

# 2022 Annual Report

## Birrong Public School

### BIRRONG PUBLIC SCHOOL



4057

# Introduction

The Annual Report for 2022 is provided to the community of Birrong 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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## School vision

Birrong Public School is a safe, inclusive and collaborative learning environment where students are supported to be resilient, respectful and responsible, while meeting high expectations for learning and behaviour. Staff and parents/carers work together to encourage and challenge students to take risks, use problem solving skills and self-regulate their learning. Students are inspired to become confident and empathetic young people who achieve goals in and out of the school environment.

## School context

Birrong Public School is located in the Chullora Principals Network - Metropolitan South School Performance Directorate. The school has an enrolment of approximately 560 students and caters for a diverse student population, with 91% of students from a language background other than English (LBOTE). There are currently 30 language backgrounds, with Arabic and Vietnamese speaking backgrounds the largest groups.

Our school is supported by a strong parent body. Students, staff, parents and community members are committed to strengthening partnerships to improve student learning outcomes. High standards are set and encouraged in teaching and learning programs. Opportunities for students are available in many areas including creative and performing arts, debating, sport, environmental education and student leadership. As a Positive Behaviour for Learning (PBL) school, Birrong follows a holistic approach to child development and wellbeing.

The school has strong community links including a community of schools with Auburn PS and Regents Park PS, a link to the Islamic Women's Association to support the community use of the school for weekend Arabic Language School, and a church group that utilises the school hall for services on a Sunday.

There are approximately 47 school-based personnel including executive staff, classroom teachers, specialist EAL/D and Learning and Support (LaS) teachers, a school counsellor, administrative staff and a general assistant. Birrong Public School has an uncompromising focus on teaching and learning with a dedicated staff who have a range of teaching experience. Deep engagement in professional learning is underpinned by the Spiral of Inquiry process where teaching staff collaborate fortnightly to understand what is going on for our learners, target areas for development to improve student outcomes, and use consistent teacher judgement to ensure teaching and learning is making enough of a difference for all students.

In 2020 Birrong Public School participated in its first external validation. The evidence gathered highlighted some very strong practices within the school including our wellbeing framework, and our collaborative practices for teaching and learning. The external validation process also revealed some specific areas for the school to improve. These areas were further identified by the executive as focus areas for improvement in the new school plan. Teaching and non-teaching staff have engaged in discussions about the work of school improvement to understand the school's direction for the 2021-2024 school plan.

The whole school community, involving students, staff, parents, was consulted in a thorough situational analysis followed by the development of our strategic improvement plan. Through our situational analysis, we have identified specific areas to focus on including:

**Assessment** - a need to develop the school's practices in data collection became evident in the situational analysis as there was limited internal data available to determine student placement in literacy and numeracy with a deep focus on assessment including professional learning in data collection and analysis to understand, and plan accordingly, student placement.

**Explicit Teaching** - a consistent approach and focus across the school in the teaching of literacy and numeracy which is also supported by systematic and deep professional learning of explicit teaching.

**Wellbeing** - consistent implementation of the school's processes for behaviour management, wellbeing and attendance to ensure practices are current, appropriate and effective, to meet student needs.

The themes of the previous school plan will be enhanced in the 2021-2024 school improvement plan, including the provision of an environment where all students are challenged and supported to become self-regulated learners, a shared responsibility for student improvement through the collaborative analysis of data, and strengthened partnerships where teachers directly and regularly engage with parents/carers to improve understanding of student learning and wellbeing.

## 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	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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

In order to maximise student learning outcomes in reading and numeracy, and to build strong foundations for academic success, we will develop and refine data driven teaching practices that are responsive to the learning needs of individual students. We will further implement and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum for every student is underpinned by evidence-informed strategies.

### 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.

- Data informed practices
- Evidence-based teaching

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$210,799.40

**Socio-economic background:** \$9,000.00

**Professional learning:** \$5,500.00

**QTSS release:** \$50,000.00

### Summary of progress

The school received a dedicated allocation of 1.4 full time equivalent (FTE) for the employment of Assistant Principals Curriculum and Instruction (APC&Is) in 2022. The APCIs, together with the executive, worked in partnership to deliver strong professional learning for all teaching staff focusing on explicit teaching and formative assessment. Further to this, the APC&Is worked closely with class teachers as part of an instructional coaching framework to focus on improving the quality of literacy and numeracy instruction across the school. All stage teams (ES1 - S3) participated in strategic professional learning in preparation for the implementation of the new curriculum for K-2 English and K-2 Mathematics syllabuses in 2023. Teachers were supported to explore evidence-based instruction underpinning the syllabuses. They collaboratively unpacked department units of work to contextualise learning for our students. Classroom observations of practice and student data (internal and external) indicate a positive impact on student learning. As we move into 2023, we will further embed quality assessment and collaboration processes in our work across all stages.

