

2022 Annual Report

St Marys South Public School



4279

Introduction

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

To develop outstanding citizens who:

- * are creative
- * are innovative
- * are critical thinkers
- * can communicate and collaborate effectively.

School context

St Marys South Public School is located west of Sydney, on the fringe of the Penrith Valley. Our school prides itself on effective and quality innovative, rich and authentic learning and teaching to develop outstanding students.

We provide every student with high quality learning in all curriculum areas through evidence-based teaching practices implemented by our highly dedicated and compassionate teachers, in a nurturing, inclusive and innovative learning environment.

Our school has a current enrolment of 311 students. Our school community celebrates its rich diversity of students deriving from cultural backgrounds such as Aboriginal and Torres Strait Islander, Samoan, Urdu, Tongan, Arabic, Tagalog, Hindi, Punjabi, Gujarat, Hungarian, Maori, Bengali, Filipino and Korean. More than 85% of our students were born in Australia.

Every student is provided with opportunities within and beyond the school to ensure they can progress and achieve high educational outcomes across academic, musical, creative, technological and sporting areas. St Marys South Public School initiatives are supported by our strong family, school, community and agency partnerships, and place a high priority on ensuring that our children receive the best possible education for their future.

The school has a very strong relationship with the Colyton Learning Community where collaboration and innovative learning practices are shared, developed and celebrated.

Our school has extensive extra-curricula opportunities in academic, sporting and creative realms. An investment in staff enables in-class support for responsive teaching and learning, using data-driven and evidence-based practices. Inclusive programs nurture the diverse range of learning needs, including students with disability, English as an Additional Language or Dialect, and Aboriginal and Torres Strait Islander backgrounds.

Through our Situational Analysis, we identified a collective need to cement a whole school culture with Visible Learning at the core. At the heart of this, expanding our current mode of practices in Learning Intentions and Success Criteria, and student-centred, goal setting conferencing, a delivery of practice that has captured explicit teaching and feedback personalised to each students' performance levels against the NSW Syllabus and Literacy and Numeracy Learning Progressions. Student achievements are celebrated, and there is an ethos of lifelong learning and whole school continuous improvement touching every classroom. Our Strategic Improvement Plan amplifies this collective work to ensure every student achieves their learning potential.

Our Strategic Improvement Plan is ambitious, with the intent that every student establishes the foundations to succeed in their future endeavours, as critical, collaborative, creative, active and informed citizens.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

| Elements | 2022 School Assessment |
|--|------------------------|
| LEARNING: Learning Culture | Excelling |
| LEARNING: Wellbeing | Excelling |
| LEARNING: Curriculum | Sustaining and Growing |
| LEARNING: Assessment | Excelling |
| 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 | Sustaining and Growing |
| LEADING: Management practices and processes | Sustaining and Growing |

Strategic Direction 1: Student growth and attainment

Purpose

We will develop outstanding citizens, who attain high educational performance in reading and numeracy learning outcomes by embedding a whole school approach focused on evidence-based pedagogy, data-informed practices and a culture of Visible Learning within every classroom.

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.

- Quality Teaching
- High impact, evidence-based literacy and numeracy practices

Resources allocated to this strategic direction

English language proficiency: \$56,921.17
Literacy and numeracy intervention: \$67,271.00
Low level adjustment for disability: \$116,905.20
Socio-economic background: \$34,476.30
Professional learning: \$21,784.40
Per capita: \$77,320.00
Literacy and numeracy: \$61,346.81

Summary of progress

Quality Teaching

During 2022, teaching staff implemented visible learning strategies with a focus on learning intentions, success criteria, with individual student conferencing and goal setting to establish individualised maths, reading and writing goals. PLAN2 data was used to generate goals, focusing on Quantifying Numbers, Additive and Multiplicative Strategies for Numeracy goals and Phonological Awareness, Phonics, Composing Texts, Understanding Texts and Fluency for Literacy goals. Teachers participated in professional learning around what conferencing and goal setting will look like and how to use the data from PLAN2 into attainable goals for students to be able to be part of the process when they were choosing goals relevant to their individual learning needs.

