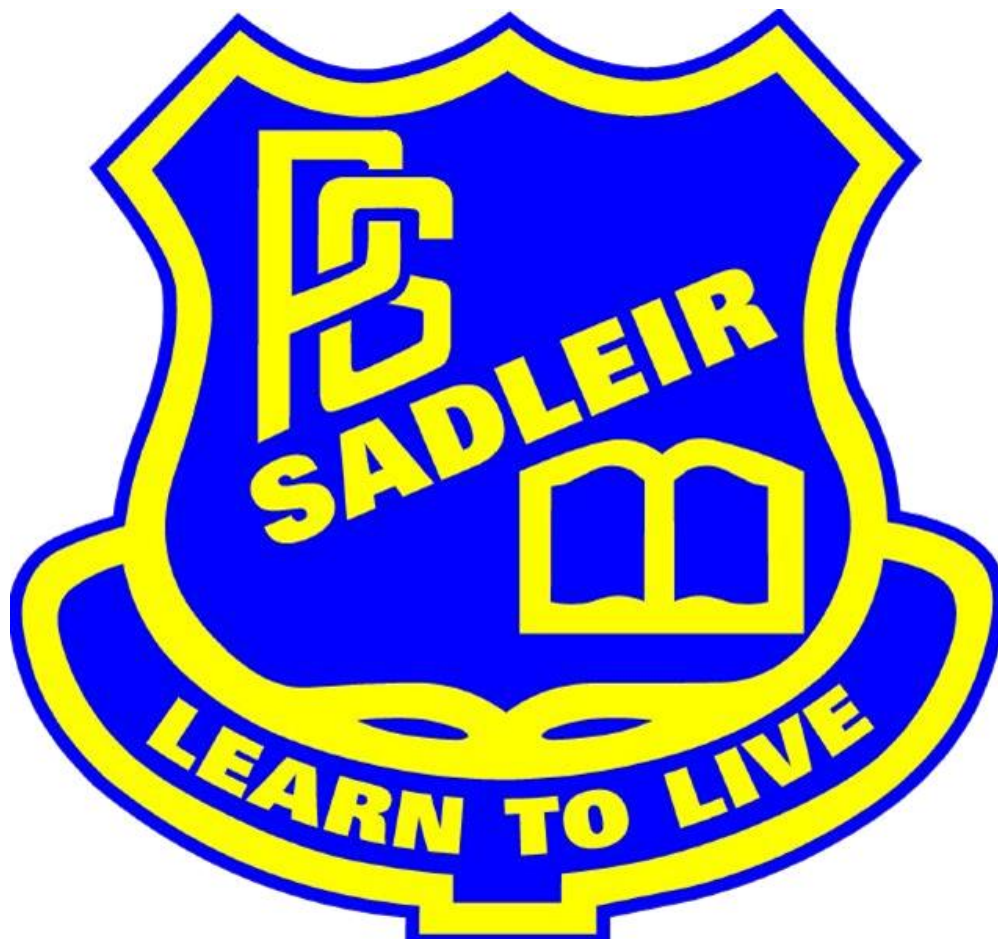


# 2022 Annual Report

## Sadleir Public School



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# Introduction

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

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

## School contact details

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## School vision

Sadleir Public School values the central role of education in developing successful citizens of the future and equips students with the knowledge, understanding, skills and values to thrive. Our school culture is one of inclusion that embraces Australia's values and promotes Indigenous cultures as a key part of the nation's history, present and future.

Our vision at Sadleir Public School is to build pathways to success for all students.

## School context

Sadleir Public School is a member of the Liverpool Network of schools in South Western Sydney. The school has a student population of 348 inclusive of preschool students who attend two and half days each week. Sadleir Public School has 4 support unit classes for students with intellectual disabilities and/or Autism.

Aboriginal and Torres Strait Islander students make up 7% of the student population. 82% of students have a language background other than English with Arabic, Samoan and Vietnamese making up the largest language groups. The school has an Arabic Community Language program.

