

2022 Annual Report

Randwick Public School



4250

Introduction

The Annual Report for 2022 is provided to the community of Randwick 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.

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RANDWICK, 2031

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"We are facing unprecedented challenges - social, economic and environmental - driven by accelerating globalization and a faster rate of technological developments." Add in a Pandemic and a War and this could describe our current time. It actually comes from a 2018 OECD paper on Creating the Future of Education. The good news is that, despite COVID, we are still here in 2022 and we have taken on these challenges. We continue to work together to create a better future.

Our children entering Kindergarten in 2023 will be the adults of 2035-40. What do we want them to have:

- the skills to engage in a good life and meaningful employment;
- the confidence to know they can overcome or work around any barriers in their way;
- an understanding that hard work, service to others and persistence have their own reward; and
- an appreciation that the more wealth that is centred in a few, the less equity there is for everyone.

The alternative is to be self-centred, putting their own needs and wants above others, lacking respect for alternate opinions, crumbling at the first hurdle and believing that everyone else is responsible for their own personal well-being?

I know which I will choose. I also know that those aforementioned attitudes do not come easily to everyone, nor are they overly popular. It takes work from birth to grave.

For most children there remain two constants of socialisation and education, school and the family, parents and teachers. Fewer children and families have the benefit of an extended family or affiliation to other organisations to support them. Many people have told me that they gained an appreciation of the role of school and teachers in their children's lives when it became less accessible. I had occasion to tell a very capable younger teacher who used the words "I'm only a humble teacher" of Christa MacAuliffe's words, a teacher who died in the ill-fated Apollo mission "I teach, I touch the future". Our teachers have continued to go above and beyond not only in their teaching but the many other experiences they afford our students. Our support and administrative staff never fail to go the extra mile.

How many lives have you touched along the way? As a parent I believe you could paraphrase those words "I raise a child, I touch the future". Teaching and parenting may be the only two roles who shape the future through our children. This requires us to work ever more closely together appreciating the other's perspective and complementary skills in rearing children. A parent covering books at school had occasion to explain her "day off work" task to a skeptical friend: not something exciting or self-indulgent but making a contribution to all our children. Thank you to the parents who have served our students throughout the year in a multitude of ways. That's touching the future.

Living with uncertainty, being flexible and resilient, having an open mind to assimilate new ideas and then communicate respectfully: It's a big job especially for our littlest ones! As a community, parents and teachers, our role is to guide students through the learning and experiences that will enable them to become confident, capable and contributing citizens. That is indeed not only touching but creating the future.

In the words of one of my favourite authors:

You'll get mixed up, of course, as you already know. You'll get mixed up with many strange birds as you go. So be sure when you step. Step with care and great tact and remember that life's a great balancing act. Dr. Seuss, Oh, the Places You'll Go!

The day to start was yesterday or the day before but today will do!

Enjoy the journey through school: students, parents and teachers. Contribute and we will all share in the rewards.

School vision

Our vision is to empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them, as life-long learners and informed citizens, to participate in and contribute to their community.

We believe that education should take place in a fully inclusive environment with equal opportunities for all, where the well being of students, staff and community are supported through a safe and nurturing environment in accord with the school values: Be respectful, Be Responsible and Be a Learner.

Quality learning programs are planned, implemented and evaluated to improve student outcomes. All educators access the latest research and evidence-based teaching and learning strategies through ongoing professional learning in order to stay at the forefront of best educational practice.

Relationships between the staff, students, parents and the wider community are respectful and positive. All members of the school community work collaboratively and with the knowledge of collective responsibility to improve student learning outcomes, well being and engagement.

School context

Randwick Public School is located in the Eastern Suburbs, adjacent to Randwick Junction, Coogee Beach, Randwick Racecourse, the University of New South Wales and The Prince of Wales Hospital.

Randwick Public School (enrolment 970 students, including 41% from a non-English speaking background), provides a nurturing and welcoming environment for students from diverse cultural and socio-economic backgrounds.

Staff actively participate in the development and leadership of quality learning programs.

An active parent body provides a source of knowledge and expertise for stimulating programs as well as an excellent resource base for teaching and learning. Targeted fundraising supports specific school initiatives and equity through an annual P&C budget process and scholarships in instrumental music programs.

Strong academic results and a focus on continuous improvement, particularly in the areas of literacy, numeracy, technology, student welfare and leadership, support a broad, inclusive program. Differentiated class teaching programs, programs for gifted and talented students, learning support and EALD ensure individual student learning needs are met. There are high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs including two languages (Community language other than English-Mandarin, and Primary language other than English-Italian).

The school has completed a situational analysis from the collection of survey data, ongoing analysis of performance data and staff focus groups. The areas for the school plan from this process are:

1. **Student growth and attainment** is historically high and has improved overall since 2014. There was a slight drop in growth in 2019 with the school moving to the NAPLAN online testing program. Student growth and attainment remains above SSSG in both Reading and Numeracy in both Year 3 and Year 5. The average scaled growth is slightly higher than SSSG in Reading and Numeracy but is below the expected growth. Few students score in the bottom two bands in Year 3 and Year 5. Gap analysis reveals only comparatively weaker areas. The greatest impact on student achievement and growth is inconsistent and apparent negative growth for very high achieving students, however this maybe an artefact of the testing process which is stated to be unreliable for very high achieving students. TTFM data suggests that some students with high skill levels do not feel challenged and so the school will continue to look at ways in which differentiation of the curriculum beyond stage outcomes may provide more consistent growth in the top two bands. Focus groups: EALD students (43% of school population) demonstrate similar or superior outcomes and Indigenous students (9%) consistently meet the government target.
2. **Wellbeing and engagement** was identified as an area for focus from TTFM data, school data and observations. PBL commenced in 2020 and will be ongoing to build student cohesion across such a large complex and diverse school and ensure every student is known, valued and cared for. Student voice and leadership are important elements as well as increasing parent involvement as partners in their child's learning.
3. **Investing in our people** forms an integral part of achieving both the growth and development of our staff, the development of future leaders and to support achievement of SD1 and SD2 goals. A young and changing teaching team requires both curriculum, student management and emotional support if they are to continue to contribute at a high level to student and school improvement. Professional Learning will target key areas as identified in effective classroom management, effective student feedback, data skills and use, curriculum knowledge and visible learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will implement research based instructional design to meet the needs of all learners and develop whole school processes for sharing and analysing data to ensure all students make expected progress and learning programs are meeting student needs.

