

2022 Annual Report

Sackville Street Public School



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Introduction

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

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

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Message from the principal

The year 2022 was an amazing year of returning to our core business and capitalising on the sense of community that we have prioritised even during the remote learning periods.

To bring sharp focus to and effective implementation of the Strategic Improvement Plan, the year 2022 was a time to move on strategic recruitment of school leaders to drive the school's initiatives and priorities. Roles were funded to support deeper community engagement and transitions, meeting attendance targets as well as another role specialising in numeracy coaching and learning support. This report will outline the achievements in these areas and the work still to do.

Prior to 2022, our school had identified a need for a curriculum leader to foster consistency and high expectations across stage planning for the teaching and learning cycle. The beginning of 2022 saw the DET develop a role of Assistant Principal Curriculum and Instruction commencing at Sackville Street. With the recruitment of a highly knowledgeable and committed leader, key professional development in the areas of data literacy and increased understanding of new syllabus documents occurred. Most importantly our APC&I provides support to teams collaborating for quality teaching and learning and building capacity in middle leaders.

Our work in recent years with the software developer of Hero and a group of like-minded schools, came to fruition with the DET giving approval for its use in schools. Upskilling of staff and parents took place in the latter part of 2022, for our school to roll out use in 2023. This will in time provide greater opportunities for teachers, students and families to partner in student learning and achievement.

Our school prioritises student voice and continues to move to a deeper level of engagement through the promotion of student agency. Students being agents in their own learning and in fact their lives, sets individuals up for a life of choice, empowerment and accountability.

We returned to the 'normal' running of school events and even added a highly successful, fundraising Colour Run to our calendar. Parents sharing in the learning, participating in our physical spaces and the general face to face opportunities we experienced in 2022 was certainly a highlight for all of us and we look forward to these events and many more partnership opportunities in 2023.

It continues to be my great privilege to lead this school community, the incredibly talented and flexible staff and of course our wonderful students.

Kylie Lyneham

(Principal)

Message from the school community

2022 was the emergence of the rainbow after the storm. With the return of the school year children were excited to see friends and their beloved Sackville Street Public School teachers in person and had confidence that restrictions would continue to ease, and normal daily business of school could forge ahead. Parents could once again be involved in face-to-face contact with staff and could proudly watch their children participate in assemblies, various sporting events at school and representative levels, the Easter hat parade, NAIDOC week, Book Week Parade, open classrooms, the colour run, market day and end of year celebrations in all their forms. La Nina certainly dampened all these events, but Sackville Street forged ahead making events happen and I know Year 5 and 6 had a memorable camp in the mud!

Sackville Street put in place support for our children to catch up in certain areas of academia that proved a challenge for some of us that were in survival mode for two years and this saw little minds grow and be challenged once again. Incursions and excursions were back on the agenda and we all needed an up-to-date weekly planner to know what the dinner conversations could be about following extra - ordinary activities for the day, or for who had to be where and when on what day. What was amazing was the support that Sackville Street provided to ensure all children could experience an excursion and this does bring a tear to my eye knowing this could be a life changing experience for a child that is able to now attend an event that before was impossible.

While there may not be regular homework, something that all teachers will recommend is for children to be read to each day or to read themselves. During lock down days children and their families loved logging on to see a favorite teacher and other students, reading a book to ensure the children of Sackville Street still had the opportunity to have read a book. 2022 saw the introduction of Best Borrowing Bunch where class members could be lucky enough to take home a book if your class were the best borrowers. A very special teacher made this happen for our children to keep the love of the library and books and to hopefully have more words read each day. We have an abundance of teachers within our school that will go to varying lengths to support our children on a daily basis.

Executive and Parent meetings continued into 2022 online and the resumption of face to face meant greater inclusion opportunities for our community once again. Towards the end of 2022 it was wonderful to see more parents and carers engaging in these meetings to discuss the present and future needs of our children at Sackville Street. It was a great opportunity to be taught what our children are learning and how we can assist them given the education sessions that were also included. Sackville Street continued to include its community with parents assisting on interview panels which is a very insightful experience and a huge responsibility ensuring the panel choose the best candidate to assist our children to have the best education and support possible.

I am truly thankful that calm returned in 2022 and it was an amazing rainbow we all took a journey on. Thank you to the teachers and support staff at Sackville Street Public School for allowing our children to resume normal and let them be kids again doing what kids should be doing at this time in their lives.

Melynda Scanlan

Parent Representative

Message from the students

2022 started with a mix of emotions. Some children were excited about being able to spend the whole year with their friends and teacher, others were worried that another phase of the pandemic would cause us to have another lockdown and some students were not too bothered at all. We were all excited about the new activities and responsibilities that came with stage 3 such as camp, library monitors, prefect tryouts, clubs and the SRC.

The year started with Year 5 students organising a Movie Day for all of stage 3 to watch Wonder. We ran a candy bar and turned the hall into a cinema. It made us feel like we were no longer at Sackville Street Public School but in a grandiose cinema. Our favourite part was all the lollies and soft drink.

Colour run was so much fun! We got to watch our friends getting red, green, blue, purple and yellow sprayed at them by the teachers. We walked away looking like a grenade of colour. Every footstep was a rainbow. The wonderful bonus was that the fundraising helped us to purchase wonderful technology in our school.

After a couple of years without gala days, it was exciting to get back into it. We enjoyed being able to try out for different sports, compete against other schools and have a and be proud when we were successful. We also enjoyed participating in basketball, NRL and AFL clinics which helped us to become better sportspeople.

The Talent Show was hectic! It was completely student run which made us so nervous. We knew we would have 100s of pairs of eyes staring at us in anticipation. Students got to perform their extraordinary talents, run a candy bar, organise backstage, run music and technology and train acts so they were of a high standard. We were so proud of ourselves. The musical was an excellent exhibition of talent. It was a huge success. We enjoyed coming in at night to perform for our families and visitors too.