Our next steps are to continue to develop teachers' data literacy skills to systematically analysis and use data to inform and refine their teaching practices. Assessment moderation activities that support consistent and comparable judgement of student learning will be embedded to further strengthen a culture where teachers routinely evaluate student learning and implement changes in teaching that lead to measurable improvement. Teachers will also be supported to collaboratively engage with and explore aspects of the new 3-6 syllabus to identify and plan for changes required for effective 3-6 curriculum implementation in 2024.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 6.39% in the number of students achieving in the top 2 bands in Year 3 and Year 5 NAPLAN Reading from the system negotiated target baseline.	30% of students are now in the top two skill bands (NAPLAN) for reading compared to our agreed lower bound target of 36.7%. An uplift of 7.91% was achieved compared to 2021. The annual progress measure is yet to be achieved.
An uplift of 5.81% in the number of students achieving in the top 2 bands in Year 3 and Year 5 NAPLAN Numeracy from the system negotiated target baseline.	<p>The percentage of Year 3 students represented in the top two bands in numeracy increased 9.45% compared to 2021. A further 9.45% uplift was required to achieve this annual progress measure.</p> <p>The percentage of Year 5 students represented in the top two bands in numeracy has declined to 17.28% of students represented within these bands. The annual progress measure is yet to be achieved.</p>

<p>An uplift of 5-7% in the number of students achieving expected growth in NAPLAN Reading from the system negotiated target baseline.</p>	<p>There were no NAPLAN assessments in 2020 due to COVID, therefore there is no data to compare growth.</p>
<p>An uplift of 3% in the number of students achieving expected growth in NAPLAN Numeracy from the system negotiated target baseline.</p>	<p>There were no NAPLAN assessments in 2020 due to COVID, therefore there is no data to compare growth.</p>
<p>Our on-balance judgement for the following themes will be to consolidate our self-assessment as SUSTAINING AND GROWING for:</p> <ul style="list-style-type: none"> <li>• Summative assessment</li> <li>• Whole school monitoring of student learning</li> <li>• Feedback</li> </ul> <p>We will move our self-assessment to EXCELLING for:</p> <ul style="list-style-type: none"> <li>• Formative assessment</li> <li>• Explicit teaching</li> <li>• Lesson planning</li> </ul>	<p>Self-assessment against the School Excellence Framework remains at SUSTAINING AND GROWING for the themes listed.</p>



## Strategic Direction 2: Quality teaching and leading

### Purpose

In order to build collaborative practices to enhance school performance, school leaders and teachers need to create a strong culture in which collaborative planning, reflection and peer coaching are embedded in every day school life so that all key stakeholders are supported by external and internal expertise and identify and implement best practice to improve student 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.

- Collaborative professional practices
- Coaching feedback practices

### Resources allocated to this strategic direction

**Socio-economic background:** \$32,000.00

**Professional learning:** \$16,000.00

### Summary of progress

#### Coaching feedback practices

This year the school continued its work in the development of a feedback culture by including all staff in the Eduinfluencers professional development with mentor and coach Rochelle Borton.

Developing a feedback culture in our school is a powerful way to improve teaching and learning outcomes. Some of the concepts covered in our learning included:

- Creating a safe and supportive environment where students and teachers feel safe to give and receive feedback. Clear expectations were set for school teams (executive, stage based, and administration), emphasising the importance of feedback, and ensuring that feedback is always given in a respectful and constructive manner.
- Providing training and resources where staff were equipped with the skills and knowledge to give and receive effective feedback.
- Encouraging self-reflection, where staff reflect on their own performance regularly.
- Fostering a culture of continuous improvement where staff view feedback as an opportunity for growth and improvement, rather than criticism. Feedback is a continuous process and everyone has room for improvement.
- Exploring mechanisms for feedback. Staff recognised that feedback can be given face-to-face, verbal, written (note and or email). It is important to understand how the recipient prefers to receive feedback.