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.

- Whole school Systems and processes
- Data informed teaching and learning
- Personalised Learning for High Needs students

Resources allocated to this strategic direction

Per capita: \$10,800.00
QTSS release: \$188,125.68
Professional learning: \$27,145.00
Literacy and numeracy intervention: \$60,333.53
6101 Consolidated: \$150,571.00
Socio-economic background: \$12,967.23
English language proficiency: \$135,865.76
New Arrivals Program: \$17,639.00
Aboriginal background: \$7,420.40
Literacy and numeracy: \$65,488.71
Low level adjustment for disability: \$115,166.71
Integration funding support: \$598,577.00

Summary of progress

WHOLE SCHOOL SYSTEMS AND PROCESSES

Maths Pathway Goal Setting

In Semester 2, students and staff were surveyed regarding goal setting using the Maths Pathway platform. From analysis of this survey data, it can be concluded that the goals set in Maths Pathway are usually related to work habits or a mixture of work habits and mathematical concepts. The goal setting was usually completed by the students, with teachers sometimes and rarely providing feedback to students on the goals set. The use of Maths Pathway to set goals has been a good tool to develop the ability of students to set learning goals and reflect on these at the end of each teaching cycle. Teachers identified an improvement in students' ability to construct appropriate goals due to the explicit teaching and scaffolding of goal setting. In 2023, there needs to be a stronger focus on teacher feedback on student learning goals if the goal setting feature of Maths Pathway is still in use.

K-2 English and Maths Syllabus

A staff member has regularly engaged in the local Curriculum Reform Network. From this engagement four Professional Learning sessions have been held for the staff and the decision taken to adopt the provided units K-2 in both English and Maths to teach Component B of the Curriculum This has been resourced with the appropriate quality literature texts in readiness for full implementation in 2023.

Component A: Understanding Texts will be delivered through the Initial Literacy program.

The decision to expand Initial Literacy from Year 1 to Kindergarten and Year 2 was taken due to the evidence of success in Year 1, teacher feedback and research through other schools. It was also based on the importance of a common language across the grades in teaching children the structure (phonics/spelling) of English and the syntax.

The program which had been taught in Year 1 for a number of years after the cessation of Reading Recovery, was modified after a visit to a school embedded with the practice. As a result, students were grouped on mastery across the grade and additional teachers added, largely to make up the learning lost through COVID. The streaming proved to be an effective adjustment to the program and will be further considered in 2023, but with a modified number of teachers to make it sustainable. MiniLit and MacLit are also taught by School Learning and Support Officers (SLSO) under the

guidance of the Learning Support Teacher for targeted groups in Years 2-5. Results indicate improved ability to decode words and fluency due to the regular intensive small group tuition.

This has now been resourced and teacher Professional Learning (PL) completed either at the conclusion of 2022 (existing teachers) or the beginning of 2023 (new staff). Component B texts have been purchased ready for use in 2023.

DATA INFORMED TEACHING AND LEARNING

Number Talks

The two Assistant Principals Curriculum & Instruction (APCI) worked collaboratively to implement Number Talks across the school in 2022. They created and implemented a variety of quality, continuous and coherent whole school, stage and grade-based professional learning opportunities to drive improvement in teaching practice, develop collaboration across cohorts and embed the evidence-base in our programs across the school. Professional learning was informed by both student and teacher needs, identified through data and feedback surveys. All teachers have participated in QTSS sessions for a term, as well as ongoing weekly or fortnightly in-class development or collaborative planning sessions. Assistant Principals and APCIs have weekly collaboration sessions to plan support, including QTSS, and next steps for grade teams. Number Talks are embedded in practice across the school and are visible in all programs with K-6 teachers expected to run three Number Talks per week. Class Number Talks are planned in response to students' needs identified through observations and Essential Assessment (EA) data. An average of 83% of teachers say that their students demonstrate an increased confidence and ability to explain their mathematical thinking, which is inclusive of Year 5 and 6 teachers who were in the early stages of their implementation at the time of the survey.

Goal Setting

Throughout the year, Assistant Principals delivered professional learning on effective goal setting to the grade they supervise. They each decided on an area of focus and ensured there were regular goal setting discussions during grade meetings. Kindergarten and Year 1 focused on writing, and Years 2-6 focused on Maths.

There was a combination of teacher led goal setting and the co-construction of goals with students. Most grades implemented regular feedback/conferencing sessions to support the effective implementation of goal setting and the achievement of student goals. Teachers expressed that goal setting improved student engagement in the subject area and there was an improvement in the achievement of outcomes that were the chosen focus. In the older grades, a focus on goal setting was also seen to increase student awareness of the process of setting meaningful goals and the types of evidence they could provide to show they had achieved set learning goals.

Teacher survey results indicated that 65% of teachers co-constructed goals with students across the year. Teachers also indicated that they gave students' feedback on their individual learning goals either a few times per week, once per week or once per fortnight.

There were a few limitations to the implementation of learning goals across the school. As each grade was focusing on different curriculum areas and grade meetings were used to deliver professional learning and engage in discussions on goal setting, not all grades allocated the same amount of time or placed the same amount of importance on goal setting. As the focus turned to prioritizing new curriculum implementation, the amount of time spent on goal setting was impacted.

