

# 2022 Annual Report

## Tower Street Public School



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# Introduction

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

74 Tower St

Panania, 2213

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

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

9773 6017



## School vision

At Tower Street Public School we are committed to ensuring high standards and expectations for all members of our thriving learning community. We are committed to providing an environment that is caring, cooperative and respectful, ensuring that all students have a strong sense of self-worth and personal identity.

At the core of what we believe is that students are central in all our decisions. We are strongly committed to ensuring that all students have access to experiences that develop them as active, engaged life-long learners.

We are a proudly inclusive community that encourages tolerance and inclusivity through the development and understanding of belonging, community and diverse cultures.

## School context

Tower Street Public School is located in the suburb of Panania and is part of the Bankstown Principal Network. Tower Street PS has an enrolment of approximately 200 students consisting of 8 mainstream classes. Approximately 58% of students are from backgrounds where English is an additional language or dialect is spoken at home. We also have 3% of our student population that identifies as Aboriginal or Torres Strait Islander.

We provide a positive learning environment where all students are given the opportunity to succeed. The school has a focus on developing outstanding literacy and numeracy programs that ensure our students are successful active and engaged learners.

The staff is made up of a range of teachers from experienced to early career and are a professional, dedicated team committed to creating a quality teaching and learning environment. Tower Street is renown in the local area for its exceptional extracurricular programs as well as high level of community support.

Through our situational analysis a wide range of data has been used to identify strategic priorities and develop plans for continual improvement. During this process we engaged with our community and valued the feedback we received.



## 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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling



## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning outcomes in literacy and numeracy through sustained whole school processes for collecting and analysing data and ensuring expert implementation of quality explicit teaching and evaluative practice.

### 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.

- High Quality Teaching & Learning
- Use of Data to Improve Practice

### Resources allocated to this strategic direction

**Professional learning:** \$15,000.00

**QTSS release:** \$20,000.00

**AP Curriculum & Instruction:** \$150,000.00

### Summary of progress

Our focus for 2022 was to improve student outcomes in literacy and numeracy by developing whole school processes that are sustainable and embedded in practice. Collection and use of data provided teachers with a clear indication of student successes and needs. Graphing of student 'pre and post' data provided teachers with an immediate visual representation of student growth. The establishment of these cycles allowed teachers to effectively plan for all learners including high potential students and those who require interventions. Teachers were able to routinely modify their programs and utilise their improved knowledge of explicit teaching practices to lift student outcomes.

Staff were provided with professional learning and collaborative sessions with APCI to develop sustainable systems focusing on students' growth and attainment in Literacy and Numeracy. Time was spent collaborating, investigating, developing and trialing systems for classroom use. Stage 2 and Stage 3 formally collected, analysed and used data throughout 2022 to inform future teaching and program development. We used a combination of internal assessment measures, PAT Maths & Reading, ALAN, Sound Waves and School Assessment Tasks and external measures, NAPLAN, Check-in Assessments and Phonics Screening. Data was analysed by APCI and Stage PL time was utilised to discuss trends and findings within the data. Staff celebrated improvements in student performance. APCI provided follow up booklets for teachers, containing examples of questions where cohort performance could be improved. A whole school assessment schedule was trialed throughout the year. Teachers were encouraged to make changes ensuring that the schedule was a true indication of class and stage assessments. The assessment schedule formed a part of our whole school sustainable system initiative and ensured that assessment data was meaningful and used to guide teaching and learning.

A combination of professional learning, demonstration lessons and team teaching ensured expert implementation of quality teaching took place in all classrooms. A professional library for teacher use was developed to improve staff knowledge along with a thorough exploration of the 'What Works Best' document. Professional dialogue around student improvement measures and staff development in professional practices has ensured the drive to improve student outcomes in both literacy and numeracy has remained strong.

Stage 1 will formalise their data processes in 2023 as they use the new Literacy and Numeracy units provided by the Department of Education. We have spent 2022 engaging deeply with the new syllabus, and teachers are well prepared for the enacting stage in 2023 for Kinder, Year 1 and Year 2. The development of formal data processes while enacting with the new syllabus will ensure that process put in place are both sustainable and embedded in practice. Years 3-6 will be in the engaging in their new syllabus in 2023, they will continue to use their current methods of data use and collection throughout 2023. APCI will continue to support and refine processes ensuring reliability and sustainability.

