

2022 Annual Report

St Marys North Public School



4205

Introduction

The Annual Report for 2022 is provided to the community of St Marys 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

St Marys North Public School

24-40 Willow Road

North St Marys, 2760

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

stmarysnth-p.school@det.nsw.edu.au

9623 1443

School vision

St Marys North Public School is a community with **expectations of achievement and success**. We believe students learn in a happy, safe, supported and **inclusive environment** where **active engagement** and cooperative **learning are valued**. We work together as a whole school community to develop a **strong sense of pride and belonging**. We are committed to ensuring **every student is known, valued and cared for** in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 30% of our school identifies as Aboriginal. All students participate in a cultural program taught by the school's Aboriginal Education Officer.

With over 28% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North is a safe and respectful place of learning.

In developing the **Situational Analysis**, prior to the writing of the school plan and after community consultation, including parents of Aboriginal students, data indicated the following areas as **high-level areas for improvement and further development**:

- 1. Reading, Comprehension and Numeracy**
- 2. Collaboration, Evaluative Practices and Data Informed Teaching**
- 3. Attendance and Student Wellbeing**

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
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 improve student learning outcomes in Reading and Numeracy by ensuring the implementation of curriculum provision for every student is underpinned by effective classroom practices.

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 Reading and Numeracy Instruction
- Effective Classroom Practice
- Explicit Reading and Numeracy Instruction to support Aboriginal Students

Resources allocated to this strategic direction

Integration funding support: \$65,807.00
Refugee Student Support: \$687.68
English language proficiency: \$84,973.13
Low level adjustment for disability: \$300,955.94
Aboriginal background: \$111,303.81
AP Curriculum & Instruction: \$210,799.40
Socio-economic background: \$407,998.17
Literacy and numeracy: \$62,551.22
QTSS release: \$75,388.18

Summary of progress

Explicit Reading and Numeracy Instruction

Professional Learning was delivered on Interview for Student Reasoning (IfSR) assessment in Quantifying Numbers and Additive Thinking. Check-in conversations with APC&I using IfSR data enabled the development of collaboratively planned short learning sprints of daily explicit teaching in 1-2 focus areas. Problem Solving PL lead by early adopters, using Newman's Prompts and 'I Do, We Do, You Do', was well received by all staff K-6. Support to implement problem solving was provided to teachers through modelling and team teaching, resulting in a high emphasis on students demonstrating their mathematical thinking. The quality of student's working mathematically was evident in the 3-6 Check-in assessments in Terms 3 and 4.

PL in explicit reading instruction using the InitialLit program was delivered to K-2 teaching staff. Data from InitialLit Cumulative Review in the areas of phonics and reading regular and non-words, shows an increase in student performance. Positive changes in the explicit teaching of reading strategies and phonics, was evident through classroom observations.

In 2023, whole-school completion of IfSR assessment incorporating Multiplicative Thinking and Problem Solving that incorporates non-number problem solving will be a focus. Continued development of teachers' knowledge in phonics and effective reading instruction will continue.

Effective Classroom Practice

Consistency for plotting assessment data K-6 was a focus. Whole staff review of Assessment for Learning practices in writing against the Literacy Progressions: Creating Texts was prioritised. Moderation of writing samples, both in and across stages, to ensure consistent teacher judgement was conducted. PL using 'What Works Best - Explicit Teaching' and the introduction of new curriculum for English and Mathematics K-2 was delivered.

In 2023, a new in-class intervention model will be trialed. Withdrawal intervention groups across the school will not occur. Class teachers will provide a fully differentiated program that allows for weekly timetabled one on one conferencing with all students, supported by off-class executive staff. The whole school Assessment Schedule will also be reviewed. K-2 staff will deliver the new K-2 English and Mathematics syllabus.

Explicit Reading and Numeracy Instruction to support Aboriginal Students

All students are provided with explicit reading and numeracy instruction with intervention to support the progress towards individual learning goals. Students with identified needs are provided with Tier 2 or 3 support programs to support

Reading development. Numeracy instruction was planned, but was not always delivered consistently due to staffing shortages and required class cover. Instruction in this area was then absorbed by the classroom teacher.