With 27% of staff indicating they did not dedicate grade/stage meeting time to discussing and reflecting on student goal setting, it may be useful to schedule set weeks for this, as well as allocate TPL time throughout the year. In 2023, it would be beneficial for a goal setting implementation plan to be developed, identifying a focus area and whole school processes for the effective implementation of goal setting.

Using data to inform practice.

Feedback from Assistant Principals indicated that the data analysis PL sessions every 5 weeks was not always effective. They indicated that the assessment schedule did not line up with the Week 5 and Week 10 collaborative data analysis sessions, making it difficult to use this time for the intended purpose. This was most evident in Years 3-6.

Year 1 used this time develop, plan and evaluate streamed phonics groups. InitialLit cumulative review data, as well as the phonics screener, was used to create differentiated phonics groups. Teachers then used the student performance data to adapt the content covered in each group.

Ongoing analysis of assessment data during data TPL sessions allowed teachers to evaluate and adapt the program they were teaching and identify students that would benefit from moving to a group that could better cater to their individual needs. It was originally planned that the Assistant Principals would discuss the findings from their data analysis TPL sessions at executive meetings, however this did not occur in the second half of the year as time was required to be dedicated to the Curriculum Reform agenda.

Reflecting on this activity, it has been planned that in 2023, grade/stage teams will meet for 2 hours every 3 weeks to engage in new curriculum professional learning, as well as the collaborative analysis of data and how to use this data to inform teaching and learning programs. Grade/stage data analysis progress should be discussed at executive meetings at intervals throughout 2023.

Maths Pathway

As there were differences in how teachers were implementing this program, an evaluation of the use of Maths Pathway across Years 4-6 was conducted by teacher survey in order to develop consistent guidelines for implementation.

In accord with initial observations, teacher survey results indicated that teachers were using the program in different ways. Most teachers indicated that they would like students to complete the modules independently and use a school developed scope and sequence to dictate the cycle of learning. The mixed model catered for students who were at a wide range of development from Stage 4 and 5 to Stage 2 and lower.

Anecdotal feedback from students indicated they enjoyed using the program and particularly appreciated working at their own level, particularly where it continued to challenge them.

This information was used to develop a revised implementation of Maths Pathway that was trialed in Year 4 during Term 4. Essential assessment data was used to create differentiated modelled lessons that would be taught across the cycle to differentiated groups according to pre-assessment data.

The evaluation of the Maths Pathway program has allowed the development of procedures focused on using student data to inform teaching programs that are targeted and differentiated to meet the learning needs of all students.

In 2023, Essential Assessment data will be used to create differentiated groups. Teachers will work with each group 3 times per cycle and provide targeted instruction at their point of need. Maths Pathway will be used by other students not working with the teacher, catering for their identified needs across different mathematical concepts.

Active teacher engagement in the goal setting tool and feedback to students about their progress will be promoted and monitored.

PERSONALISED LEARNING FOR HIGH NEEDS STUDENTS

Additional staff have been employed for COVID Individual Learning Support Program (ILSP), a full time Assistant Principal Learning Support Teaching teacher (APLS) to coordinate SLSOs working with funded students and withdrawal intervention programs in MiniLit and MacLit taught by trained SLSOs. Identified students, were supported to catch up on literacy and numeracy skills which had fallen behind during home learning.

The APLS and Learning and Support Teacher (LS) identified the need to upskill staff across the school to work with students with additional needs. While there is a range of experience across the school, common strategies were not being used consistently.

The PL covered the topics: Celebrating Diversity, DoE Resources, Learning and Support Process and Practical Classroom Adjustments. The classroom adjustments were the main focus to enable teachers to use the strategies and implement them straight away.

Teachers understood the research behind different strategies and were provided optional readings, such as 'Cognitive Load Theory' and 'Calmer Classrooms'. Since the PL, we have seen an increase of awareness of the need for adjustments as well common adjustments being used in all classrooms. These have included visual timetables, social stories, sensory toys and chunking of work. The adjustments have also been documented in each student's Personal Learning and Support Plan (PLSP).

The school will continue to fund an APLS in 2023 as well as a part time LST. Early intervention programs will be a priority. Plans need to be developed to support students demonstrating low numeracy skills.

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
• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison	The school achieved 82.31% in the top two bands for reading which was an improvement of 6.82% on the last 12 year average.

data from the 2020 cancellation of NAPLAN however NAPLAN, Checkin and school based assessment indicate good growth in this area.	
<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However school based data, Checkin and NAPLAN indicate ongoing focus is required in developing multiplicative and additive skills. 	The school achieved 57.69% in the top two bands for numeracy. It appears that numeracy achievement was most impacted by home learning. Student achievement remains well above the state and close to similar school results.
<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. 	Growth was lower than the target but within the 12 year range.
<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. 	Growth was lower than the target but within the 12 year range.

Strategic Direction 2: Student Wellbeing and Engagement

Purpose

Students develop social capabilities by establishing and sustaining positive relationships and making responsible decisions.

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.

- Scaffolding for Success
- Whole school Wellbeing Initiatives
- Learning Support Systems

Resources allocated to this strategic direction

Socio-economic background: \$500.00

Per capita: \$0.00

Summary of progress

Attendance

While the initiatives this year have supported specific students' attendance, overall attendance has been greatly impacted by the community health issues, such as COVID, gastro outbreak and flu outbreaks. RPS school attendance data shows that we are seeing better rates than the State, Network and SSSG. In 2023 we will continue to maintain systems that support the accurate monitoring of attendance (e.g. SMS to parents for unexplained absences). To help target specific students better, each Deputy Principal (DP) will be responsible for monitoring the attendance levels for either K-2 or 3-6.