### 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 5% of students performing	• 2022 NAPLAN data indicates 71.43% of Year 3 students scored in the top

in the top 2 bands in NAPLAN Reading.	<p>two skill bands for reading indicating achievement of the annual progress measure.</p> <ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 47.37% of Year 5 students scored in the top two skill bands for reading indicating achievement of the annual progress measure.</li> </ul>
An uplift of 5% of students performing in the top 2 bands in NAPLAN Numeracy.	<ul style="list-style-type: none"> <li>• 2022 NAPLAN data indicates 57.14% of Year 3 students scored in the top two skill bands for numeracy indicating achievement of the annual progress measure.</li> <li>• 2022 NAPLAN data indicates 21.05% of Year 5 students scored in the top two skill bands for numeracy indicating an uplift of 1% and progress towards achieving the annual progress measure.</li> </ul>
Increased % of 2021 results of students achieving expected growth in NAPLAN Reading.	<ul style="list-style-type: none"> <li>• Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
Increased % of 2021 results of students achieving expected growth in NAPLAN Numeracy.	<ul style="list-style-type: none"> <li>• Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
Evidence of explicit teaching practices used by teaching staff during literacy and numeracy lessons during classroom observations.	Internal school data indicates an increase in explicit teaching observed in classroom practice during peer observations.



## Strategic Direction 2: Learning Culture: Developing Deep Thinkers

### Purpose

To develop our students' ability to be deep thinkers and risk takers who take ownership of their learning. We believe that thinking that is productive, purposeful and intentional is at the centre of effective learning. Teachers will develop and implement authentic assessment strategies that allow all students to demonstrate their learning and gain knowledge of their learning.

### Initiatives

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

- Learning Culture
- Authentic Assessment

### Resources allocated to this strategic direction

QTSS release: \$11,700.00

### Summary of progress

Our focus for 2022 was to develop and implement a range of consistent and purposeful assessment strategies across the whole school and all KLAs. The Executive team attended professional learning in the Leading Evaluation, Evidence and Data Project which equipped them with knowledge of data terms and how to triangulate and extrapolate data for teachers in their teaching cycle. Teachers developed a whole school assessment and reporting schedule to plan what assessments will be carried out each term. They held regular conversations about the relevance of each assessment and added/removed assessments based on relevance. Teachers used student data to embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. The leadership team established a professional learning community which focused on continuous improvement of teaching and learning. This included the introduction of a new Assistant Principal Curriculum and Instruction who focussed on High Impact Professional Learning. School teams were guided through the process of developing consistent evidence-informed practices across the school and used summative assessments to identify the point of need with student learning. The APC&I led whole school planning with a focus on collaborative assessment, which was then implemented by staff to allow all students to demonstrate their learning. Teachers were able to use reliable assessments to capture information about student learning. Professional dialogue on whole school data analysis was a focus of the Strategic Direction 2 scrum group to ensure that student learning was at the forefront of all practices. Teachers were also provided in professional learning into how to best administer PAT tests, NAPLAN, Check in Assessments, internal writing assessments and phonics assessments and how to analyse the data to inform their teaching practice.

The introduction of 3-week planning cycles in mathematics was a success, with students in 3-6 becoming involved in conversations about student growth and were equipped in self/ peer feedback processes to determine the next steps in their learning practice. The impact of Covid-19 and teacher absences and lack of casuals teachers affected the implementation of the assessments, however we were able to complete all assessments within the appropriate timeline. Changes in leadership also affected the implementation of the initiative, however the relieving Assistant Principal was provided with time to become up to speed with data analysis. As a result, student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across K-6. Next year in this initiative we will work with staff to ensure the consistency of assessment data is tracked to analyse student achievement. Teachers will communicate which students are at risk with the Learning Support Team so that they can identify gaps and provide strategies for student learning. We have also gained a partnership with the Koorana Child and Family Services to provide students who require assistance in speech, occupational therapy and physiotherapy.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased school norm from 2021 results in the area of 'Learning Culture' on the Staff <i>Tell Them From Me</i> survey.	The 2022 'Tell Them From Me' data from teaching staff in the area of 'Learning Culture' has increased from the 2021 result of a 7.8 mean to 8.5 mean in 2022. This is also above the 2022 NSW DoE norm of 8.0 for Learning Culture.