Camp was our favourite activity of the year. We got to do the giant swing, mud run, climbed trees, archery, the power fan and learn camp songs (that we are still singing whenever we go on a bus). The camp instructors were very inviting, they supported us to do all the activities, they told us stories, they fed us burgers, pasta and mac'n'cheese. Overall, it was a great time.

Market Day was such a massive challenge in such a short amount of time. We amazed ourselves with how creative our ideas were, how thoroughly we thought through all complications, how well we did to publicise the event and we had loads of fun. Especially we got to pie-face the teachers.

Whilst having all of this fun, we also learnt a lot. We enjoyed achieving learning goals, sharing our work on Seesaw and engaging in activities that were 'out of this world'. We loved engaging in hands-on maths activities, reading lots of wonderful books and presenting in front of our peers.

Some of the other highlights of our year were performing assembly items, running a range of interesting and fun clubs, prefect applications, the Spelling Bee, presentation day, Multicultural Day, visiting Healthy Harold and going into the city to participate in Cook for Good.

We are looking forward to an even better 2023,

Soana Mataele and Mason Pham, with Alyssa Hamilton and Divyansh Kalra

School vision

Sackville Street Public School invests in all aspects of a child's development to prepare our students to meaningfully contribute to and engage with society during and beyond their school years. Our focus is on student wellbeing, consistent improvements in learning and a culture of inclusion and high expectations. We cultivate and nurture partnerships with parents, carers and the wider community to add value to student and teacher learning. We aim for teaching and learning at Sackville Street to be challenging, tailored and joyful.

School context

- Sackville Street Public School is a K-6 school located in Ingleburn, a suburb of south west Sydney. With an enrolment of 534 students, we are proud of our diversity and sense of community. Our students come from diverse cultural and socio-economic backgrounds with approximately 48% from EAL/D and 9% from ATSI backgrounds. The school has a vibrant and supportive learning culture, with teaching staff who are both experienced and early career. We have an evidence based and differentiated approach to professional learning underpinned by strong collaborative planning and Spirals of Inquiry.
- **Student growth and attainment**
- The analysis of student attainment in NAPLAN revealed a consistent pattern of highs and troughs in both literacy and numeracy in Year 3. While Year 5 numeracy tended towards stability, reading results trended upwards, reflecting the concerted focus on literacy during Spiral of Inquiry and professional learning sessions over the past 3 years. Deeper analysis reveals that vocabulary, across domains, and a deep understanding of place value concepts are significant areas of need. Our school wide commitment to the improvement of literacy and numeracy outcomes for all students draws heavily on evidence based pedagogy with an emphasis on the use of data to inform and evaluate practice as well as provide effective feedback.

A high expectations learning culture

When conducting the situational analysis of the school it was evident that continued development of adaptive expertise through professional learning and a continued focus on wellbeing will develop a high expectations learning culture for staff and students.

Informed by the work of Timperley, Robinson, McIntyre, Halbert & Kaser, and combined What Works our school embeds effective collaborative practices to improve teacher quality and student outcomes. A relentless pursuit of excellence for educators will remain a focus so there is a learning culture where everyone belongs, succeeds and strives to improve.

These activities will include deep inquiry in current research and syllabus knowledge, the alignment of the general capabilities to our mindset goals and learning dispositions, extra-curricula activities and social skills, and anti-bullying programs. These evidence based activities have been grouped broadly into 'promoting social and emotional learning', 'PBIS whole school approach to behaviour management' and 'creating a safe environment'.

Powerful Partners in Learning - Parents value initiatives that promote learner and family engagement.

When conducting the situational analysis of the school it was evident that an increased focus was needed to strengthen community and professional partnerships. Strategies identified were refined communication, purposeful interactions and the structuring of a professional learning community, resulting in enhanced community engagement and increased teacher capacity.

A 2018/2019 review on professional learning practice in NSW public schools stated that, "public schools need expert school principals, leaders and teachers who work collaboratively to continuously improve their practice in the classroom. Professional learning is a key process for enabling educators to improve their practice which in turn supports improved student progress and achievement."

The 2021 Excellence in Action document states that community engagement is a critical factor for improving the progress, achievement and wellbeing of students. When schools, families and the broader community work together to develop positive connections, students thrive. The Australian Professional Standards for Teachers explicitly reference the importance of staff developing capabilities in fostering and promoting effective community engagement.

As a result, we will plan focused professional learning opportunities for all teaching and support staff, drawing on the skills and expertise of our own personnel and those of colleagues in other settings. We will plan and implement initiatives to foster authentic and purposeful community partnerships.

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	Excelling
LEARNING: Assessment	Excelling
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Excelling
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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 improve student achievement in reading and numeracy we will employ evidence based, sustainable, whole school pedagogies. These will be underpinned by whole school processes for the collection and analysis of data as well as collaboration that embeds best practices to ensure the implementation of appropriate curriculum provision for every student.

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.

- Embedding sustainable whole school reading processes
- Embedding sustainable whole school Numeracy processes

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20

Per capita: \$101,625.00

Professional learning: \$36,161.00

Integration funding support: \$42,727.00

English language proficiency: \$88,325.00

Low level adjustment for disability: \$134,070.00

QTSS release: \$97,431.00

Summary of progress

In 2022, a range of initiatives were implemented to support the progress of Strategic Direction 1. The following summarises the impact of these initiatives that have been included in our progress towards achievement. Throughout 2022, data, as well as assessment and reporting were at the forefront of school development. Consistent, valid and responsive whole school processes were developed and implemented with success. Major changes in practices and activities included K-2 phonics and reading intervention, spirals of inquiry-comprehension, assessment summary documents, data triangulation meetings, whole school data walls, targeted numeracy and problem solving school wide initiatives to support numeracy growth and attainment.

