

# 2022 Annual Report

## Pagewood Public School



3905

# Introduction

The Annual Report for 2022 is provided to the community of Pagewood 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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Pagewood Public School

Page St

Botany, 2019

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

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

9316 9313



## School vision

Pagewood Public School's vision is to work in active partnership with its community to offer a quality learning environment, a positive sense of belonging, and engagement with school life. The goal of lifelong learning to become productive, confident, responsible and successful members of Australian Society is held for each and every student. Developing the whole child and promoting critical and creative thinking skills for all students is a shared commitment.

The school prepares students to embrace a challenging learning environment and take personal responsibility to strive for excellence in all they 'Endeavour'. The school community values the wellbeing of its students, staff and parents and carers to ensure optimum learning outcomes. Shared goals for the school include *Student attainment and growth in reading and numeracy; Leading learning and Wellbeing for learning.*

## School context

Pagewood Public School was established in 1950. Its surrounds include a mix of industry, commercial complexes, low and high density housing and golf courses. Student enrolments at the school are declining as we are not able to accept out of area enrolments, with 313 students enrolled in 2022. There are a small number of students who identify as Aboriginal and/or Torres Strait Islander and an increasing number of students for whom English is an additional language or dialect.

There is a strong sense of community and family friendly atmosphere with acceptance of and respect for difference an important aspect. The school has an extensive playing field, shaded outdoor learning areas and timber adventure playground. Opportunities are provided for students to participate and extend their learning experiences in academic, social, sporting, musical and cultural activities in a safe and accepting environment with supportive, highly skilled educators and non-teaching staff.



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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to ensure all students grow in their learning in reading and numeracy through evidence-based, differentiated teaching. Our teachers will review and evaluate their impact through both school based and external data analysis.

### Initiatives

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

- Reading
- Numeracy

### Resources allocated to this strategic direction

**Integration funding support:** \$63,224.00

**English language proficiency:** \$120,801.03

**Low level adjustment for disability:** \$73,196.92

**Aboriginal background:** \$2,218.13

**Literacy and numeracy:** \$11,993.59

**Literacy and numeracy intervention:** \$22,984.20

**QTSS release:** \$30,000.00

### Summary of progress

The goal of ensuring all students grow in their learning through evidence-based differentiated teaching strategies is well underway in 2022. A significant amount of school resources was directed to this Strategic Direction in 2022, mainly in the areas of teacher professional learning, individual and small group support in reading and numeracy through the COVID ILSP and learning support programs as well as support for English language proficiency. We were unable to report on the increase of Aboriginal students in the top 3 NAPLAN bands due to there being no students this year. Increased uplift in NAPLAN Reading was a positive outcome and as a result of continuous and targeted work with these identified students. Numeracy remains an area for further development as does the effective use of data by teachers against the School Excellence Framework.

### 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
• Top 2 bands NAPLAN Reading increase to 68%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading was: <ul style="list-style-type: none"><li>• Year 3 - School 68.5% (SSSG 70.5% and State 54.0%)</li><li>• Year 5 - School 71.4% (SSSG 59.3% and State 40.5%) therefore this target was achieved.</li></ul>
• Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy to 66 %	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, schools do not have the data needed to calculate student growth scores for 2022.
• Top 2 bands NAPLAN numeracy increase to 73 %	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy was: <ul style="list-style-type: none"><li>• Year 3 - School 54.9% (SSSG 51.9% and State 37.0%)</li><li>• Year 5 - School 45.7% (SSSG 50.6% and State 29.4%) therefore this target was not achieved and will require further development.</li></ul>
• Increased (uplift) percentage of students achieving expected growth in	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020. Student growth scores require the matching of student