The school recognises the need to incorporate feedback into the curriculum by making it a regular part of the teaching and learning process.

Our next steps are to ensure the culture of feedback is further enhanced by setting up structures for regular, consistent, and purposeful feedback for all staff members at their point in need. Teachers will also focus on providing opportunities for students to give feedback on their learning experiences, and for teachers to receive feedback on their teaching practices.

A coaching model of feedback will be established. This will be with executive first and then filter into stage teams. School leaders need to be open to feedback, actively seek feedback from others, and demonstrate how to give and receive feedback in a constructive and respectful manner.

#### Collaborative professional practices

Teaching staff engaged in robust professional learning to explore The Worthwhile Lesson in Mathematics (as a platform). A shared understanding of quality lessons targeting the needs of students, strong content knowledge, and teaching practice was identified. Stage teams identified the non-negotiables for lesson planning and teaching and learning programs.

Stage teams also continued the work of developing lessons and programs to meet the needs of students. Lessons were identified as needing to form part of a clear learning trajectory with teachers clearly articulating what learning comes next for students.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
0.3 growth from baseline data in the Collaboration driver in the Tell Them From Me teacher survey.	<p>The Tell Them From Me teacher survey data indicated another slight decrease in the Collaboration driver (8.0 in 2021 to 7.9 in 2022).</p> <p>The trend of teachers reporting that they had opportunities and avenues to discuss learning problems of students with their colleagues continued in 2022 and was seen as a valuable collaborative practice.</p> <p>The school's score of 7.9 is still above the state norm of 7.8. The school has not achieved its target of 0.3 growth from baseline data (8.2).</p>
0.4 growth from baseline data in the Leadership driver in the Tell Them From Me teacher survey.	<p>The 2022 Tell Them from Me data indicated a score of 7.6 in the Leadership driver which is comparable to the baseline of 7.8 (2020).</p> <p>The score for 2022 is higher than the state norm of 7.1 and an improvement on the school's score of 7.0 in the 2021 survey. Despite the increase this year, the school has not achieved its target of 0.4 growth from baseline data (7.8).</p> <p>There was, however, a positive trend for all statements of the Leadership driver, and in particular a 1.0 increase for the statement, '<i>School leaders have supported me during stressful times.</i>' The highest scoring statement continues to be '<i>I work with school leaders to create a safe and orderly environment.</i>' (8.5).</p>
0.5 growth from baseline data in the Learning Culture driver in the Tell Them From Me teacher survey.	<p>The Tell Them From Me school mean for 2022 in the Learning Culture driver dropped slightly and is equal to the state norm of 8.0. Teachers scored the statement, '<i>I monitor the progress of individual students,</i>' with 8.6 which is higher than the 2021 score of 8.2.</p> <p>The school has not achieved its target of 0.5 growth from baseline data (8.1).</p>
0.5 growth from baseline data in the Data Informs Practice driver in the Tell Them From Me teacher survey.	<p>The Tell Them From Me school mean for 2022 in the Data Informs Practice driver decreased to 7.8 and is equal to the state norm. There was some increase for the statement, '<i>I use results from formal assessment tasks to inform my lesson planning.</i>' However, the scores for the Data Informs Practice driver reflect the need for significant work in this area to improve understanding of and the practice in use of data for teaching and learning.</p> <p>The school has not achieved its target of 0.5 growth from baseline data (8.2).</p>
<p>Our on-balance judgement for the following themes will be to consolidate our self-assessment as SUSTAINING AND GROWING for:</p> <ul style="list-style-type: none"> <li>• Curriculum provision</li> <li>• Teaching and learning programs</li> <li>• Differentiation</li> <li>• Improvement of practice</li> <li>• Collaborative practice and feedback</li> </ul> <p>We will move our self-assessment to EXCELLING for:</p> <ul style="list-style-type: none"> <li>• Explicit teaching</li> <li>• High expectations culture</li> </ul>	<p>Self-assessment against the School Excellence Framework remains at SUSTAINING AND GROWING for the themes listed.</p>



## Strategic Direction 3: Productive partnerships for learning

### Purpose

In order to enhance student engagement and wellbeing, we will further refine and implement evidence-based change to whole school practices resulting in measurable improvement in attendance, engagement and wellbeing to support learning. Positive, respectful relationships built on trust and high expectations will be established to promote constructive partnerships across the school, and the wider community responsive to student need.

