

2022 Annual Report

Niagara Park Public School



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Introduction

The Annual Report for 2022 is provided to the community of Niagara Park 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

Niagara Park Public School

Narara Valley Drive

Niagara Park, 2250

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

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

4328 3397

School vision

At Niagara Park Public School we promote an enthusiastic, creative community of learners, committed to enhancing their academic, emotional and physical development. Our innovative staff are dedicated to continuously improving their pedagogical practices to provide evidence-based, future-focused and challenging experiences to ensure students reach and expand their potential and become confident lifelong learners. Through strengthened home school communication our school community empowers all students to actively participate and engage in their learning.

School context

Niagara Park Public School is located on the picturesque Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. Our school grounds have a mix of fixed play equipment, undercover outside learning areas and a large oval for our students to utilise. The school has a highly supportive community and P&C and we work closely to ensure positive educational, social and emotional outcomes are achieved for our students. Niagara Park Public School has a longstanding reputation of excellence within the community and beyond. Our students wear their uniform with pride and are proud members of our school community. The school Values encourage all students to 'Be Safe', 'Be Responsible', 'Be Respectful' and 'Be Proud'. We currently have an enrolment of 546 students. Student enrolment includes 7% Aboriginal and Torres Strait Islander and 10% EALD. Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 24 classes which includes three multi-categorical support classes. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support for all students. Niagara Park Public School has a strong alliance with the Cooinda Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students. L3 strategies, Focus On Reading, Big Write/Seven Steps, Focused Phonics, Decoding, Pr1me Mathematics and Spelling Mastery are priority programs. The dedicated staff consists of a mixture of early career and experienced teachers who work collegially to provide students with a variety of innovative programs to enhance student learning and engagement. Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. Class sets of iPads, 90 laptops, four 3D printers and robotics programs within the school provide students with a variety of opportunities to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the creative arts, such as band, choir and dance, are offered. Environmental education and sporting opportunities are highly valued and encouraged.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To build strong foundations for success by maximising student learning outcomes in reading and numeracy through the implementation of evidence based learning programs and data driven practices.

Initiatives

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

- Numeracy
- Reading & Comprehension

Resources allocated to this strategic direction

Socio-economic background: \$77,853.00

Summary of progress

Staff surveys identified a need to develop and refine a consistent assessment approach using data to drive teaching practice in the area of reading comprehension. Professional learning was provided for all staff around the DoE Improving Reading Comprehension evidence-based guide and National Literacy Learning Progressions. Stage 2 and 3 worked collaboratively, using the teaching sprint process, to create an assessment and analyse assessment data to identify focus areas for their students. Staff then planned teaching activities from the Universal Hub and implemented in their classrooms, observing each other and evaluating the process. As a result, an integrated approach to teaching reading comprehension with a deeper understanding of how to use regular assessment to meet the needs of all students has been achieved. Teachers are becoming more confident in identifying focus areas to differentiate instruction to meet the needs of all students. Next year, we will embed current practices in Stages 2 and 3 and move to working through the process with Stage 1.

Funding was used to release an expert staff member to model and co-teach numeracy lessons to support teachers in teaching numeracy. The APCI worked with Year 1 teachers, modelling number talks, looking at data to identify student needs and developing teaching activities in preparation for the introduction of the new syllabus. As a result of these processes, staff confidence in teaching Mathematics has increased as evidenced in staff surveys. Next year, we will focus on consistent assessment practices across the school, provide professional learning for all staff and utilising new DoE resources to support the implementation of 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
Increase the % of students in the top two bands in reading to equal or exceed 50.8% For Aboriginal students, increase in % of Aboriginal students achieving top 3 bands in reading and numeracy equal to or greater than similar schools and equal to or better than state averages	We have exceeded our target, with 53.73% of students in the top two bands. Aboriginal students - 77% of our students are achieving in the Top 3 bands. This exceeds states average of 44% and SSSG of 54%.
System-negotiated Targets Increase the % of students in the top two bands in Numeracy to equal or exceed 36.9% For Aboriginal students, increase in % of Aboriginal students achieving top 3	We have not yet reached our target, with 30.83% of students in the top two bands. Aboriginal students - 45% of our students are achieving in the Top 3 bands. This exceeds states average of 25% and SSSG of 31%.

