

# 2022 Annual Report

## Miranda North Public School



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# Introduction

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

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

## School contact details

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## School vision

At Miranda North Public School our vision is that every child should be known, valued and cared for and all students achieve their potential and become creative, collaborative, confident and critically reflective learners. We will achieve this through a culture of high expectations and the provision of authentic learning environments.

## School context

Miranda North Public School has 338 students enrolled and is located in Sydney's southern suburbs. 26 percent of students have English as an additional language or dialect (EAL/D). Two percent of students identify as Aboriginal or Torres Strait Islander background. The school has a strong focus on evidence-informed, quality teaching in literacy and numeracy.

Student learning environments are created with an emphasis on future-focused learning dispositions, through authentic learning design. There is a heightened awareness of, and commitment to, personalised and differentiated learning and support for every student to succeed. A tiered response to intervention exists to support student learning and highly inclusive extracurricular activities are offered to promote engagement.

Staff at Miranda North Public School are committed to their own learning and there is a range of experience across the school, including early career teachers. The staff is committed to the school's strategic improvement directions and deepening student learning through collaboration, communication, creativity and critical reflection.

The school enjoys the engagement of an active Parents and Citizens' Association and is well supported by the local community. Parent partnership in learning is strengthened through initiatives such as "Parents as Partners" and learning tutor programs.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note that these focus areas build upon the work undertaken during the 2018-2020 school plan cycle and further strengthen the school practices established in data use, wellbeing, quality teaching and authentic student learning design.

### Strategic Direction One: **Growth and attainment**

When an analysis was conducted against the student outcome measures, it was evident that student achievement in reading was higher than numeracy and expected growth in both reading and numeracy needed to be an area for explicit focus in the new school plan. Our whole school focus to improve student growth and improve student achievement in writing and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

### Strategic Direction Two: **Explicit teaching through differentiation and effective feedback**

The analysis of teaching practices was undertaken through survey, forums and appreciative inquiry. The survey of What Works Best was undertaken by staff to identify focus areas for the new school plan. Student voice was captured through *Tell Them From Me* and internal survey. A reflection and analysis of the themes in the School Excellence Framework were also used, allowing us to triangulate the emerging data and identify focus themes. The key themes of explicit teaching, differentiation and effective feedback clearly emerged as areas of focus for the strategic improvement plan and will have a positive impact on the system negotiated targets of reading and numeracy as well as the wellbeing targets of advocacy, sense of belonging and expectations of success.

### Strategic Direction Three: **Authentic learning design through collaborative practices**

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging and advocacy are areas of ongoing focus. The wellbeing literature also identified core elements of focus that aligned to our needs including connectedness, which is realised and promoted in the quality of the relationships between students and their teachers, between students and the school, and between students and other students; social-emotional learning and development and engagement in learning through the provision of authentic, meaningful learning.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To develop and refine data-driven teaching practices to maximise student learning outcomes in literacy and numeracy.

### 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 driven practices for academic success

### Resources allocated to this strategic direction

**Per capita:** \$6,780.00

**Literacy and numeracy intervention:** \$22,500.00

**Professional learning:** \$6,000.00

**English language proficiency:** \$15,000.00

**Low level adjustment for disability:** \$45,000.00

### Summary of progress

Although NAPLAN results reflected significant falls in performance over previous years assessments, the school still achieved 40% of Year 5 and 54% of Year 3 in the top two bands for reading.

The schools introduced Essential Assessment and Seven Steps to Writing Success and with its specific targeting of explicit teaching, formative assessment and adjustment of teaching and learning based on data collected from assessments saw changes in practice and growth in student performance.

Although NAPLAN growth was not recorded due to COVID-19 the school did record growth against PAT Math and PAT Reading between 2021 and 2022. The school, in every grade, improved its growth and its position against Australian norms. The schools use of Essential Assessment for ongoing assessment across years 3-6 allowed significant tracking of performance and growth with Pre and Post testing with annual Common Grade Assessment.

NSW Department of Education also conducts Check-In assessments across the entire state. The school used the tests conducted in 2021 to provide a base line on which to track yearly cohorts.

