

# 2022 Annual Report

## Padstow Heights Public School



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# Introduction

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

Chamberlain Rd

Padstow, 2211

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

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

9773 9340

## School vision

At Padstow Heights Public School we believe every student should be challenged to learn and continually improve in an environment of inclusivity and high expectations. We believe connecting students to purpose and meaning in their learning is vital for supporting the development of the whole child.

Our vision is the entire school community become learning partners who work collaboratively to ensure our students leave school demonstrating resilience and determination in their pursuit of continuous growth, empowered to be local and global citizens.

## School context

Padstow Heights Public School is located in South West Sydney and has a student enrolment of 360. The school culture is that of genuine care for one another and connectedness, inclusion and belonging. Students, staff, parents and the wider community work together to promote school excellence.

Our school is supported by a diversity of cultures with 54% of students speaking a language other than English at home.

Extracurricular opportunities in Sport, Band, Creative and Performing Arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen collaborative practice and feedback that ensures quality teaching practices are sustained and strengthened throughout the school. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Our work with teachers and leaders will be committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention.

Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Work will take place on building upon strong relationships with our community to build effective partnerships in learning with parents and students which will support students to be motivated to deliver their best and continually improve. The school will implement evidence-based change to whole school practices, resulting in measurable improvements in wellbeing and engagement. We acknowledge the collective responsibility our school community has in ensuring every child is known, cared and valued and our work will focus on engaging with our school community in supporting high expectations of student learning as well as opportunities for our students to be changemakers in their local and global community.

This plan was developed in consultation with the whole school 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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
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

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To achieve improved student learning outcomes in Reading and Numeracy we will embed evidence informed teaching practices in all classrooms and school processes to ensure differentiated and explicit teaching practices which are highly responsive to supporting the individual learning needs of all students.

### Initiatives

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

- Explicit teaching supported by school systems and practices that is evidence informed.
- Teaching and learning programs are differentiated to challenge and support students.
- Quality professional learning that builds teacher capability in explicit teaching and differentiation.

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$33,000.00

**QTSS release:** \$69,527.00

### Summary of progress

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#### **Initiative 1: Explicit teaching supported by school systems and practices that is evidence informed.**

In 2022, our school continued to complete extensive professional learning in the teaching of mathematics, in pursuit of school reading and numeracy targets. In Term 4, student Reading and Numeracy achievement data was analysed from a range of sources including 2022 NAPLAN, Internal PAT data and Term 4 Check-in assessment results. The Strategic Direction 1 team collated, published and shared outcomes from the improvement focus, identifying significant growth in our students' mathematics outcomes.

Whole school professional learning was delivered on a range of focus areas, including: effective practice in teaching additive strategies and multiplicative strategies, and how to promote, enhance and assess student reasoning. Next year, effective numeracy teaching will continue to be a focus, with a sustained focus on differentiation and student reasoning in order to consolidate on 2022's improved mathematics results.

#### **Initiative 2: Teaching and learning programs are differentiated to challenge and support students.**

In continuation from 2021, a review of our numeracy programs allowed our school to identify the progress teachers have made when planning and programming for explicit teaching and quality differentiation in mathematics. On review, there was a significant increase in teacher understanding of what quality programming is, and how to maintain it. 100% of teachers feel they have a better understanding of quality mathematics programs look like and all mathematics programs K-6 indicate planned differentiation for students and NESAs compliance.

The school's programming template has continued to be adapted in order to be contextualised for our school, ensuring NESAs compliance and student outcomes remain the driving force when writing learning programs. During 2023, teachers will continue to refine programming practices to ensure teaching and learning programs across the school show evidence that they are adjusted to address individual student needs and are dynamic, showing evidence of revisions based on feedback on teaching practices.

#### **Initiative 3: Quality professional learning that builds teacher capability in explicit teaching and differentiation.**

In 2022, staff continued to implement the teaching sprints framework to develop teaching expertise and establish collaborative planning for effective numeracy instruction. Throughout Term 1, in stage teams, staff reviewed student achievement data in additive strategies from PLAN2. They co-created a unit of work to teach in response to current data. At the conclusion of the sprint, staff tracked student achievement on PLAN2 and reviewed the impact of the teaching program. In Term 2, the professional learning followed the teaching sprint structure, with the focus shifting to multiplicative strategies. In Term 4, all staff evaluated current knowledge of student reasoning and developed a deeper understanding of current research into reasoning, what it is, the three main reasoning actions, its connectedness to the latest curriculum reform and the tools available to support the assessment of student reasoning. This teaching sprint built on the teacher's previous knowledge of number talks as a tool to foster student reasoning.