bands in reading and numeracy equal to or greater than similar schools and equal to or better than state averages	
System-negotiated Targets Increase % of students achieving expected growth in numeracy to exceed baseline of 57%	No growth data available.
Increase % of students achieving expected growth in reading to exceed baseline of 65.7%%	No growth data available.
Improvement as measured by the School Excellence Framework: Student Performance Measures - Sustaining & Growing Effective Classroom Practice - Sustaining & Growing	Self assessment placed us at Delivering for Student Performance Measures and Sustaining and Growing for Effective Classroom Practice therefore achieving our target in one area.
Internal School Targets KIndergarten 83% of students achieve Stage 4 in decodable reading assessments 80% of students achieve independent benchmark reading Level 9 Year 1 80% of students achieve Stage 7.2 in decodable reading assessments 85% of students achieve independent benchmark reading Level 16 Year 2 83% of students achieve independent benchmark reading Level 24 in reading Years 3-6 82% students achieving grade level or above in reading comprehension assessments	91% of students achieved Stage 4 in decodable reading assessments 75 % of Year 1 students achieve Stage 7.2 in decodable reading assessments with 82.8 % of students achieve independent benchmark reading Level 16 81.9% of Year 2 students achieve independent benchmark reading Level 24 in reading. 75% of our Stage 2 students achieved grade level or above in reading comprehension. 91% of Stage 3 students achieving grade level or above in reading comprehension assessments.

Strategic Direction 2: Improved Teacher Practice

Purpose

Quality teaching underpins student achievement leading to improved student outcomes. We will focus on developing and refining explicit, data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Performance & Development
- Collaborative Practices

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$150,571.00

QTSS release: \$112,277.00

Professional learning: \$20,000.00

Summary of progress

Performance & Development

A more rigorous approach to staff performance and development was undertaken in 2022, with evidence of increased staff awareness in alignment of PDP professional learning goals to current school priorities and own practice. Professional learning on the Performance & Development Framework and cycle was delivered to teaching staff in Term 1 2022. A formalised process for identifying the most appropriate staff member to conduct individual lesson observations resulted in teachers receiving explicit, quality feedback on their practices from specialist staff with expertise in targeted areas. Staff engagement in professional learning models has been high, with expert staff working shoulder to shoulder with class teachers to model and provide feedback on evidence-based practices. Checklists for teaching program supervision have been aligned to specific roles within the school. The checklists were trialed in Term 3, with minor modifications made following the trial. This has resulted in clearly defined programming expectations and in ensuring that all feedback to staff is reflective of their current roles within the school.

Professional learning in 2022 has been prioritised to support the school's strategic directions. These have included the new K-2 syllabus, student wellbeing and current whole school programs in literacy and numeracy. High staff absenteeism resulting from covid-19 sickness and mandatory isolation guidelines have resulted in staff missing out on key professional learning opportunities, with casual staff unavailable to cover classes to conduct teacher make-up PL. The newly appointed APCI has delivered PL to whole staff and also staff teams on reading comprehension, maths, vocabulary and the new K-2 English and maths syllabus, with continued focus in 2023. The introduction of the new Yrs 3-6 English and maths syllabus will also become a major focus for staff professional development in 2023.

Four staff members commenced working toward their accreditation at proficiency in 2022. Three were funded. A professional learning session was held in Term 2 to support development of evidence sets. Limited time was available to release teachers to work on accreditation in Terms 2 & 3 due to the unavailability of casual relief, however support was made available to all throughout this period. One staff member will complete her accreditation at proficiency this year and the other two will carry over into 2023.

Collaborative Practices

We trialed a professional learning model that builds teacher capacity, capabilities and collective data driven explicit teaching practices. Funding was allocated to release staff in stage groups to work with the APCI through the teaching sprint process. Staff surveys showed 100% of teachers involved in the process found it valuable. Lack of availability of casual staff impacted this process being expanded as we were unable to release staff as often as planned. Next year we will trial a new approach that does not rely on the availability of casual teachers.