A significant number of students come from low socio-economic backgrounds. The school's Family Occupation Employment Index (FOEI) is 178 with 70% of students been identified in the lowest socio-economic quarter.

Home school community partnerships are fostered and highly valued. The school P&C is active and very supportive providing significant financial support via fundraising and successful grant applications.

To support community partnerships, the school employs a Community Liaison Officer who runs parent workshops, a well resourced community room, breakfast club and a weekly playgroup. Parent feedback has indicated that they feel welcome in the school and that school leaders and teachers are approachable and caring.

Throughout 2022, the school has participated in the Curriculum Reform process by being a part of the Accelerator Adopter trial which involved implementing the K-2 Syllabus and trialing the newly developed units of work in stage 1. This initiative was led and supported by the Assistant Principal Curriculum and Instruction (APC&I). This further promoted and supported teacher knowledge, skills and understanding of the new K-2 syllabus documents for implementation in 2023.

The school's learning support systems have been and continue to be enhanced. There are strong and productive partnerships with a significant number of agencies for the purpose of providing additional support for students with complex needs.

Through data analysis, the school has identified system-negotiated target areas in Reading, Numeracy and attendance. External and internal data indicates that while reading strategies and resourcing have significantly improved, additional focus is required on the explicit teaching of writing and mathematics. Through our situational analysis, we have identified a need to use data driven practices that ensure that curriculum delivery is engaging, stage appropriate and inspires curiosity and deep understanding. The curriculum implementation is currently supported by the effective integration of a broad range of technology.

In continuation from our previous plan additional focus is required in relation to inquiry learning embracing the key learning dispositions. Further work will need to occur around how teachers successfully utilise formative and summative assessment to drive teaching and learning programs and evaluate the impact of their teaching.

Parent feedback has indicated that individualised targeted support for students not achieving at stage expectations is valued however providing students with high potential with the appropriate level of challenge and extension requires further refinement.

The wellbeing team has analysed the Tell Them From Me student survey data. Although overall wellbeing rating is high (92.92%) there is notable variation in the element 'sense of belonging'. The situational analysis also concluded that student voice and authentic leadership is an area for development for students K-6.

Informed by the situational analysis, the role of the Community Liaison Officer will be refined to focus on community learning partnerships, the educational directions of the school and the continuous cycle of improvement.

## 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	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
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

To maximise student learning in Literacy and Numeracy by employing evidence based teaching strategies in a data driven whole school approach.

### Initiatives

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

- Data Skills and Use
- Effective Classroom Practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$514,741.00  
**AP Curriculum & Instruction:** \$210,799.40  
**Professional learning:** \$9,200.00  
**Curric Reform - Accelerator Adopter Schools:** \$14,646.00  
**QTSS release:** \$69,823.26  
**English language proficiency:** \$225,561.98  
**Refugee Student Support:** \$1,375.00  
**Aboriginal background:** \$24,850.00  
**Low level adjustment for disability:** \$219,207.00

### Summary of progress

#### Data Skills and Use

During 2022, the focus was to ensure that analysis of data in stage teams with the Assistant Principal, Curriculum and Instruction (APCI) was the main driver in increasing teachers skills in analysing data to effectively make informed decisions for teaching and learning programs. Regular meetings enabled this to take place and be a core focus for building teacher capacity around data collection and analysis. This has resulted in targeted teaching to improve student outcomes and more refined programs. The consistent collection of data, in stage teams, has resulted in a more focused triangulation of sources. Participation in the LEED project led us to realise that more work on assessment was required prior to standardising practices for data collection to ensure alignment between teaching and learning programs and assessment tasks. Regular meetings working on focus areas for improving students outcomes has resulted in targeted teaching at stage level. The impact of this initiative is a deeper analysis of authentic assessment data by teachers, enabling differentiated teaching and learning programs collaboratively developed.