### 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.

- Attendance promoting engagement
- Wellbeing supporting learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$413,716.16

**QTSS release:** \$54,600.00

**Professional learning:** \$4,500.00

### Summary of progress

The school community continued to work together in supporting consistent and systematic processes to ensure student absences did not impact on learning outcomes. In 2022 an Attendance Team was established with members from each stage represented. This team was highly effective in regularly monitoring attendance data and practices to decide the nature and intensity of support, and to determine the effectiveness of current interventions. There were still impacts of COVID in 2022 for the first half of the year with students needing to isolate for 7 days. Many families also used the opportunity to travel with lockdowns and travel restrictions finally lifted. Tell Them From Me (TTFM) surveys were conducted with no great change from results in 2021. Extra-curricular programs which are such a big part of our school community were not reinstated in 2022 but are to be recommenced in 2023. The school committed to Adam Voigt's Real Schools program to change, sustain and enhance a productive restorative school culture for students, teachers and parents. Our journey commenced formally as part of the last School Development Day (SDD) for the year.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 3.6% in the percentage of students reporting Expectations for Success, Advocacy and Sense of Belonging at School in advocacy at school in the Tell Them From Me (TTFM) survey from system negotiated target baseline.	Achievement of this benchmark was not demonstrated in 2022 with Tell Them From Me data showing a slight decrease of 2% in Sense of Belonging, a slight decrease in Expectations for Success of 0.3 and a small increase of 0.2 in Advocacy at School. The focus in 2023 is to participate in the Real Schools program which will further expand on strategies to develop positive teacher-student relationships. The reintroduction in 2023 of student-centred activities that our students had previously engaged in such as PSSA sporting teams and extra-curricular activities - Dance Troupe, Choir and SRC should also improve students' sense of belonging.
An uplift of 3.69% in the percentage of students attending school more than 90% of the time from system negotiated target baseline.	Our data indicates that the number of students attending => 90% of the time decreased to 34.2% in 2022. This figure aligns with what was experienced across the state with the DOE stage average of 34.4% and the network average of 38.4%. Previous years' data is reflective of protocol pertinent to COVID lock downs whereby students engaging in at home learning were marked as attending school. After the lifting of COVID travel restrictions, families have been able to travel within Australia and overseas. There were 84 Extended Leave Travel applications in 2022. In 2023, we will continue with the Attendance Committee team to ensure that they monitor what is happening for all students and that the needs of individual students who are chronically absent are met using all available resources. We will continue to

<p>An uplift of 3.69% in the percentage of students attending school more than 90% of the time from system negotiated target baseline.</p>	<p>share high expectations of attendance with our school community to regulate and reinforce consistent and regular attendance patterns for all students.</p>
<p>65-75% of students surveyed can name at least two adults in the school setting who believe they will be a success in life (from the Spirals of Inquiry Key Questions Survey).</p>	<p>Students in Years 5 and 6 were asked to complete this survey with more than 90% of students being able to name at least two adults who believe they will be a success in life. We believe that coming back to school in 2022 after 2 years of COVID lockdowns and the sense of optimism in the community has contributed to these results. Teachers implemented strategies to develop positive teacher-student relationships as well as effective teaching practices. These strategies continue to be developed in 2023 through Professional Learning in LEAD sessions and whole school staff meetings. In 2023, this survey will be extended to Grades 3 and 4.</p>
<p>Our on-balance judgement for the following themes will be to consolidate our self-assessment as SUSTAINING AND GROWING for:</p> <ul style="list-style-type: none"> <li>• High expectations</li> <li>• Caring for students</li> <li>• A planned approach to wellbeing</li> </ul>	<p>Self-assessment against the School Excellence Framework remains as SUSTAINING AND GROWING for the themes listed.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,368.06</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>• 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>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> <li>• intensive English language and learning support to increase educational outcomes for students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* students from refugee backgrounds have had access to appropriate intensive English support relevant to the curriculum learning through small withdrawal groups by a specialist teacher</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to provide time for staff to engage in PL around trauma, learning and wellbeing needs of refugee students</li> <li>* to strengthen practices which support the settlement and wellbeing of students</li> <li>* to collect relevant information and appropriate assessment of students' needs by engaging a nominated staff member in the enrolment of refugee students</li> <li>* to make sure that an interpreter is available when required and ensure key personnel are informed when a refugee student is enrolled</li> </ul>
<p>Integration funding support</p> <p>\$69,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Birrong 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>• additional staffing to assist students with additional learning needs</li> <li>• staff 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>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' PLSPs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Individual Education Plans written by classroom teachers for students with Integration Funding Support</li> <li>* effective monitoring of these plans throughout the year ensured the achievement of personal learning and behaviour goals for individual students</li> <li>* collaboration between classroom teachers, support teachers, SLSOs and external providers identified and responded to the additional learning and support needs of students</li> <li>* regular consultation and collaboration between school staff, students and their parents and carers addressed individual student needs</li> </ul>