Wellbeing Programs

The Bully Zero Workshops were a good way to develop students', parents' and teachers' understanding of bullying. It will be important to review school-based programs to ensure there is an ongoing consistent message for the whole school community. This will hopefully decrease the number of students who are victims of bullying even further. It would also be helpful to support students to feel they have someone at school from whom they can seek support to improve the 'Advocacy at School'.

Grow Your Mind program was implemented in 2022 and led to improved teacher confidence and increased opportunities for students learn about and practise wellbeing strategies. Teacher feedback was taken into account when deciding on next steps to give greater ownership over the program.

In 2023 we will focus on other aspects of the program, such as character strengths, and use the Grow Your Mind projects to continue students' development at a stage appropriate level. Daily invitations will be used to ensure Grow Your Mind is embedded into each day. Next year, it will be important to continue and enhance parent involvement. This could be achieved through the sharing of information at 'Meet the Teacher' evenings and newsletter and Seesaw communication. While TTFM data gives overall student wellbeing data, it does not measure the full impact of the program. An alternate way to measure impact will be devised in 2023.

Learning and Support Referral Process

The Learning and Support Referral process has provided clear steps for teachers to follow when they have concerns regarding a students' learning, behavioural or social/emotional needs. All teachers were able to discuss strategies they had implemented before referring to LST. The stage/grade AP support was very important in ensuring this step was followed. This process will continue to be used in 2023.

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
TTFM Wellbeing student data (advocacy, belonging, relationships) increases to be at or above the lower bound system-negotiated target of 88%.	<ul style="list-style-type: none"> • Tell Them From Me data indicates 84.5% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Attendance proportion rate of students trends up towards 93.5% of the time.	<ul style="list-style-type: none"> • The attendance rate is 90.9% which has decreased from 95.2% in 2021. Community health issues, such as COVID gastro outbreaks and flu outbreaks, have significantly impacted the attendance rate.
At the External Validation the school is assessed as excelling in the Wellbeing domain.	External Validation was postponed til 2023. We have currently evaluated Well Being as Sustaining and Growing.

Strategic Direction 3: Investing in our people

Purpose

To create a professional learning community focused on continuous improvement through effective leadership, high expectations, collaboration, feedback, evidence-based teaching and positive staff wellbeing, resulting in whole school improvement.

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 impact professional learning
- Professional growth culture
- Positive school environment

Resources allocated to this strategic direction

Professional learning: \$32,600.00

Integration funding support: \$2,692.00

Beginning teacher support: \$35,031.00

Summary of progress

In 2022, Randwick PS focused on developing quality teaching and leadership through a cycle of continuous professional learning, informed by evidence-based practice. Professional learning opportunities included High Potential and Gifted Education, Number Talks, New K-2 Syllabus implementation, Initialit training for K-2 staff, Grow Your Mind, Maths Pathway, iFSR (Interview for Student Reasoning) training and Beginning Teacher support.

Professional Learning resumed face to face this year with arrangements in place for online presentation where possible. This year we implemented five-week teaching cycles where student data across reading, numeracy and writing was analysed every five weeks. This led to improved student tracking of results and teaching and learning programs that reflected individual data collected.

Based on the internal and external data and feedback collected, we ran sessions on Indigenous Education and Learning Support practices to support teachers in the understanding and delivery of strategies to support individual student needs.

Data analysis every five weeks and term grade-based collaborative planning sessions allowed literacy and numeracy programs throughout the year to provide teachers with time to analyse and discuss data and plan programs and lessons according to their individual students' needs. Student growth in reading, numeracy and writing was tracked and analysed.

Overall, there is a strong culture of collaboration and teamwork throughout the school resulting in a positive environment where teachers support each other's learning, providing feedback and sharing evidence-based strategies.

High Impact Professional Learning

High impact professional learning supports teachers to continuously and collaboratively enhance teaching expertise in reading, writing, numeracy and differentiation. Professional learning is always driven by identified student needs, it is continuous and on-going, collaborative and strengthens teaching practice and is centred around student growth and impact on student progress and achievement.

- Curriculum Reform
- High Potential and Gifted Education (HPGE) Policy Implementation, Student Identification and Monitoring
- Initialit
- iFSR (Interview for Student Reasoning) implementation and student tracking

Professional Growth Culture

A professional growth culture was established that supported meaningful collaboration, opportunities for observation and feedback and distributed leadership through mentoring and coaching to improve teacher practices and student outcomes:

- Five-week teaching cycles and data analysis introduced;
- Aspiring Leaders Program implemented; and
- Beginning Teachers supported and developed.

Positive School Culture

This year our focus was on rebuilding our sense of community that had diminished over the last few years as a result of COVID. Traditionally, Randwick boasted a strong sense of community engagement, however, COVID destroyed this sense of belonging. This year our mission was to rebuild that strong sense of community, re-establish partnerships with parents and community members that ultimately lead to improved student learning outcomes for students and a sense of belonging to our community through:

- Parent Engagement and feedback,
- Staff Engagement and feedback,
- Student Leadership, and
- Rebuilding strong sense of community.

Randwick Public School strives to create, connect and sustain community engagement within and beyond our school so that students benefit from these relationships.