It was found that Reading for Year 3 & 5 results in NAPLAN were significantly impacted upon by the Covid-19 interruptions of the previous two years. The same could be surmised for all grades. Year 4 had scored 58.2% correct against the state of 59.6% and similar schools at 62.1%. However, after another years' instruction the same students outperformed the state and the similar schools group scoring 59.9%, 53.5% and 55.9% respectively. The Year 5 cohort is the only cohort that did the Check-In for both 2021 and 2022.

All Year 4 and 6 students completed the Check-in assessments in 2022 in Term 2 and at the end of the year. These results also show growth across the year scoring 47% in Year 4 Term 1 to 61.6% in Term 4. Additionally they improved the score against the state which was 5.7% below in Term 1 to 3% above. Year 6 was consistently higher than state in both assessments.

Year 3 and 5 sat the NAPLAN in Term 2 and the Check-in assessment in Term 4. Results in Reading for Year 5 show that the cohort were almost 6% above the state average. Miranda North Public School Year 5 scored 59.3% correct while the state scored 53.5%. Year 3 results were close to state average (55.3%-55.1%).

Check-in assessment results were very similar with positive results for Numeracy. Year 5 scored 59.9% while the state was 56.3%. Year 3 had 58.3% to the states 51.8% Still this shows significant improvement in the year against the NAPLAN performance.

Year 6 assessments in 2022 for Term 1 and 3 show significant growth in their own results and those compared with the state Average. This cohort scored 64.6% compared with the state at 65.6% correct. By Term 4, Miranda North Public School Year 6 scored 68.1% surpassing the state average of 60.8%. The Year 5 cohort were able to look at the 2021 score attained in Year 4 to see the movement. 67.1% compared to the state at 66.1% In 2022, the cohort scored 59.5% correct compared with 56.3% by the state. Moving this cohort more than 3 % ahead of the state average. Year 4 Students started the year at 64.6% correct in Numeracy compared with the state at 65.6% however again these students saw strong growth 65.4% correct. 2% above state average. Our Year 3 cohort were slightly above state average at the end of Term 4 with a correct score of 58.1% compared with 57.6% for the state.

In 2023 the school will have a strong focus on the early years of Kindergarten and Stage 1. The introduction of Initialit will help to develop explicit teaching and learning in Literacy and provide consistency across the grades with the program.

The new APC&I position at Miranda North Public School will support teacher and inform best practice. The schools Writing emphasis will be strongly supported through modelled lessons, collaborative programming and observations with feedback.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> <li>A 5% increase in the number of students in year 3 and 5 will achieve in the Top 2 Bands in Numeracy.</li> </ul>	<p>In 2022 the school did not achieve the system negotiated target. Interruptions to learning because of COVID-19 have significantly impacted student learning prior to NAPLAN implementation. However, results from Check-In assessments for all grades 3-6 in Term 4 (Term 3 Yr. 6), show significant growth both on their performance and that against the state correct percentages of each grade.</p>
<ul style="list-style-type: none"> <li>A 2% increase in the number of students in year 3 and 5 will achieve in the Top 2 Bands in Literacy</li> </ul>	<p>NAPLAN Scores indicate a decrease in the percentage of students in the top two bands for Literacy. The school did not achieve the system negotiated target. Strong growth was noted in the Check-In assessments as noted in the summary of progress above.</p>
<ul style="list-style-type: none"> <li>Increase the percentage of students negotiated lower bound target of 68.3% achieving expected growth in NAPLAN in reading to be trending towards the system negotiated lower bound target of 74.2%</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, the school conducted PAT Reading assessments in Term 1 and 4 for students in years 3-6. This Australian standards assessment showed positive growth for all grades. and in most cases the cohort of each grade reduced the spread of scores between top and bottom and moved the average score higher than the average for the Australian norms within PAT.</p>
<ul style="list-style-type: none"> <li>Increase the percentage of students achieving expected growth in NAPLAN in numeracy to be trending towards the system</li> </ul>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, the school conducted PAT Numeracy assessments in Term 1 and 4 for students in years 3-6. This Australian standards assessment showed positive growth for all grades. The school also introduced the program Essential Assessment to monitor and support Numeracy. The results here have shown consistent improvement throughout the year against pre and post assessments for topics and the NSW Grade assessment.</p>
<p>85% of students in Kindergarten and Year 1 achieve measurable learning progress for Whole Number Strategies based on the DOE IFSR assessment.</p> <p>In Years 2-6 85% of students achieve measurable learning progress in Pre and Post Progressive Achievement Test (PAT) in Numeracy.</p> <p>In Years 2-6, 85% of students achieve measurable learning progress in the substrands in Numeracy as demonstrated in growth from pre and post assessments..</p>	<p>Early Stage 1 and Stage 1 teachers utilised the NSW Department of Education approach -Interview for student reasoning IfSR. Student responses were mapped to indicators from the National Numeracy Learning Progression indicators recorded in PLAN2. Assessment analysis provided teachers with feedback to inform decisions about the next steps in learning for each student. Data in PLAN2 is being being tracked carefully to address learning issues which have arisen due to the disruptions caused by the COVID-19 pandemic over the past two years.</p> <p>PAT in Numeracy show showed positive growth for all grades. In most cases the cohort of each grade reduced the spread of scores between top and bottom and moved the average score higher than the average for the Australian norms within PAT.</p> <p>Data from Essential Assessment, using the Common Grade assessment, showed that students in year 3 and 5 2022 demonstrated excellent growth and retention of knowledge as students in Year 4 and Year 6 (Term 1 2023).</p>
<p>Measurable learning progress in Pre and Post Progressive Achievement Test (PAT) in Reading.</p>	<p>Progressive Assessment Test in Numeracy show show strong growth between 2021 and 2022 for each grade. Each grade 3-6 moved from Below the Australian norm in 2021 to above the Norm in 2022.</p>