<p>Integration funding support</p> <p>\$69,000.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* assess individual education needs of students</li> <li>* monitor and review the impact of support being provided in consultation with teachers, parents, support staff and other professionals</li> </ul>
<p>Socio-economic background</p> <p>\$612,716.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Birrong 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>• Data informed practices</li> <li>• Collaborative professional practices</li> <li>• Coaching feedback practices</li> <li>• Attendance promoting engagement</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>• professional development of staff through Eduinfluencers to support student learning</li> <li>• employment of additional staff to support Jennie Whipp program implementation.</li> <li>• employment of external providers to support students with additional learning needs - speech pathology program</li> <li>• employment of an early childhood teacher and SLSO to implement the Birrong Beginners program to prepare students and their families for the transition to Kindergarten</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* teachers released for Professional Development during school hours</li> <li>* teachers work with their stages to ascertain what learning is happening in classrooms, what is working and what they can improve</li> <li>* collection and comparison of student data to allow teachers to evaluate the effectiveness of teaching strategies on student growth.</li> <li>* students and teachers benefit from access to the speech pathologist program to gain an understanding of language and literacy development</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* to examine the extent to which low socio-economic background equity loading has been used to implement evidence-based initiatives that lead to measurable improvements in outcomes</li> <li>* a stronger focus on the teaching and learning cycle with robust assessment practices and data informed conversations to ensure learning progress and improved student learning outcomes</li> </ul>
<p>Aboriginal background</p> <p>\$5,249.18</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Birrong 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>• 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 (SLSOs) to support Aboriginal students</li> <li>• classroom teacher release to support the development and implementation of Personalised Learning Pathways (PLPs)</li> <li>• financial support for students to engage in extracurricular activities such</li> </ul>

<p>Aboriginal background</p> <p>\$5,249.18</p>	<p>as PSSA, incursions, and the Stage 3 Canberra Camp</p> <ul style="list-style-type: none"> <li>• whole school incursion on Aboriginal and Torres Strait Islander stories, histories, culture</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Aboriginal students and their families feeling valued and welcome at school</li> <li>* students have input into the PLP process with all parents engaged in PLP conferences</li> <li>* Personalised Learning Pathways implemented for all Aboriginal students and regularly updated to demonstrate goals achieved</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continued implementation of Personalised Learning Pathways for Aboriginal students to achieve their aspirational, literacy and numeracy goals, and further strengthen the relationship with Aboriginal parents / carers and the AECG</li> <li>* to ensure Aboriginal students and their families have a genuine partnership and voice in the work of Aboriginal education within the Birrong school community</li> <li>* to consult the AECG, DoE Aboriginal Education Team and other agencies to support the development of cultural competency for all students, staff and school community</li> </ul>
<p>English language proficiency</p> <p>\$213,925.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Birrong 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 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 to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* students provided with additional time and support from specialist teachers to explicitly address their language needs and conduct assessments that consider their developing language proficiency</li> <li>* newly arrived students with limited English proficiency provided with targeted support for language acquisition and transition to their new country and culture</li> <li>* regular collaborative planning for team teaching and reflection</li> <li>* EAL/D enrolment data is maintained and regularly updated in ERN to support the equitable distribution of resources</li> <li>* teachers released to work with the EAL/D Education Leader to build capacity to determine student phases</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* ensure parents and carers are informed of their child's progress in learning and in English language proficiency through a written comment in twice yearly reports</li> <li>* share enrolment data to inform planning and allocation of resources for new students</li> <li>* engage in Using the EAL/D Learning Progression PL</li> <li>* work closely with the EAL/D Education Leader to improve EAL/D pedagogy</li> </ul>
<p>Low level adjustment for disability</p> <p>\$312,757.12</p>	<p>Low level adjustment for disability equity loading provides support for students at Birrong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$312,757.12</p>	<p>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>• 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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students</li> <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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> <li>• support for students with the Jennie Whipp program and Reading and Counting for Life programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* support teachers have identified and responded to the additional learning needs of students and assisted classroom teachers by providing direct and timely specialist assistance</li> <li>* students with additional learning and support needs have been supported in classrooms by SLSOs with school routines, classroom activities and care and management of their needs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue to build teacher capacity so that all students access quality learning</li> </ul>
<p>QTSS release</p> <p>\$107,106.37</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Birrong 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>• Data informed practices</li> <li>• Attendance promoting engagement</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> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• the implementation of the new K-2 English and Mathematics syllabi</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* teachers improving practice through reflections, lesson observations and learning from each other</li> <li>* teachers feeling supported in their role through structured mentoring</li> <li>* improved teaching and learning practices as a result of program collaboration, reflection and refinement</li> <li>* improved assessment practices that have been used to identify student needs</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* ensure teachers continue to reflect on student data as a result of their teaching</li> <li>* regularly identify areas for observation and feedback in order to support the achievement of student learning goals and improve literacy and numeracy outcomes</li> <li>* target specific areas in literacy and numeracy for coaching and feedback</li> </ul>



