotting students on the EAL/D Progressions. This supported teachers to track students with identified needs on the EAL/D Progressions and reflect on classroom practice. The Literacy Team also undertook an evaluation of reading resources which led to purchasing new English texts to support students across Early Stage 1 to Stage 3. Updated resources have ensured students are enthused and engaged about reading. All teachers were provided with opportunities to engage in professional learning and online modules on the new syllabus, with the Early Stage 1 and Stage 1 team reviewing teaching scope and sequences in preparation for implementation next year.

The Numeracy Team engaged in professional learning to reflect on current teaching, learning and assessment practices. Teachers deepened their understanding of quality talk in Mathematics and how to embed this as part of daily practice in classrooms. The trialing of working mathematically rich tasks occurred and has led to the planning of teaching and learning collaboratively in stage teams. Updated resources were purchased to support differentiated working mathematically activities in order to support all learners. Analysis of external data and the identification of areas of student need was a focus and will continue to be a future direction. Teachers in Early Stage 1 and Stage 1 trialed the Interview for Student Reasoning assessment in classrooms and assessed in PLAN2. In preparation for the new syllabus teachers in these stages also reviewed the scope and sequence and became familiar with content to support implementation next year. A focus and next step will be professional learning on the new syllabus for all teachers and the familiarisation of content for Stage 2 and 3 teachers. A collaborative review of the scope and sequence school wide, along with assessment schedule will be a next step.

#### Data driven practice

During 2022 internal student data was collected in 5 weekly cycles utilising a traffic light system. Teachers engaged in data discussions in stage teams to identify areas of teaching focus for the next 5 week cycle. This also aligned to the leadership team data discussions at Pause Point twice a term, where an explicit workplan was developed for areas of focus. Due to the ongoing impact of COVID on staff and student attendance, the COVID Intensive Learning Support Program was inconsistent in supporting students, as staff were required to be re-directed to support class teaching. The collation of school wide internal student reading data occurred and the triangulation of internal data with external data (NAPLAN and Check In Assessments) occurred. The tracking of student progress was also trialed. This will be a continued area of focus for next year.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
• An uplift of 8.5% students achieving in <b>Top 2 bands</b> in NAPLAN reading	In 2022 there were 30.3% of students achieving in Top 2 bands in reading. This was on track towards achieving targets and surpassed the lower bound target of 29.4%. There was an uplift of 3% which did not meet annual progress measure.
• An uplift of 7.4% of students achieving in <b>Top 2 bands</b> in NAPLAN numeracy	In 2022 there were 28% of students achieving expected growth in numeracy. This was a decline from 2021. The annual progress measure was not met.
• An increased % from 2021 of students achieving <b>expected growth</b> in NAPLAN reading	In 2022 the expected growth was unable to be calculated as NAPLAN did not occur in 2020.
• An increased % from 2021 of students achieving <b>expected growth</b> in NAPLAN numeracy	In 2022 the expected growth was unable to be calculated as NAPLAN did not occur in 2020.
• An increase in teacher understanding in use of the Literacy and Numeracy Progressions to inform teaching and learning.	In 2022 teacher understanding of the use of Literacy and Numeracy Progressions was supported through professional learning in whole school and stage teams. This will be a continued area of focus with the implementation of new syllabus in 2023.



## Strategic Direction 2: Collaborative learning culture

### Purpose

To maximise student outcomes through developing a sustainable, collaborative learning culture through effective assessment and collaborative practices.

### Initiatives

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

- Collaborative practices
- Assessment practices

### Resources allocated to this strategic direction

**QTSS release:** \$72,170.39

**Socio-economic background:** \$172,521.67

**Beginning teacher support:** \$15,217.00

**Professional learning:** \$5,000.00

### Summary of progress

#### Collaborative practices

In 2022 foundations were established to continue to support instructional leadership and collaborative practices. The implementation of 5 weekly collaborative planning sessions in stage teams occurred. This was strongly supported by professional learning the leadership team engaged in through the Community of Schools Literacy Leaders Masterclass sessions twice a term. The leadership team engaged in these sessions and reflected on teaching practices and pedagogy, in particular the teaching of reading in Stage 2 and 3. As a result of this learning, evaluation indicated that teachers observed improved student accountability, independence and their ability to engage in rich conversations about complex topics. Student data also demonstrated an improvement in students being able to clarify unfamiliar vocabulary and annotate texts in a range of ways. This will continue to be strengthened next year through collaborative planning and analysis of internal and external student data.