The addition of four support teachers, one per stage, were employed to work in each classroom, every day for a minimum of 2 hours per day. This was to facilitate student conferencing and to enable teachers to take small differentiated groupings that focused on reading, mathematics and writing goals. One thing that made the initiative difficult to implement each day effectively was the high staff absences due to COVID and no casual staff available meant that, the support teachers that were employed to work with the classroom teacher, was utilised as a casual teacher and so the program would need to be collapsed for the day or a couple of days resulting in individual small group conferencing not implemented during this time.

Implementing visible learning strategies and small group conferencing and goal setting was an initiative that was funded from allocations from English language proficiency, Low level adjustment for disability, Socio-economic background and Professional learning and this enabled the creation of smaller class sizes and the employment of the four additional teachers as support teachers in each room. The individual differentiated conferencing and goal setting has resulted in teachers having a better knowledge of exactly where their students are and how to cater for their individual learning needs. Having students involved meant that more robust dialogue about the strategies students could use while working on their goals and where to next. Tell Them From Me shows that 93% of students value school outcomes and believe that the skills they are learning will have a strong bearing on their future.

In 2023, the goal is to establish smaller class sizes and the school to fund additional classes to ensure the continuation of conferencing and goal setting into every day pedagogical practices, without the assistance of a support teacher, but to make the process a part of the day to day learning environment.

High impact, evidence-based literacy and numeracy practices

In 2022, staff elected to trial the new K-2 English and Mathematics syllabus documents in all of the K-2 classrooms.

During a state government initiative at the end of 2021, the school received two sample packs of decodable readers. Executive staff had already started to participate in research around using decodable texts in line with the changes coming for the new K-2 English syllabus. The school had a large number of staff trained in L3 and were reluctant to change the way that literacy sessions, particularly reading was taught. During whole school professional learning sessions, Executive staff presented the staff with information around the Scarborough Reading Rope, the Science of Reading and how decodable texts, would become a part of the new of the way forward.

Staff examined both sets of decodable books received during the 2021 government roll out and using funds from the Literacy and Numeracy allocation the Little Learners Love Literacy (LLLL) set of early readers were purchased to align with the new K-2 English Syllabus. Initial training with LLLL was undertaken by the Assistant Principal ES1, Assistant Principal Curriculum and Instruction and Assistant Principal Learning and Support funded from the allocation of Professional learning funds. The three executive staff then held whole school professional learning sessions around the use and benefits of decodable reading and how to of teaching beginning reading using decodable readers while implementing the new syllabus. During Kindergarten Orientation sessions parents were shown the readers and how they would be utilised and explained the process of reading and how it would look different in classes.

Having executive staff involved in the research, training and implementation phases meant that they could mentor staff and provide in class support and training using decodables with all staff regardless if they were K-2 or 3-6. Again Professional learning funds were used for six K-2 staff members to participate in Little Learners Love Literacy training. One executive staff member also conducted whole school professional learning around the Mathematics K-2 syllabus. Ensuring there was time for professional learning while trialing new decodable resources and mentoring from the executive team meant that staff had time to trial and implement the new syllabus with lots of support.

As the year progressed and casual teachers were unavailable, it became difficult to release executive to continue in-class mentoring and training. Everyday events such as Education Week, School Spectacular, Literacy and Numeracy activities across the last semester made it difficult to release staff or cover staff for professional learning or mentoring sessions. Changing pedagogies in line with the new syllabus was also a challenge for some teachers to grasp and take on feedback from the mentoring and training sessions.

The trialing of the new syllabus resulted in a change in pedagogy and thinking, as well as the outcomes students were achieving. Students ability to decode and encode increased from previous years, with students reading texts using decoding strategies of blending and manipulating sounds to make words and were also transferring those skills into encoding during writing activities, there was no more guess work - students were reading decodable texts at their level of decoding. A result of professional learning and new resources enable Stage 2 and 3 teachers to be more confident in using decodable readers and understand phonemic awareness skills and how to transfer that knowledge into what individual students needed to be successful readers.

In 2023, staff will implement the new K-2 syllabus with confidence, more staff will undertake professional learning, more resources literacy and numeracy will be purchased to assist in implementing both the English and Mathematics curriculum and there will be an off class Assistant Principal that will be able to mentor and work with beginning teachers in implementing the syllabus. A full-time Learning and Support teacher has been employed and trained in an intervention program - MultiLit for small group intervention.