As a result of the effective development and implementation of these the following school wide impacts have been achieved:

- the school has processes in place to support greater consistency of teacher judgement and moderation of assessments
- students offer feedback and voice in teaching, learning and assessing cycles
- formative and summative assessments are designed and implemented expertly by teachers
- effective data literacy, analysis and use in teaching is evident and well supported through executive leadership and well-designed resources

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement measures Achievement of 2022 system-negotiated targets: * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%. Improvement as measured by the School Excellence Framework:	In 2022 19% of students achieved Top 2 Bands in NAPLAN in year 5, reading. This is a 1.5% decline from the previous year. In NAPLAN 2022, a large uplift of 5.2% more students (21.4%) achieved in the top 2 bands for reading in year 3. This is just short of our intended growth target. The analysis of data indicates that areas to focus on are: *Locating and interpreting directly stated information within text

Learning:

- * Curriculum - Excelling
- * Assessment - Excelling

Teaching:

- * Effective Classroom Practice - Excelling
- * Data Skills and Use - Excelling
- * Learning and Development - Excelling
- * Leading
- * Educational Leadership - Excelling

*Understanding the purpose of and interpreting figurative language and vocabulary.

The following are initiatives developed and implemented in 2022, to support our ongoing progress in literacy and develop sustainable whole-school practices in data, assessment and reporting in line with Strategic direction 1:

K-2 Phonics and reading intervention

In term 4, 2022 K-2 teams collaborated together to collate data and determine a course of action to support our students who were not achieving grade outcomes in reading, in an 8 week teaching and learning sprint. The reading and phonic knowledge intervention project aimed to improve the reading ability of students by providing effective and explicit reading instruction, goal setting using data and collaborative teaching. Students were grouped in support groups and target intervention focus groups. To respond to each group, we utilised the strengths of staff members, involving a team of support teachers, APCI, ACIP and APs to work alongside small groups of students with common needs. The stage 1 program resulted in 75 moves being made (reading levels), with students working towards their own individual goals. Kindergarten had a significant improvement in results with a 21.66% increase in the amount of students achieving grade level or above within the 8 week period.

Due to the success of the program in a small period of time, data will continue to be utilised effectively to identify student learning and support needs and will be used with the LST team to make decisions regarding interventions.

Spirals of Inquiry: reading comprehension

In Terms 2 and 3, 2022, each stage team conducted spirals of inquiry, which involved developing a key question for inquiry based on analysed student data with the aim to improve teacher understanding and student learning outcomes in literacy K-6. Through the guidance of our instructional leadership team, stages utilised their deep knowledge to grow capacity in developing data literacy during consistent teacher judgement sessions and the sharing of formative and summative data collected during the spiral of inquiry. Throughout the spiral process, teachers built their capacity to engage students in evidence-based routines through professional learning. Professional learning provided was specifically tailored to each stage, to align with their analysis of data. As part of the spiral or inquiry, the continual progress of students was monitored longitudinally on our whole school data wall in the area of focus and our data storytelling board. Learning was shared between stages and success shared amongst and between teams. Student data was tracked and adjusted through the spiral of inquiry and growth monitored. The number of students in Kindergarten achieving the targeted progression level for vocabulary increased by a total of 41.65%, there was an increase in stage 2 of 26.8%, and 34.4% of stage 3 students. Stage 1 students achieving the targeted progression level for inferencing also increased by 19.2% (year 1) and 12.9% (year 2).

The use of evidence based practices, formative and summative data to drive teaching and learning has further developed teachers capacity to implement effective teaching and learning cycles that lead to improved student outcomes. Teachers will continue to develop adaptive expertise through the collaborative and reflective cycles in collaboration sessions, moving into 2023.

Assessment summary sheets

At the beginning of 2022, assessment summary sheets were created. Our assessment summary sheets allowed us to continue to utilize our strong understanding of the National Literacy Progressions. Our assessment summary sheets ensure high expectations around whole school data and assessment information and are essential in making sure our student data is able to be monitored at an individual, class, stage and whole school level. The summary sheets support end of term triangulation per stage and assist

<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> * Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%. <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	<p>in identifying trends K-6 alongside our whole school data wall. In 2022, these summary sheets were implemented across the year with great success, with 100% of staff having complete data sets at each point in time check during collaboration and spiral sessions. As a result, reporting expectations were much clearer, the identification of students who required support and extension was enabled and our school improvement plan literacy priority was viewed as a collective responsibility school wide. Students were monitored much more effectively, leading to targeted learning opportunities and continual growth along our data wall. Student reports reflect the identified improvement measures within these summary sheets, leading to greater communication of specific learning information between teachers and community members.</p> <p>As a result of the success of these, we will continue to use them in 2023 and make adjustments or improvements as necessary.</p> <p>Data triangulation</p> <p>At the end of 2022, stage triangulation of data sessions were held to ensure the collection of quality valid and reliable assessment data from 3 or more summative and/or formative assessments which are then used to make informed decisions for planning. This process is now done with each stage team, for each year level across the school at the end of every term. The analysis and interpretations from the data are then used alongside the syllabus to determine areas of focus and improvement during the next teaching, learning and assessing cycle. Together, the triangulation of these assessments has impacted each stage by ensuring the inner school community is able to use progress and achievement data to identify priorities and trends in learning and develop effective strategies, with ongoing monitoring of student success.</p> <p>Data triangulation meetings are now set at the end of each term, the week before planning sessions, to ensure each stage identifies the needs of their learners and the next steps appropriate to their learning.</p>
<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> * Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13% <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	<p>In 2022, 31.8% of students achieved Top 2 Bands in NAPLAN in year 5, numeracy. This is a 7.8% uplift from the previous year, exceeding our target. In NAPLAN 2022, a decline of 3.5% students (38%) achieved in the top 2 bands for numeracy in year 3. The analysis of data indicates that areas to focus on are:</p> <ul style="list-style-type: none"> *Solving worded problems using efficient mental and written strategies *Deepening understanding of place value including number composition, numeral identification, comparing and ordering numerals and estimation and rounding. <p>The following are initiatives developed and implemented in 2022, to support our ongoing progress in numeracy and develop sustainable whole-school practices in data, assessment and reporting in line with strategic direction 1:</p> <p>Targeted numeracy- Place value</p> <p>Beginning in term 1, 2022 a whole school numeracy intervention, implemented in 10 week sprints was designed and implemented over three terms in 2022, with a focus on developing a deep understanding of place value. The targeted numeracy intervention ran alongside professional learning provided to staff by our leadership team and was developed by leaders as a result of the schools numeracy results in NAPLAN. At the beginning of term 1, 2022 the whole school K-6, administered the NSW DoE Interview for Student Reasoning Assessments to gather consistent, summative data that was then analysed by teachers as part of collaborative practice to determine the next steps for each student in their learning. Differentiated tasks were developed to support student understanding towards their learning goals. Positive results were seen over the year. In term 1, year 6 had the greatest uplift from the beginning to the end of the term by 50%. This was closely followed by year 2 with an uplift of 39.8% in the amount of students achieving in the numeral identification strand at a</p>