Increased school norm from 2021 results in the area of 'Learning Culture' on the Staff <i>Tell Them From Me</i> survey.	There has been a significant increase in teaching staff feeling confident in monitoring individual student achievement as well as establishing high expectations for students.
Increased % from 2021 results of staff understanding of how to teach deep thinking and problem solving as measured on internal school surveys.	As there was no 2021 data collected due to COVID disruptions an increase has not been measured.
Increased % from 2021 results of staff have increased understanding of assessment practices	Results from the 2022 'Tell Them From Me' survey indicate that in the area of 'Data Informs Practice' our staff have increased from the baseline data in 2021 of a 7.6 school mean to a 2022 school mean of 8.0. Indicating an increased understanding of assessment practices and using this understand to inform future teaching practice. The 2022 school norm is also above the 2022 DoE norm of 7.8.



## Strategic Direction 3: High Expectations

### Purpose

Develop a culture across the school that values high expectations for students, staff and parents that ensures shared high expectations for our students in learning, behaviour 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.

- A Culture of High Expectations
- Quality Partnerships
- Partnerships with our Aboriginal learners and community

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$10,000.00

**Aboriginal background:** \$5,860.00

### Summary of progress

Our focus for 2022 was to embed a culture of high expectations in our school and in our community and to increase communication with parents around student learning in order to strengthen partnerships between home and school. The PBL team continued to evaluate and further develop our processes. The PBL team led whole school PL sessions on PBL strategies and school systems, such as Reflection Room. Positive behaviour nominations during lining up time was continued and extended to all stages. Reflection of teachers' observations in the Strategic Direction 3 scrum team led to the PBL considering and modifying for 2023 the Toolbox Tools. A consistent culture of high expectations around behaviour continued to be developed throughout the school.

Quality partnerships between home and school were developed and supported. Stage 2 and 3 conducted 3-way interviews as part of the annual reporting process. With a focus on mathematics to link in with the school's overall teaching and learning focus for 2022 students explained and demonstrated maths strategies that they were learning. In explaining their choices of strategy the students clearly demonstrated mathematical thinking skills and well as numeracy knowledge. Parents were able to ask questions of both student and teacher and contribute their own knowledge and understanding. These interviews were positively received by students and parents. Weekly communication with parents through ClassDojo about what students were learning in maths and how families could support this were trialed in one class and then this was extended to involve the whole school. A range of approaches were used, including links to videos, interactive games and DET information for parents, such as Maths A to Z glossary, annotated photos of class maths activities, questions parents can ask their child to allow them to demonstrate their learning, hands on activities that can be part of an ordinary day at home.

In 2022 we had another successful year at Tower Street Public School. Along with the fun sports and games activities, the emphasis was more on welcoming Fathers/Father figures and families into classrooms to see the amazing activities that were happening in classrooms. One of our strategic priorities was focusing on mathematics. We incorporated this focus with the Fathering Project so that parents could observe students thinking mathematically in games and other activities. Families also had the opportunity to join classrooms to see students involved in Monday afternoon interest groups and STEM activities. Participation was high and during our mathematics lessons we had 40 fathers/father figures taking part in classroom activities across the school.