## Strategic Direction 2: Explicit teaching through differentiation and effective feedback

### Purpose

To further develop each teacher's explicit teaching practices, differentiation and the provision of effective feedback.

### Initiatives

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

- Explicit Teaching for successful learning:

### Resources allocated to this strategic direction

**Professional learning:** \$6,000.00

**QTSS release:** \$70,217.00

### Summary of progress

2022 saw the introduction and consistent use of evidence-based effective teaching strategies. Effective methods were identified, trialed and implemented by 100% of teachers, which saw significant student learning improvement as measured in Standardised and school based assessments. The ongoing monitoring of student data allowed for accurate analysis showing growth across the full range of abilities.

Teachers differentiated the curriculum delivery to meet the needs of students at different levels of achievement, supported by the School Learning Support programs. Most (81%) Stage 3 students can articulate their learning and understand what they need to learn next to enable continuous improvement in Numeracy and are seeing evidence of this in Writing.

The school did not focus on the Instructional Leadership Improvement measure in the form of the program. With a new Principal for the school in 2022, COVID restrictions and extensive onsite capital works this was an aspect which was considered of lesser importance to move to Excelling in the School Evaluation Framework. The school did conduct Professional Learning in Term 2 Staff Development Day for Learning Intention and Success Criteria.. The teachers are using it in specific aspects of their teaching but it has not as yet been applied to all aspects.

2023 will see the whole school focus on 4Cs pedagogy and embed this in everyday practice from behaviour expectations to teaching practices. Professional Learning will be delivered at different levels according to the experience of the teacher with 4Cs.

### 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
Instructional Leadership: Moving from sustaining and growing to excelling in the School Excellence Framework <ul style="list-style-type: none"><li>• Students make measurable learning progress in number assessments</li><li>• Teachers consistently use learning intentions and success criteria to provide timely and relevant feedback to students</li></ul>	<p>The school focus has changed following a new principal and two years of COVID-19 interruptions.</p> <p>Excellent growth was demonstrated through the data from Essential Assessment Common Grade assessment for students in Year 3 and Year 5 when matched to their student results for Term 1, 2023</p> <p>For year 4, 61% of students were at or above expected understanding and in 2023 the results improved to 83% of students where above expected understanding. This growth was also demonstrated in the 2022 Year 5 cohort whose initial assessment had 61% at or above expected knowledge and 94% above when tested in 2023.</p>
<b>Formative Assessment and Inform Practice</b>  Teachers using formative assessment	<p>In 2022 the school introduced a number of assessment practices to drive teaching and learning based on evidence. This included Essential Assessment, Interview for Student Reasoning (IFSR), Spelling Diagnostic assessment and other Department of Education assessment tools. This</p>