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
<p>47% of teachers evaluate 'Professional learning is driven by identified student needs' as excelling.</p> <p>23% of teachers evaluate 'School leadership teams enable professional learning' as excelling.</p> <p>31% of teachers evaluate 'Collaborative and applied professional learning strengthens teaching practice' as excelling.</p> <p>12% of teachers evaluate 'Professional learning is continuous and coherent' as excelling.</p> <p>31% of teachers evaluate 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement' as excelling.</p>	<p>In the People Matter Survey, 94% of staff felt that they had performance and development plans set out to achieve their individual goals for the year.</p> <p>56% of teachers evaluate 'Professional learning is driven by identified student needs' as excelling.</p> <p>21% of teachers evaluate 'School leadership teams enable professional learning' as excelling.</p> <p>46% of teachers evaluate 'Collaborative and applied professional learning strengthens teaching practice' as excelling.</p> <p>21% of teachers evaluate 'Professional learning is continuous and coherent' as excelling.</p> <p>43% of teachers evaluate 'Teachers and school leaders are responsible for the impact of professional learning on student progress and achievement' as excelling.</p>
<p>Teachers' Tell Them From Me total score in Collaboration is 8.3</p> <p>Teachers' score in 'Teachers have given me helpful feedback about my teaching' is 7.5</p>	<p>Teachers TTFM Collaboration score is 8.2. This is compared to NSW Govt Norm of 7.8)</p> <p>I work with other teachers in developing cross-curricular or common learning opportunities. 7.9</p> <p>Teachers have given me helpful feedback about my teaching. 7.2</p> <p>I talk with other teachers about strategies that increase student engagement. 8.4</p> <p>Other teachers have shared their learning goals for students with me. 7.6</p> <p>Teachers in our school share their lesson plans and other materials with me. 9.0 I discuss my assessment strategies with other teachers. 8.6</p> <p>I discuss learning problems of particular students with other teachers. 8.7</p> <p>I discuss my learning goals with other teachers. 7.9</p>
26% response rate in the People Matter	in 2022, the People Matter Employee Survey found that:

<p>survey</p> <p>73% of employees feel satisfied with their job</p> <p>66% of employees find their life at work fulfilling</p> <p>Wellbeing, health and safety total score- 71%</p> <p>42% of staff feel they can keep their work stress at an acceptable level</p> <p>42% of staff identify that their sense of wellbeing is favourable</p>	<p>Randwick Public School enjoyed a 66.1% engagement rate. This demonstrates 12.4 points increase in comparison to other schools in the Bondi Principal Network.</p> <p>44% of staff were satisfied with their job. This has increased from 2021.</p> <p>78% of staff felt that their job gave them a sense of personal fulfilment.</p> <p>44% of staff feel that they can keep their work stress at an acceptable level. This has increased from 2021.</p> <p>50% of staff indicated that their wellbeing is favourable.</p> <p>Randwick Public School strengths for 2022:</p> <p>100% of staff indicated: "I am comfortable notifying my manager if I become aware of any risks"</p> <p>100% of staff indicated: "I am confident that work health and safety issues raised will be addressed promptly"</p> <p>94.4% of staff indicated that: "My job gives me opportunities to use a variety of skills"</p> <p>94.4% of staff indicated that: "Senior managers communicate the importance of customers in our work"</p>
<p>30% response rate in the People Matter survey</p> <p>School Mean 7.0 or higher than NSW Govt Norm</p>	<p>66.1% engagement rate in 2022. 12.4 points higher compared to other schools in Bondi Principal Network.</p> <p>23% of staff completed the survey.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$17,639.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Randwick 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"> • Whole school Systems and processes <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling • established a parent language representative group to provide translations or support to others of the same language background. <p>The allocation of this funding has resulted in the following impact: The progress of all New Arrivals Program (NAP) students was continually monitored and assessed using the English as Another Language or Dialect (EALD) Learning Progressions, ACARA Literacy Progressions and school-based assessments. As seen in the sample Term 2 ES1 NAP Program, EALD staff assessed all NAP students proficiency in the sight words, phonemes and blending/segmenting skills of the Get Reading Right phonics program followed by all Kindergarten students in 2022. Similarly, Stage 1 NAP students followed the Initial Lit phonics program within their NAP sessions. By the end of the year, all NAP students had moved from "Beginning" to "Emerging" on the EALD Progression. 67% of ES1 students achieved an overall grade of Sound (C) in their semesterly report, as did 78% of Stage 1 NAP students.</p> <p>After evaluation, the next steps to support our students will be: Following the success of the structure of the EALD timetable to support NAP students in 2022, it was decided that a similar model would be followed in 2023. All NAP students at RPS will continue to be withdrawn for one hour of intensive English language instruction each morning, with EALD staff continuing to support NAP students through targeted withdrawal programs and team-teaching in the home class of NAP students.</p>
<p>Socio-economic background</p> <p>\$13,467.23</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Randwick Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</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"> • Whole school Systems and processes • Scaffolding for Success <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support numeracy program implementation • participation in excursions and overnight camps <p>The allocation of this funding has resulted in the following impact: Supported 9 students via SLSO support. \$910 Socio Economic 18 students funded for books, uniforms and excursions: \$10390 Excursions, Camps and Extracurricular activities, \$608 books, \$1300 Uniforms. These funds ensured all students were able to participate fully in the</p>

<p>Socio-economic background</p> <p>\$13,467.23</p>	<p>programs offered by the school.</p> <p>After evaluation, the next steps to support our students will be: Ensure parents are aware of financial support for all additional activities and the process for applying for this funding.</p>
<p>Aboriginal background</p> <p>\$7,420.40</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Randwick 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"> • Whole school Systems and processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • In 2022, all Aboriginal students at RPS were provided with the opportunity to engage in weekly Dharawal language, art, music and cultural lessons. These lessons were supervised by EALD staff and facilitate by a Dharawal language tutor/mentor from the Gujaga Foundation. During NAIDOC Week, Aboriginal students shared their Dharawal learning journey with the school community and a representative from the Gujaga Foundation was the guest speaker. <p>The allocation of this funding has resulted in the following impact: 67% of RPS Aboriginal students nominated to participate in the program. Weekly attendance of the sessions ranged from 91-100% for all students.</p> <p>After evaluation, the next steps to support our students will be: The school maintained and sustained a healthy, collaborative and respectful relationship with the Gujaga Foundation and 67% of Aboriginal students at RPS now engage in weekly Dharawal lessons. In 2023, the school is considering expanding the Dharawal language learning program to Kindergarten and Year 1. This would enable all students to learn Dharawal in the early years of education.</p>
<p>English language proficiency</p> <p>\$135,865.76</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Randwick 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"> • Whole school Systems and processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provide EAL/D Progression levelling PL to staff • create a multilingual parent support group to provide translations of key messages <p>The allocation of this funding has resulted in the following impact: As a result of professional learning in the EALD Learning Progressions, staff understand the language learning behaviours that students on each phase of the EALD Progression demonstrate and the correlation between the EALD Progression, ACARA Literacy Progressions and NSW A-E mandatory reporting grades. As part of this professional learning session, new staff were also shown how to enter the progression phase for each area of the EALD Progression using the school's data tracking spreadsheets, as well as how to compose their EALD report comments using the EALD report comment bank. 100% of all RPS classroom teachers entered the EALD Progression phase for each student in their class in the areas of listening, speaking, reading and writing. 100% of all RPS classroom teachers and EALD teachers used</p>