<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <p>* Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13%</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <p>* Curriculum - Excelling</p> <p>* Assessment - Excelling</p> <p>Teaching:</p> <p>* Effective Classroom Practice - Excelling</p> <p>* Data Skills and Use - Excelling</p> <p>* Learning and Development - Excelling</p> <p>* Leading</p> <p>* Educational Leadership - Excelling</p>	<p>end of semester 1 level. In term 2, Kindergarten had the greatest uplift in the amount of students achieving grade level with an increase of 27.6% since the start of the term, followed by year 1 with 14.3% uplift. In term 3 all years showed an increase in the percentage of students achieving grade level, including year 1 who had an uplift in the amount of students who could capability compare and order numerals by 22.3%, year 2 by 11.7% and year 4 by 15.1% more than at the beginning of the term.</p> <p>In 2023, we will continue to build capacity through the use of evidence-based strategies to ensure our work on deepening place value understanding continues to develop, whilst furthering our learning in the area of additive strategies.</p> <p>Numeracy- Problem solving</p> <p>As a response to numeracy data, a strategic approach to problem solving that can be supported and sustained K-6 was developed and implemented. A range of evidence-based strategies were chosen to support student needs as identified by data. Professional learning was developed and strategies implemented in classrooms K-6 during term 2. In term 3, 2022 new baseline data was collected, and over a term, students progress in problem solving was documented via the collection of data using the Newman's error analysis model. This data was collected in one-to-one student interviews, observing and documenting student behaviours when responding to multistep problems. Data was monitored over the term, with teachers sharing evidence during collaborative sessions. Teachers used the data to collaborate on effective ways to further develop each component of the Newman's prompts, identifying the greatest need from their error analysis and then utilising explicit teaching strategies. At the end of term 3, students were presented with new problems and interviews conducted again to view progress. Overall, the amount of students who were able to completely solve the problem and complete each step of the problem-solving process improved with stage 2 attaining an uplift of 6.5% and stage 3 an uplift of 14.2%. There was a consistent success in the number of students now able to move further through the problem solving process.</p> <p>As a result, we will continue utilising Newman's error analysis and prompts throughout the school to ensure consistency and allow for greater impact in student results.</p> <p>Whole school data walls</p> <p>In 2022, literacy and numeracy data walls were designed and utilised to make informed decisions around student learning. This longitudinal way of monitoring learning K-6 ensures our focus areas as identified from summative assessments are at the forefront of teaching, learning and assessing and that all students are visibly 'seen'. Staff have participated in consistent teacher judgement practices and professional learning to ensure that their placement of students on the continuum is consistent. The data collected is used to inform collective decisions around student learning, including the provision of student learning goals aligned with the National Literacy and Numeracy progressions.</p> <p>The effectiveness of the data wall is evident during spirals of inquiry and collaboration sessions and the way in which all students are able to be challenged at their own levels according to their goals. Our data walls will continue to allow us to make informed decisions in 2023.</p>
<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <p>* Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 6.01%.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p>	<p>Student expected growth can not be calculated for 2022 as the NAPLAN test was not run in 2020 due to COVID. Student growth scores require the matching of NAPLAN results across consecutive assessments so growth can be measured. Since Naplan was not run in 2020, we do not have the data to calculate student growth scores for 2022.</p>

<ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	
<p>Improvement measures Achievement of 2022 system-negotiated targets:</p> <ul style="list-style-type: none"> * Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.13% <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	<p>Student expected growth can not be calculated for 2022 as the NAPLAN test was not run in 2020 due to COVID. Student growth scores require the matching of NAPLAN results across consecutive assessments so growth can be measured. Since Naplan was not run in 2020, we do not have the data to calculate student growth scores for 2022.</p>

Strategic Direction 2: A High Expectation Learning Culture

Purpose

To develop a whole school, sustainable culture of high expectations to effectively improve teacher quality, student outcomes, communication, engagement and wellbeing.