Families were also surveyed about the effectiveness of the Fathering Project. 100% of fathers agreed that it was a great way to interact with their children and grandchildren, and it was great to see what the children were learning about in their classrooms. In 2023 there will be a continued emphasis on the father/child partnership within the classroom.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increased school mean from 2021 Tell Them From Me survey results in the area of 'Parents are informed'	Results from the 2022 'Tell Them From Me' survey indicates that in the area of 'Parents are informed' our result has increased from the 2021 school norm of 6.6 to a 2022 school norm of 7.9. This result is well above the DoE

Increased school mean from 2021 Tell Them From Me survey results in the area of 'Parents are informed'	Norm of 6.6.
Uplift of 4.6% of students attending school 90% of the time or more.	The number of students attending greater than 90% of the time or more has decreased by 10%, however this figure was significantly affected by the public health orders.
An uplift of 4.5% of students with a positive wellbeing as recorded in the <i>Tell Them From Me</i> Survey.	Results from the 2022 'Tell Them From Me' survey indicates that in the area of 'Students with positive relationships' indicate a decrease from 2021 school mean of 86 to the 2022 school norm of 81.





Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$59,111.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Tower Street 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>• intensive learning and behaviour support for funded students</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased support for targeted students in the classroom and in the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue this program and provide support for targeted students</p>
<p>Socio-economic background</p> <p>\$52,527.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Tower Street 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>• employment of additional staff to support MiniLit &amp; Multilit program implementation.</li> <li>• professional development of staff through literacy &amp; numeracy programs to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Providing an additional learning support teacher to implement both the MiniLit &amp; MultiLit program across the school. This has ensured that students not meeting grade level progress in reading are supported before the end of Year 2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The MiniLit program will continue in 2023. The program will be expanded to include follow-up support for students that have completed the MiniLit program.</p>
<p>Aboriginal background</p> <p>\$5,860.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Tower Street 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>• A Culture of High Expectations</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 deliver personalised support for</li> </ul>

<p>Aboriginal background</p> <p>\$5,860.00</p>	<p>Aboriginal students</p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Successfully provided individualised support for targeted students in addressing learning concerns. This support has increased attendance rates for targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will be continued to support targeted students with individualised support.</p>
<p>English language proficiency</p> <p>\$65,121.59</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Tower Street 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>• additional staffing intensive support for students identified in beginning and emerging phases</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> Increased support for EALD learners across the school and increased capacity of classroom teachers in supporting all learners within the classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The level of funding the school will receive in 2023 is considerably more than in 2022. This will allow greater impact in the delivery of this support in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$93,952.60</p>	<p>Low level adjustment for disability equity loading provides support for students at Tower Street 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>• A Culture of High Expectations</li> <li>• Quality Partnerships</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> <li>• targeted students are provided with an evidence-based intervention MultiLit to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> <li>• support for students in Positive Behaviour for Learning program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased learning support programs implemented across the school targeting the LST priorities.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Low level adjustment for disability</p> <p>\$93,952.60</p>	<p>Moving towards a 5-week cycle of learning support for targeted students.</p>
<p>Professional learning</p> <p>\$15,000.00</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 Tower Street 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>• High Quality Teaching &amp; 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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Provide collaborative planning time to support the professional development of classroom teachers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning in quality literacy and numeracy instruction across K-2 classrooms that has developed the capacity of teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using the support from the AP C&amp;I continue to embed quality literacy and numeracy practices across K-2 through quality professional learning.</p>
<p>QTSS release</p> <p>\$31,700.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Tower Street 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>• High Quality Teaching &amp; Learning</li> <li>• Use of Data to Improve Practice</li> <li>• Learning Culture</li> <li>• Authentic Assessment</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• additional teaching staff to implement quality teaching initiatives</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning in quality literacy instruction across K-2 classrooms that has developed the capacity of teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Using the support from the AP C&amp;I continue to embed quality literacy practices across K-2.</p>
<p>COVID ILSP</p> <p>\$89,680.00</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>COVID ILSP</p> <p>\$89,680.00</p>	<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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Provided an additional LaST to provide targeted literacy and numeracy support for students across K-6. This support was coordinated by the LST and reviewed and evaluated every 5 weeks.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          In 2023 we will have less funding to run our COVID ILSP programs - this will mean a reduction in the days we are able to provide an additional teacher.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$150,000.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Quality Teaching &amp; Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Leading the implementation of quality professional learning for classroom teachers across the school</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>          Professional learning in quality literacy instruction across K-2 classrooms that has developed the capacity of teachers.</p> <p><b>After evaluation, the next steps to support our students will be:</b>          Using the support from the AP C&amp;I continue to embed quality literacy practices across the school.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	95	94	90	86
Girls	110	109	98	78