<p>practice. ie Essential Assessment Pre and post assessment providing individual learning goals and achievement statements.</p> <p>i.e students tracking sheets, in numeracy to inform their daily practice with differentiation for all student abilities</p>	<p>approach provided teachers with greater information to differentiate lessons appropriately and work with student goals.</p> <p>The school closely track numeracy through Essential Assessment. Pre and Post assessments are used to differentiate the lessons being taught in each math strand. An online tracking system was introduced to be able to call up whole stage down to individual student data.</p>
<p><b>Transformative Learning</b></p> <p>* A school based 4C's leader and team to implement lesson studies focussing on using 4C pedagogy</p>	<p>With significant changes to the school staff this aspect commenced in Term 1 with professional learning but was placed on hold. The program is a focus for 2023 with Professional Learning at the individual teachers need and levels. Links with other schools are continuing.</p>



### Strategic Direction 3: A planned and collaborative approach to whole-school wellbeing.

#### Purpose

To enhance student wellbeing, engagement, a sense of belonging and attendance.

#### 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.

- Enhancing Engagement through Authentic Learning Design
- Whole School wellbeing to connect, succeed, thrive

#### Resources allocated to this strategic direction

#### Summary of progress

The school has implemented evidence-based changes to whole-school practices, resulting in measurable improvements in wellbeing and engagement to support learning. The introduction and use of the wellbeing program, Grow Your Mind, has had a positive impact for students. The Tell Them From Me (TTFM) student survey 2022 indicates for Sense of Belonging that 86% of students feel accepted and valued by their peers and by others at their school compared with 81% of the state. Furthermore boys at Miranda North Public School rated 93% positive compared to a state average of 81%.

The Term 4 attendance roll check analysis for Miranda North Public School shows that attendance was 90.1% however, a concerning point was the percentage of students attending above 90% of the time was actually only 58.6% of the students at school. This has a considerable impact on student learning and will be acted upon should it continue. It would seem that a strategy for targeting and supporting students with high partial absences is needed and potentially a mentor system would work with some of these students. The school will work with the Home School Liaison Officer to support attendance procedures through talks at beginning of term assemblies and potentially parent meetings.

The school introduced the Wellbeing program, Grow Your Mind, in 2022. Students have started using the language of the program and parents have also discussed the uptake of the program by their own children. An afternoon information session was held for parents and regular information pieces are posted in the school Newsletter.

#### 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>  A minimum of 87% of students maintaining 90% or greater attendance at school.	The roll check for Miranda North PS shows that attendance was 90.1% which is approximately the system negotiated target. The school will emphasise the need for all students to be attending school as only 58.6% attended the school the majority of time being 90%
<b>Wellbeing:</b>  Tell Them From Me wellbeing survey data (advocacy, belonging and expectations) increases to be at or above the lower bound system-negotiated target of 90%.	In 2022, the student Tell Them From Me data showed an increase in Sense of Belonging to 88% in September rising 13% from March. The student measure for Expectations remained consistent at 86% and in Advocacy rose 1% across the year to 79%. Coming off 2 years of interrupted schooling these results are positive.
<b>Engagement</b>  <b>*TTFM wellbeing data (advocacy, belonging and expectations)</b>	92% of students at Miranda North fell in the optimal quadrant for High Wellbeing and High Expectations. This is a measure that reflects the proportion of students who report high and/or low levels of advocacy at school and academic expectations. The state score in the same quadrant was 88.78%  Advocacy has indicated a trend rise sitting at 93% and increase of more