Stage based data analysis and professional learning will continue to be a focus for 2023. This will ensure the sustainability in data literacy skills for teachers is consistent across the school. The spirals of inquiry method of professional learning will be a continued model that will be used throughout 2023 as identified through the LEED project. The continuation of one on one data conversations with APCI and stage supervisors will enable more individualised teacher support in analysing data. A more consistent approach to aligning teaching and learning programs to assessment tasks across the school will be a focus. Processes around data collection and timings for the whole school, aligned to the new syllabus, will ensure more consistency in data collected across 2023.

#### Effective Classroom Practice

##### Curriculum - Literacy and Numeracy

In 2022 the focus was to prepare K-6 staff for the implementation of the English and Mathematics syllabus for this year and following years. As an Accelerated Adopter school, K-2 staff engaged in professional learning with the K-2 English and Mathematics syllabus documents. Stage teams worked together to collaboratively plan units of work using elements of the new syllabus guided by the APCI. A continuous cycle of evaluation ensured further development of teacher knowledge, skills and understanding in preparation for implementation in 2023. As a result of extended professional learning Stage 1 staff trialed and reviewed Department of Education resources around the new literacy and numeracy curriculum. Kindergarten and Year 2 staff compared the new curriculum with the current curriculum and reflected on the changes in teaching practice and knowledge of content that would be needed for implementation in 2023. Following the trial of department resources, the Curriculum Action Team, led by the APCI, developed scope and sequences to better meet student needs, along with programming templates to ensure consistency and a smooth transition to the new syllabus. Years 3-6 staff have been exposed to curriculum implementation resources, professional learning modules and

new syllabus discussions to prepare for the engagement phase of the 3-6 English and Mathematics syllabus in 2023. Regular meetings with the Curriculum Advisor and Accelerated Adopter school teams were held to enable future planning for 2023. The impact of this initiative is reflected in K-2 staff indicating a developing understanding of the new K-2 English and Mathematics syllabus documents and being well prepared for implementation in 2023.

Embodied Learning in Early Mathematics and Science (ELEMS). Sadleir Public School worked in collaboration with Sydney University as part of the embodied learning research project. The project aimed to translate previous psychology, neuroscience and education research findings about embodied learning into effective classroom practice in early years mathematics and science, and to produce a professional learning package for teachers. Teachers worked with the research team to implement body movement, gesture, touching, pointing and tracing, and drawing into the mathematics teaching and learning program in P-2.. The project resulted in increased staff understanding, the development of a professional learning package and the embedding of embodied learning strategies as effective research based teaching practice.

The focus for 2023 will be enacting the K-2 scope and sequence and ensuring there will be regular evaluation. Staff will be supported throughout the implementation with PL time, collaborative team time and shoulder to shoulder support with APCI's and middle leaders. In preparation for 2023 scope and sequence development for Stage 2 and Stage 3, staff will engage in professional learning with the new 3-6 English and Mathematics syllabus and trialing scope and sequences. Resourcing for K-6 in English and Mathematics will be consistent and aligned to the new syllabus.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An uplift of 8.1% of students in the top 2 bands in NAPLAN Reading.	2022 NAPLAN data indicates 19.8% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the lower bound target by 2.6% .
An uplift of 6.8% of students in the top two band of NAPLAN Numeracy.	2022 NAPLAN data indicates 5.15% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
An uplift of 8% in the number of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An uplift of 6% in the number of students achieving expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
35% of Aboriginal and Torres Strait Islander students achieve or exceed expected growth in reading and numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
School self assessment of the elements 'Effective Classroom Practice' and 'Data skills and Use' maintain at Sustaining and Growing.	Self-assessment against the School Excellence Framework (SEF) shows the school currently performing at sustaining and growing in lesson planning, explicit teaching and classroom management in the element of effective classroom practice. Self-assessment against the SEF shows the school currently performing at sustaining and growing in the themes of data literacy and data analysis in the element of data skills and use.