Initiatives

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

- High expectations and teacher quality
- High expectations of Engagement
- High Expectations for School Attendance

Resources allocated to this strategic direction

Aboriginal background: \$23,511.00

Per capita: \$9,000.00

Low level adjustment for disability: \$134,069.00

Integration funding support: \$42,728.00

Socio-economic background: \$129,831.00

Summary of progress

Our focus and commitment towards whole school attendance was reflected in the strengthening of connections between teachers, parents and the community. A more strategic approach to attendance was implemented by an executive member along with the school's HSLO. This approach was adopted by the whole school community. Overall, our wellbeing and student behaviour goals were met with positive interventions, aligning with the reforms, policy and assigning an off-class staff member to student wellbeing. An executive staff member led Strategic Direction 2 to focus on student wellbeing across the whole school community. In 2022 the school began implementing the principles of the Inclusive Education Reform and incorporated the requirements of the Behaviour Strategy and Restrictive Practices into school procedures.

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
Achievement of 2022 system negotiated attendance targets 78% - Proportion of students attending >90% of the time Improvement as measured by the School Excellence Framework: Learning culture • High expectations- Excelling • Transitions and continuity of learning- Excelling Professional Standards • Improvement of practice- Excelling • Accreditation- Excelling Educational Leadership • Instructional leadership- Excelling • High expectations culture- Excelling • Performance management and development- Excelling Wellbeing	The following demonstrates our schools focus and commitment towards attendance at school. After a disruptive year in terms of attendance in 2021, the school placed determined focus and resources on prioritising student attendance rates. We committed to improved connections between teachers, parents, HSLOs and the community to support consistent and systematic processes in relation to student absences, student attendance rates would improve. After implementation of our whole school attendance initiatives, by the end of 2022, our student attendance rate had improved to 87.8%. In comparison to the state average we were able to achieve 2.5% above for attendance. SSPS were 3.6% above network average in terms of students attending over 90% of the time, with a total of 52.2%. The attendance rate was above DOE state, network and SSG average. Students attending >90% of the time was above the network average.

<ul style="list-style-type: none"> • Caring for students- Excelling • Planned approach to wellbeing- Excelling • Individual learning needs- excelling • Behaviour- Excelling <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • Classroom management- Excelling 	
<p>Reduce the number of Bullying / Teasing incidents on SENTRAL by 15%</p> <p>Reduce the number of Not Being Safe - Aggression incidents on SENTRAL by 15%</p>	<p>Due to 2021 being a year that was largely affected by students being off site during home learning, comparing 2022 and 2021 data was not applicable. We did find that incidents involving aggression were less than previous years. This was achieved by a focus on positive interventions, aligning with the reforms and policy and assigning off - class staff members to student wellbeing. An executive staff member oversaw Strategic Direction 2 to focus on student wellbeing across the whole school community. Lunch time initiatives were introduced in order to provide the students with valuable opportunities during the break times. Lastly, executive members were assigned to increased duties during break times with a focus on reducing acts of aggression.</p> <p>The amount of Bullying /Teasing incidents was reduced across the school This was achieved by implementing initiatives through the Positive Behavioural Interventions and Supports (PBIS) systems which are well-established in the school. The PBIS committee met regularly to analyse data and to develop weekly lessons which addressed the incidents reported in the previous weeks. The lessons are delivered weekly in all classes K-6. This enabled students with strategies to effectively interact with their peers.</p>

Strategic Direction 3: Powerful Partners in Learning

Purpose

In order to improve student engagement and learning outcomes, we will strengthen and develop community and professional partnerships to enhance teacher practice that add value to student learning.

Initiatives

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

- Professional Partnerships
- Positive Community Partnerships

Resources allocated to this strategic direction

Per capita: \$19,000.00

Socio-economic background: \$129,831.00

Aboriginal background: \$23,510.00

Summary of progress

At Sackville Street Public School we have strengthened our professional partnerships and positive community partnerships.

We have achieved this through the iSee Learning Project Community of Schools through the critical background work and post implementation activities of HERO software rollout. The school has developed enhanced partnerships and practices at critical transition points. We have fostered purposeful connections with the feeder secondary school and local early learning centres and organisations. We continue to improve our commitment to working closely with our students, parents and the community when organising whole school events. The school has been responsive to community feedback for areas to improve because it uses best practice to embed a culture of high expectations and is increasingly effective when catering for the range of equity issues in the 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
<p>- iSee Learning Project- Community of Schools</p> <p>- due to Covid was not prioritised and postponed until 2022</p> <p>- Develop & strengthen partnerships and practices at critical transition points</p> <p>- Sackville St PS curriculum is enhanced by learning alliances with other schools and organisations.</p> <p>- Targeted PL with local schools in the community moving forward. Unable to effectively do school visits in 2021 due to COVID</p>	<p>iSee Learning Project- Community of Schools (HERO)</p> <p>Our iSEE Learning Community coordinators continued to build the effectiveness of the community schools. Each month there was a newsletter sent to the Community Network that demonstrated what was happening within the schools. This allowed other schools to share their ideas, support each other and see upcoming events such as target dates and professional learning. The HERO coordinators attended the Fair Education Forum where we spoke about the project and evaluated what was happening within the school. Staff have completed several HERO professional learning opportunities and are now confidently using HERO for positive and negative behaviour, recording parent contact and staff communication. We also continue to make changes to HERO software to meet the needs of the school such as:</p> <ul style="list-style-type: none">• Create pages documenting PLASPs• About this page information was added to the software to all ease/consistency of use for all staff• We set up a number of difference groups e.g., scripture, sport and excursions• Created a number of staff pages including a staff calendar and professional learning log• Google calendar integration with HERO so that the school community can

- NOII Symposium and other professional learning opportunities through his network to resume in 2022 to enhance alliances. Very limited participation in 2021 due to Covid

- 0.6 FTE AP Siobhan (term 4)
Funding source

see upcoming student/school events

- Adjustment and addition of tags to student pages e.g., notify staff on behaviour and wellbeing, types of documents on documentation and plans etc.
- Positive behaviour page to include sports ribbons, presentation day award

We have started the roll out and introduced the HERO software to our families and the wider community through our social media, community forums and Kindergarten orientations.