<b>Engagement</b>  <b>*TTFM wellbeing data (advocacy, belonging and expectations)</b>	than 6%. the specific measure from Tell Them From Me for Expectations sits at 98.04% a rise of 2.88%
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Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$305.02</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>• strengthening orientation and transition program for identified students</li> <li>• support of the school Chaplaincy program helping students to deal with issues ranging from family breakdown and loneliness, to friendships and mental health.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> ensured that positive interactions for school were available and allowed access to a chaplaincy program where needed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to target funding at point of need. Any funding provided will be used to support the chaplaincy program within school to ensure students are able to have a dedicated staff member who can help students find a better way to deal with issues ranging from family breakdown and loneliness, to friendships and mental health.</p>
<p>Integration funding support</p> <p>\$71,252.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Miranda North 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>• staffing release for targeted professional learning around teaching students with diverse needs.</li> <li>• staffing release to build teacher capacity around behaviour intervention/ curriculum adjustments with support of the Assistant Principal Learning Assistance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> tailored additional support is designed and implemented to meet the specific needs of each student receiving this form of funding. Each student has an Individual Learning Plan developed that is regularly consulted and reviewed by the Learning Support coordinator, class teacher, parents and carers, any additional agencies providing support for the student. The Individual Learning Plan includes measurable targets in Literacy and Numeracy and will sometimes include a target related to successful social engagement. A formal review meeting is held with all stakeholders each semester. The form of support provided is tailored by the Learning Support Coordinator.</p> <p>In 2022, the deployment of two School Learning Support Offices (SLSOs) across the school has enabled tailored support for students in each stage both in the classroom and the playground. SLSO support has also been utilised to supported students with additional needs as well as students participating in excursions, sport and overnight camps. Each student was able to meet their individual goals which had been negotiated with the parent and teacher for social, academic and physical targets.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Integration funding support \$71,252.00	<p>The use of integration funding will be adjusted throughout the year in response to student Personalised Learning Support Plans reviews to ensure funding is used to specifically address each student's support needs.</p>
Socio-economic background \$34,840.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Miranda North 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>• 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 Grow Your Mind to support student learning and wellbeing</li> <li>• data driven practices for academic success</li> <li>• providing students with economic support for educational materials, uniform, equipment and other items</li> <li>• Other funded programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified through regular literacy data collection and analysis from grades Kindergarten - Year 6 participated in the targeted reading comprehension programs during 2022. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, decoding skills and comprehension skills. 82% of students participating in these program were assessed as displaying significant positive growth from their pre-assessment conducted at the start of the year. (Greater than seven levels of the programs). This innovative approach to the delivery of specialist literacy support has ensured continuity of delivery was maintained for students who have been identified and referred to the programs for experiencing ongoing difficulty with aspects of literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school is investing in the Initialit program to support learning in K-2. This will see every teacher K-2 trained and delivering the program daily in class. Targeted support by an SLSO to support the educational needs of students through specific programs will be employed. This will contribute to the support of monitoring and data organisation as well as direct support of students. Ongoing support for any student needing economic relief towards the cost of school levies, excursions or compulsory activities will be provided.</p>
Aboriginal background \$3,769.00	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Miranda North Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><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>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• Student assistance to support education excursions and other educational costs.</li> <li>• conduct cultural awareness activities targeting Aboriginal students</li> </ul>

<p>Aboriginal background</p> <p>\$3,769.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> The school enhanced activities with all classes to increase awareness of culture. The school introduced an acknowledgment of country for all assemblies and events led by the students. During NADOC Week the school hosted an Aboriginal performance group, sharing their culture through story telling, dance and song. By conducting the targeted cultural programs for students with aboriginal heritage the school saw a noticeable increase in involvement. This was particularly observed in the male students becoming more involved in traditional dances.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 the school will increase the recognition of First Nations people through learning language, participating in cultural events and recognising the events of the past to lead towards greater reconciliation through society in the future.</p>
<p>English language proficiency</p> <p>\$44,049.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Miranda North 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 driven practices for academic success</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>• additional staffing to implement language programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students identified through internal and external school data participated in ongoing weekly support for development of skills in English, particularly functional language, phonemic awareness skills and improved skills in comprehension and contextual understanding of a range of different texts. 43% of EAL/D Students at Miranda North Public School in Yr 3 and 5 achieved the top two bands of both Literacy and Numeracy. 58% of Year 3 EAL/D Students and 47% of Year 5 EAL/D students achieved the top two bands in Literacy. It was also noted that EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A key focus will be re-assessing each student's level of need and developing appropriate learning plans with teachers for the students. Funding varies based on student enrolment and need. The school will look to ensure effective support for all EAL/D students. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$98,788.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Miranda North 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>• Data driven practices for academic success</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>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> </ul>