## Strategic Direction 2: Rich Curriculum and Assessment for Learning

### Purpose

To improve teacher capabilities by developing a professional learning culture of deep understanding, high levels of engagement and cycles of reflective and evaluative practice to maximise student learning outcomes through rich connections to the real world.

### 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.

- Rich Curriculum
- Authentic Assessment and Meaningful Feedback

### Resources allocated to this strategic direction

**Socio-economic background:** \$134,530.00

**Professional learning:** \$24,750.00

**QTSS release:** \$5,450.00

### Summary of progress

#### Rich curriculum

All students have been provided with rich curriculum experiences aligned to syllabus outcomes and content, through excursions, incursions and focus curriculum groups (dance, art, environmental, technology) throughout the year. A variety of school based focus groups have had high participation with students across K-6. Timetabling supported an extension STEM group and an extension Arabic Community language group for students in 3-6. Student surveys have indicated an increased level of enthusiasm for areas explored and have been able to utilise the knowledge and skills gained into future learning. Teachers have observed increased engagement in the curriculum through rich curriculum opportunities showing a higher motivation and participation in lessons linked to the experiences. A HPGE curriculum differentiation project saw staff modifying curriculum experiences to further increase engagement and achievement for all students. Staff teams reported back that students demonstrated an increased understanding of differentiation and challenge for higher performing students. The impact of this initiative is evident in teaching and learning programs, as teachers have demonstrated an increased focus on the inclusion of challenging tasks and classroom learning experiences.

Future planning for 2023 will have rich experiences embedded in teaching and learning programs. The executive team will monitor and evaluate the impact of rich curriculum experiences on student learning and engagement. Systems to be developed to monitor whole school processes including alignment to syllabus documents, teaching and learning programs, work samples and assessment tasks. In-school focus groups will be staffed and established early Term 1, to maximise the impact on students throughout the year.

#### 4 C's

Professional learning (PL) on Transforming Schools - 4 C pedagogy (Creative, Collaborative, Communication, Critical Thinking) was provided to interested staff as part of the Strategic Leadership Learning (SLL) and Leaders of Learning (LOL) teams. Two different small teams attended off site PL in Term 2 and Term 4 building understanding of how 4C's is being utilised in other schools across NSW. Trained staff trialed the introduction of learning dispositions and processes through varied activities across individual classrooms. The teams agreed this to be a valuable program to be implemented across the whole school. In Term 4, two onsite professional learning sessions were presented to the whole staff by 4C facilitators to up-skill all staff in 4C's pedagogy. To begin the planning process, the team reflected on and adjusted the program to guide effective implementation in 2023. The impact of this professional learning on the 4C's has been an increased discussion and focus around innovative learning culture and student voice.

In Term 1 2023, an Action Plan will be developed, including professional learning for all staff, to increase staff knowledge, understanding and practical application of the Learning Dispositions. The language of the Learning Dispositions will be embedded into the student expectations framework and the 'Disposition of the Week' displayed within classrooms and playgrounds.

#### Authentic Assessment and Meaningful Feedback

Executive staff participated in the LEED project to evaluate whole school data practices and triangulation of data sources

in numeracy. Throughout this, the APCI's conducted an analysis of current assessment practices in Semester 1. Through this review, a need was identified to develop consistent processes across the school for the collection of authentic assessment data. This was embedded into spirals of inquiry time, allowing teachers and stage leaders to build on assessment practices in their stage. Professional discussions within stage meetings were held regarding the wide variety of ways assessment tasks could be administered and within each of those, differentiation to cater for the needs of every student. Ongoing professional learning was conducted to inform and plan data practices and drive curriculum change. As a result, the whole school assessment schedule was reviewed and refined to ensure consistency across the school and will be implemented in 2023.