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>Teaching Learning Programs</p> <p>There is evidence in program supervision documentation that 80% of teaching learning programs demonstrate a deep understanding of syllabus, curriculum, explicit teaching practices and ongoing assessment.</p> <p>PDPs</p> <p>There is evidence in 80% of PDP supervision documentation of professional goal setting aligned to professional learning and professional practices, along with collaborative engagement in authentic feedback and discussion on professional growth between teachers and supervisors.</p>	<p>Teaching Learning Programs</p> <p>92% of staff demonstrated a deep understanding of syllabus, curriculum, explicit teaching practices and ongoing assessment. A positive shift toward more explicit programming practices is noted between Term 1 checklists and Term 3 checklists, indicating that supervisors are working more closely with staff members and that the new checklists are providing staff with more clarity around programming expectations.</p> <p>PDPs</p> <p>PDPs were developed in stage groups in 2022, and incorporated both shared professional and individual goal setting in consultation with supervisors. Guidance and direction was provided to ensure professional goals for 100% staff aligned to the school plan and to the APST. There has been an observable and positive shift in staff beginning to develop a greater sense of ownership around their own professional development.</p>
<p>Staff Surveys</p> <p>85% of staff indicate a high degree of satisfaction with professional learning models and interventionist support underpinning program implementation and professional development.</p> <p>Student Surveys</p> <p>80% of students understand and can articulate their learning goals in reading /comprehension and numeracy.</p> <p>Observations of Practice</p> <p>Feedback on observations of practice in lesson delivery indicate that 80% of teachers are demonstrating well developed skills in the delivery of Prime Maths and targeted literacy programs as measured against the Australian Professional Standards for Teachers.</p>	<p>TTFM Staff Survey</p> <p>Staff indicate a high degree of satisfaction with professional learning models and interventionist support underpinning program implementation and professional development. 79% of staff indicated that they were either very satisfied or satisfied with professional teaching models and support. A further 14% were unsure, with 7% indicating that they were dissatisfied with the current models. Whilst this falls short of our 85% target, in the area of Collaboration, the 2022 Teacher TTFM surveys showed us with an average score of 84%, above the NSW Govt Norm of 78%.</p> <p>TTFM Student Survey</p> <p>Students understand and can articulate their learning goals in reading comprehension and numeracy-216 students in Years 4-6 participated in the TTFM student survey, 69% agreed that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback, which is marginally lower than 72% in 2021 and significantly lower than our 80% target..</p> <p>Observations of Practice</p> <p>All staff willingly engaged in one observation of practice linked to their PDPs, along with a number of informal opportunities to both demonstrate and observe practice in targeted program implementation. There is a need to ensure that time is allocated for explicit feedback and discussion on practice with supervisors on a regular basis. There have been constraints on time for discussion between teachers and supervisors due to the current Covid-19 climate, however anecdotal observations on processes and documentation indicate that we are on track in reaching our target of 80%.</p>

Strategic Direction 3: Engagement

Purpose

To promote student engagement through strengthened home school communication, innovative and creative learning opportunities and authentic documented processes leading to increased student participation and improved attendance.

Initiatives

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

- Engaging Aboriginal students and families
- Attendance

Resources allocated to this strategic direction

Aboriginal background: \$47,397.00

Socio-economic background: \$5,050.00

Professional learning: \$1,920.00

Summary of progress

Engaging Aboriginal students and families

Throughout 2022 we established a cultural room for our Aboriginal students to meet and ran stage based cultural programs engaging families, the local high school and external agencies in order to engage our students in a range of cultural experiences. We introduced Daily acknowledgements into all classrooms and engaged Garuwa Immersions for our NAIDOC celebrations to expose all students K-6 to Aboriginal culture and history. We regularly connected with families through dojo messages, phone calls and Yarn Ups throughout the year. We formalised the PLP process, engaging families in the their development, and began the process of establishing a Yarning Circle within our school in consultation with our families. Staff knowledge was further supported through a range of professional learning run by departmental staff and online mandatory training. Next year Garuwa Immersions have been engaged to run lessons around Aboriginal culture and histories in all classes across the school to further raise staff and students level of understanding.