Feedback was collected from teachers at the conclusion of each teaching sprint with feedback showing a considerably positive response from teachers when asked about the impact of each teaching sprint. When asked if the teaching sprint had impacted their teaching practice, all teachers said that the sprint had a positive impact on their teaching. The teaching sprint is a structure of professional learning that will continue across the school in 2023, providing clear, continuous and authentic opportunities to build teacher capacity.

## 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
Uplift of 6% of students achieving Top 2 bands in NAPLAN Reading.	Improvement of 3.66% in the percentage of Year 3 and 5 students achieving in the top 2 bands of NAPLAN reading from 56.44% to 59.66%. This percentage is 1.05% above the annual trajectory upper bound.
Uplift of 6% of students achieving Top 2 bands in NAPLAN Numeracy.	Decrease of 0.65% in the percentage of Year 3 and 5 students achieving in the top 2 bands of NAPLAN numeracy from 37.62% to 36.97%. This percentage is 6.72% below the annual trajectory lower bound.
Increased % of students achieving expected growth in NAPLAN Reading compared to 2021.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-In assessment data shows that years 3, 5 and 6 are achieving above SSSG schools in % of questions correct. Year 4 sits 1.3% below SSSG schools. Check-In assessment data indicates ongoing focus is required in the area of learning that is 'reading processes'.
Increased % of students achieving expected growth in NAPLAN Numeracy compared to 2021.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check-In assessment data indicates strong growth for years 3-6 with all four cohorts achieving above SSSG schools in % of questions correct, compared to 2021 when all cohorts were achieving below SSSG schools.
Increased % of students achieving expected growth on internal data compared to 2021 for Reading.	90% of class cohorts achieved expected growth in reading in 2022 using effect size as a measure. The average reading effect size for Years 2-6 in 2022 was 0.61, sitting comfortably above the expected growth level of 0.4.
Increased % of students achieving expected growth on internal compared to 2021 for Numeracy.	Internal growth data using PAT shows an increase in years 3-6 achieving expected growth from previous reporting period of 4.3% from 52.7% to 57%. The average numeracy effect size for Years 2-6 in 2022 was 0.45, sitting above the expected growth level of 0.4.

## Strategic Direction 2: Evidence-informed teaching and learning (Instructional Leadership) for challenging and engaged learning for all

### Purpose

To meet the learning needs of all learners we will build a culture of shared responsibility through evidence informed pedagogy and sustained collaborative professionalism.

### 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 Practice supported by school systems and practices.
- Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers.
- Evidence informed pedagogy supported by systematic and reliable assessment information.

### Resources allocated to this strategic direction

**Beginning teacher support:** \$9,814.00

**Professional learning:** \$23,190.00

**English language proficiency:** \$10,000.00

**Socio-economic background:** \$5,000.00

### Summary of progress

#### Collaborative Practice supported by school systems and practices.

Collaborative Practice is supported at Padstow Heights by staff engaging in professional discussion to improve teaching and learning in their classes, stages, or for particular student groups. Our Tell Them From Me Data shows an increase in one of the eight drivers, Collaboration. In 2021 our school mean score was 7.7 with 2022 improving to 8.0. Results show that teachers are conversing in professional dialogue to increase student engagement, sharing lesson plans and materials, discussing assessment strategies and discussing learning goals. Data collected over time shows that teachers positive perception of this driver for student learning has steadily increased but still needs to be maintained. Staff sharing of ideas through reflective conversations manifests in an attitude that curriculum programming is a team activity and a collective responsibility.

#### Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers

Our quality professional learning has focused on our learning sprints. We completed four throughout 2022. Additive Strategies, Number Talks, EAL/D learning progressions and Interviews for student reasoning. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff to improve whole school practice. This professional learning builds teacher capacity. We have built relationships by creating a culture of collaboration, engaged communication, innovation, empowered leadership and organisational practice resulting in building collective teacher efficacy and capacity of teachers to confidently make well informed educational decisions.