<p>English language proficiency</p> <p>\$135,865.76</p>	<p>the K-2 and 3-6 EALD report comment banks to develop their EALD report comment for EALD students. Staff feedback on the EALD report process has been reviewed and no further changes have been suggested by staff. EALD staff and Learning & Support Team ensured that students with additional learning, social and emotional needs were supported in both the classroom and EALD learning contexts.</p> <p>The EALD data tracking spreadsheets were used to identify Emerging students in need of withdrawal and team-teaching support, as well as track and monitor the progress of Beginning and Emerging students (and all EALD students) throughout the school year. These proved essential in ensuring student progress was tracked correctly. These have now been embedded as an essential component of the EALD program.</p> <p>The EALD team worked closely with the Learning & Support Team to ensure that when an EALD student was also participating in withdrawal or in-class learning support, both programs complimented and supported one another. Team-teaching with classroom teachers also acted as ongoing professional learning for staff in the area of EALD education.</p> <p>The parent support group has provided support to 13 different language groups within the school.</p> <p>After evaluation, the next steps to support our students will be: In 2023, adjustments will need to be made to the EALD report comment bank to reflect the new K-2 English curriculum. EALD staff should continue to be part of the LST to ensure the needs of second language learners who also have additional needs can be appropriately supported. Set up 2023 Parent Language Support Groups.</p>
<p>Low level adjustment for disability</p> <p>\$115,166.71</p>	<p>Low level adjustment for disability equity loading provides support for students at Randwick 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"> • Personalised Learning for High Needs students <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher 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 through the employment of School Learning and Support Officers • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: 100% of teachers identified that the in class support/modelling was effective for students social/academic program 83% of teachers identified that the in class support/modelling was effective for their own professional development in catering for high needs students</p> <p>After evaluation, the next steps to support our students will be: Teachers indicated ongoing in class support, planning for adjustments and preparing resources was needed to achieve PLSP goals. Employment of an APLD to coordinate support programs, provide training and support to SLSOs.</p>
<p>Beginning teacher support</p> <p>\$35,031.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Randwick Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Beginning teacher support</p> <p>\$35,031.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Professional growth culture <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Appoint a teacher mentor from the same grade and a supervisor (stage leader) • Provide additional targeted relief for high need activities: individual student assessments, report writing • Provide professional development in accord with the school plan. <p>The allocation of this funding has resulted in the following impact: All Beginning teachers express satisfaction in the process and that they have been well supported at the early phase of their career. They express positive regard for their profession and have formed ongoing supportive relationships with their mentors and supervisors. All daily tasks have been managed within agreed timeframes. PL has been provided for the implementation of targeted school programs in literacy, classroom management and students with additional needs.</p> <p>After evaluation, the next steps to support our students will be: The appointment of a mentor on the same grade seems to be an effective way to support new teachers shoulder to shoulder. They have someone who understands the requirements of the grade and can easily offer practical solutions to any concerns. This practice will be continued in 2023 and supplemented by the Assistant Principals Classroom Instruction with modelled teaching practice and lesson preparation.</p>
<p>QTSS release</p> <p>\$188,125.68</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Randwick 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"> • Whole school Systems and processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Two staff were employed in the role of Assistant Principal, Classroom Instruction (APCI). Analysis of school NAPLAN and Checkin Assessments led to targeting Maths instruction in the classroom particularly in regard to Additive and Multiplicative strategies. The APCIs undertook Professional Learning in the area of Number Talks and throughout the year followed a process of PL for teachers as well as modelling and observing teachers presenting Number Talks to their classes. This included supporting teacher teams to plan for number talks as a regular part of daily maths lessons and in their teaching programs. Teachers indicated strong support for the program, the benefit of the modelled lessons and students' overall ability to try different strategies when faced with a numerical problem. Number Talks are embedded in practice across the school and are visible in all programs with K-6 teachers expected to run three Number Talks per week. Class Number Talks are planned in response to students' needs identified through observations and Essential Assessment (EA) data. In Term 3, 100% of teachers reported that they have implemented evidence-based numeracy practice, feel supported and conclude that it is having a positive impact on the numeracy skills of their students. An average of 83% of teachers say that their students demonstrate an increased confidence and ability to explain their mathematical thinking,</p>