In 2023, Aboriginal and Torres Strait Islander students will continue to be monitored for achievement and progress in the areas of reading and numeracy. Explicit instruction will be delivered by both the classroom teacher and intervention teachers delivering support programs for students identified as performing below stage expectation.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands of NAPLAN reading to be at or above the system-negotiated lower bound target of 26.10%.	<ul style="list-style-type: none"> 16.19% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving in the top 2 bands of NAPLAN numeracy to be at or above the system-negotiated lower bound target of 19.2%.	<ul style="list-style-type: none"> 6.80% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen towards the lower-bound target.
Improvement in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN reading to be at or above the system-negotiated lower bound target of 41.7%.	<ul style="list-style-type: none"> 37.04% of Aboriginal students have achieved results in the top 3 NAPLAN bands in reading indicating progress toward the lower bound target of 41.80%.
Improvement in the percentage of Aboriginal students achieving in the top 3 bands of NAPLAN numeracy to be at or above the system-negotiated lower bound target of 35.4%.	<ul style="list-style-type: none"> 11.54% of Aboriginal students have achieved results in the top 3 NAPLAN bands in numeracy indicating progress yet to be seen toward the lower bound target of 35.50%.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the lower bound system-negotiated target of 58.4%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the lower bound system-negotiated target of 56.70%.	<ul style="list-style-type: none"> Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A range of evidence supports our self assessment as moving towards excelling in the themes of " Explicit Teaching " and " Feedback " (Effective Classroom Practice) as measured by the School Excellence Framework.	<ul style="list-style-type: none"> Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Explicit Teaching and at delivering in the theme of Feedback in the element of Effective Classroom Practice.

Strategic Direction 2: Highly Effective Practices

Purpose

To establish a culture of reflective and evaluative practices, based on current research, driven by collaborative analysis of quality, valid and reliable data. To develop effective systems and processes that are responsive to identified needs. To focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustains a culture of change and best 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.

- Evaluative Practice
- Leadership

Resources allocated to this strategic direction

Professional learning: \$18,767.21

Summary of progress

Evaluative Practice

All staff engaged in regular PL, in whole staff / stage teams and individualised PL as necessary (linked to school priorities and PDP goals). Ongoing data conversations, class observations, team teaching and mentoring of beginning teachers provided strong learning opportunities for staff to develop their capacity and make improvements in their professional development.

In 2023, grade based 'Team Time' meetings will be held fortnightly with a strong focus on data informed practice and ensuring High Impact Professional Learning (HIPL) is delivered that will drive school priorities and the PDP goals of staff. Building on the 'What Works Best' documents, staff will focus on the high impact strategy of using Learning Intentions and Success Criteria (LISC) in all lessons. Reviews will ensure that teachers provide explicit, specific and timely formative feedback related to co-constructed LISC. Creating a 'Window of Certainty' or 'Norms' for staff across the school for meetings will need to be further developed to ensure consistency of expectations for all staff across the school.

Participation in parent feedback using the Tell Them From Me (TTFM) survey is low. Seeking alternative avenues for receiving feedback from community will be explored. Staff PL on using data from TTFM will be a focus.

Leadership

Evidence showed that Student Voice is developing across settings at SMNPS. The whole school engagement with the Peer Support program proved to be a great success, with ongoing positive feedback from students and staff across the school, as well as the development of confident leaders in our Year 6 students. The development of 'What's Happening Around Norths' segments delivered by student leaders, provided a quality connection between school and home and was well received by the community, through Facebook.

100% of executive staff engaged in high-impact leadership PL. In 2023, NESAs compliance for assessment within teaching and learning programs will be a focus. Opportunities for Aspiring Leaders to lead 'Action Research Projects' linked to school priorities will be provided.