NAPLAN reading to 67%	NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, schools do not have the data needed to calculate student growth scores for 2022.
To increase the percentage of Aboriginal students in top 3 bands - Reading to 100%	No Aboriginal students completed NAPLAN at the school in 2022.
To increase the percentage of Aboriginal students in top 3 bands - Numeracy to 100%	No Aboriginal students completed NAPLAN at the school in 2022.
<p>Improvement as measured by the School Excellence Framework:</p> <p><b>Learning:</b></p> <p>Curriculum - Towards Sustaining and Growing</p> <p>Focus Theme: Curriculum provision (S&amp;G)</p> <p>Focus Theme: Differentiation (S&amp;G)</p> <p><b>Teaching:</b></p> <p>Data skills and use - Towards Excelling</p> <p>Focus Theme: Data analysis (S&amp;G)</p> <p>Focus Theme: Data use in teaching (E)</p> <p>Effective Classroom Practice - Towards Excelling</p> <p>Focus Theme: Lesson planning (E)</p> <p>Focus Theme: Explicit teaching (E)</p>	<p>Pagewood Public School has shown growth in elements of the School Excellence Framework from the previous year which is a result of an improvement of teaching practices facilitating differentiated learning experiences for students, collaborative practice and the focus on student engagement and wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at:</p> <p><b>Learning:</b></p> <p>Curriculum - Sustaining and Growing</p> <p>Focus Theme: Teaching and Learning programs (S&amp;G)</p> <p>Focus Theme: Differentiation (S&amp;G)</p> <p>The following areas require continued further development in 2023 and 2024. It is anticipated the use of data skills will be included in the implementation of new K-10 syllabus.</p> <p><b>Teaching:</b></p> <p>Data skills and use - Delivering</p> <p>Focus Theme: Data analysis (D)</p> <p>Focus Theme: Data use in teaching (S&amp;G)</p> <p>Effective Classroom Practice - Sustaining and Growing</p> <p>Focus Theme: Lesson planning (D)</p> <p>Focus Theme: Explicit teaching (S&amp;G)</p>

## Strategic Direction 2: Leading Learning

### Purpose

Our purpose is to develop leadership for learning in both our students and staff. Students are empowered by leadership opportunities in leading learning and organisational aspects of Pagewood Public School. Staff leadership of learning will focus on Educational Leadership to address the need for high quality teaching and learning experiences for all students.

### Initiatives

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

- Staff leadership capacity building
- Student leadership capacity building

### Resources allocated to this strategic direction

**Professional learning:** \$21,507.80

**QTSS release:** \$25,000.00

### Summary of progress

Staff leadership capacity was built through professional learning opportunities and QTSS leadership. These opportunities included professional learning targeted at creating safe and engaging classroom spaces with a focus on student wellbeing and sense of belonging. Other professional learning opportunities were led by experienced teachers on Spelling and Literacy to create a new scope and sequence for the effective teaching of K-2 and 3-6 spelling and phonics. Numeracy was addressed through professional learning delivered during School Development Days focused on the effective teaching of mathematics using hands on resources and project based learning experiences. Professional learning for staff on High Potential and Gifted Education (HPGE) and an introduction to the new K-2 English and Maths syllabus documents has begun and will continue into 2023.

Ongoing leadership building opportunities for students were also prevalent in the 2022 school year, including:

- Involvement in Student Representative Council meetings for students in Years K-6
- Sporting House and Vice House captains
- Kindergarten buddy programs for Year 4 and 5 students
- Delivering of school assemblies by school Prefects
- Writing of a new Acknowledgement of Country, led by the school's Aboriginal students
- Year 4 Wellbeing project: Year 4 students led the surveying, assessment and re-creation of a new school mascot (including school logo, motto and emblem), House names, Learner Qualities behaviour management system, award system and beginning of the school song process. This project provided Year 4 students with the large responsibility of making positive change within their school that they will be able to experience over their next two years at school.

### 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
Improvement as measured by the School Excellence Framework <b>Leading:</b> <i>Educational Leadership</i> Instructional Leadership - Sustaining and Growing Performance management and development - Sustaining and Growing	Classroom teachers across Years K-6 were identified for a particular skill set or area of expertise, and given opportunities to lead colleagues in meaningful professional learning experiences in areas of Literacy, Numeracy, High Performance Gifted Education and new syllabus implementation. Staff identified areas for development and undertook individual professional learning. Teacher leaders, both executive and non-executive teachers led online and in person professional learning resulting in increased teacher understanding and ability to use teaching strategies based on knowledge of students' physical, social and intellectual development and characteristics to improve student learning.

*School Planning, Implementation and Reporting*

Continuous Improvement - Sustaining and Growing

Improvement as measured by Tell Them From Me student data:

Advocacy at school - School mean of 8.6 or above (increase of 0.4)

Positive teacher - student relations - School mean of 8.8 or above (increase of 0.3)

Using Tell Them From Me survey data, we can report that in the 2022 Semester 2 snapshot:

- 'Advocacy at school' school mean was 7.9, which was a 0.5 increase from 7.4 in 2021, but still requires improvement to meet a mean of 8.4.
  - 'Positive teacher-student relations' was 8.3, which was a 0.4 increase from 7.9 in 2021, but still requires improvement to achieve the target of 8.6.
- We are hopeful that a continuation of new wellbeing practices into 2023 will continue to see a rise in both of these areas.