Attendance

Whole school processes for attendance monitoring were refined and a clear flow chart was created showing the responsibilities of the school attendance officer, Learning and Support Team, classroom teachers and Home School Liaison Officer. Staff were provided professional learning about their responsibilities and the refined process. Due to the current pandemic and the need for students to stay at home when unwell, our focus turned to decreasing the number of unexplained absences. Communication to parents about the options they had to explain their child's absences, led to a decrease of unexplained absences across the year. Information on attendance was shared through the newsletter and Facebook to reiterate it's importance. Next year, we hope to return our focus to increasing the % of students attending more than 90% of the time, through a rewards system.

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
PLPs At least 75% of Aboriginal parents/carers have actively engaged in the development of student PLPs	PLPs On our Aboriginal Parent Survey, 100% of parents indicated that they were involved in the development of their child's/children's PLP. Our Aboriginal Education teacher supported the process for all students K-6 and all Aboriginal students were actively involved in the development of their PLP.
Aboriginal Parent Survey	Aboriginal Parent Survey A separate survey was developed and the link sent to our Aboriginal

<p>Parents are welcomed & valued to exceed 85%</p> <p>Parents are kept well informed of events, activities and initiatives to exceed 85%</p> <p>Teachers & school executive are approachable & willing to listen increase to exceed 85%</p> <p>Aboriginal perspectives are embedded into learning increase from 80% to 85%</p> <p>TTFM Student Survey</p> <p>I feel good about my culture when I am at school increase from 83% to 88%</p> <p>My teachers have a good understanding of my culture increase from 70% to 80%</p>	<p>parents, prior to the TTFM Parent Survey link, which was sent out to all members of our parent community. We received 8 responses from our Aboriginal parents, which is approximately 30% of our Aboriginal parent community. Although the response rate was disappointing, the responses were overwhelmingly positive, with 100% of our Aboriginal parents indicating that they felt welcomed and valued, they were kept well informed of events, activities and initiatives, teachers and school executive are approachable & willing to listen and Aboriginal perspectives are embedded into learning. This exceeded our 2022 targets in all areas.</p> <p>TTFM Student Survey</p> <p>Students 2022 TTFM surveys indicated that in the area of 'I feel good about my culture when I am at school', 83% of Aboriginal students either agreed or strongly agreed, with a further 14% neither agreeing or disagreeing. This is an increase from 78% in 2021, however we did not meet our 2022 target of 88%.</p> <p>In the area of 'My teachers have a good understanding of my culture', the 2022 TTFM Student surveys showed 69% of students either agreed or strongly agreed that their teachers have a good understanding of their culture. This is an increase from 60% in 2021, however we did not meet our target of 80%. An additional 17% of students neither agreed nor disagreed with the statement.</p>
<p>System-negotiated lower bound Target</p> <p>Attendance</p> <p>84.1% of students attend school 90% or more of the time</p>	<p>46% of students attend school 90% or more of the time. This data has been impacted by the current pandemic and the need for students to isolate due to COVID-19.</p>
<p>Internal Measures</p> <p>Parent Survey:</p> <p>School reports are useful and clearly indicate academic performance maintained or exceed 85%</p> <p>Students and parents are kept informed of their academic progress to reach or exceed 86%</p> <p>Students are challenged in their learning to reach or exceed 85%</p> <p>TTFM Student Survey</p> <p>Students are interested and motivated in their learning to reach or exceed 70%</p>	<p>TTFM Parent Survey</p> <p>Only 12 parents responded to the TTFM parent Survey in 2022, which is approximately 3% of our parent population. In 2021 we had 96 responses to our Parent Survey.</p> <p>2022 TTFM Parent Survey questions differed from the previous year and therefore it is difficult to assess whether we have met our targets in specific areas. 65% of parents agreed that reports were written in terms that could be understood and 46% of parents indicated that they were well informed about their child's progress in school subjects. The overall school percentage for 'Parents are Informed' was 52%, with the NSW norm sitting at 66%. 58% of parents agreed that teachers had high expectations for their child's learning and 60% agreed that their child was encouraged to do their best work. The overall school percentage for 'School Supports Learning' was 56% with the NSW state norm sitting at 73%.</p> <p>Parent Survey showed that 84% of parents agree or strongly agree that they have a high level of satisfaction with NPPS. 84% of parents would recommend the school to other parents.