The leadership team also engaged in professional learning to begin to develop understandings of inquiry and the purpose of a "spiral of inquiry". Work with the whole staff on defining collaboration and elements of a collaborative learning culture were explored. This will be an area of continued focus moving forward in order to deeply understand all learners.

In 2022 a team of Stage 2 teachers and Assistant Principal and Assistant Principal, Curriculum and Instruction engaged in professional learning about the design thinking process through the STEM Academy in partnership with Sydney University. This resulted in teachers developing understanding, skills and knowledge in Level 1, 2 and 3 skills which were then embedded in the planning, teaching and assessing of an integrated STEM approach in Stage 2. This learning was shared at intervals throughout the year at whole staff meetings, resulting in some Stage 3 teachers engaging in the planning of STEM work also. Student learning data indicated a growth in students ability to work in a collaborative manner to think critically and creatively to problem solve. A future direction will be to consider a further team engaging in the professional learning to strengthen a school wide approach to collaborative learning.

Evaluation structures and protocols is an area that requires further development. This will need to be explicitly addressed moving forward and development of school wide collaborative assessment of student work to work towards consistent teacher judgement.

#### Assessment practices

In 2022 the review and refinement of a whole school assessment schedule occurred. This will continue to be an area where review will be needed in relation to implementation of new syllabus in 2023 and 2024. As a whole school team the opportunity to engage in shared practice beyond our school was provided through our Community of Practice network of schools. Teachers engaged in two combined sessions on School Development Days with a focus on new curriculum and assessment. This Community of Practice work will continue to be a focus in the area of Mathematics for next year. A range of assessment practices were trialed through both the Literacy and Numeracy Teams collaborative work, which will be strengthened next year.

### 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
<ul style="list-style-type: none"> <li>• Opportunities are created to support teacher collaboration</li> </ul>	<p>In 2022 teachers were provided with a range of opportunities to support collaboration. At a stage level teachers were provided with collaborative planning time to focus on literacy and numeracy planning. At a whole school level opportunities to collaborate beyond the school were provided through Community of Practice network of schools, STEM Academy and for leaders through Community of Schools Masterclasses.</p>
<ul style="list-style-type: none"> <li>• An increase in teacher understanding of analysis of assessment data</li> </ul>	<p>All staff engaged in reflecting and analysing 5 weekly student assessment data, in order to evaluate and plan next teaching steps. The leadership team also engaged in data conversations at Pause Point meetings twice a term.</p>

## Strategic Direction 3: Student wellbeing and engagement

### Purpose

To provide targeted support to maximise student engagement and wellbeing through whole school practices that promote social, emotional, behavioural and intellectual engagement.

### 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.

- Positive learning environments
- Targeted support

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$210,704.40

**Integration funding support:** \$27,117.00

**Per capita:** \$90,368.35

**Socio-economic background:** \$20,000.00

**Refugee Student Support:** \$687.68

### Summary of progress

#### Positive learning environments

In 2022, school wide positive behaviour for learning expectations were developed in consultation with students and staff. Explicit expectations for all areas of the school were devised i.e. learning spaces, playground, canteen, toilets, hall and office. Lessons have been created and taught in Early Stage 1 through to Stage 3 to explicitly teach these expectations to students. Staff were provided with opportunities to provide feedback on the lessons. To support and recognise students positive behaviour a reward system was initiated in the playground. A future direction will be to integrate this system across all areas of the school. In 2023 the focus will be on revising our school behaviour policy and developing staff knowledge on the Inclusive Education reform.

To support student voice, the Student Representative Council (SRC) has engaged in an authentic inquiry to improve the playground in 2022. The initiative was titled "APS Cleansweep" and involved students collecting and analysing data about the amount of rubbish in the playground. The students then developed a proposal to purchase new bins for the playground, which occurred at the end of Term 4. Students in the SRC also actively collaborated on the development of the school wide expectations. The SRC developed and strengthened their authentic role through establishing an executive and alumni team this year, which supported innovation on student leadership practices and processes.

Transitions were well supported in 2022. A range of face to face transition opportunities were provided for students, such as Kindergarten, support students, high school, grade to grade and Year 3. For the first time a parent information session was held to support students transitioning into Year 3 from Arncliffe West Infants School. These opportunities will continue to be strengthened next year and ways to support and build relationships between home and school.