## Strategic Direction 3: Wellbeing for Learning

### Purpose

Our purpose is to work with our school community to address the importance of the need for consistent attendance, student wellbeing and student engagement for optimum learning 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.

- Home and school partnerships
- Student engagement and wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$5,000.00  
**Refugee Student Support:** \$687.68  
**Socio-economic background:** \$11,360.82  
**QTSS release:** \$8,206.55  
**Per capita:** \$83,384.29  
**Integration funding support:** \$50,000.00

### Summary of progress

Professional Learning for all school staff on how to support student wellbeing, emotional regulation and managing complex behaviours was provided throughout Terms 3 and 4 using Quality Teaching Successful Students funding. Staff were given opportunities to engage with units of work aimed at teaching students supportive regulation strategies. A whole school regulation system and new award system policies were developed to create a consistent student behaviour and wellbeing management system across all classes. Use of language by students and staff around identifying safe spaces and student emotions has supported stronger restorative practices and student engagement across the school.

New school House names, Acknowledgement of Country, a school logo and Learner Quality displays have been created with inclusion of an Aboriginal perspective linked to our school community. Students, staff and parents collaborated through surveying to determine themes and displays that were most reflective of a sense of belonging within the school. A new school song is continuing to be worked on for finalisation in 2023. A full integration of the new school logo will occur gradually over the next several years.

### 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>• Attendance</li><li>• To increase the number of students attending 90% of the time or more to 95%</li></ul>	Student attendance was significantly negatively impacted by COVID illness and the need for isolation for up to a week. The percentage of students with attendance above 90% of the time was 57.6%. There was variance across the terms of the school year of this measure correlating with significant illness in the school community.
Attendance communication for at risk students both full and partial absences  Communication with home school liaison regarding students' with an attendance percentage deemed 'at risk' (less than 85%).	Attendance data was negatively impacted by COVID illness and isolation so caution was taken when communicating with families. Communication was encouraged for parents to let the school know of COVID illness.  It was difficult to address students with an absence percentage rate of less than 85%. Verbal communication was in place by teachers and the principal. The students were also flagged of 'attendance concern' in the online roll marking system.
Collection and analysis of student, staff and parent data to monitor and refine a whole school approach to 'sense of	<ul style="list-style-type: none"><li>• Student, staff and parent data was collected and utilised to make changes to the school award system.</li><li>• Student, staff and parent data was collected and utilised to make changes</li></ul>

belonging' to improve student learning.

Revision of school rules, policies and representation in relation to student behaviour and wellbeing.

to school House names, the school song and school emblem. This was also in conjunction with support from the AECG to acknowledge and inclusive Aboriginal perspective within the school framework.

- Whole school unit of work was created to teach students strategies to support a positive sense of wellbeing and belonging, in line with the K-6 PDHPE syllabus.

- Tell Them From Me survey results indicate that student sense of belonging is a 67%. Continuing to implement the new wellbeing policies into 2023 will aim to focus on improving this mean to meet the 81% state average.

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>• Home and school partnerships</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>• strengthening orientation and transition program for identified student</li> <li>• professional development for staff around impact of trauma, learning and wellbeing needs of refugee student</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The student was provided with a comprehensive introduction to school in Australia and specifically Pagewood Public School with a dedicated staff member.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Support the student's transition to the local high school setting.</p>
<p>Integration funding support</p> <p>\$113,224.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pagewood 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>• Reading</li> <li>• Student engagement and wellbeing</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>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> <li>• health support both physical and mental wellbeing provided for four identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students who received Integration Funding Support were supported with individual health needs both physical and mental wellbeing resulting in them successfully accessing the school curriculum. Some students were also supported in the classroom in reading to allow them to work towards grade level appropriate outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To ensure best use of Integration Support Funds by grouping some students in the same class in 2023 to enable effective use of time to support these students.</p>
<p>Socio-economic background</p> <p>\$11,360.82</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pagewood 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>• Student engagement and wellbeing</li> </ul>