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>Top two bands in Reading:</p> <p>Improvement in the percentage of students achieving in the top two bands in reading to be at or above the school's lower bound system negotiated target of 30.8%.</p> | <ul style="list-style-type: none"> 35% of students achieved in the top two bands in NAPLAN reading, indicating achievement of the lower-bound target. |
| <p>Expected Growth in Reading:</p> <p>Increase in the percentage of students achieving expected growth in reading to be moving towards the lower bound system negotiated target of 60.6%.</p> | <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. |
| <p>Top two bands in Numeracy:</p> | <ul style="list-style-type: none"> 16.22% of students achieved in the top two bands in NAPLAN numeracy, |

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|---|--|
| <p>Improvement in the percentage of students achieving in the top two bands in numeracy to be at or above the school's lower bound system negotiated target of 21.5%.</p> | <p>indicating progress toward the lower-bound target of 21.5%.</p> |
| <p>Expected Growth in Numeracy:</p> <p>Increase in the percentage of students achieving expected growth in numeracy to be moving towards the lower bound system negotiated target of 58.5%.</p> | <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. |

Purpose

We will develop outstanding citizens by ensuring every student connects, succeeds, thrives and learns through a planned whole school approach, in a high expectations culture, to enhance student wellbeing and attendance, with every student known, valued and cared for.

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 approach to wellbeing
- Aboriginal Education

Resources allocated to this strategic direction

Low level adjustment for disability: \$72,958.78

Integration funding support: \$61,243.00

Aboriginal background: \$18,728.34

Socio-economic background: \$292,906.54

Summary of progress

Whole school approach to wellbeing

Whole school approach to wellbeing involved initiatives to develop outstanding citizens by ensuring every student connects, succeeds, thrives and learns through a planned whole school approach. This involved strengthening the approach to monitoring, tracking, evaluating and responding to student behaviour and attendance, increasing student voice and agency in learning and school decision making through the Student Representative Council, and embedding personalised learning systems of practice.

The school monitored and tracked student behaviour and attendance using Sentral and implemented positive rewards for students and classes based on attendance data. Daily attendance was tracked and monitored, staff and students were informed each week and the class with the best overall attendance for the term was awarded with a pizza party, merit awards at assembly and in the newsletter. Attendance was added into the criteria for achieving a Gold Badge each term. The school continued the employment of the Chaplain who would work with small groups of boys and girls and established recess and lunchtime play activities such as handball and newcombe ball.

During the year there was a new Principal appointed to the school and as a result we shifted the direction in line with needs of the students at the time, resulting in wellbeing becoming more of a focus on behaviour and individual learning needs, and the employment of a Community Liaison Officer using Socio-economic background funds to assist with the new behaviour and attendance expectations of the school.

The shift resulted in more individual learning and behaviour plans implemented for students with additional learning needs. Staff have participated in more professional learning needs around catering for and understanding and addressing the learning needs of individual students.

In 2023, staff will participate in social emotional learning and circle time based on the Berry Street model, professional learning with Positive Partnerships in Autism awareness training and the reward system will be changed and adapted to enable more students to achieve. School policies will be updated to reflect the new attendance and wellbeing directions of the school. A new whole school tracking program Compass will be implemented in place of Sentral.

Aboriginal Education

Aboriginal Education involved ensuring every Aboriginal student achieves their learning potential, and that their history, language, culture, identity and aspirations are valued is of a high priority. The Aboriginal Education Team had more staff engage with and become a part of the team and represent the school at AECG meetings, as well as fostered and strengthened the family-school partnership. Staff were also involved in numerous professional learning opportunities with Indigenous staff members as facilitators and the resources developed and provided to ensure embedding of high-quality, evidence-based practices in every classroom were authentic.

As a result of this direction, students were more involved in writing their goals and participating in assemblies and meetings, writing their own Acknowledgment of Country. An indigenous dance group was established and performed at many events at school throughout the year. New resources were purchased to support the lessons within the classrooms and the music program incorporated Aboriginal language and music into lessons.