#### Evidence informed pedagogy supported by systematic and reliable assessment information

Consistent school-wide practices for assessment are used to monitor, plan and report on student learning across the curriculum. The school analyses internal and external data sources to identify learning progress of individual students and student cohorts. Consistent data collection across K-6 has been embedded in our processes to track students. In 2022, we reviewed PAT linear and adaptive tests for reading and maths to determine which one gave a more accurate picture of student progress.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased % of staff demonstrating professional growth in the skills and dispositions of collaborative practice	TTFM data from 2022 data shows significant growth in the focus area of collaboration. Our school mean lifted from 7.7 in 2021, to 8.0 in 2022, sitting 0.2 above the NSW mean, indicating increased staff collaboration as a

compared 2021 results .	result of my leadership in the provision of high impact professional learning.
Increased % of staff demonstrating professional growth in the skills and dispositions of Instructional Leadership compared to 2021.	TTRM data from 2022 data shows significant growth in school leaders leading improvement and change. In 2021 69% agreed or strongly agreed leaders are leading improvement and change. In 2022 this increased to 83% .



## Strategic Direction 3: A Flourishing School Community

### Purpose

In order to create a flourishing school community we will support the development of the whole child and enhance the conditions to enable greater connection and partnerships in learning.

### Initiatives

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

- Partnerships for Improved Student Learning
- Planned approach to whole school wellbeing

### Resources allocated to this strategic direction

**Aboriginal background:** \$4,587.52

**Socio-economic background:** \$5,000.00

### Summary of progress

#### Initiative 1: Partnerships for Improved Student Learning

In 2022, our school had an increased focus on developing our community partnerships through a variety of avenues. Of particular importance, was our Aboriginal Education focus. As part of this initiative the school developed an Aboriginal Community Consultative Group to further build relationships with and between Aboriginal and Torres Strait Islander families and to enable our school to better capture Aboriginal community voice. The establishment of this initiative was done in consultation with our Aboriginal Community Liaison Officer, Carol Brown. This group cultivated an authentic relationship that provided the school with a springboard to develop a variety of opportunities to deepen our understanding and respect for Aboriginal Culture. A personalised acknowledgement of country was written for PHPS to encapsulate our culture and country. This was written through family and student consultation, led by our Aboriginal Community Liaison Officer. The Acknowledgement of Country was used as the focal point of the school's new mural, which can be seen upon entry through the main gates. In addition to this, our school has incorporated an Aboriginal inspired artworks on the external wall of B Block. During Term 3 and 4, our students learned to sing the national anthem in Darug language, and it is now sung at all assemblies. These authentic experiences have enabled our school to build a deeper understanding and appreciation of Aboriginal Culture.

#### Initiative 2: Planned approach to whole school wellbeing

In 2022, all students at Padstow Heights completed the 'Second Step' program. This program provided our school with a holistic approach to building supportive communities for every child through social-emotional learning (SEL). This SEL program was aimed at providing our students with opportunities to gain confidence, set goals, make better decisions, collaborate with others in work and play and navigate the world more effectively. The Second Step program provided a tool to help students manage conflict through the 'STEP' process. S: Say the problem, T: Think of solutions, E: Explore consequences, and P: Pick the best solution. As a results of this program, there was a noted improvement in student conflict resolution and a decrease in student behaviour incidents. Students are becoming more self-aware and able to clearly communicate their thoughts and feelings. Moving into 2023, the school will continue to deliver the 'Second Step' program and further explore opportunities to measure the impact of this program on our students' understanding of the themes of empathy, problem-solving and emotion management.