<p>Socio-economic background</p> <p>\$11,360.82</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support the school wellbeing program implementation. This program ran one day per week.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students identified as requiring additional support were allocated into small group Wellbeing sessions with the school Wellbeing Coordinator once a week. Students participated in group discussions about wellbeing and restorative practices and a range of activities to promote mindfulness. The School Wellbeing Coordinator regularly liaised with classroom teachers of specified students to report on the outcome of the Wellbeing sessions and to provide feedback on how to better support these students in the classroom. Communication between the Wellbeing Coordinator and parents of identified students occurred when required to ensure consistency of support at school and at home. The program consistently worked to support identified students who require additional strategies to maintain positive Wellbeing. Student groups have remained flexible to address the changing needs of students within the school. Feedback from students and their positive mindset towards attending the program are evidence of its success within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  This role will be scaled back in 2023 as we are hopeful the majority of student wellbeing needs will be met by the classroom teacher and/or Stage Assistant Principals.</p>
<p>Aboriginal background</p> <p>\$7,218.13</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pagewood 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><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>• Reading</li> <li>• Home and school partnerships</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>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• engaging an Aboriginal Community Liaison Officer to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• whole school engagement with Aboriginal presentation</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  All Aboriginal students have a Personalised Learning Plan in consultation with the student and their family to address learning and wellbeing needs. Consultation with the Aboriginal Community Liaison Officer and Learning and Wellbeing team has resulted in a new school motto, logo and house names with a school song to come in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To work with our Aboriginal Community Liaison Officer and Learning and Wellbeing team for the introduction of a new school song in 2023, as well as increased opportunities outside of the school for our Aboriginal students.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pagewood Public School.</p>

<p>\$120,801.03</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>• Reading</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>• Teacher of EAL/D for identified students in small groups and support in class. Employment of additional EAL/D teacher to deliver targeted support for EAL/D students.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <li>• provide EAL/D Progression levelling PL to new staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students receiving support in class as well as withdrawal for small group learning. Students in the all years have felt supported in their learning</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review how EAL/D professional learning for the wider staff could be incorporated in to our school initiatives in the future as the school allocation for specialist staff significantly decreases in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$73,196.92</p>	<p>Low level adjustment for disability equity loading provides support for students at Pagewood 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>• Reading</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>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention Multilit program to increase learning outcomes</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the reading needs of identified students</li> <li>• engaging a learning and support teacher to work with individual and small groups of students in Years 3-6</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school engaged a learning and support teacher two days per week to work with individual students and small groups in reading. An additional four hours per week for a learning support teacher for small group support resulting in continued growth of student achievement and confidence in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued and increased level of employment of specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students.</p>
<p>Professional learning</p> <p>\$21,507.80</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 Pagewood 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>• Staff leadership capacity building</li> </ul>

<p>Professional learning</p> <p>\$21,507.80</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional Learning conducted both online and in person to upskill staff members to lead in literacy and numeracy areas of the curriculum</li> <li>• QTSS time allocated to mentoring staff on best practice for managing student behaviour and maintaining a positive sense of belonging and wellbeing at school</li> <li>• Year 3-6 professional learning with a Focus on Spelling</li> <li>• Year K-2 professional learning with a focus on reading and decoding strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A variety of staff have been provided with the opportunity to mentor with and deliver quality professional learning in the areas of Literacy, numeracy and student wellbeing. Staff have been identified based on demonstrated skill sets to lead professional development this year, and continuing into next year. This has resulted in increased student achievement in spelling and reading outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To implement the K-2 English syllabus successfully in 2023 with the support of continuing professional learning for staff utilising their strengths as the basis for leading professional learning for other teachers.</p>
<p>Literacy and numeracy</p> <p>\$11,993.59</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pagewood Public School from Kindergarten to Year 6.</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>• Reading</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>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• employment of an additional Learning and Support intervention teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified Stage 3 students working in small literacy and/or numeracy groups with the specialist teacher once per week. Increase in skills and confidence for these students, particularly those moving into high school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of the specialist teacher to work with identified Stage 3 students and expand to include identified Stage 2 to the program for two sessions a week.</p>
<p>QTSS release</p> <p>\$63,206.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pagewood 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>• Reading</li> <li>• Student leadership capacity building</li> <li>• Student engagement and wellbeing</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 eg. QTSS teacher working with classroom teachers with six super strategies from Focus on Reading as well as students' writing</li> <li>• additional teaching staff to implement quality teaching initiatives for example Stage 2 students implemented a whole-school STEM project that resulted in the designing, building and delivering of safe and inclusive</li> </ul>