A focus for 2023 will be a review of whole school assessment practices and how they are used to drive teaching and learning programs based around the refined assessment schedule created in 2022. Rich stage based assessment tasks will also be a focus to provide opportunities for all students to have access to a variety of assessment opportunities. Authentic data analysis will continue to be a focus in collaborative executive time, with assessment driven modifications evidenced in teaching and learning programs. Numeracy will continue to be a focus through Spirals of Inquiry PL moving into 2023 with a strategic focus on rich learning and assessment tasks.

### Progress towards achieving improvement measures

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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
100% of teaching staff have an understanding of the High Potential Gifted Education policy.	Professional learning on the High Potential Gifted Education Policy was delivered in Term 3 and 4 2022 to ensure all teachers had an understanding of the Policy.
Positive responses from students in feedback in Tell Them From Me student survey data has a minimum of 80%.	77% of students provided positive responses in the area of feedback in the Tell Them From Me survey.
100% of Year 1 teachers develop an understanding of K-2 English and Mathematics Syllabus, trial units and provide feedback.	All Year 1 teachers developed a deep understanding of the syllabus documents through ongoing professional learning. As an Accelerated Adopter school, teachers trialed units and provided feedback to the DoE curriculum advisors in preparation for syllabus release in 2023.



### Purpose

To create a student centred culture of voice and citizenship by implementing and embedding a whole school strengths based approach that capitalises on current community values initiatives and wellbeing practices focussing on preventative, protective and early interventions for the whole child.

### 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.

- Citizenship and Student Voice
- Wellbeing and Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$272,783.00

### Summary of progress

#### Citizenship and Student Voice

Leadership programs were developed and implemented in 2022 to promote greater student voice. Opportunities for leadership were provided to students in Stage 3 predominantly and Stage 2. 2168 Parliament was highly successful with notable mentions for our students, with one student being selected for a future external leadership opportunity. Buddy classes have been well received by staff and students. The data collected indicated that students involved in the various leadership programs were engaged and took up the many leadership opportunities. Data has shown the wide variety of leadership opportunities further develop leadership skills in students. However, there is a need to continue to provide further programs across the whole school to have a greater impact for all students.

In 2022, Community Values was relaunched with a fortnightly focus, including lessons and presentations at assemblies promoting human values that were aligned with the school values. The Student Leadership team met fortnightly to address school needs and organised events to promote a happy and healthy school community. Buddy classes have developed a sense of pride in the playground and around the school, instilling a sense of belonging in all parties. The Ambassador Program delivered the Kindness Project, initially presenting the idea to staff at a staff meeting and then to students at a whole school assembly. As a result of this initiative, students are enabled to take up opportunities to contribute to school life.

In 2023, priorities will include embedding structured timetabled sessions for students and staff to provide authentic opportunities to enable student voice and have a greater impact across the school. Successful strategies from 2168 Parliament will be incorporated into the school-based SRC to further develop student leadership skills. Vertical groups and buddy classes will continue to be refined in 2023. A whole school review of the Community Values system will take place to focus on higher levels of citizenship.

#### Wellbeing and Engagement

In 2022 a range of wrap around services were implemented to support student learning and strengthen home school partnerships. In addition to our Community Liaison Officer (CLO) Health Coordinator (HC) and WHIN nurse, a Social worker and Speech Therapist have been employed to support families access services and support student learning. During 2022 Our Allied Health Team supported approximately 150 students and their families with access to services such as Pediatrician, NDIS and speech therapy services. The CLO continued to develop strong home community partnerships by engaging parents in health and education workshops including computer skills, technology learning, workshops designed to help parents help their child at home, community playgroup, transitions breakfast club, community garden. Initiatives led by the CLO continued to engage diverse groups of parents in the school community. Regular play group, workshop and P&C numbers have returned to pre Covid levels in 2022. The school has noted an increase in the number of Aboriginal parents engaging in school activities. The positive impact of this initiative is reflected in the increasing numbers of parents participating in various opportunities offered to engage with the school and build on home-school partnerships.