<p>QTSS release</p> <p>\$188,125.68</p>	<p>which is inclusive of Year 5 and 6 teachers who were in the early stages of their implementation at the time of the survey. The Number Talks will continue to build through individual teacher, team and APCI supported planning.</p> <p>Our NAPLAN 3 Numeracy data showed an average score deficit of 9.51 when compared with Similar School Groups (SSG) (2). This assessment was completed at the beginning of Term 2. Number Talks were then implemented across the school in Terms 2 and 3. Term 4 Check-in assessment data highlights notable growth in student achievement, as our school's percentage of questions correct is 0.8% greater than SSG (2.1). Pre and post Check-in Data for Year 4 showed 1% negative growth when compared with SSG, while Year 6 data made growth of 3.5%. Essential Assessment data also shows inconsistencies in numeracy growth across classes and cohorts.</p> <p>After evaluation, the next steps to support our students will be: Two APCI roles will be supported in 2023. The roles will be split between a Literacy target K-6 and a Numeracy target K-6 and with specific emphasis on supporting Curriculum Implementation through: individual goals setting, evidence-based teaching and learning, targeted differentiation, data-informed programs, explicit teacher feedback, formative assessment, partnerships with parents, HPGE focus in programs and lessons and visible learning.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Randwick Public School who may be at risk of not meeting minimum standards.</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"> • Whole school Systems and processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students <p>The allocation of this funding has resulted in the following impact: Funds were combined with QTSS funding to employ 2 APCI roles to support both classroom teaching and Professional Learning for Teachers. These roles focussed on intervention strategies for teachers in Maths teaching. Teachers across Years K-6 demonstrate increased trust and transparency in their interactions, evidenced through the increase in exchanges, curiosity and desire to implement evidence-based changes to their practice. Every teacher has demonstrated growth in their practice, evidenced through APCI observations during weekly in-class sessions and responses to self-reflection surveys. Consistent methods of Essential Assessment data analysis are being used to inform the planning of Number Talks across cohorts, supported by the instructional resources and frequent opportunities for collaboration. Teachers demonstrate improved confidence and consistency when interpreting their data sources to draw conclusions about the needs of their students and are consistently using this to inform their planning. This continuous cycle of data analysis, feedback, reflection, learning and doing has accelerated the implementation of Number Talks across cohorts and has resulted in a professional growth culture where teachers are motivated to improve their practice.</p>

<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>After evaluation, the next steps to support our students will be: Two APCI roles will be supported in 2023. The roles will be split between a Literacy target K-6 and a Numeracy target K-6 and with specific emphasis on supporting Curriculum Implementation through: individual goals setting, evidence-based teaching and learning, targeted differentiation, data-informed programs, explicit teacher feedback, formative assessment, partnerships with parents, HPGE focus in programs and lessons and visible learning.</p>
<p>COVID ILSP</p> <p>\$17,939.00</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 teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Year 1 Reading - Students advanced 2-3 PM Reading Levels Year 3 Reading - Students advanced an average 0.5 PM Reading Levels. Year 5 Reading - Students advanced an average 9.5 months in STAR Reading assessment Year 3 Maths - Students advanced an average 9% on Essential Assessment NSW Common Grade score Year 5 Maths - Students advanced an average 0.61 on Maths Pathways Overall Data Level</p> <p>After evaluation, the next steps to support our students will be: Created new ILSP groups with a focus on Year 1 Literacy and SLSOs implementing Mini Lit. Learning Support teacher to be upskilled in Reader Tutor program to train SLSOs to support implementation.</p>
<p>Integration funding support</p> <p>\$601,269.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Randwick 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"> • High impact professional learning • Personalised Learning for High Needs students <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Two teachers and 12 SLSOs undertook Autism training. 12 SLSOs completed the Teacher Assistant Part 1 course and 2 undertook Part 2. Strategies were evident in the SLSO interaction with funded students. The PL enabled teachers and SLSOs to build their understanding of ASD and upskill themselves in the most effective strategies to use. In class and small group/individual withdrawal was supported by SLSOs, PLSPs were developed in conjunction with parents and support personnel and achievement of individual goals was plotted for 30 students with a range of additional needs.</p> <p>After evaluation, the next steps to support our students will be: It would be beneficial for all SLSOs to complete the Part 2 Teaching</p>

<p>Integration funding support</p> <p>\$601,269.00</p>	<p>Assistant course.</p> <p>Further PL for teachers is required in setting SMART goals for PSLP's that are observable and achievable.</p>
<p>Professional learning</p> <p>\$59,745.00</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 Randwick 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"> • Whole school Systems and processes • Data informed teaching and learning • High impact professional learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of casual staff to release class teachers to undertake Initialit, Maths Pathway and IfSR training to upskill teachers in new school programs. Casual staff were also engaged to release staff so they had time to familiarise themselves and engage in curriculum reform changes. • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • employment of casual staff to release class teachers from class to work with APCI's in implementation of Number Talks program. <p>The allocation of this funding has resulted in the following impact:</p> <p>Staff have used their newly acquired skills to develop teaching and learning programs across the school, and analyse data collected in IfSR, Initialit and Maths Pathway. This has led to increased student engagement and improved academic results.</p> <p>Number Talks have been embedded across the school K-6. This has developed teacher pedagogy and led to increased student engagement in numeracy.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Future professional learning on goal setting and feedback will be highlighted from analysed data. These goals will be communicated to parents to ensure increased communication between home and school and that parents and teachers are shared partners in their child's learning.</p> <p>Ensuring that our implementation of Number Talks remains a critical component of our maths programming in light of new curriculum reform changes.</p>
<p>Literacy and numeracy</p> <p>\$65,488.71</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Randwick 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"> • Data informed teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact:</p> <p>Using Essential Assessment (pre) data students have been identified for small group explicit lessons based on their point of need.</p> <p>The remainder of the students are working on their differentiated Maths Pathways lessons that have the same focus.</p> <p>Students were given time after the post assessment to discuss results with</p>