<p>Low level adjustment for disability</p> <p>\$98,788.00</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 including MultiLit and Bear Reading to increase learning outcomes</li> <li>• employment of Learning and Support Teacher and interventionist teacher</li> <li>• development of a needs-based learning and support program such as our Fledglings program and Early Birds program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The support programs in Literacy saw significant academic growth. The Reading For Success program target students Years 4-6. Data shows that the majority of participants had growth of 10-12 reading levels. Students identified through regular literacy data collection and analysis from grades Year 1 - Year 4 participated in the the support programs during 2022. Students involved in the programs demonstrated significant improvement in phonemic awareness skills, in support of their ability to successfully decode and make meaning from text. The deployment of four SLSOs across the school has enabled consistent support for students in each stage. Our SLSO team is in the playground supporting students with social skills and helping them engage with peers. Overall the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funding in 2023 is dependent on the need and allocation through the School Budget Allocation Report which is formulated to ensure equity. As such the school will review the funding of this program to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Professional learning</p> <p>\$23,499.00</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 Miranda North 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 driven practices for academic success</li> <li>• Explicit Teaching for successful learning:</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>• Staff attended Professional learning in a variety of teaching and learning strategies to enhance classroom practice.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results. The staff engaged in Seven Steps to Writing Success professional learning courses, Essential Assessment support, Training in 4C's and stand alone Professional Learning in Formative Assessment. As a result the teaching practice saw considerable changes in approach which enhanced learning, engagement and use of student data to direct future planning. Staff also participated in a community of schools combined Staff Development Day with a focus on the What Works Best document.</p> <p><b>After evaluation, the next steps to support our students will be:</b> a significant year for professional learning to continue the great gains made and to meet the need for understanding of new curriculum's, whilst remaining engaged in best practice. Teachers on Early Stage 1 and Stage 1</p>



Professional learning \$23,499.00	<p>classes will participate in evidence based teaching programs with a focus on literacy, All Staff will continue their professional learning journey in pedagogy and the work around 4Cs.</p>
Literacy and numeracy \$14,675.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Miranda North Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• employment of an additional Learning and Support intervention teacher</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The initiation of student growth in literacy and numeracy through improved programs in classrooms and direct support as evidenced through the NAPLAN, Checkin Assessments and school based assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding has been redirected by the Department of Education into the Assistant Principal Curriculum &amp; Instruction position in all schools. The position is designed to have a direct impact on teaching and learning in Literacy and Numeracy. In 2023 this position will be working with staff across the school to support the initiatives within the school plan, monitor student progress, and support classes through exemplary modeled teaching, team teaching and providing professional learning.</p>
QTSS release \$70,217.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Miranda North 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>• Explicit Teaching for successful learning:</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> The use of QTSS funding allowed the release of Assistant Principals from face to face teaching to support curriculum initiatives in class across their stage, support the Performance Development Process by working together and learning from each other through observing and discussions. The Assistant Principals were responsible for guiding and supporting the analysis of student data to drive ongoing, schoolwide improvement in teaching practice and student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 QTSS funding has been reduced due to changes in enrolment however the need will still be the same with an increase in emphasis of new curriculums being rolled out. The Department of Education has provided time to Assistant Principals to support curriculum Implementation but there will also be a need to support the School Staff with 30 minutes of additional Release from Face to Face teaching for curriculum understanding and implementation.</p>
Literacy and numeracy intervention	The literacy and numeracy intervention staffing allocation supports early

<p>\$22,984.00</p>	<p>literacy and numeracy intervention to students in Kindergarten to Year 2 at Miranda North Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices for academic success</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>• employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the School Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allowing the program to strengthen teachers' classroom practice in Literacy and implement targeted programs to support student learning which would otherwise be unavailable.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding has been redirected by the Department of Education into the Assistant Principal Curriculum &amp; Instruction position in all schools. The position is designed to have a direct impact on teaching and learning in Literacy and Numeracy. In 2023 this position will be working with staff across the school to support the initiatives within the school plan, monitor student progress, and support classes through exemplary modeled teaching, team teaching and providing professional learning.</p>
<p>COVID ILSP</p> <p>\$68,000.00</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 literacy/numeracy - Reading Comprehension</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> During 2022, the school utilised COVID ILSP funds to engage the services of a specialist teachers for the equivalent of three days per week across the year. This practitioner targeted students identified from regular data collection from Years 3 - 6. 22 students received small group support within four groups throughout the year. The progress of each student in terms of the support program provided were reviewed regularly and 87% of participants in the program displayed positive growth in literacy against the pre-assessment data collected at the beginning of 2022.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The Department of Education has provided funding in 2023 to support students in Literacy and or Numeracy. The school will utilise data from the end of 2022 to identify and provide intensive support in literacy to students in years 3-6. Some of these may include previously targeted students however it is expected that the bulk will comprise Year 3 to address any residual effects of interrupted learning for this group from COVID-19 disruptions.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	171	179	184	176
Girls	180	185	183	168

Enrolment at Miranda North PS has started to reduce due to the high number of out of area enrolments. The school enrolment cap will see the reduction of the school enrolment size over the next few years with 2023 dropping to 13 classes.