Stage 3 teachers participated in an Anti-Racism in Action Pilot Program. This involved ongoing professional learning followed by trialing units of work with the support of an external provider. Students responded positively and developed a deeper understanding and knowledge of the concepts being presented as evidenced through increased engagement in lessons and the ability to use the language taught to address issues in the school environment.

In 2023 the focus will be to continue the employment of a CLO to lead parent engagement initiatives. The Allied Health Team will continue to provide wrap around supports to the most at risk and vulnerable students and families. The school Anti-Bullying Policy will be reviewed and updated and termly initiatives planned for 2023. A review of the Anti-Racism units of work trialed in 2022 will be initiated to refine the content to meet student needs.

### Every School Day Counts

Proactive measures have been implemented to promote attendance at Sadleir PS. Fortnightly meetings with the Home School Liaison Officer (HSLO) took place and the attendance co-ordinator analysed whole school attendance data and provided advice in relation to current school procedures and policies. All attendance meetings were data driven and focused on data-informed actions. A shared spreadsheet was utilised to consistently monitor actions and to record correspondence between the school and home. Attendance Improvement Plans (AIP), which incorporated strategies to improve attendance were developed in consultation with parents of targeted students.

Attendance comparative data shows an improvement in student attendance from semester one to semester two. The rate of students attending school greater than 90% of the time improved from 32.45% (112 students) in semester 1 to 52.6% (183 students) in semester 2. Low attendance rates in semester 1 were addressed through the employment of extra administration staff to contact the parents of at-risk students to encourage daily attendance. The expansion of breakfast club resulted in an increase in the number of students arriving at school on time and ultimately improved overall attendance rates.

In 2023 the focus will be to continue regular data meetings with the HSLO to identify at-risk students and provide support to families to encourage more positive attendance patterns. The school will continue to implement school based initiatives, collect data and monitor attendance to proactively encourage on time and regular attendance at school.

### 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
10 % of Stage 3 students participating in authentic student leadership and voice opportunities.	10% increase in students participating in authentic student leadership and voice opportunities.
72.3% of students attending more than 90% of the time. (baseline)	In semester 1 , 32.4% of students attended greater than 90% of the time, this increased to 52.6% in semester 2.
At least a 4.5% increase from 2021 target in the proportion of students who report a positive sense of wellbeing in the Tell Them From Me survey.	87.3% of students indicated a positive sense of wellbeing in the Tell Them From Me survey which was a 2.5% decrease from 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$34,167.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sadleir Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> <li>• staffing release to build teacher capacity around behaviour intervention and curriculum adjustments.</li> <li>• consultation with external providers for the implementation of strategy.</li> <li>• intensive learning and behaviour support for funded students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> SLSOs worked with students physical and behavioural disabilities in the classroom and the playground. Greater access to school activities in a safe and supported environment.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ SLSO to support students with identified needs.</p>
<p>Socio-economic background</p> <p>\$922,054.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sadleir Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Effective Classroom Practice</li> <li>• Rich Curriculum</li> <li>• Authentic Assessment and Meaningful Feedback</li> <li>• Citizenship and Student Voice</li> <li>• Wellbeing and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of 0.6 APCI.</li> <li>• staff release for professional learning and data analysis.</li> <li>• employment of additional ES1 staff to support transition.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• employment of additional staff to support parent engagement workshops and initiatives.</li> <li>• resourcing to increase equitability of resources and services.</li> <li>• employment of external providers to support students with additional learning needs.</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of extra APCI provided more intensive professional learning to further develop teacher practice, knowledge and skills of curriculum and data analysis. This has resulted in a change of pedagogical practices aligned with evidence based teaching. The employment of the ES1 teacher, supported transition to Kindergarten and cater for students with complex needs. Intensive literacy and numeracy support to provide equity and access to the curriculum resulting in students</p>