Develop & strengthen partnerships and practices at critical transition points

In 2022, we run a number of Kindergarten transition programs such as visiting local preschools, Keen Kinder playgrounds, and student orientation and parent information sessions to support students when transitioning to primary school. We developed strong connections with our local preschools and daycares through professional discussions with educators about their school readiness programs and collecting information about students; we presented at local preschools and daycares parent transition information sessions; and we also ran lessons at local preschools and daycares to build relationships with students, but also help support them with getting ready for big school. In Term 4 we ran Keen Kinder Playgroups where future students and their parents got to come in the classroom to meet other families and staff, but also feel a sense of belonging to the school. We also run a student orientation and parent information session where parents got information about the school but also got the opportunity to meet other external providers connected to the school such as the before and after school service, the HLSOs, the canteen and the PCIT program we have available to families. The school has continued to develop a strong relationship with the local high school through a number of transition opportunities. In Terms 3 and 4 of 2022 Year six students had the opportunity to visit the high school numerous times and participated in taster lessons. Students were able to build strong relationships with staff from the local high school, including their year advisor for the following year but also learnt how to navigate the school and what subjects are on offer at high school. Towards the end of 2022, we ran specialised transitions programs for our school leaders, Aboriginal and Torres Islander students and EAL/D students so they could see what programs and support measures are in place at high school.

Sackville St PS curriculum is enhanced by learning alliances with other schools and organisations.

Sackville Street PS have a number of strong alliances with other schools and organisations. We continue to work with the NSW Network of Inquiry and Innovation (NOII), as a spiral of inquiry school and are part of the network of over 250 like minded schools. The NOII network gives us international links to inquiry-based schools in Canada and close access to academic researchers - Helen Timperley, Judy Halbert and Linda Kaser. This connection allows the school to share but also collaborate with other schools about great practice and focus on applying coaching forms of assessment to assist learners to take greater ownership of their learning.

The school also has full member representatives who attend the local Fields Aboriginal Education Consultative Group (AECG). Attendees are connected to schools so we have access to Aboriginal educators and elders, access to culture protocols but we are also a community that shares best practice in Aboriginal education.

Sackville Street utilise shared grant funding (with a community of schools) from Fair Education Australia to locally operate a Parent-Child Interaction Therapy program. We work with six other schools to provide an early intervention program to provide support to parents with children with behaviour challenges at no cost to families.

On staff at Sackville Public School we have the founder and chair of the Campbelltown MANSW cluster which is a support network for local teachers of mathematics which has extended to include over 1000 teachers and

<p>- iSee Learning Project- Community of Schools</p> <p>- due to Covid was not prioritised and postponed until 2022</p> <p>- Develop & strengthen partnerships and practices at critical transition points</p> <p>- Sackville St PS curriculum is enhanced by learning alliances with other schools and organisations.</p> <p>- Targeted PL with local schools in the community moving forward. Unable to effectively do school visits in 2021 due to COVID</p> <p>- NOII Symposium and other professional learning opportunities through his network to resume in 2022 to enhance alliances. Very limited participation in 2021 due to Covid</p> <p>- 0.6 FTE AP Siobhan (term 4) Funding source</p>	<p>academics nationally and globally. The leader reciprocally shares our school mathematics practices at a state and nation wide level we support other schools by delivering professional learning and sharing resources and we run High Potential and Gifted Education (HPGE) opportunities at Sackville Street PS with local schools.</p> <p>In term 3, 2022 a small group of APCIs within the local area including our own, identified a need for greater collaboration for capacity building and developing a general understanding of the newly developed APCI position. As a result of these connections the APCI cross network group was established and collaborative learning and opportunities for discussions were evident. The group are now collaborating with Literacy and Numeracy leaders from around the state.</p> <p>The school has two dedicated curriculum reform coordinators that collaborate across schools as part of the curriculum reform committee. This collaborative practice includes the provision of professional learning by Ann McIntyre and Simon Breakspear as well as reflective and evaluative practice shared amongst schools. Our inclusion in the committee has ensured our instructional leaders have been able to drive ongoing, school wide improvement in teaching practice aligned with new syllabus implementation.</p>
<p>Enhanced feedback and communication</p> <p>- Parent forums / information sessions restricted to zoom in 2021</p> <p>- School events / activities restricted in 2021 - parent involvement limited to virtual engagement.</p> <p>- Online communication with parents enhanced in 2021 / 22 due to online learning. Majority of families connected to Seesaw</p> <p>Parent partnership meetings opportunities</p> <p>- face to face parent forums resume in 2022 - unable to do in 2021 due to Covid.</p> <p>- parent involvement on committees to resume 2022</p> <p>- parent involvement with school programs / events to resume 2022</p>	<p>Community Engagement Events:</p> <p>In 2022, the school had four major community events where we invited and addressed feedback from students, staff, parents and the broader school community in order to improve and embed a culture of high expectations when it comes to whole school events. Our first major community event was The Colour Run which was a huge success in terms of outstanding community attendance and fundraising. All stakeholders participated in suggestions for spending the almost \$13,000 raised. \$9500 of the fund raised was applied to equity of access for students to attend free or heavily subsidised incursions and excursions. Other events included opportunities for parents to share in cultural events such as NAIDOC and Multicultural Weeks, as well as showcases of student learning. Parents from diverse cultural backgrounds volunteered their time to run engaging sessions sharing aspects of their culture. This was extremely well received by students, staff and community.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$85,455.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sackville Street 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"> • Embedding sustainable whole school reading processes • High expectations of Engagement <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • consultation with external providers for the implementation of PLASP goals. • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Students with complex learning needs, including students transitioning from specialist settings, all benefit from the implementation of Personalised Learning and Support Plans (PLASPs) and/or Behaviour Support Plans (BSPs). The implementation of PLASPs and BSPs is enhanced through the capacity of our School Learning and Support Officers (SLSOs) who are guided by classroom teachers and the Learning Support Team to ensure that every student has the opportunity to thrive. The success of these interventions is evident in the progress each of these students has made in attaining their personal goals which, in turn, has influenced more positive mindsets towards schooling in general and their own progress in particular.</p> <p>After evaluation, the next steps to support our students will be: The continued employment of SLSOs to support teaching staff to implement personalised plans for students with Integration Funding Support allowances. The Learning and Support Team will continue to review processes to ensure that funding allocations are being utilised to the greatest benefit of the intended students. Greater emphasis will be placed on the roles of both students and parents/carers in the development of PLASPs and BSPs to encourage a greater sense of ownership and power over these plans.</p>
<p>Socio-economic background</p> <p>\$259,662.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sackville Street 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"> • Professional Partnerships • High Expectations for School Attendance <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of a dedicated attendance officer who is responsible for analysing, planning, monitoring and evaluating attendance of all students. <p>The allocation of this funding has resulted in the following impact: Consistency across the school K-6 in attendance monitoring and analysis through weekly reports to teachers. Information is regularly shared with community on various platforms and student attendance charts and a plan forward are collaboratively created with carers and parents.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Socio-economic background</p> <p>\$259,662.00</p>	<p>As a result of our improved attendance, our work in this area will continue in 2023 and we will explore the options in our new HERO software for attendance to be documented and communication between teachers and families to continue to be strengthened.</p>
<p>Aboriginal background</p> <p>\$47,021.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sackville Street 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"> • High expectations and teacher quality • Positive Community Partnerships <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Several members of our staff are active members of The Fields AECG. We have a number of Aboriginal members of staff who are dedicated to the development of Aboriginal culture and connection. All staff are heavily invested in the teaching and learning of Aboriginal history and culture. Aboriginal and Torres students had opportunities of organise NAIDOC Day, going to COS NAIDOC, specialised high school program and cultural lessons with Opportunity Hub. <p>The allocation of this funding has resulted in the following impact: Students feeling connected to culture and having specific staff members who are monitoring attendance and the implementation of PLP's.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we are dedicated to the continuation and development of our own Junior AECG. (Aboriginal Education Consultative Group).</p>
<p>English language proficiency</p> <p>\$88,325.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sackville Street 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"> • Embedding sustainable whole school reading processes <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: The EAL/D program in 2022 continued to support students across all stages. Our EAL/D teacher collaborated with classroom teachers on determining and achieving specific learning goals for all students across the EAL/D cohort.</p> <p>After evaluation, the next steps to support our students will be: To continue working across the school with our EAL/D students in our vocabulary and language centre.</p>
<p>Low level adjustment for disability</p> <p>\$268,139.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sackville Street 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</p>