<p>Literacy and numeracy</p> <p>\$65,488.71</p>	<p>teachers, this time was very powerful in breaking down the barriers with assessment and performance and often marks were changed as teachers found that students had made a testing error as opposed to a content knowledge error.</p> <p>Teachers will use collected Essential Assessment pre-assessment to plan explicit mini lessons to support students learning.</p> <p>When reviewing data, analysis will come from the class performance measured by Curriculum Results in Essential Assessment. . From this teachers will be able to identify specific groups.</p> <p>Group focus may be:</p> <ul style="list-style-type: none"> Attending to deficits in students' knowledge (across a range) Recorrecting misunderstandings Extending top students. Targeting support students Connecting with midline students. <p>Over a 4 week period all children in the class should have engaged in a minimum of 1 planned mini lesson to support learning. Number Talks will be used to sustain development and practice of knowledge and skills learnt through explicit teachers.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Moving forward - the teachers understanding of data and how to read it improved immensely as did the differentiation of small group lessons based on students point of need.</p> <p>Both students and teachers were struggling with assessment fatigue as Maths Pathways also involved a lot of testing, ensuring we have considered the schedule of testing was very important for 2023.</p> <p>The teaching and learning plan has been designed and weekly planning templates have been created to support teachers with their work. Teachers will be required to analyze their pre-assessment data, group students accordingly and plan explicit mini lessons for each week. Groupings and activities will be recorded in weekly plans to ensure all students have access to explicit lessons.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	474	479	493	496
Girls	484	487	480	472

There has been a slight decrease in overall enrolment due to fewer temporary visa holders entering the country due to COVID restrictions.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	95.1	96.0	91.9
1	96.1	93.5	95.4	91.4
2	95.0	95.1	94.8	90.4
3	95.5	94.3	96.4	90.4
4	94.9	94.3	94.8	92.0
5	94.9	95.4	94.9	89.9
6	94.0	93.5	95.1	90.1
All Years	95.2	94.5	95.4	90.9
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

While attendance is lower than previous years it still remains above the state average. The school experience significant absence of both staff and students due to COVID. All absences under 80% were followed up and medical certificates requested for further absences.

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
Deputy Principal(s)	2
Assistant Principal(s)	4
Classroom Teacher(s)	38.96
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	1.6
Teacher ESL	0.6
School Counsellor	1
School Administration and Support Staff	5.87
Other Positions	1

*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	1,654,555
Revenue	9,601,811
Appropriation	8,762,299
Sale of Goods and Services	38,186
Grants and contributions	775,611
Investment income	23,259
Other revenue	2,457
Expenses	-9,651,170
Employee related	-8,429,874
Operating expenses	-1,221,296
Surplus / deficit for the year	-49,359
Closing Balance	1,605,196

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.

In 2023, the school has committed funds from "School and Community Sources" to supplement the 2023 teaching staff entitlement and non-teaching staff entitlement.

Total funds committed to staffing in 2023 from School and Community Sources \$566,216.

Funding allocated is as follows:

0.3FTE to top up APCI to 1.0FTE = \$46,526

0.3FTE to top up APCI to 1.0FTE = \$46,526

0.4FTE to fund an additional AP for 2 days per week up to Week 4 of term 2= \$20,161. This AP will then assume full time Deputy Principal role.

0.6FTE to fund an additional learning support teacher = \$71,021

1.0FTE \$118,368 additional class.

Allocation of funding to supplement non teaching staff:

0.4FTE to pay for a Technical Support Officer Clerk = \$47,947

Supplement Business Manager role transitioning to 1.0FTE from Term 2 2023 = \$48,628

1.0FTE SLSO engaged to run MultiLit and MiniLit programs \$76,631

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	492,753
Equity Total	271,920
Equity - Aboriginal	7,420
Equity - Socio-economic	13,467
Equity - Language	135,866
Equity - Disability	115,167
Base Total	6,795,362
Base - Per Capita	245,857
Base - Location	0
Base - Other	6,549,504
Other Total	745,828
Grand Total	8,305,863

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

Students in Years 4, 5 and 6 were surveyed twice in 2022 and parents and teachers once using the Department of Education survey, Tell Them from Me. This data is critical to our focus on ongoing student success and evaluating our school plan. Below is a snapshot of the data in the areas of academic, social-emotional and physical education/health outcomes.

Trend reports on the school context: inclusive school, leadership, parent involvement and collaboration all showed significant growth (0.5) and are above the NSW Government norm. This reflects the improving interrelationship between school and community following COVID.

On the eight drivers of student learning (Learning Culture, Data Informed practice, Teaching Strategies, Challenging and Visible Goals Planned Learning Opportunities, Quality Feedback, Overcoming Obstacles to Learning and Technology) teachers indicated strong agreement and an upward trend greater than the NSW Government mean. Strongest growth was evident from teachers on Challenging and Visible Goals and Planned learning Opportunities reflecting the professional development in these areas and is also replicated in student measures of Explicit Teaching Practices and Feedback and an improved Skills/Challenge measure for students with lower skills. This was also evident in the parent survey where inclusion showed growth above the NSW norm. Keeping parents informed of the learning programs and how the school addresses challenge for High Skills students is an area for development. This will be addressed at parent teacher meetings, through written term program updates and P&C presentations.

Teachers appreciated the high level of parent involvement although there was a wide range in individual teacher responses. This was reflected by parents feeling more welcome at school although still a little under the state mean. The school has this as a focus area to restore parents access to the school following COVID. The use of technology for learning was well above the state average however there was a small group of parents who did not demonstrate the same approval. This will continue to be addressed through professional learning due to the integral nature of ICT now and into the future in the school's learning programs.

The four dimensions of classroom and school practice that promote student learning: planned learning opportunities, challenging and visible goals, overcoming obstacles to learning and quality feedback all demonstrated positive support by teachers above the state mean. This is reflective of the areas for development in the school improvement plan. The support provided by two Assistant Principals Curriculum and Instruction who have worked effectively in classrooms alongside teachers and supported quality data driven professional learning in the targeted areas are driving improvement. 100% of teachers are aware of the new curriculum, 98% felt the school was managing the change well and 78% indicated a strong understanding. High support for ongoing professional learning for teachers was evident particularly in the areas of technology for learning (iPads), behavior management and learning support.

Continued emphasis through the school improvement plan on building partnerships with parents, providing targeted professional learning to teachers together with shoulder-to-shoulder classroom support and a focus on wellbeing, advocacy at school and integrating challenge into classroom learning programs will be the focus areas for 2023.

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.