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
The percentage of teaching and learning programs and practices that have identifiable whole school professional learning focuses embedded in daily practice is moving	<ul style="list-style-type: none">• Analysis of teaching and learning programs shows 100% have identifiable whole school professional learning focuses embedded in daily practice demonstrating achievement of the school identified target.• Analysis of teaching and learning programs shows 64% are written, implemented, evaluated, adjusted and uploaded digitally demonstrating

<p>towards the school identified target of 100%.</p> <p>The percentage of teaching and learning programs that are written, implemented, evaluated, adjusted and uploaded digitally is moving towards the school identified target of 100%.</p>	<p>progress toward the school identified target.</p>
<p>A range of evidence supports our self-assessment to be moving towards excelling in the themes of "Data Literacy" and "Data Use in Teaching" (Data Skills and Use) as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of "Data Literacy" and at sustaining and growing in the theme of Data Use in Teaching in the element of Data Skills and Use.
<p>A range of evidence supports our self-assessment as moving towards excelling in the theme of "Collaborative Practice and Feedback" (Learning and Development) as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of Collaborative Practice and Feedback in the element of Learning and Development.

Purpose

To ensure a strategic and planned approach to develop whole-school wellbeing processes that supports all students, so they can connect, succeed, thrive and learn. To work in partnership with families to promote high levels of consistent attendance. To strengthen productive networks for key stakeholders that enhance opportunities and collaboration.

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.

- Connect, Succeed and Thrive
- Connected School Community
- Attendance

Resources allocated to this strategic direction

Professional learning: \$10,000.00

Socio-economic background: \$206,000.00

Aboriginal background: \$99,603.00

Summary of progress

Connect, Succeed and Thrive

The 'Colyton Village Project', aiming to build strong supports to better assist families with children with additional needs, continued across 2022. A school team, consisting of the Learning and Support Coordinator, Community Liaison Officers and Aboriginal Education Officer, engaged in professional development in leading a Parent Caf e program. The program is intended to be a peer-led, community driven resilience model for parents and carers in vulnerable communities with the objective of improving mental health outcomes for young parents, their children and families. Setting up a Parent Caf e within the school community is planned for 2023. The PBL team led an audit on the whole school environment seeking to reduce negative incidents in the playground and classrooms. Student Learning Support Officers provided planned activities at breaks which led to a reduction of playground incidents. Continued work by the PBL team in 2023 will see a refresh of expectations for behaviours across all settings. This will occur alongside a new digital platform for monitoring student wellbeing.

Transition activities for students transitioning to high school included a HeadSpace Transition session focusing on student mental health. Feedback has shown that ongoing connections with CCDC (and other local High Schools) ensured the successful transition of students into Year 7. An early check-in visit and walk-through at CCDC, showcased the settled transition of our past students. To move towards achieving our progress measure, we need to re-establish connections within the Colyton Learning Community to support transition to high school and continue to engage with HeadSpace. Ensuring a more streamlined approach to sharing information about students with CCDC will be a focus in 2023.

The school was successful in gaining a position, after an EOI process, with the Transition to School Partnership project. Competing school priorities hindered progress within the project after initial professional development. In 2023, the project will assist the school in strengthening transition to school processes with the aim of improving numbers attending starting school group. Kindergarten Orientation was refreshed in 2022, with feedback from community being highly positive.

Connected School Community

The school continued to employ a Community Liaison Officer and Pasifika Community Liaison Officer in 2022, who worked collectively to facilitate community outreach. Strengthening connections with external agencies remained a focus. Support to families continues to provide weekly food hampers to families in need. In 2023, we aim to increase the number of parents/carers who work alongside the school in a consultative manner in parent action groups. This currently remains a challenge. An upgrade of the Community Room is complete, with access to a washing machine now available for community members in need.