#### Targeted support

In 2022 through the Learning and Support Team, a strategic approach to attendance occurred. This was challenging with the ongoing occurrence of COVID-19 and the impact of consistent student and staff absences. Attendance was highlighted as a priority for all staff to follow up, through the development of an attendance monitoring process for all stages. This has resulted in a fortnightly review of all students with unexplained absences and an attendance of less than 90% with class teachers now actively following up. Processes were initiated this year to recognise and reward student attendance over 95%. Due to operational factors of parents not being able to come onsite in Semester 1, parent attendance matters sessions were unable to be conducted. Parent and staff information sessions will be a priority in 2023, as will regular communication regarding the significance of regular attendance. The implementation and use of Sentral occurred in Semester 2, 2022. This has supported the harvesting of attendance data and regular tracking. Next year consideration to the aspect of tracking wellbeing and the use of Sentral will be a focus. The analysis of the Tell Them From Me Data will also be a priority to guide further actions for improvement.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>• An increased % of students attending school above 90%</li> </ul>	<p>In 2022 the impact of COVID-19 was great on regular student attendance. In 2022 the school wide attendance rate of students &gt;90% was 45.9% which was above state average and similar school groups.</p>
<ul style="list-style-type: none"> <li>• An increased % of students achieving wellbeing targets</li> </ul>	<p>In 2022 the percentage of students achieving wellbeing targets demonstrated improvement in the areas of advocacy at school and expectations for success with 92% and 99% respectively. Both of these areas exceeded the baseline target of 88.5%. The area of sense of belonging showed a decline at 68% and did not meet the baseline target.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeted support</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff for targeted student support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were supported through staff engaged in SLSO roles and transition programs tailored to individual needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure continued support and/or intervention as needed through Learning and Support Team processes and case management.</p>
<p>Integration funding support</p> <p>\$27,117.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Athelstane Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive learning environments</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for targeted professional learning around inclusion and special education</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with high level learning needs in mainstream classes have been supported through additional funding of SLSO support in class. Staff have also undertaken professional learning in relation to high level learning needs through SEPLA conference and complex medical conditions through Epilepsy Action Australia training.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ensure a tiered intervention approach through Learning Support Team processes support all students and new students transitioning in 2023. To annually review training for staff to support students with high level health needs.</p>
<p>Socio-economic background</p> <p>\$192,521.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Athelstane Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practices</li> <li>• Targeted support</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through STEM and Community of</li> </ul>

<p>Socio-economic background</p> <p>\$192,521.67</p>	<p>Schools Masterclass to support student learning</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Leadership team actively engaging in professional learning through Community of Schools and collaborative planning. Purchasing resources and quality texts for use in all stages in English and Mathematics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embed processes and structures to support collaborative planning and assessment practices. Sustaining practices for STEM initiatives and planning for further staff to engage in professional learning.</p>
<p>English language proficiency</p> <p>\$269,175.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Athelstane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers have engaged in professional learning opportunities to develop understanding of use of EAL/D progressions and plotting students. Support for students at all levels and a New Arrival Program was implemented.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further professional learning on Literacy, Numeracy and EAL/D Progressions to support teachers understandings. Development of an explicit plan and collaborative approach to school wide EAL/D practices.</p>
<p>Low level adjustment for disability</p> <p>\$210,704.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Athelstane Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Positive learning environments</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified through data, being provided with support in classrooms with an SLSO. Transitions for students have also been supported through release time for teachers and Learning and Support Teacher, classroom teachers and Assistant Principals to consult with parents, external agencies and classroom observations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implementation of tiered intervention support for all students and case management through Learning and Support Team.</p>
<p>Professional learning</p> <p>\$33,368.20</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 Athelstane Public School.</p>

<p>Professional learning</p> <p>\$33,368.20</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging in professional learning opportunities for leaders through Community of Schools Literacy Masterclass sessions</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Leadership team engaging in professional learning related to the teaching of reading and literacy, which in turn has resulted in changes in the teaching of reading in stages 2 and 3.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Embed professional learning and strengthen practice through learning walkthroughs in classrooms. Review of teaching programs in relation to new syllabus documents.</p>
<p>QTSS release</p> <p>\$72,170.39</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Athelstane Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Stage teams and specialist teacher teams have been able to be released to engage in collaborative planning in 5 weeks cycles. Executive team have engaged in Community of Schools professional learning, with a focus on literacy and reading instruction, which has supported them to develop capacity in the teams they lead.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue collaborative planning with teams across the school and embed more consistent evaluative processes. Develop moderation processes across the school in a consistent manner to more effectively track student progress over time.</p>
<p>COVID ILSP</p> <p>\$191,749.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• leading/providing professional learning for COVID educators</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Teachers engaged to provide small group explicit instruction to students.</p>