<p>QTSS release</p> <p>\$107,106.37</p>	<p>practices to improve teaching and learning</p>
<p>COVID ILSP</p> <p>\$400,019.00</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>• assisting staff to analyse school and student data to identify students for small group tuition groups</li> <li>• providing targeted, explicit instruction for student groups in literacy in Years 1-6</li> <li>• employing staff to provide online tuition to Stage 3 student groups in literacy</li> <li>• development of resources and planning of small group tuition</li> <li>• providing professional learning for COVID educators via Microsoft Teams</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* COVID ILSP teachers worked collaboratively with classroom teachers to identify students who would benefit from small group tuition</li> <li>* identified students provided with intensive small group tuition featuring high quality lessons aligned to their unique needs based on the literacy progressions</li> <li>* survey data from teachers indicated that the program has had a positive impact on students' learning progress, as well as their confidence, engagement and motivation</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* continue implementation of literacy tuition and introduce small group numeracy tuition</li> <li>* plan additional intervention for identified students not yet meeting their learning goals</li> <li>* further PL will focus on embedding the use of student data to differentiate learning in literacy, and effectively implement small group tuition in classrooms</li> </ul>
<p>Professional learning</p> <p>\$36,688.89</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 Birrong 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>• Data informed practices</li> <li>• Coaching feedback practices</li> <li>• Attendance promoting engagement</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>• the implementation of the new K-2 English and Mathematics syllabi</li> <li>• Big Ideas in Number professional learning facilitated by APC&amp;Is</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* teacher capacity has been built through professional learning provided by APC&amp;Is including working in classrooms providing demonstration lessons and team-teaching opportunities</li> <li>* teachers are more confident in co-planning new syllabus units of work</li> </ul>

Professional learning \$36,688.89	<b>After evaluation, the next steps to support our students will be:</b> * ensure teachers continue to reflect on student data as a result of their teaching * regularly identify areas for observation and feedback in order to support the achievement of student learning goals and improve literacy and numeracy outcomes
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## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	284	286	275	264
Girls	285	299	285	299

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.2	93.4	90.4	83.4
1	93.2	92.5	91.6	81.5
2	91.8	93.7	89.5	85.1
3	91.6	94.4	92.0	86.2
4	93.1	95.2	91.9	86.0
5	92.5	94.7	92.3	85.9
6	92.8	93.7	92.3	86.5
All Years	92.1	94.0	91.5	85.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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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
Deputy Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	20.84
Learning and Support Teacher(s)	1.8
Teacher Librarian	1
Teacher ESL	1.2
School Counsellor	1
School Administration and Support Staff	4.06

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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



## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	647,286
<b>Revenue</b>	6,729,934
Appropriation	6,630,959
Sale of Goods and Services	13,181
Grants and contributions	80,542
Investment income	5,151
Other revenue	100
<b>Expenses</b>	-6,561,323
Employee related	-5,440,666
Operating expenses	-1,120,658
<b>Surplus / deficit for the year</b>	168,611
<b>Closing Balance</b>	815,897

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.