In 2023 staff will be involved in the Reconciliation Action Team more professional learning to enable programs to reflect Aboriginal education. The Personalised Learning Pathways will be changed with parent, student and staff input. More staff have already indicated they would like to be involved and a new process for writing pathways will be established with parents and students having an equal input.

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>Students with positive wellbeing:</p> <p>Proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at school is moving towards the lower bound system negotiated target of 86.6%.</p> | <ul style="list-style-type: none"> • Tell Them From Me data indicates 59% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). |
| <p>Attendance:</p> <p>Improvement in the proportion of students attending school more than 90% of the time is moving towards the lower bound system negotiated target of 70.3%.</p> | <ul style="list-style-type: none"> • The number of students attending greater than 90% of the time is 43.1% compared to SSSG 42.8% and State average of 42.3%. |

Strategic Direction 3: Effective Professional Growth

Purpose

To develop outstanding citizens, we will sustain a strong focus on building teacher quality through authentic, research-based teacher professional learning and development, building teacher capacity to lead improvements in reading and numeracy for every student, every day.

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.

- Professional Learning Community
- Collaborative Practices

Resources allocated to this strategic direction

QTSS release: \$59,184.32

AP Curriculum & Instruction: \$180,685.20

Summary of progress

Professional Learning Community

Staff participated in our school based professional learning community in 2022. One focus for 2022 was working with the "What Works Best in Practice" document. The eight themes of the document were broken up into two or three themes that were focused on during professional learning. The framework was used as a reflection tool for staff in regard to the practice. Staff were observed in the classroom utilising the strategies, teacher collaboration, classroom observations, timely and specific feedback between teachers. Another focus for professional learning in 2022 was the familiarisation and implementation of the new K-2 English and Mathematics syllabus documents. These sessions were led by executive staff members, Department of Education professional learning and NESAs.

This resulted in robust dialogue between teachers during the observation and reporting phase of working with the What Works Best in Practice document. All teachers are committed to identifying, understanding, and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

The syllabus implementation will continue to be a focus of Professional Learning for 2023 with 3-6 exploring the new 3-6 English and Mathematics syllabus.

Collaborative Practices

Employment of our Assistant Principal Curriculum and Instruction allowed for collaborative practices to be strengthened with the APC&I conducting regular data chats and 5 weekly targets set in conjunction with the class teachers, stage leaders and the APC&I. The APC&I also used the data to assist teachers in targeting their teaching using the data. Demonstration lessons, team team and collaborative planning across stages was also facilitated by the APC&I with stage teams and teachers as needed.

As a result of the collaborative practices led by the APC&I resulted in targeted learning opportunities for students driven by point in time data.

In 2023, additional collaboration time for stage teams will be implemented to enable a focus on inquiry based practices driven by data and student needs.

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>Tell Them From Me teacher survey data increases to be moving towards the NSW Government Norm for teachers discussing learning goals with other teachers.</p> <p>Percentage of teachers who collaborate to progress students and the school forward is moving towards the school identified target of 100%.</p> | <ul style="list-style-type: none"> • Analysis of Tell Them From me data shows 100% teachers discussing learning goals with other teachers demonstrating achievement of the school identified target. • Analysis of internal school data shows 100% of teachers collaborate to progress students and the school forward demonstrating the school identified target. |
| <p>The percentage of teachers who evaluate their practice against student performance data is moving towards the school identified target of 100%.</p> | <ul style="list-style-type: none"> • Analysis of internal school data shows 90% of teachers evaluate their practice against student performance data demonstrating progress toward the school identified target. |

| Funding sources | Impact achieved this year |
|---|--|
| <p>Integration funding support</p> <p>\$61,243.00</p> | <p>Integration funding support (IFS) allocations support eligible students at St Marys South 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"> • Whole school approach to wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staff participated in professional learning to support individual learning needs, develop individual learning and behaviour plans for identified students. <p>The allocation of this funding has resulted in the following impact: implementation of more individual learning and behaviour plans for students with additional learning needs. Staff participated in professional learning to meet the needs of individual students.</p> <p>After evaluation, the next steps to support our students will be: whole school training and implementation of social and emotional learning and participation in Positive Partnerships in Autism awareness training.</p> |
| <p>Socio-economic background</p> <p>\$327,382.84</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Marys South 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"> • Quality Teaching • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services and professional development of staff through to support student learning <p>The allocation of this funding has resulted in the following impact: students more involved in writing their PLP's, students writing their own Acknowledgement of Country for whole school events, establishment of Indigenous dance group and programs and resources to support lessons in the classrooms.</p> <p>After evaluation, the next steps to support our students will be: the Reconciliation Action Team to plan more professional learning to enable programs to reflect Aboriginal education.</p> |
| <p>Aboriginal background</p> <p>\$18,728.34</p> | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Marys South 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"> • Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work to support Literacy and |