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	94.5	94.8	88.1
1	90.6	95.3	90.4	89.5
2	95.1	94.1	95.8	89.5
3	94.1	95.0	94.1	92.4
4	93.2	93.8	93.6	88.5
5	92.7	93.0	94.6	90.8
6	90.0	93.7	94.8	88.5
All Years	92.7	94.1	94.1	89.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	5.91
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.4
School Administration and Support Staff	2.02

\*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

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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

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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>	70,244
<b>Revenue</b>	2,471,172
Appropriation	2,336,321
Sale of Goods and Services	3,014
Grants and contributions	130,457
Investment income	1,179
Other revenue	200
<b>Expenses</b>	-2,277,771
Employee related	-1,953,133
Operating expenses	-324,638
<b>Surplus / deficit for the year</b>	193,401
<b>Closing Balance</b>	263,645

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>	59,111
<b>Equity Total</b>	216,125
Equity - Aboriginal	5,860
Equity - Socio-economic	52,018
Equity - Language	65,122
Equity - Disability	93,125
<b>Base Total</b>	1,475,092
Base - Per Capita	47,504
Base - Location	0
Base - Other	1,427,588
<b>Other Total</b>	249,669
<b>Grand Total</b>	1,999,997

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.

In 2022 our school achieved outstanding NAPLAN results.

- 71.43% of Year 3 students scored in the top 2 bands in reading
- 57.14% of Year 3 students scored in the top 2 bands in numeracy
- 47.37% of Year 5 students scored in the top 2 bands in reading
- 21.05% of Year 5 students scored in the top 2 bands in numeracy

## Parent/caregiver, student, teacher satisfaction

At the end of 2022 our whole school community participated in the 'Tell Them From Me Survey' we will be using the information gathered to drive our future directions. An overview of the results are included below:

### Students:

All students in Years 4-6 completed the 'Tell Them From Me' survey during Term 4 in 2022. The information gathered from our students helps guide our planning for school improvement. The following information was gathered:

- At the end of 2022 we asked our students in the 'Tell Them From Me Survey' if they had positive relationships at school and if they had friends at school they can trust and who encourage them to make positive choices. 81% of our students indicated that they have positive relationships at school. This has been an important focus area for our school post-home learning. The school has focused on providing opportunities for students to connect since returning to learning at school. Our whole school 'Interest Groups' initiative has been an example of this focus.
- Our Tell Them From Me data indicated that our students feel they have positive behaviour at school. Our school mean in this area was 82% and consistent with the state norm. It is pleasing to see our focus on PBL and the use of our toolbox is impacting positively on student behaviour.

This feedback from our students will help inform our future planning.

### Teachers:

All teaching staff completed the 'Tell Them From Me Survey' during Term 4 of 2022. On the open ended item we asked: 'We engage in professional learning during stage meetings, fortnightly PL meetings, planning days and School Development Days. What is working well and what suggestions do you have to make PL time as effective as possible?'

Responses included the following areas as examples of what is working well:

- The collaborative stage planning has helped immensely this year. Being able to sit down with stage partners to plan has allowed us to work towards common goals and come up with more effective programs.
- Making PL relevant to all teachers, and breaking off into interest/stage groups when needed has been helpful. Having time to work together and also time to do PL in our time has been a good mix.
- I work part time so don't attend all meetings but the ones I attend have been well planned, interesting and encourage staff to work together and support each other. I think we currently use our time, skills and resources very effectively.
- I enjoyed the trauma informed practice PL. I found this was highly relevant to the student demographic. The strategies and approaches are also useful for students who don't have a traumatic background. This changed my approach to behaviour and classroom management entirely. I believe we do well as a team already in using this PL time effectively.

We also asked teachers: 'We are trying hard to include parents/carers more in their child's learning journey, what things are working well and what suggestions do you have to support engaging with parents about learning?'