<p>Low level adjustment for disability</p> <p>\$268,139.00</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Embedding sustainable whole school Numeracy processes • High expectations of Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Staff with particular expertise in literacy and numeracy support classroom teachers in the design and implementation of targeted interventions. They build the capacity of teachers through the use of explicit coaching models to enhance classroom pedagogy which supports the needs of identified students and their short and long term goals * The Learning and Support Coordinator provides case management at classroom and whole school levels, supporting the development and evaluation of Personalised Learning and Support Plans (PLASPs), coordinating the allocation of human and physical resources and monitoring the effectiveness of intervention programs, recommending and implementing programs and delivery improvements as identified. * School Learning and Support Officers (SLSOs) support classroom teachers in the implementation of personalised supports for social, emotional and academic goals as identified in PLASPs and BSPs for targeted students individually and in small groups. * A Speech therapist is employed to work collaboratively with, and to provide professional development for, teachers in their classrooms with a particular emphasis on phonemic and phonological awareness in the early years during the first semester. In second semester, the therapist works with targeted individuals or small groups in areas of greatest need including articulation, comprehension and expressive language. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continuing the review of all learning support services to ensure that the greatest benefits are being attained for the targeted students. * Further developing the coaching model with staff to ensure the quality of delivery for targeted students while providing professional development that will enhance delivery beyond the coaching timeframe. * Strengthening teacher understanding of responsibilities towards students with diagnosed disabilities or specific learning needs. This includes the development of high quality PLASPs and BSPs in consultation with parents and carers as well as the students where practical, in line with the Disability Standards in Education. Targeted professional learning will play a pivotal role in this.
<p>Professional learning</p> <p>\$36,161.00</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 Sackville Street 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"> • Embedding sustainable whole school reading processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • We employed specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent

<p>Professional learning</p> <p>\$36,161.00</p>	<p>writing. This specialist teacher then worked with all teams on building consistent and valid teacher judgement across all stages.</p> <p>The allocation of this funding has resulted in the following impact: The impact of these tasks is seen in the common language, expectations and understanding of text complexity that is now evident across the school.</p> <p>After evaluation, the next steps to support our students will be: These consistent teacher judgement practices will continue to be adapted and will hopefully continue to see even greater success in transitioning and understanding of expectations. The aim will be to see even greater consistency in expectations on each stage.</p>
<p>QTSS release</p> <p>\$97,431.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sackville Street 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"> • Embedding sustainable whole school Numeracy processes <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: The development of a culture of high impact collaborative learning, centred around student needs and teacher quality. As a result of our ability to run collaboration and inquiry sessions in stage teams of staff, professional learning, data collection and use have been streamlined, consistently approached and a whole school visualisation of students needs and their resulting growth is visible K-6.</p> <p>After evaluation, the next steps to support our students will be: The continuation of collaboration and spirals of inquiry practices, with professional learning for executive staff to further skills in spirals of inquiry to ensure the best quality learning and results are achieved and our cycles are refined, ensuring the most effective implementation and outcomes for all students.</p>
<p>COVID ILSP</p> <p>\$253,864.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and then monitor progress of student groups • providing targeted, explicit instruction for student groups in reading and comprehension in literacy • Releasing staff to coordinate the program • leading/providing professional learning for COVID educators • providing targeted, explicit instruction for student groups in the focus areas of place value and additive thinking in numeracy <p>The allocation of this funding has resulted in the following impact:</p>