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.1	96.6	94.9	91.1
1	92.1	95.9	94.6	89.1
2	94.6	95.3	94.1	88.7
3	95.7	96.5	94.1	89.0
4	92.7	96.6	95.4	87.9
5	93.1	95.1	94.0	87.6
6	92.3	96.0	92.5	86.7
All Years	93.8	96.0	94.2	88.6
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

2022 attendance patterns were significantly affected by COVID-19 related restrictions both with actual sickness and isolation of close contact. The opening up of travel also saw many families take students away during school time to see extended family.

Notably the school had a high level of partial attendance and many unexplained whole day absences. In 2023 the school will be working closely with the Home School Liaison Officer (HSLO) to address the concerns. Absences will continue to be followed up by the school. The introduction of email notification of students who had not arrived at school saw a decrease in unexplained absences in 2022. However It is crucial that the school follow Department of Education's attendance guidelines around high absence and report potential Educational Neglect.

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.8
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.82

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	297,910
<b>Revenue</b>	3,536,906
Appropriation	3,295,919
Sale of Goods and Services	11,960
Grants and contributions	224,032
Investment income	3,534
Other revenue	1,460
<b>Expenses</b>	-3,726,816
Employee related	-3,101,989
Operating expenses	-624,827
<b>Surplus / deficit for the year</b>	-189,910
<b>Closing Balance</b>	108,001

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>	74,047
<b>Equity Total</b>	181,446
Equity - Aboriginal	3,769
Equity - Socio-economic	34,840
Equity - Language	44,049
Equity - Disability	98,788
<b>Base Total</b>	2,624,932
Base - Per Capita	92,733
Base - Location	0
Base - Other	2,532,198
<b>Other Total</b>	305,001
<b>Grand Total</b>	3,185,426

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

### Parent Survey

2022 saw extensive capital works across the school. Communication with the school community was extensive. In November the school conducted the Tell Them From Me Parent Survey. There were 50 respondents out of a possible 238. Feedback identified communication needing to be improved with clearer explanation of playground closures and consistent messaging.

As a result the school has established a calendar with all events being published fortnightly in the newsletter and updated with changes. All communication comes out from the office rather than teachers conveying through unsafe third party options. The school will be offering a minimum of five formal opportunities to meet with staff to discuss student progress throughout the year. This will be through three way conferences, associated with reports and an initial family meeting.

Informal conversations with parents in the school and formal P&C monthly meetings have all been very positive about the changes in the school and the directions. In 2023 the school will be focusing reviewing the behaviour procedures inline with the new Department of Education Policy. Community consultation will be important to affirm any changes.

### Student Survey

The school conducted a student survey of Year 5/6 for the Tell Them From Me Survey. The results were very positive. The report received reflects the results based on data from 95 students in this school who completed the survey between 08 Sep 2022 and 15 Sep 2022. The results are compared to both the earlier surveys and the NSW state survey.

Results for the aspect -'Students have positive relationships saw a score of 95% for school and a state average of 85%. The aspect on Bullying - "Students who are victims of bullying." At Miranda North 87% indicated that they did not have any bullying of them. The school will review its procedures as 13% felt that they had experienced bullying and we believe that school should be a bully free zone. The state had an average of 36%.

Pleasing trends include Sense of Belonging rising to 88% up 13%; Values School Outcomes 97% up 6 % on the state. Positive Behaviour at school scored 99% up 4% on Term 1 for the same students and 14% above the state.83%

### Staff Survey

This survey is the first staff survey since 2020. The school had a relieving Principal for 2021 and in 2022 a new Principal appointed.

All measures for school context and classroom context had a positive trend. In six of the eight drivers of student learning the school staff rated the areas higher than the state average. Teaching Strategies, Data Informed Practice and Learning Culture had the highest gap to state average scores. Technology was another driver which significantly enhanced in 2022 for staff usage and availability.



# 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.