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| <p>Aboriginal background</p> <p>\$18,728.34</p> | <p>Numeracy within the classroom for students performing below the expected stage level</p> <ul style="list-style-type: none"> • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy <p>The allocation of this funding has resulted in the following impact: 100% of Aboriginal students had the opportunity to access additional in class literacy and numeracy and English language support.</p> <p>After evaluation, the next steps to support our students will be: supporting students across Stage 2 with MacqLit and expand EAL/D support school wide.</p> |
| <p>Low level adjustment for disability</p> <p>\$189,863.98</p> | <p>Low level adjustment for disability equity loading provides support for students at St Marys South 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"> • Quality Teaching • Whole school approach to wellbeing <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 teachers to implement goal setting and conferencing in the classroom. <p>The allocation of this funding has resulted in the following impact: the use of Visible Learning strategies and small group conferencing and goal setting resulted in improvements in student learning. This was targeted at their individual needs based on school wide data using PLAN2.</p> <p>After evaluation, the next steps to support our students will be: to establish smaller class sizes to ensure the continuation of conferencing and goal setting can be embedded into daily pedagogical practices without the support of additional staff.</p> |
| <p>Professional learning</p> <p>\$21,784.40</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 South 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"> • High impact, evidence-based literacy and numeracy practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging whole school to unpack evidence-based approaches to teaching and implementation of the new K-2 English and Mathematics syllabus documents into K-2 classrooms. <p>The allocation of this funding has resulted in the following impact: professional learning around trialing of the new syllabus has resulted in a change in pedagogy and thinking around delivering literacy and numeracy lessons.</p> <p>After evaluation, the next steps to support our students will be: staff will implement the new K-2 syllabus with confidence, with additional staff undertaking professional learning. More resources for literacy and numeracy instruction will be purchased to assist in implementing both the English and Mathematics curriculum.</p> |
| <p>Literacy and numeracy</p> | <p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Marys South Public</p> |

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| <p>\$61,346.81</p> | <p>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"> • High impact, evidence-based literacy and numeracy practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional Learning and Support staff for in class support to assist with the implementation of literacy and numeracy programs and resources. <p>The allocation of this funding has resulted in the following impact: greater levels of teaching support in classes to implement evidence based literacy and numeracy practices focusing on goal setting and conferencing.</p> <p>After evaluation, the next steps to support our students will be: to employ a full-time Learning and Support teacher trained in intervention programs to target individual learning needs.</p> |
| <p>QTSS release</p> <p>\$59,184.32</p> | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Marys South 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • 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: stage teams use their collaborative time to examine data and plan according to student needs and school strategic directions.</p> <p>After evaluation, the next steps to support our students will be: an additional 1 hour RFF in stage teams to participate in collaborative planning and professional learning sessions.</p> |
| <p>Literacy and numeracy intervention</p> <p>\$67,271.00</p> | <p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at St Marys South 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"> • Quality Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: additional teachers allowed for optimal learning time with conferencing and goal setting resulting in teachers having a better knowledge of exactly where their students are and how to cater for their individual learning needs.</p> <p>After evaluation, the next steps to support our students will be: to establish smaller class sizes, as well as school funded additional classes, ensuring the continuation of conferencing and goal setting into every day pedagogical practices.</p> |
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| <p>COVID ILSP</p> <p>\$209,449.00</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 to deliver small group tuition, providing targeted explicit instruction for small student groups and analysis of school data to identify students requiring additional support. • releasing staff to participate in professional learning <p>The allocation of this funding has resulted in the following impact: evidence based teaching practices implemented utilising data to drive and support small group differentiated groups.</p> <p>After evaluation, the next steps to support our students will be: employ additional teachers to support individual learning needs of all students.</p> |
| <p>English language proficiency</p> <p>\$56,921.17</p> | <p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Marys South 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"> • Quality Teaching <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 • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: employment of a part-time EAL/D teacher to Implement targeted learning opportunities for students identified as beginning or emerging.</p> <p>After evaluation, the next steps to support our students will be: Employment of a full time EAL/D teacher to implement support for all students identified as EAL/D with small group learning and in class support.</p> |