### 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
<b>Attendance</b> An uplift of 5.14% of students attending school greater than 90% of the time compared to 2021.	The number of students attending greater than 90% of the time or more has increased by 0.2% to 81.4%. This figure is 2.26% below the 2022 annual trajectory lower bound of 83.66%.
<b>Wellbeing</b> An uplift of 3.6% of students reporting expectations for	Tell Them From Me data shows an uplift of 2.92% of reported positive wellbeing, including a 3.15% increase in advocacy at school, 4.74%

success, advocacy, and sense of belonging at school.	increase in sense of belonging and 1.12% increase in expectations for success. This situates the school within the negotiated wellbeing target bounds for 2022.
Increased % of students demonstrating positive wellbeing on internal data compared to 2021.	The school saw a 5% decrease in reported behaviour incidents, when compared to 2021. Longitudinal data shows significant increase in % of students understanding empathy and the ability to verbalise strategies for managing emotions and solving problems with friends in the playground.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,898.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Padstow Heights 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>• 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>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This funding has supported 3 students who were New Arrival students with Intensive English support throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To employ a specialist teacher to support these students with Intensive English learning.</p>
<p>Socio-economic background</p> <p>\$43,944.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Padstow Heights 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>• Planned approach to whole school wellbeing</li> <li>• Evidence informed pedagogy supported by systematic and reliable assessment information.</li> <li>• Other funded activities</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>• employment of School Learning Support officers to support Literacy and Numeracy program implementation.</li> <li>• Purchasing of SENTRAL tracking software and PAT Reading and Numeracy test subscriptions to support student engagement and assessment tracking.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Consistent use of PAT testing across the school. PAT data was used to measure student growth in Reading and Numeracy from 2021 to 2022.</li> <li>* Provided tiered intervention to ensure our students are developing fundamental Reading and Numeracy skills.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to subscribe to SENTRAL tracking systems and PAT testing to ensure that for twelve months of teaching there is more than twelve months of learning each year. To continue to employ a part time School Learning support Officer to provide tiered support to support Literacy and Numeracy development. Purchase student access to School Magazine for students in 3-6. Provide K-2 students with Decodable Readers Online access. Teacher subscription to Inquisitive.</p>
<p>Aboriginal background</p> <p>\$4,587.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Padstow Heights 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</p>

<p>Aboriginal background</p> <p>\$4,587.52</p>	<p>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>• Partnerships for Improved Student 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>• 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 Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- authentic relationships were nurtured to strengthen partnerships to deepen our understanding and respect for Aboriginal culture.</li> <li>- teachers participated in Professional Learning in writing Personalised Learning Pathways</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- every Aboriginal and Torres Strait Islander student will have a collaboratively planned Personalised Learning Pathway to support their achievement of learning and cultural goals.</li> <li>- students will receive increased opportunities to engage with culture supported by Bankstown Principals network, AECG and Aboriginal Community Liaison Officer</li> <li>- parents and community voice will inform and drive aspirational attainment of student goals.</li> </ul>
<p>English language proficiency</p> <p>\$20,629.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Padstow Heights 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>• Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers.</li> <li>• Other funded activities</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</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></p> <p>Our Beginning Language Learners and Emerging Language Learners were supported in the classroom.</p> <p>The EALD Lead Specialist co- created and co-led extensive professional learning for all staff to provide strategic and explicit differentiation in our classrooms for EALD learners.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- knowledge of how to differentiate for EALD students is embedded in classroom teaching and learning programs</li> <li>- more explicit support provided through specialist EALD teacher</li> </ul>

<p>Low level adjustment for disability</p> <p>\$113,444.70</p>	<p>Low level adjustment for disability equity loading provides support for students at Padstow Heights 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>• Explicit teaching supported by school systems and practices that is evidence informed.</li> <li>• Other funded activities</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> <li>• targeted students are provided with an evidence-based intervention MiniLit and MultiLit to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Twenty students completed the MultiLit program to build their skills in decoding strategies to improve their reading development.  Eight Year 1 students completed the MiniLit program to support the acquisition of phonemic awareness, phonics, fluency and comprehension.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to employ School Learning Support officers to provide tiered interventions to support the students development in foundational literacy skills.</p>
<p>Professional learning</p> <p>\$23,190.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Padstow Heights 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>• Quality professional learning that builds teacher capacity in coaching, mentoring and feedback with peers.</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>• employment of 0.2 Assistant Principal Curriculum and Instruction to support teachers to embed evidence based practices for teaching.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  93% of staff reported a stronger understanding of effective programming in mathematics.  79  % of staff reported a better understanding of the numeracy progressions as a result of this professional learning.  In the Term 4 2022 Numeracy Check in- for grades 3 to 6 our school was above similiar school group and State  When comparing growth between 2021 to 2022, students in grades 4, 5 and 6 indicated 12 months of growth in the Numeracy check in data.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- utilise funds to strengthen curriculum knowledge and instruction through employment of a Deputy Principal to provide mentoring and coaching of the leadership team</li> <li>- provide job embedded time for teachers to collaborate for curriculum reform.</li> </ul>
<p>Beginning teacher support</p> <p>\$19,628.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Padstow Heights Public School during their induction period.</p>