</p> <p>TTFM Student Survey</p> <p>2022 TTFM Student surveys showed that only 43% of students indicated that they were interested and motivated in their learning. This was well below the NSW Govt norm of 78% and the 64% of students in 2021. In 2022, the ongoing Covid-19 restrictions leading to high absenteeism amongst students and staff may have had a huge negative impact on student motivation and continuity of learning. A focus for 2023 will be on implementing strategies to support positive student wellbeing and student engagement K-6.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$338,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Niagara Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. PLaSP meeting were more formalised this year with families joining the conversations authentically. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To continue formal meetings with families throughout the year: one as a goal setting meeting in Term 1, a review meeting at the commencement of Term 3 and review meeting at the end of Term 4. Ensure the learning and support team continues to regularly review funding use and it is adjusted throughout the year in response to student PLaSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$85,553.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Niagara Park 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"> • Numeracy • Reading & Comprehension • Engaging Aboriginal students and families • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support intervention program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Supplementation of the Covid ILSP funding ensured more students received intervention. See Covid ILSP founding section for results. Releasing a staff member to have time to engage with our Aboriginal families has seen an increase in families involvement within the school and surveys showed 100% of our Aboriginal parents felt welcomed and valued, they were kept well informed of events, activities and initiatives, teachers and school executive are approachable & willing to listen and Aboriginal perspectives are embedded into learning.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$85,553.00</p>	<p>Socio economic funding will continue to be used to support the needs of all student sin 2023 through employing additional staff to support current programs and purchasing resources.</p>
<p>Aboriginal background</p> <p>\$47,397.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Niagara Park 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"> • Engaging Aboriginal students and families <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • formalising PLP meetings to involve families, teachers and students in authentic conversations. • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of a staff member to connect with our Aboriginal families to engage them with the school • facilitating cultural activities for our Aboriginal students to instill a sense of cultural pride within themselves. <p>The allocation of this funding has resulted in the following impact: On our Aboriginal Parent Survey, 100% of parents indicated that they were involved in the development of their child's/children's PLP. Our Aboriginal Education teacher supported the process for all students K-6 and all Aboriginal students were actively involved in the development of their PLP. 100% of our Aboriginal parenrts indicating that they felt welcomed and valued, they were kept well informed of events, activities and initiatives, teachers and school executive are approachable & willing to listen and Aboriginal perspectives are embedded into learning. Student 2022 TTFM surveys indicated that in the area of 'I feel good about my culture when I am at school', 83% of Aboriginal students either agreed or strongly agreed, with a further 14% neither agreeing or disagreeing. In the area of 'My teachers have a good understanding of my culture', the 2022 TTFM Student surveys showed 69% of students either agreed or strongly agreed that their teachers have a good understanding of their culture. An additional 17% of students neither agreed not disagreed with the statement.</p> <p>After evaluation, the next steps to support our students will be: To continue to focus on building connections between home and school for our Aboriginal families through regular contact and opportunities for our families to be involved within the school. Commence SistaSpeak and Brospeak programs to continue to instill a love of culture in our Aboriginal students. engage external providers to teach Aboriginal culture and history lessons in all classrooms K-6 to build an understanding of culture in all students and staff across the school.</p>
<p>English language proficiency</p> <p>\$26,521.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Niagara Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • in class support for identified students • small group withdrawal for identified students