COVID ILSP

\$253,864.00

With a focus on learning to read, including phonological and phonemic awareness work for Stage 1 students in Semester 1, significant progress was noted so that all participants were reading at stage appropriate level at the conclusion of their intervention. Flow on effects were observed in their written work. Throughout Semester 2, Stage 2 and 3 students focussed on main idea and purpose as they looked at elements of comprehension, while Kindergarten students worked to develop the required phonological and phonemic awareness skills to begin to read simple decodable texts independently. Data tracking suggested strong improvements for most students.

Student growth in applying developing place value knowledge to additive situations was significant for most students involved in the numeracy small groups. Further, their ability to communicate mathematically and reason about the choice of strategies in given situations has demonstrated deep rather than surface understanding. All students reported enjoying the tutoring sessions and could discuss their progress as reflected in goals on the data wall in their workspace.

Also significant for the participants in 2022 has been the emergence of positive dispositions, not only in the areas of focus, but in a wider school perspective.

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

Definite advantages to skill and knowledge development through the delivery of targeted small group tuition on a regular and sustained basis by highly skilled teachers, as observed, should be maintained. The selection of students and links between the whole school focus, whole class tuition, student goals and small group intervention were all important characteristics that contributed to the success of the interventions and will be built upon, moving forward. Delivery could be enhanced by the inclusion of CILSP tutors in relevant stage collaboration sessions to help build even closer links between the withdrawal groups and whole class intentions. Communication between tutors and classroom teachers will also be enhanced so that data tracking represents what the students are demonstrating in both settings.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	260	256	256	275
Girls	267	257	257	275

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.0	89.0	88.9	86.7
1	89.0	86.4	91.6	84.6
2	90.6	87.9	91.7	84.2
3	90.7	87.0	90.7	83.4
4	90.9	88.2	91.7	83.7
5	90.7	88.6	91.4	85.8
6	91.7	91.3	89.6	85.7
All Years	90.9	88.2	90.8	84.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

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)	5.2
Classroom Teacher(s)	20.79
Learning and Support Teacher(s)	1.6
Teacher Librarian	1
Teacher ESL	0.2
School Administration and Support Staff	4.06
Other Positions	2

*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	521,726
Revenue	6,257,389
Appropriation	6,016,564
Sale of Goods and Services	51,057
Grants and contributions	182,654
Investment income	7,014
Other revenue	100
Expenses	-5,921,444
Employee related	-5,339,815
Operating expenses	-581,629
Surplus / deficit for the year	335,945
Closing Balance	857,671

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	176,890
Equity Total	663,148
Equity - Aboriginal	47,021
Equity - Socio-economic	259,662
Equity - Language	88,325
Equity - Disability	268,139
Base Total	4,069,540
Base - Per Capita	129,625
Base - Location	0
Base - Other	3,939,915
Other Total	691,867
Grand Total	5,601,444

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School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Students-

Tell Them From Me (TTFM) data worth noting for 2022 is that in the three overall areas of **advocacy**, **success at school** and **belonging**, Sackville Street students report positively and higher than the state average in all areas. Results in these areas also closely align to SSGs.

Interestingly we saw a significant increase in Yr 4 male students reporting positively about their sense of belonging. The increase was a spike for that year and significantly higher than the results for female students in the same cohort. Sense of belonging slightly decreases in the older years which is another factor worth examining. An interesting reflection is that on Stage 2 in 2022 there was a male AP, 2 male teaching staff and a male RFF teacher. This staffing ratio almost never occurs but given the school's focus in 2023 will be to re-evaluate school wellbeing procedures a deeper dive into this data will be a priority.

Responses from our ATSI students in the areas of advocacy, expectations for success and sense of belonging have been trending upward over recent years and are generally higher than similar school groups. As the school has an ATSI population of approximately 15%, this trend is heartening and should be sustained and grown further.

Staff -

School based staff surveys indicate resounding positivity around the value and structure of collaboration time. 98% of staff are in favour of the current purpose, format and timetabling. Analysis of the People Matter Employee Survey results reveal that Sackville Street employee satisfaction in the many domains surveyed, show higher percentages than the averages for the St Andrews Network.

The TTFM staff reports indicate that in all areas of Eight Drivers of Learning the school mean exceeds that of the state.

The area showing a decline in the past two years that is of concern, is employee voice. Data indicating staff sentiment on participation in decision making and contributing their own views needs to be analysed further as it is uncertain if it pertains to school level perceptions or system level.

At the commencement of 2023 all substantive executive staff will engage in the 360 degree SLI Leadership Survey. This will be an opportunity for school leaders to further examine staff and supervisor perceptions and set relevant leadership goals for their 2023 PDPs.

Higher response rate needed from staff group so that data results are more comprehensive and valid. Looking at ways to improve the response rate will be needed.

Parents -

In 2022 our school achieved an outstanding 100% of families connected to the Seesaw app. This allowed for school communication to reach all families. This communication ranged from information about school and community events, sharing the learning and two-way communication between teachers and parents via texting.

The school was identified as a well maintained and welcoming space.

Of concern is that 10% of parents surveyed, identified that they had never talked to a teacher about their child's learning during the year. Combined with this data is an overall preference stated by surveyed parents that other modes of sharing information about their child's learning is preferable to formal interviews. These two trends should be examined together to find solutions and improvement going forward.

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.