The school holds funds for the Granville Our Spectacular (a large community of schools) as the treasurer. It currently stands at an opening balance of \$76 951.000

## 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>	71,368
<b>Equity Total</b>	1,144,648
Equity - Aboriginal	5,249
Equity - Socio-economic	612,716
Equity - Language	213,925
Equity - Disability	312,757
<b>Base Total</b>	4,088,038
Base - Per Capita	141,501
Base - Location	0
Base - Other	3,946,538
<b>Other Total</b>	619,293
<b>Grand Total</b>	5,923,347

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

Students, teachers, and parents were invited to participate in the **Tell Them From Me (TTFM)** survey during 2022. Key findings from the surveys are listed below.

### STUDENTS

The survey completed by 216 students in Years 4, 5 and 6, included nine measures of student engagement alongside the five drivers of student outcomes.

***Students believe that schooling is useful in their everyday life and will have a strong bearing on their future:***

School Mean 91% (NSW Govt Norm 96%)

***Students that do not get in trouble at school for disruptive or inappropriate behaviour:*** School Mean 86% (NSW Govt Norm 83%)

***Percentage of students with a high rate of participation in sports with an instructor at school, other than in a physical education class:*** School Mean 83% (NSW Govt Norm 83%)

***Students try hard to succeed in their learning:*** School Mean 86% (NSW Govt Norm 88%)

***Students are interested and motivated in their learning:*** School Mean 63% (NSW Govt Norm 78%)

***Students feel accepted and valued by their peers and by others at their school:*** School Mean 64% (NSW Govt Norm 81%)

### DRIVERS of Student Outcomes

***Effective learning time - Important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives:*** School Mean 8.2 (NSW Govt Norm 8.2)

***Relevance - Students find classroom instruction relevant to their everyday lives:*** School Mean 7.2 (NSW Govt Norm 7.9)

***Explicit Teaching Practices and Feedback - Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback:*** School Mean: 7.5 (NSW Govt Norm 7.5)

***Students who are victims of bullying - Students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet:*** School Mean: 34% (NSW Govt Norm 36%)

***Advocacy at school - Students feel they have someone at school who consistently provides encouragement and can be turned to for advice:*** School Mean: 7.57 (NSW Govt Norm 7.7)

***Positive teacher-student relations - Students feel teachers are responsive to their needs and encourage independence with a democratic approach:*** School Mean: 8.1 (NSW Govt Norm 8.4)

***Positive learning climate - Students understand there are clear rules and expectations for classroom behaviour:*** School Mean: 7.1 (NSW Govt Norm 7.2)

***Expectations for success - School staff emphasise academic skills and hold high expectations for all students to succeed:*** School Mean: 8.4 (NSW Govt Norm 8.7)

### TEACHERS

The survey results are based on data from 36 respondents in the school who completed the Teacher Survey between 04 Sep 2022 and 13 Oct 2022. The results for the ***Eight Drivers of Student Learning*** are scored in a Likert format (i.e., strongly agree to strongly disagree) and have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement, 10 indicates strong agreement, and 5 is a neutral position (neither agree nor disagree). The school score is written next to the driver. The NSW Govt Norm is in the brackets.

Leadership 7.6 (7.1)

Collaboration 7.8 (7.8)

Learning Culture 8.0 (8.0)

Data Informs Practice 7.8 (7.8)

Teaching Strategies 8.1 (7.9)

Technology 6.6 (6.7)

Inclusive School 8.3 (8.2)

Parent Involvement 6.9 (6.8)

## **PARENTS**

The survey results are based on data from 36 respondents (parents) who completed the Parent Survey between 27 Oct 2022 and 07 Nov 2022. The school mean was higher than the NSW Govt Norm for ***inclusive school***, and ***parents supporting learning at home***.

*Inclusive school:* School Mean: 6.8 (NSW Govt Norm 6.7)

*Parents support learning at home:* School Mean: 6.5 (NSW Govt Norm 6.3)

*Parents feel welcome:* School Mean: 7.3 (NSW Govt Norm 7.4)

*Parents are informed:* School Mean: 6.4 (NSW Govt Norm 6.6)

*School supports learning:* School Mean: 6.9 (NSW Govt Norm 7.3)

*School supports positive behaviour:* School Mean: 7.4 (NSW Govt Norm 7.7)

*Safety at school:* School Mean: 7.3 (NSW Govt Norm 7.4)

# 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.