<p>English language proficiency</p> <p>\$26,521.00</p>	<ul style="list-style-type: none"> • one on one withdrawal where required <p>The allocation of this funding has resulted in the following impact: Our EALD student progress showed high growth on the EAL/D learning progressions, with 82% of EAL/D students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the students within their classrooms in 2023 and use withdrawal groups where required.</p>
<p>Low level adjustment for disability</p> <p>\$200,761.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Niagara Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of an interventionist teacher • targeted students are provided with an evidence-based intervention to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: Additional support to allow for a more consistent approach K-6 to student learning support and interventions with a range of evidence based literacy and numeracy intervention programs being implemented across the school to support all students in areas of identified need.</p> <p>After evaluation, the next steps to support our students will be: To ensure numeracy intervention takes place as well as literacy invention K-6.</p>
<p>Professional learning</p> <p>\$36,570.00</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 Niagara Park 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 • Engaging Aboriginal students and families • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • sending staff to professional learning courses to support the school plan. • engaging Royal Life Saving to train all staff in CPR and Anaphylaxis. • provide release for staff to work collaboratively to review & discuss program implementation, analyse data to inform planning and programming, review reporting outcomes for mid-year student reports & engage in PL on identified professional learning needs to establish consistency for teaching staff in assessment processes, data collection and analysis. • sending 4 staff to Connecting to Country • provide relief teachers to replace staff as they complete online learning <p>The allocation of this funding has resulted in the following impact: As restrictions eased, staff were able to attend professional learning again, though in many cases it was still online. Staff compliance has been ensured and staff trained in PL specific to their role.</p> <p>After evaluation, the next steps to support our students will be: Continue to personalise professional learning offered to staff in order to</p>

Professional learning \$36,570.00	<p>ensure it is targeted at achieving PDP goals. Professional learning funds will also be used to facilitate curriculum reform release time to have teams off class working together.</p>
QTSS release \$112,277.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Niagara Park 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"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the strategic improvement plan and develop the capacity of staff • staff released to work in teams to develop an understanding of the new K-6 syllabus. <p>The allocation of this funding has resulted in the following impact: Interventionists support teachers with program implementation in literacy and numeracy through modelled/demonstration lessons, team teaching opportunities, observations with feedback and additional in-class support focused on the development of high quality teaching practices and strategies. Stage teams met in groups to work on teaching sprints around using data to inform their teaching under the support of the APCI.</p> <p>After evaluation, the next steps to support our students will be: Continue to release staff to work collaboratively to discuss data, plan for interventions and teaching.</p>
COVID ILSP \$142,732.00	<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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>In Kindergarten:</p> <ul style="list-style-type: none"> - Students moved an average of 4 decodable reading levels - 69% of students met grade standard in reading - 40% growth in the DOE Phonics Diagnostic Assessment (VC/CVC/Consonnant digraphs/one syllable words) - 22% growth in phonemic awareness <p>In Year 1:</p> <ul style="list-style-type: none"> - Students in the Tier 2 group moved an average of 5 decodable reading levels - Students in the Tier 3 group moved an average of 4 decodable reading levels - The Tier 2 group had 14% growth in the DOE Phonics Diagnostic

<p>COVID ILSP</p> <p>\$142,732.00</p>	<p>Assessment (VC/CVC/Consonnant digraphs/one syllable words) and were discontinued from intervention at this point</p> <ul style="list-style-type: none"> - The Tier 3 group had 21% growth in the DOE Phonics Diagnostic Assessment (VC/CVC/Consonnant digraphs/one syllable words) - The Tier 3 group had 12% growth the DOE Phonics Assessment (Split/Vowel Digraphs) <p>In Year 2</p> <ul style="list-style-type: none"> - Students averaged growth of 35% in the DOE Phonics Diagnostic Assessment (split/vowel digraphs and longer one-syllables words) - Students averaged growth of 50% in the DOE Phonics Diagnostic Assessment (multisyllabic and more complex words) <p>After evaluation, the next steps to support our students will be: After evaluating the success of the programs put in place this year with COVID ILSP funding, we have made the decision to continue the decoding/encoding groups for K-2 into 2022 but add Mathematics into our intervention strategies.</p> <p>Through a systematic approach to assessment and data collation, we have already identified the targeted students for 2023 and this will allow interventionists to use the beginning of next year to identify students for Maths support.</p> <p>This year we aimed to improve our communication methods with classroom teachers and key staff. We have made improvements in this area but with new staff members next year, this will need to remain an area of focus..</p>
<p>Per capita</p> <p>\$143,031.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Niagara Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional SASS staff to ensure operations run smoothly • purchasing of resources to support the teaching and learning programs across the school • improvement of facilities <p>The allocation of this funding has resulted in the following impact: All students K-6 benefited from a ranges of curriculum and extra curricular opportunities throughout the year.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure that our 2023 students receive adequate opportunities with equal access to resources to ensure each and every student succeeds and thrives.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of a full time APCI <p>The allocation of this funding has resulted in the following impact: APCI worked with staff across the school to build and support curriculum knowledge including building the capacity of Assistant Principals to support their teams with curriculum instruction.</p>