<p>COVID ILSP</p> <p>\$191,749.00</p>	<p>Release time for these teachers to work with the APC&amp;I to plot, monitor and track student data on PLAN2. The impact of COVID-19 was great on the implementation of the COVID ILSP in 2022. The teachers engaged for this work were required to support in class teaching roles and continuity of teaching was compromised.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Alternatives to the engagement of teachers will be planned in 2023, as teachers to fill these positions are not available.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of an Assistant Principal, Curriculum and Instruction to support improved literacy and numeracy outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Engagement of 1.0 Assistant Principal, Curriculum and Instruction to support middle leaders develop capacity in literacy and numeracy differentiation. Additional 0.2 position in 2022 was filled by a substantive AP on the leadership team. Assistant Principal, Curriculum and Instruction supported whole school data processes, leadership of the Literacy and Numeracy teams and focus on assessment and new curriculum in 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In order to monitor and track student progress and more effectively measure impact, teachers have identified the need for professional learning in the use of Literacy and Numeracy progressions and PLAN2. Continued professional learning and collaboration in relation to new syllabus implementation for K-2 and familiarisation for 3-6 will also be a priority.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	182	170	173	180
Girls	164	166	164	162

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.5	93.0	93.1	83.9
1	93.2	85.1	92.8	86.5
2	90.9	82.9	92.4	86.2
3	93.8	87.6	94.0	87.9
4	92.4	90.1	92.6	86.4
5	91.8	87.6	91.7	85.7
6	91.8	87.9	92.2	84.6
All Years	92.5	88.0	92.6	85.9
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

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	14.01
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.8
School Counsellor	1
School Administration and Support Staff	6.92
Other Positions	2

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	1,382,701
<b>Revenue</b>	5,140,414
Appropriation	5,020,399
Sale of Goods and Services	8,794
Grants and contributions	103,159
Investment income	4,674
Other revenue	3,389
<b>Expenses</b>	-5,164,801
Employee related	-4,543,371
Operating expenses	-621,429
<b>Surplus / deficit for the year</b>	-24,387
<b>Closing Balance</b>	1,358,315

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

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

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	27,805
<b>Equity Total</b>	672,402
Equity - Aboriginal	0
Equity - Socio-economic	192,522
Equity - Language	269,175
Equity - Disability	210,705
<b>Base Total</b>	3,215,835
Base - Per Capita	90,368
Base - Location	0
Base - Other	3,125,467
<b>Other Total</b>	757,221
<b>Grand Total</b>	4,673,263

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](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

At Athelstane Public School the Tell Them From Me (TTFM) surveys have been conducted annually to support the tracking of results over time. Students, parents and staff all participate in the survey.

The results of the TTFM survey for 2022 need to be considered within the context of the occurrence of COVID-19 and impact on school operations and health and safety guidelines. COVID-19 impacted on student and staff attendance across the year in a significant way.

The 2022 TTFM student survey was completed by 141 student respondents. Some of the key responses by students indicated; 92% Advocacy at school, 99% expectations for success and 68% sense of belonging.

Student responses indicated 6% above NSW State norm for advocacy at school, 5% above NSW State norm for expectations for success and the same as SSG schools for sense of belonging, which was 2% below NSW State norm.

The 2022 TTFM parent survey was completed by 50 respondents. A ten point scale is used to indicate perspectives of the parent community. A key finding was that across nearly all areas the school mean was greater than the NSW norm.

These areas included; parents feel welcome (7.9 school, 7.4 NSW), inclusive school (7.5 school, 6.7 NSW), safety at school (7.8 school, 7.4 NSW), school supports positive behaviour (7.7 school, 7.7 NSW), parents support learning at home (7.1 school, 6.3 NSW), school supports learning (7.5 school, 7.3 NSW) and parents are informed (7.1 school, 6.6 NSW).

The 2022 TTFM staff survey was completed by 26 respondents. A ten point scale is used to indicate and evaluate eight drivers of student learning.

Some key findings included; leadership (7.9 school, 7.1 NSW), collaboration (8.2 school, 7.8 NSW), learning culture (8.2 school and NSW norm 8.0), data informs practice (7.8 school equal to NSW norm), teaching strategies (8.1 school, 7.9 NSW), technology (7.1 school, 6.7 NSW), inclusive school (8.3 school, 8.2 NSW) and parent involvement (7.1 school, 6.8 NSW).

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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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.