Consultation with community occurred in developing the Reconciliation Action Plan (RAP) and planning a Yarning Circle. The Yarning Circle is now complete and is due to open in early 2023. The RAP will also be finalised in 2023. A Junior AECG was developed with the Colyton Learning Community network of schools. This has provided our students with an opportunity to take a more active role in student-led directions for Aboriginal Education at our school. A BroSpeak group

for Aboriginal boys in Years 4-6 was developed and in 2023 plans will include the introduction of a SistaSpeak group, with select staff completing professional learning in 2022.

Attendance

The school continued to implement our school-based procedures aligned with policy. 2022 continued to prove challenging with improving school attendance due to the ongoing challenges surrounding COVID-19 and other community illnesses. Many parents/carers were keeping their children at home for extended periods due to ongoing concerns or the current advice. Whole school attendance data was monitored weekly with at risk students identified and attendance concerns addressed. A whole school review was conducted by the Home School Liaison Officer and actions were taken to address areas of identified need. A new meeting proforma and script was established to assist class teachers with conducting attendance meetings with parents/carers. As a school, we found it challenging to keep up with the large number of students with attendance below 90%. It was clear that the school required intensive monitoring to ensure that individual student attendance was always maintained and did not decrease over time. In 2023, in this initiative, we will review and refine our school procedures to ensure that we have prompt and proactive actions taken by staff members at different levels of school organisation. We will also investigate the resources updated and provided by the Department of Education, to ensure that we have active and ongoing promotion of consistent school attendance that is valued by our school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students identifying as having a positive sense of wellbeing as having a positive sense of wellbeing to be moving towards the system-negotiated lower bound target of 93.1%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 80.16% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school) demonstrating progress yet to be seen against this school-based progress measure.
Increase the percentage of students attending school more than 90% of the time to be moving towards the system-negotiated lower bound target of 69.4%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased to 31.29%.
A range of evidence supports our self-assessment as moving towards excelling in the themes of ' Community Engagement ' (Educational Leadership) and ' Expertise and Innovation ' (Learning and Development) as measured by the School Excellence Framework.	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of 'Community Engagement' (Educational Leadership) and at sustaining and growing in the theme of 'Expertise and Innovation' (Learning and Development).

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - programs supported by additional staff designed to meet student need based on quality teaching practices and point of need <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to offer supportive and welcoming processes at enrolment for families - continue to embed quality practices to ensure successful outcomes
<p>Integration funding support</p> <p>\$65,807.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Marys North Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff, 2 x SLSO, to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • behaviour modification programs for supported students delivered by SLSO's and LST <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - School Learning Support Officers (SLSO's) supported students identified with specific learning, behaviour and emotional needs in the classroom and playground. Students supported by SLSOs demonstrated a decrease in the number of significant incidents both in the playground and classroom. - students demonstrating progress towards their personalised learning goals as evidenced by teacher records of assessment. All IEP's were regularly updated and responsive to student learning needs and progress, ensuring targeted students receive personalised learning and support within their own classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue incorporating integration funding decision making into the learning and support meeting agenda to ensure funding is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is addressing student needs. - SLSO's to continue to be employed and offered PL to build their capacity in supporting students with complex needs.
<p>Socio-economic background</p> <p>\$803,998.17</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Marys North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p>

Socio-economic background

\$803,998.17

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Explicit Reading and Numeracy Instruction
- Effective Classroom Practice
- Connected School Community
- Attendance
- Other funded activities

Overview of activities partially or fully funded with this equity loading include:

- additional teaching staff employed to implement tier 2 and 3 intervention programs to support identified students with additional learning needs. Deputy Principal employed to support students and school staff in delivering explicit instruction, data analysis, program support and professional learning.
- professional development of staff in explicit reading programs to support student learning
- employment of Speech Pathologist to develop phonological awareness, articulation, receptive and expressive language, and self-regulation for identified students
- initiating strategies to increase student attendance supported by Deputy Principal. Whole school attendance monitoring at all levels.
- employment of Community Liaison Officer and Pasifika Community Liaison Officer to collectively facilitate community outreach and increased parent connections with school
- providing students without economic support for educational materials, uniform, equipment and other items
- external providers engaged to support the continued delivery of the Australian Chamber Orchestra (ACO) Foundations String Program targeting Year 1, 2 and 3 students
- employment of additional staff to support Kitchen Garden program and extra-curricular activities
- employ Student Learning Support Officers (SLSO) to provide support for targeted students within the classroom and playground setting