<p>Beginning teacher support</p> <p>\$19,628.00</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 Practice supported by school systems and practices.</li> <li>• Other funded activities</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>• funding casual days to support planning and collaboration for beginning teacher support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> One beginning teacher was provided with mentoring and support throughout 2022. The teacher was released to access professional learning, engage in collaboration and observe experienced teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- To continue to provide all teachers with collaborative learning to ensure quality teaching and learning programs for Literacy and Numeracy.</li> <li>- continued support of beginning teachers to achieve their accreditation at proficient.</li> </ul>
<p>QTSS release</p> <p>\$139,054.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Padstow Heights 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>• Quality professional learning that builds teacher capability in explicit teaching and differentiation.</li> <li>• Other funded activities</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>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Executive support for classroom observations, Personal Development and Performance plan coaching conversations, executive collaborative learning and professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to fund executive support for classroom observations, Personal Development and Performance plan coaching conversations, executive collaborative learning and professional learning.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.00</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>• Other funded activities</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>• Employment of an Assistant Principal Curriculum and Instruction to support building teacher capacity for curriculum reform.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- High impact professional learning for all staff members with a focus on curriculum reform.</li> <li>- Improved collaborative practices. Tell Them From Me data from 2022 data</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$120,456.00</p>	<p>shows significant growth in the focus area of collaboration. Our school mean lifted from 77 % in 2021, to 80% in 2022, sitting 2% above the NSW state mean.</p> <p>-Tell Them From Me data from 2022 data shows significant growth in school leaders leading improvement and change. In 2021 69% agreed or strongly agreed leaders are leading improvement and change. In 2022 this increased to 83%.</p> <p>- The establishment of a curriculum reform committee.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ an Assistant Principal Curriculum &amp; Instruction (APC&amp;I) to support teachers in building their capacity in curriculum reform. The APC&amp;I will work shoulder to shoulder with classroom teachers to build their capacity through analysing student data, teacher surveys, document analysis and observations to ensure that every teacher every student is improving every year.</p>
<p>Integration funding support</p> <p>\$29,853.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Padstow Heights 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>• 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>• • A part-time School Learning support officer was employed to work with two funded students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> School learning support officers followed the Personalised Learning and Support plan and/or Behaviour support plan to provide assistance to funded students to support academic and social engagement.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to provide high quality support for our funded students with employment of 1 full time and 1 part time School Learning Support Officers as the school was successful in gaining funding for students through through submission of access request.</p>
<p>COVID ILSP</p> <p>\$76,306.00</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>• providing targeted, explicit instruction for student groups in numeracy - additive strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* 60% of Year 2 students demonstrated growth during Targeting Numeracy Teaching (TNT) lessons</li> <li>* 30% of Year 2 students demonstrated increased growth during TNT compared to the previous 6 months</li> <li>*73% of Year 3 students demonstrated growth in PAT assessment across 20 week period during COVID ILSP lessons</li> <li>*58% of Year 3 students demonstrated increased growth during COVID ILSP lessons compared to their previous 6 months of learning</li> <li>* 54% of Year 3 COVID ILSP students achieved in the Top 2 bands Naplan</li> </ul>

COVID ILSP

\$76,306.00

for Numeracy

\*46% of Year 3 COVID ILSP students achieved in the middle 2 bands

Naplan for Numeracy

\* 88% of Year 4 students demonstrated growth during TNT lessons

\* 58% of Year 4 students demonstrated increased growth during TNT compared to the previous 6 months.

\*80.6% of Year 5 students demonstrated growth in PAT assessment across 20 week period during COVID ILSP lessons

\*78% of Year 5 students demonstrated increased growth across the 6 months of COVID ILSP lessons compared to their previous 6 months of learning.