<p>Socio-economic background</p> <p>\$922,054.00</p>	<p>making individual progress as evidenced in school data. The employment of a CLO increased parent knowledge of curriculum and health through workshops and referrals to support services, which allowed greater participation within the school. Students were able to access reading and technology resources to support learning across all key learning areas leading to increased engagement, motivation and skills. 91% of Year 3 students achieved above minimal standards in NAPLAN reading. 20% of students across Year 3 and 5 achieved in the top 2 bands for reading. Students in Year 3 and 5 achieved above similar schools in NAPLAN spelling. Year 5 students continue to achieve above similar schools in NAPLAN writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional 0.6 APCI. Employ additional Learning and Support Teacher. Continue technology upgrade and purchase of literacy resources to support teaching and learning.</p>
<p>Aboriginal background</p> <p>\$24,850.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sadleir Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of Aboriginal SLSO to deliver personalised support for Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• community consultation and engagement of Souths Cares to support the development of cultural competency.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All Aboriginal students have identified academic and cultural goals in collaboration with teachers and parents, and have developed PLPs which are supported by SLSO to work towards achieving long term goals. Year 3 Aboriginal students NAPLAN reading results were 12% higher than similar schools.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ an Aboriginal SLSO.</p>
<p>English language proficiency</p> <p>\$225,561.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sadleir Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives.</li> <li>• provision of EAL/D teacher to support EAL/D students in the classroom.</li> <li>• purchase of EAL/D resources to support literacy.</li> <li>• provide EAL/D PL to EAL/D teachers.</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul>

<p>English language proficiency</p> <p>\$225,561.98</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Year 3 and Year 5 EAL/D students identified as developing and consolidating learners, outperformed students in similar schools in NAPLAN reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ EAL/D teacher. Provide casual relief for EAL/D teachers participating in professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$219,207.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sadleir Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Providing support for targeted students within the classroom through the employment of School Learning and Support Officers.</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting.</li> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students.</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> 85% of targeted students achieved their Personalised Learning and Support Plan goals. This was supported in school data and PLAN2. Identified students through LaST and screening were provided with individualised speech therapy identified through school funded speech therapist. In class individualised and small group intervention by SLSOs for students identified by LaST team and referral process resulted in progress as identified via PLAN2.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ learning and support teacher and school learning and support officers to support targeted students.</p>
<p>Professional learning</p> <p>\$33,950.00</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 Sadleir Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Rich Curriculum</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Provide professional learning for staff on 4C's pedagogy.</li> <li>• Provide release time for teachers to work with APCI to analyse data and design teaching and learning programs.</li> <li>• Casual relief for stage based planning days each term.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have demonstrated a shift in mindset resulting in changes in teaching practice. Regular meetings with APCI have enabled staff to analyse data and use it effectively to drive future teaching and learning. Collaborative</p>

Professional learning \$33,950.00	<p>planning has increased teachers' knowledge of syllabus documents and the need for making adjustments to differentiate the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to provide professional learning on the 4C's pedagogy.  Collaborative planning days and regular data talks will continue .  Funds used to release teachers to enable team teaching, demonstration lessons and observations focused in numeracy.</p>
QTSS release \$75,273.26	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sadleir Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Authentic Assessment and Meaningful Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Assistant principals provided with additional release time to support classroom programs.</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Clear alignment with syllabus documents, teaching and learning programs and assessment tasks across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Funding will be available for all staff to collaboratively plan and implement programs to support students.</p>
COVID ILSP \$351,049.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• employing/releasing staff to coordinate the program</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The allocation of this funding has resulted in the majority of the students in the program achieving significant progress towards their personal learning goals .  86% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2.  82% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  After evaluation, the next steps to support our students with this funding will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms.</p>