The allocation of this funding has resulted in the following impact:

- Year 3 NAPLAN Reading results show increase in Top 2 bands from 15.5% to 25%
- Year 3 NAPLAN Numeracy results show a slight increase in Top 2 bands from 12% to 12.5%
- progress is yet to be seen in Year 5 NAPLAN results
- professional learning for teaching staff in delivering explicit lessons on phonemic awareness and phonics has resulted in consistency of high impact practice, with teachers highly reflective when monitoring their own practice
- attendance procedures and school practices reviewed. Attendance data prioritised at stage meetings and LST meetings. Attendance incentives reviewed to ensure they remained responsive to local context and equity advancement.
- 100% of students accessed the student assistance program for wellbeing initiatives including breakfast and lunch programs, uniform, incursion and excursion subsidies
- strategic resourcing ensured that students at educational disadvantage were able to participate in extra-curricular activities

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

- to continue to engage the ACIP Deputy Principal, additional teaching staff and Student Learning Support Officers to support our trajectory towards achieving literacy, numeracy and attendance targets.
- to implement an in-class intervention model with a targeted focus on differentiation for all learners. Assistant Principals to be off-class to support the new intervention model that reduces the withdrawal of students for intervention groups.
- to introduce fortnightly grade 'Team Time' with class teachers, stage AP, APC&I and DP working collaboratively to develop data driven programs that are facilitated by evidence-based practices to improve student outcomes.

<p>Socio-economic background</p> <p>\$803,998.17</p>	<ul style="list-style-type: none"> - to continue to engage CLO and PICLO to support community partnerships, including providing opportunities to connect with external support organisations. Engaging parents to work in close partnership with the school will be a continued focus. - to continue supporting students to have equitable access to curriculum and learning, whole school activities including extra-curricular activities, uniforms and excursions via strategic resourcing
<p>Aboriginal background</p> <p>\$210,906.81</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Marys 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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction • Connected School Community • Explicit Reading and Numeracy Instruction to support Aboriginal Students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • community consultation and engagement to support the development of the Reconciliation Action Plan and Yarning Circle • resourcing to increase cultural opportunities for students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of Aboriginal students have Personalised Learning Pathways (PLPs), which include negotiated literacy, numeracy and personal goals. PLPs are monitored twice a year. - Culture Class program delivered by AEO across all classes ensuring Aboriginal perspectives are authentically embedded in all learning areas. All students highly engaged in cultural lessons, as noted by AEO lesson observations and feedback. - Junior AECG established with Colyton Learning Community for Aboriginal students with CLC meetings occurring at Kimberwalli - development of Darug language program facilitated by local Aboriginal educator - BroSpeak program implemented for Year 4-6 boys - Yarning Circle completed with opening to occur in early 2023 - Tell Them From Me data indicated 92% of Aboriginal students feel their culture is valued and understood by teachers at school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Reconciliation Action Plan (RAP) to be in place focused on the improvement priority areas for Aboriginal and Torres Strait Islander students and their families - engagement with the developed Darug language program across entire school - BroSpeak program to continue with SistaSpeak program established for Aboriginal girls - increase parent participation and collaboration with our Indigenous families - professional learning for staff with Aboriginal Education Policy and cultural awareness PL
<p>English language proficiency</p> <p>\$84,973.13</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Marys North Public School.</p>