Student information

Student enrolment profile

| Students | Enrolments | | | |
|----------|------------|------|------|------|
| | 2019 | 2020 | 2021 | 2022 |
| Boys | 154 | 156 | 147 | 163 |
| Girls | 172 | 165 | 159 | 158 |

Student attendance profile

| School | | | | |
|-----------|------|------|------|------|
| Year | 2019 | 2020 | 2021 | 2022 |
| K | 91.7 | 89.2 | 88.9 | 88.1 |
| 1 | 91.8 | 89.6 | 91.1 | 81.8 |
| 2 | 89.9 | 89.2 | 89.9 | 86.0 |
| 3 | 90.8 | 90.6 | 89.8 | 86.2 |
| 4 | 90.1 | 88.6 | 92.0 | 84.8 |
| 5 | 90.3 | 90.6 | 91.1 | 85.2 |
| 6 | 93.6 | 87.0 | 89.4 | 85.4 |
| All Years | 91.1 | 89.2 | 90.3 | 85.4 |
| 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) | 4.2 |
| Classroom Teacher(s) | 10.82 |
| Learning and Support Teacher(s) | 1.2 |
| Teacher Librarian | 0.6 |
| School Administration and Support Staff | 2.92 |

*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 | 902,499 |
| Revenue | 3,723,741 |
| Appropriation | 3,670,284 |
| Sale of Goods and Services | 1,406 |
| Grants and contributions | 48,514 |
| Investment income | 3,437 |
| Other revenue | 100 |
| Expenses | -4,098,560 |
| Employee related | -3,032,524 |
| Operating expenses | -1,066,036 |
| Surplus / deficit for the year | -374,819 |
| Closing Balance | 527,680 |

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 | 13,741 |
| Equity Total | 592,896 |
| Equity - Aboriginal | 18,728 |
| Equity - Socio-economic | 327,383 |
| Equity - Language | 56,921 |
| Equity - Disability | 189,864 |
| Base Total | 2,373,543 |
| Base - Per Capita | 77,320 |
| Base - Location | 0 |
| Base - Other | 2,296,223 |
| Other Total | 340,560 |
| Grand Total | 3,320,740 |

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

Parents/carers, students and teachers were surveyed through the Tell Them From Me survey in October 2022. The results are indicated below.

Parent/caregiver Satisfaction

Based on the 'Partners in Learning' Parent Survey Report, parents/carers indicated that:

- 57% of parents have met with their child's teacher more than three times throughout the year.
- 75% of parents believe that reports on my child's progress are written in terms I understand.
- 78% of parents believe the school's administrative staff are helpful when I have a question or problem.
- 77% of parents believe the school supports positive behaviour.
- 86% of parents believe their child feels safe going to and from school.

Student Satisfaction

Student satisfaction is measured using data from the 2022 Student Outcome and School Climate report.

- 68% of students feel a sense of belonging at school.
- 84% of students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 84% of students have friends at school they can trust and who encourage them to make positive choices.
- 87% of students display positive behaviour at school.
- 78% of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 82% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- 84% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Staff Satisfaction

Based on the 'Focus on Learning' Teacher Survey Report, teachers indicated:

- School leaders have helped me establish challenging and visible learning goals for students. (78% School Mean)
- School leaders have helped me create new learning opportunities for students. (81% School Mean)
- I talk with other teachers about strategies that increase student engagement (88% School Mean)
- I set high expectations for student learning. (91% School Mean)
- Students find class lessons relevant to their own experiences. (82% School Mean)
- I give students feedback on how to improve their performance on formal assessment tasks. (84% School Mean)
- My assessments help me understand where students are having difficulty. (82% School Mean)

These three surveys indicate that St Marys South Public School foster a safe and caring environment where high expectations and individual goals are valued by all stakeholders.

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.