<p>COVID ILSP</p> <p>\$351,049.00</p>	<p>Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. Funding will continue in 2023.</p>
<p>Preschool Resource Funding</p> <p>\$30,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sadleir Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employ extra teacher to provide release to teaching staff to support the administration of the program.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The review and collaborative design of systems, procedures and practices resulted in achieving exceeding in most aspects of the Early Years Learning Framework. At risk preschool students transition successfully to Kindergarten.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional 0.3 preschool teacher.</p>
<p>Per capita</p> <p>\$92,202.84</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sadleir Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase resources to support parent workshops in literacy and numeracy, classroom and playground resources and tree management.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were provided with additional classroom resources. Parents workshops ran successfully. Tree management ensured a safe environment for all students and staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Purchase resources to support teaching and learning programs and playground equipment.</p>
<p>Refugee Student Support</p> <p>\$1,375.00</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Employment of part time additional staff for targeted student support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support for refugee student resulted in an improvement in English proficiency particularly in conversational English.</p> <p><b>After evaluation, the next steps to support our students will be:</b> As this student has left the school, this funding will not be available in 2023 however, if new refugee support students enrol, we will continue to provide</p>



Refugee Student Support \$1,375.00	support through English language programs.
Curric Reform - Accelerator Adopter Schools \$14,646.00	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Sadleir Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• release time to engage staff in targeted professional learning, making adjustments to teaching and learning programs and identifying new resources.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 teachers have developed a deep understanding of the new English and mathematics curriculum and are confident to implement these syllabus documents in 2023.</p> <p><b>After evaluation, the next steps to support our students will be:</b> This funding will not be available in 2023.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	187	183	176	186
Girls	151	155	154	154

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	91.5	88.9	80.4
1	91.4	91.0	89.6	78.9
2	92.6	91.9	86.0	83.7
3	93.2	91.6	92.4	83.2
4	92.0	92.4	88.7	85.5
5	92.7	92.2	90.5	81.0
6	93.7	90.1	89.1	86.3
All Years	92.2	91.5	89.2	82.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	15.42
Learning and Support Teacher(s)	1.4
Teacher Librarian	0.8
Teacher ESL	1.4
School Counsellor	1
School Administration and Support Staff	8.07
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	186,212
<b>Revenue</b>	6,234,715
Appropriation	6,152,726
Sale of Goods and Services	20,747
Grants and contributions	59,589
Investment income	1,552
Other revenue	100
<b>Expenses</b>	-5,936,811
Employee related	-4,914,198
Operating expenses	-1,022,613
<b>Surplus / deficit for the year</b>	297,904
<b>Closing Balance</b>	484,116

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	35,542
<b>Equity Total</b>	1,391,680
Equity - Aboriginal	24,850
Equity - Socio-economic	922,060
Equity - Language	225,562
Equity - Disability	219,208
<b>Base Total</b>	3,237,742
Base - Per Capita	92,203
Base - Location	0
Base - Other	3,145,539
<b>Other Total</b>	917,723
<b>Grand Total</b>	5,582,688

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.



## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Sadleir Public School reviewed programs and plans for continuous improvement and their impact on student learning. Formal and informal processes were utilised to gather information from all stake holders.

Key findings included:

### **Parents** felt:

- \* welcomed when visiting the school
- \* they could easily speak with their child's teacher
- \* the school supported learning and encouraged their children to do their best
- \* the school had clear structures in place to support positive behaviour for learning

### **Students** felt:

- \* teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- \* important concepts were taught well, class time was used efficiently, and homework and evaluations supported class objectives

### **Teachers:**

- \* collaborated regularly and talked with other teachers about strategies that increase student engagement
- \* created a positive learning culture through having high expectations for student learning

**Data from the 2022 People Matter survey** indicated that:

- \* the principal is strongly committed to shared decision making
- \* overall, teachers said that their professional learning experiences have led to change in teaching practices
- \* teachers said that they use evidenced informed practice to make a positive impact on students
- \* when making important decisions, the school always focuses on what is best for students

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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