<p>English language proficiency</p> <p>\$84,973.13</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives, including tiered support • withdrawal lessons for small group (developing) and individual (emerging) support • employment of additional staff to support delivery of targeted initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - student progress showing growth on the EAL/D learning progressions - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue support of EAL/D students within the classroom setting to increase English proficiency, engagement, and literacy and numeracy outcomes - deliver professional learning to identify language and cultural demands across the curriculum. Personalised and targeted professional learning will be in the form of co-teaching and collaborative planning - continue the employment of Pasifika Community Liaison Officer (CLO) to support Pasifika students and families
<p>Low level adjustment for disability</p> <p>\$300,955.94</p>	<p>Low level adjustment for disability equity loading provides support for students at St Marys North Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom and playground through the employment of School Learning and Support Officers • targeted students provided with an evidence-based intervention using the MultiLit program to increase learning outcomes • development of a needs-based learning and support program, Colyton Village Project, in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • Learning and Support Coordinator employed to work alongside the school funded Deputy Principal to lead the Learning and Support Team and facilitate professional learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the school strengthened the consistent approach to student learning support and interventions with student progress monitored 5 weekly and intervention groups remaining fluid and flexible - data continued to show a decrease in the number of negative playground incidents for identified students supported by SLSOs in the 'Fun and Games' playground initiative - LST liaised with external agencies providing support for Out of Home Care students and students with additional learning needs - LST assisted class teachers to develop, implement and evaluate IEPs, BMPs and RMPs resulting in an increase for targeted students' ability to access curriculum

<p>Low level adjustment for disability</p> <p>\$300,955.94</p>	<p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to further support the impact of the learning support team, the school will continue to provide additional support for identified students through the employment of trained SLSOs - to deliver professional learning targeted at further developing SLSO skills and knowledge in working with students with identified learning needs. Additionally, teaching staff will continue to receive strengthened professional development to ensure teaching and learning programs are differentiated for learners with additional needs - continue to engage in Colyton Village Project - employ speech therapist to work with targeted students
<p>Professional learning</p> <p>\$28,767.21</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 St Marys North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Leadership • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for teaching staff engaging with MultiLit programs • engaging Dr Anita Collins to continue to unpack evidence-based approaches to teaching music to support ACO Foundations Program • school leadership team to engage with evidence-based PL to strengthen leadership skills • all staff provided with access to quality professional learning to support PDP goals <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - teaching staff continued to engage in 'What Works Best' documents during professional development sessions - members of the leadership team engaged in 'Art of Leadership' and 'Leading at the Speed of Trust' PL strengthening leadership skills and knowledge in working with teams and aspiring leaders - all executive staff and aspiring team leaders engaged in high impact strategies PL review - evidence-based literacy strategies embedded in all K-2 classrooms resulting in improved internal student results <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - all staff to continue to participate in professional development that drives school priorities and individual PDP goals - provide opportunities for aspiring leaders to lead action research projects linked to school priorities within the School Improvement Plan - whole school engagement with high impact professional learning strategies (LISC)
<p>Literacy and numeracy</p> <p>\$62,551.22</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Marys North Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of intervention teachers to support the delivery of the evidenced based literacy and numeracy program MultiLit and data driven practices in line with identified targets outlined in the Strategic Improvement Plan

<p>Literacy and numeracy</p> <p>\$62,551.22</p>	<ul style="list-style-type: none"> • purchasing of literacy resources for guided and shared instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of teachers to support targeted students through on-going formative assessment followed by targeted literacy programs - improved engagement in learning for targeted students. Evidence can be seen in writing samples, reading assessments, teacher observations and NAPLAN data - decodable reading resources purchased to support phonemic awareness <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - engagement of additional teaching staff to support explicit instruction and differential learning within classrooms
<p>QTSS release</p> <p>\$75,388.18</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Marys North Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principal's provided with additional release time to mentor teachers and support classroom programs • staffing release to align professional learning with Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum • coaching and mentoring to build teacher capacity via modelled lessons, team teaching opportunities, lesson observations and feedback <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - collaborative practices across all stages strengthened - teaching and learning programs collaboratively developed and assessed for NESA compliance - new K-2 syllabus knowledge strengthened across all staff <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - teams to engage in high impact strategies focusing on learning intentions and success criteria - grade teams to engage in fortnightly 'Team Time' with AP, APC&I and DP with a strong focus on differentiation and data driven practice
<p>COVID ILSP</p> <p>\$340,429.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional teachers to deliver small group tuition • providing intensive small group tuition for identified students who require additional support in literacy and numeracy • providing professional learning in literacy intervention programs for COVID educators • LST and ILSP coordinator to work with teachers, using data to monitor and assess student progress and achievement, and design future learning for group and/or individual needs <p>The allocation of this funding has resulted in the following impact:</p>