Responses included the following:

- The introduction of class dojo has definitely increased parent communication and access to their child's learning. Open learning days have helped to engage parents.
- Class Dojo maths questioning is a great idea to try to get greater engagement from parents and inform them of what their children are learning.
- I think our school has always been a welcoming and supportive place for parents, with open communication through various methods (phone calls, emails, dojo, quick chat at the beginning or end of the school day. I think if our school continues to ensure parents feel welcome and that they are encouraged to ask questions and come to events, we are staying on the right track.

We compared the responses from teaching staff with the responses from parents about the use of Class Dojo as an engagement tool. This has been a new communication channel implemented to increase partnerships in learning between home and school.

### Parents:

In the 'Tell Them From Me Survey' the school asked an open-ended questions to gather feedback from our parent community. The survey asked: 'How useful are you finding the posts on Class Dojo about what your child is learning in maths? What do like/dislike about the posts?'

We received 21 responses to this question. The majority of responses were overwhelmingly positive in the support of Class Dojo as a communication channel.

- Very useful. It helps start conversations with my child about his day, and lets him know mum and dad are on the same 'team' as his teacher. If I can get him to explain to me what the class was about, I feel like it reinforces his

learning.

- Very useful and helps me to understand how they are being taught concepts so i can bring it up in conversation..praise him.for his efforts and also home teach using similar methods to further cement what is being taught in class.
- I love class dojo! It's shows what each of my children are learning on a day to day basis. I love seeing their progress and what they're learning on the day.
- Very useful to understand what they are learning so we can talk about it together
- The class dojo posts have been a great conversation starter and a great insight into my child's learning. I love seeing all the posts on what they are learning in maths and the different ways they are applying them to every day life. Keep them coming!
- Yes, I like the post photos on class dojo as it makes me know the progress of my kid's learning activities. Very helpful.

We value feedback from our parent community and will take this feedback on board as we move forward.





# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Aboriginal Education - School statement

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At our school, we believe in providing an inclusive and culturally responsive education that honours the unique perspectives and contributions of Aboriginal and Torres Strait Islander peoples. We recognise that education is a powerful tool for reconciliation and that it is our responsibility to ensure that our students are equipped with the knowledge, skills and understanding necessary to engage with the world in a respectful and informed way.

Personalised Learning and Pathways were implemented and monitored for all Aboriginal students. These were developed collaboratively with the classroom teacher, student and family. The aim of these plans was to act as an empowerment plan in order to facilitate inspirational goals for each student. As a part of the PLPs student attendance was closely monitored. Students responded well to having input into their learning goals. The section for where parents could support provided a great opportunity to discuss the links between home and school. Definite benefits in the discussions between student, parent and school related to learning.

We recognise that there is always more work to be done, and we are committed to ongoing reflection, consultation and collaboration with Aboriginal communities to ensure that our education program continues to evolve and improve. We believe that by working together, we can create a school environment that celebrates diversity, fosters respect and understanding, and promotes reconciliation for all Australians.

## Anti-Racism Policy

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

## Anti-Racism - School statement

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Staff took on the role of Anti-Racism Contact Officers to monitor any reports of racism and act upon these in a timely manner. We take pride in celebrating our diversity at school and in the wider community. We celebrate cultural diversity and have a specific focus on being an inclusive school. Respecting all cultural backgrounds and traditions is an integral part of our school community.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

## Multicultural and anti-racism education - School Statement

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Tower Street Public School is a culturally diverse community that is rich in the representation of many cultures. Our students are from many different nationalities, all speaking English as an additional language. The EAL/D program provided explicit language support to students from LBOTE so that they could fully participate in schooling and achieve equitable educational outcomes. Teaching programs address the learning and cultural needs of students and promoted connections to cultural backgrounds and respect for all students.

All teachers take responsibility for promoting tolerance, inclusion and celebration of cultural diversity. Our school's rigorous anti-bullying and discipline policies are very effective. This success is largely due to the proactive approach of the whole school community. Programs such as Positive Behaviour for Learning Student Parliament and Anti-Bullying lessons further model, support and enhance student understanding and pride in diversity, inclusion and tolerance.