<p>QTSS release</p> <p>\$63,206.55</p>	<p>spaces on the playground for their student peers to utilise</p> <ul style="list-style-type: none"> <li>• Staff meeting sessions provided time for staff expertise to be shared with all teachers around supporting students with specific wellbeing needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  QTSS time was adjusted heavily in Terms 1 and 2 due to staffing limitations from COVID-19. The creation of set days for QTSS, instead of trialling flexible lessons throughout the term, allowed for the consistent delivery of the program in Term 3 and continued into Term 4. Qualitative evidence provided through feedback from staff and utilisation of the strategies by students showed that QTSS lessons were effective in supporting students to identify emotions and apply strategies to support their wellbeing.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023 QTSS will be utilised in combination with the Assistant Principal Curriculum and Instruction role as well to lead the implementation of the new K-2 documents with teachers to allow students to successfully access the new syllabus.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Pagewood Public School who may be at risk of not meeting minimum standards.</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>• Reading</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 classroom teacher to enable smaller class sizes to address literacy and numeracy needs of students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Smaller class sizes in K-2 and across the school had the benefit of enabling class teachers to know and understand their students' literacy and numeracy needs better, and therefore address them more effectively. The explicit teaching of reading was implemented and the impact measured for all students. The impact of this teaching initiative was to ensure all teachers use explicit teaching practices to ensure students make greater learning gains in reading and help students develop sophisticated and well organised ways of thinking and understanding when reading and responding to literature.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  To consider the use of these funds in the future to reduce class size where necessary.</p>
<p>COVID ILSP</p> <p>\$32,647.00</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 in literacy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The COVID ILS program has allowed small groups of students across all grades to have intensive input in the area of literacy. In 2022 we were able to employ a teacher to deliver small group tuition in literacy three days per</p>

COVID ILSP \$32,647.00	<p>week for Term 1 and 2 only with our allocation. These students showed growth through the MiniLit program and increased engagement with their learning after another COVID disrupted year of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue supporting identified students in literacy and numeracy for Term 1-4 two four session per week (Years 5 &amp; 6) and Term 2-3 another twice weekly sessions for Years 3-4.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	159	171	166	147
Girls	154	163	164	160

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	95.5	95.9	91.8
1	95.6	94.9	95.8	91.7
2	95.0	96.8	95.1	90.0
3	95.4	95.7	95.2	89.7
4	95.3	95.5	96.1	90.0
5	95.5	95.0	94.1	91.2
6	94.0	96.9	91.5	87.5
All Years	95.2	95.7	94.8	90.2
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

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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)	3
Classroom Teacher(s)	10.55
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
Teacher ESL	0.6
School Administration and Support Staff	2.82

\*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 Actual (\$)
<b>Opening Balance</b>	288,173
<b>Revenue</b>	3,077,056
Appropriation	2,902,831
Sale of Goods and Services	2,944
Grants and contributions	166,334
Investment income	4,546
Other revenue	400
<b>Expenses</b>	-3,122,404
Employee related	-2,808,602
Operating expenses	-313,802
<b>Surplus / deficit for the year</b>	-45,348
<b>Closing Balance</b>	242,824

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>	113,912
<b>Equity Total</b>	212,577
Equity - Aboriginal	7,218
Equity - Socio-economic	11,361
Equity - Language	120,801
Equity - Disability	73,197
<b>Base Total</b>	2,308,698
Base - Per Capita	83,384
Base - Location	0
Base - Other	2,225,314
<b>Other Total</b>	185,909
<b>Grand Total</b>	2,821,096

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

In 2022 the school collected data through the Tell Them From Me surveys for students, teachers, parents and caregivers. The surveys provided data about a range of school practices and procedures as well as school life. Below is a snapshot of the TTFM student results:

### Students

#### Tell Them From Me Student survey

- % of students with positive wellbeing was School 83.03% compared to SSSG - 84.79%
- slight decrease in student sense of belonging 71.32% in 2021 compared to 68.14% in 2022
- slight decrease in student expectations for success of 97.67% in 2021 compared to 96.46% in 2022, this is still a pleasing result
- increase in student advocacy at school of 88.37% in 2021 compared to 92.92% in 2022

The school also undertook surveys and feedback in regards to staff and parent/ family consultation about the school's values and feedback about the current school logo, house names, song and motto. Students were also surveyed in class as well as the Student Representative Council as part of reflective focus groups.

Staff - 17 responses in regards to current school song, house names, logo and motto

#### Summary of survey and comment feedback

- Don't like the lyrics
- School song is not inclusive
- Suggestion the song should represent all of our school community
- House names do not reflect our students
- Motto and emblem need to be updated

Parent and caregivers - 58 responses in regards to current school song, house names, logo and motto

#### Summary of survey and comment feedback

- School song - change is needed
- Lyrics are outdated
- Disrespectful
- Fine as it is

As a result of the surveys from students, staff and the parent community, Pagewood Public School worked closely with our Aboriginal Community Liaison Officer, interested families, staff and students to redesign the school logo to two kookaburras, the motto to 'Learning for life' and the house names to local Aboriginal names for the environment. The updating of the school song is still a work in progress.





Pagewood Public School's new logo.

# 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.