<p>COVID ILSP</p> <p>\$340,429.00</p>	<ul style="list-style-type: none">- 56 students receiving literacy intervention support and 46 students receiving numeracy intervention support in intensive small withdrawal groups- the majority of students in the program achieved significant progress towards their personal learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none">- continue intensive literacy and numeracy intervention support using data sources to identify student need. Support to be coordinated with class programs to ensure smooth transition between class and withdrawal groups. A focus on differentiated individual support for all learners within classrooms will operate alongside the ILSP groups.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	194	216	208	197
Girls	185	177	177	180

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.3	87.0	86.7	85.0
1	89.5	83.8	92.4	78.0
2	89.4	82.7	90.4	85.7
3	86.8	83.4	91.5	82.7
4	93.0	85.4	90.6	83.9
5	87.3	81.8	89.2	82.7
6	88.6	78.0	90.1	80.9
All Years	89.5	83.2	90.2	82.8
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

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)	4.4
Classroom Teacher(s)	13.44
Learning and Support Teacher(s)	1.9
Teacher Librarian	0.8
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	4.22

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	277,501
Revenue	5,501,850
Appropriation	5,367,132
Sale of Goods and Services	46,219
Grants and contributions	84,774
Investment income	3,725
Expenses	-5,215,034
Employee related	-4,644,312
Operating expenses	-570,722
Surplus / deficit for the year	286,816
Closing Balance	564,317

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

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	66,495
Equity Total	1,400,834
Equity - Aboriginal	210,907
Equity - Socio-economic	803,998
Equity - Language	84,973
Equity - Disability	300,956
Base Total	2,738,255
Base - Per Capita	97,282
Base - Location	0
Base - Other	2,640,973
Other Total	552,837
Grand Total	4,758,421

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 to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022, members of the St Marys North PS community were invited to complete the Tell Them From Me Survey. Responses were received from parents, students in Years 4-6 and teachers. The responses were calculated as a score from 0 (low) to 10 (high), with some student responses recorded as a percentage. Average scores were consistently above state norms in the majority of areas.

Results indicated parents and carers:

- Feel welcome when visiting the school (8.3)
- Acknowledge that written information from the school is in clear, plain language (8.1)
- They are informed immediately if there are concerns about their child's behaviour at school (7.7)
- Support learning at home, by praising their child for doing well at school (8.8)
- Feel that teachers show an interest in their child's learning (7.5)
- Acknowledge that their child feels safe at school (7.3)

Results indicated students:

- Believe that schooling is useful in their everyday life and will have a strong bearing on their future. (83%)
- Try hard to succeed in their learning. (83%)
- Believe that important concepts are taught well, class time is used efficiently, and homework and evaluations support class objectives. (7.9)
- Feel that school staff emphasise academic skills and hold high expectations for all students to succeed. (7.9)
- Feel that they have someone at school who consistently provides encouragement and can be turned to for advice. (7.7)
- Feel teachers are responsive to their needs and encourage independence with a democratic approach. (7.9)

Results indicated teachers:

- Work with school leaders to create a safe and orderly school environment (8.4)
- Make an effort to include students with special learning needs in class activities (8.9)
- Discuss learning problems of particular students with other teachers (9.0)
- Feel that school leaders have helped them improve their teaching (7.7)
- Feel that they are effective in working with students who have behavioural problems (8.4)
- Talk with other teachers about strategies that increase student engagement (8.3)

Policy requirements

Aboriginal Education Policy

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

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

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.