\*26% of Year 5 COVID ILSP students achieved in the Top 2 bands Naplan for Numeracy

\*43% of Year 5 COVID ILSP students achieved a High Middle band Naplan for Numeracy

\*31% of Year 5 COVID ILSP students achieved a low middle band Naplan for Numeracy.

**After evaluation, the next steps to support our students will be:**

- to continue the COVID Intensive Learning support to support students in Literacy and Numeracy achievement.

- for the DPCI to collaboratively plan and monitor student data with the COVID ISLP teachers to ensure equity for all students across literacy and numeracy.



# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	212	206	194	195
Girls	169	164	166	165

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.1	95.3	95.2	87.9
1	93.4	94.3	94.0	93.2
2	92.7	93.1	94.5	91.6
3	92.3	95.1	92.3	90.8
4	93.3	94.9	94.8	89.6
5	94.0	93.7	94.2	89.8
6	92.7	95.1	93.6	88.9
All Years	93.0	94.5	94.1	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)	3.8
Classroom Teacher(s)	12.79
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.92

\*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>	333,311
<b>Revenue</b>	3,508,085
Appropriation	3,288,939
Sale of Goods and Services	15,685
Grants and contributions	198,028
Investment income	5,233
Other revenue	200
<b>Expenses</b>	-3,473,596
Employee related	-2,963,271
Operating expenses	-510,326
<b>Surplus / deficit for the year</b>	34,488
<b>Closing Balance</b>	367,800

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>	54,012
<b>Equity Total</b>	183,115
Equity - Aboriginal	4,588
Equity - Socio-economic	43,944
Equity - Language	20,630
Equity - Disability	113,953
<b>Base Total</b>	2,613,120
Base - Per Capita	90,965
Base - Location	0
Base - Other	2,522,155
<b>Other Total</b>	295,032
<b>Grand Total</b>	3,145,279

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, students, parents and teachers were surveyed to provide data on a range of aspects of school life, practices and procedures.

Parent survey results included perspectives on several aspects of our school. Our average score for each aspect is as follows, with the state average in brackets. Inclusive school - 6.6 (6.7), Safety at school - 7.3 (7.4), School supports learning - 6.6 (7.3), School supports positive behaviour - 7.9 (7.7), Parents feel welcome - 6.9 (7.4), Parents are informed - 5.9 (6.6), Parents support learning at home - 6.6 (6.3).

In Educational aspiration, 50% of parents completing the survey said they expected their children would attend university. If they expected their children to complete year 12, 82% said yes.

Student survey results report that in the areas of: sense of belonging, valuing school outcomes, effort, interest and motivation, we are below state outcomes. In the areas of: Students with positive behaviour, we are above state outcomes at 96%. 84% (82% State Mean) of students reported important concepts are taught well and class time is used efficiently and 80% (75% State Mean) report that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback. In skills-challenge, 46% (53% State Mean) are in the desirable quadrant with high skills and high challenge. 25% (26% State Mean) of students are confident in their skills but did not find the classes challenging.

Teacher survey results included perspectives on several aspects of our school. Our average score for each aspect is as follows, with the state average in brackets. Collaboration 80% (78%), Learning Culture 81% (80%), Data Informs Practice 74% (78%), Teaching strategies 81% (79%), Technology 61% (67%), Inclusive School 80% (82%) and Parent Involvement 65% (68%).

# 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.

## Aboriginal Education - School statement

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Padstow Heights Public School has embraced the Partnership Agreement between the NSW Aboriginal Education Consultative Group and the NSW Department of Education 2020 to 2030 to work together so every Aboriginal child and young person can achieve their potential through education. Our commitment is to ensure that curriculum strategies and considerations are inclusive for all Aboriginal students, to ensure successful and sustainable learning outcomes through consistent partnerships with Aboriginal communities.

## 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.

## Anti-Racism - School statement

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Each year staff are required to complete training to increase staff understanding of the nature and impact of racism, as well as familiarise staff with the revised Anti-Racism Policy and increase staff understanding of their responsibilities in implementing the policy

## 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.

## Multicultural and anti-racism education - School Statement

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Padstow Heights PS values the diversity of its school community and is committed to building a more inclusive education system for all students, regardless of ethnicity, nationality, language or faith. In 2022, all staff were involved in professional learning about the English as an additional language or dialect (EAL/D) Learning progression to deliver evidenced based effective practices to all students.