<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>After evaluation, the next steps to support our students will be: APCI to work with all stage teams to build knowledge and understanding around the new syllabus (3-6) and to support implementation of the new syllabus (K-2).</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	277	280	275	263
Girls	278	284	273	252

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.3	94.2	91.7	86.3
1	94.7	91.7	93.4	85.5
2	94.1	93.5	92.3	90.2
3	94.2	92.7	93.5	86.7
4	92.7	91.8	93.2	87.4
5	93.2	91.9	91.3	86.4
6	93.1	90.9	90.5	83.6
All Years	93.6	92.4	92.3	86.6
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
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	20.91
Learning and Support Teacher(s)	1.2
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.96

*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	971,122
Revenue	6,115,609
Appropriation	5,912,162
Grants and contributions	191,079
Investment income	12,368
Expenses	-6,300,540
Employee related	-5,464,811
Operating expenses	-835,729
Surplus / deficit for the year	-184,930
Closing Balance	786,192

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	338,346
Equity Total	360,234
Equity - Aboriginal	47,396
Equity - Socio-economic	85,554
Equity - Language	26,522
Equity - Disability	200,762
Base Total	4,423,560
Base - Per Capita	143,032
Base - Location	0
Base - Other	4,280,528
Other Total	551,324
Grand Total	5,673,464

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. During 2022 students, staff and parents completed the Tell Them From Me Surveys and our Aboriginal parents completed an additional school developed Satisfaction Survey. Each provided an opportunity for indicating levels of satisfaction with the school within our school community.

The TTFM Student Survey indicated that 84% of students experienced positive relationships at school and 85% felt that they are recognised for positive behaviour at school, which was above state average. 83% of students indicated that they valued schooling and the number of students who felt they were victims of bullying was below state average. Areas for improvement where students' responses were significantly lower than state average were: students with a positive sense of belonging and students with positive homework behaviours.

The TTFM Parent Survey showed that 84% of parents agree or strongly agree that they have a high level of satisfaction with the school and 84% of parents would recommend the school to new families moving into the area. Parent Survey responses also indicated that 95.8% of parents either agree or strongly agree that the school provides essential skills in literacy and numeracy. Other responses that were positive include: parents feel welcome when they visit the school and the school's administrative staff are helpful when there are questions or problems. Areas requiring improvement include parents being informed about their child's social and emotional development and parents informed about opportunities concerning their child's future. Responses from Aboriginal parents indicated that 100% of parents were involved in the consultation process to develop Personalised Learning Pathways for their child or children and 85.7% have a high degree of satisfaction with Niagara Park PS. Only 57.1% of Aboriginal parents indicated that they were aware that Aboriginal perspectives are embedded into the curriculum and this will be an area for future focus.

Teacher responses to the Tell Them From Me Teacher Survey were above state average in six of the eight drivers of student learning: leadership, collaboration, teaching strategies, technology, inclusive school and parent involvement and consistent with state average in learning culture and data informs practice. Teacher responses were also above state average in the four dimensions of classroom and school practices: challenging and visible goals, planned learning opportunities and overcoming obstacles to learning, and were consistent with state average in quality feedback. 93% of staff indicated that school leaders lead improvement and change.

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.