2022 Annual Report

St Clair Public School

4531

Introduction

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

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

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School vision

At St Clair Public School, we strive to prepare all students to become lifelong learners and responsible citizens, ready to meet the challenges of the future. In partnership with families and the community, we provide relevant and inclusive learning opportunities for students that assist them to develop the knowledge, critical and innovative thinking skills, and resilience necessary to succeed.

School context

St Clair Public School is located in Sydney's western suburbs and is a part of the Eastern Creek Network of schools. The school has an enrolment of 290 students with 10 mainstream classes and 5 multicategorical support classes. 42% of our students have a language background other than English and 9% of students identify as Aboriginal or Torres Strait Islander.

The school has a focus on improving student learning outcomes by providing quality teaching and learning experiences, driven by research based programs, extensive professional learning and thorough data analysis. Through the completion of our Situational Analysis, the school has identified areas to address 2021 - 2024 targets in reading and numeracy.

We strive to provide an inclusive and engaging education to all students. Quality programs give all students the opportunity to enrich their learning and succeed at the highest level. A variety of opportunities are provided for students revolving around our comprehensive Stephanie Alexander Kitchen Garden program, debating, public speaking and verse speaking, dance, sport, choir and a signing choir. Technology plays an integral role in student learning with access to a iPads, laptops, coding and robotics resources, desktop computers and a fully equipped technology lab. All classrooms have interactive whiteboards.

Whole school wellbeing processes and practices enable the school to achieve effective learning and positive behaviour, creating a productive and harmonious school environment. The school is committed to building stronger connections with families and seeking regular and authentic feedback from the community to assist the school to achieve continuous improvement.

Throughout the development of this plan there was consultation with the school community including with our Aboriginal and Torres Strait Islander families.

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	Sustaining and Growing
TEACHING: Professional standards	Excelling
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes ensuring effective reading and numeracy practices are embedded, visible and monitored across the school.

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.

- Effective Reading Practice
- Conceptual Understanding in Numeracy

Resources allocated to this strategic direction

English language proficiency: $43,372.00
Low level adjustment for disability: $89,187.00
AP Curriculum & Instruction: $130,686.00
Socio-economic background: $62,840.00
Professional learning: $5,000.00
QTSS release: $57,034.00

Summary of progress

This initiative was led by the school funded position of Deputy Principal- Curriculum and the Assistant Principal Curriculum & Instruction which supported the Assistant Principals to collaboratively lead their stages in literacy and numeracy. Collaborative practices were established and maintained through 2 hours per fortnight collaborative learning sessions in each stage including Learning & Support Teachers.

Effective Reading

Through the trialling of the new K-2 English syllabus as an Accelerated Adopter School in 2022 and ongoing implementation of the Initial Lit program all K-2 classes developed programs that were dynamic, showing evidence on revisions based on feedback on teaching practices, consistent and reliable student assessment and continuous tracking of student progress and achievement. K-2 students performed significantly better on Initial Lit assessments at the end of 2022 compared to 2021 with less students requiring intervention at the end of 2022.

School wide assessment practices for reading were reviewed in line with the Effective Reading Guides K-2 and Year 3 to 8 to ensure the practices were systematic and reliable so student learning over time was measured accurately. Changes were implemented in teaching that led to measurable improvements in student reading outcomes. Reading programs reflected the teaching and assessment of reading based on the reading rope. It was identified that a more evidence based approach to assessing reading comprehension was required. Year 3-6 trialled Department of Education reading assessment resources and Universal Resources Hub to focus on improving student outcomes in reading. Effective reading resources were used to identify and systematically promote and implement the most effective strategies to improve teaching and learning in reading. Results demonstrated students performed better when they had been exposed to a text and built-up background knowledge and unpacked vocabulary around the text.

COVID ISP funds in 2022 were used for Mini Lit and Macq Lit programs for reading intervention for Years 1-6. Mini Lit and Macq Lit students demonstrated significant growth from February 2022 to December 2022. Funds were also utilised to provide targeted numeracy intervention for Years 3 to 6. Students were tracked via PLAN 2 in five week cycles with evidence of student growth in identified numeracy progression indicators.

In 2023, in this initiative we will have a greater focus on assessing and tracking student growth in reading comprehension for K-6 students. K-2 will implement the new K-2 English syllabus through the Initial Lit program and utilising component B of the new English units. Student progress will be tracked more frequently in PLAN 2 with a focus on reading comprehension data K-6 and data from Initial Lit assessment also being tracked through PLAN 2. Professional learning for Year 3 - 6 will focus on understanding and getting ready for the new 3-6 English syllabus.

Conceptual Understanding in Numeracy

All K-6 staff engaged with the new curriculum reform resources for the new K-2 Mathematics syllabus. Collaborative learning sessions across K-2 facilitated professional dialogue, unpacking the new syllabus and discussing the most effective strategies to program using the sample units. All staff analysed, interpreted and extrapolated data during

collaborative learning sessions. They collaboratively used this to inform planning, identify interventions and modify teaching practice. Teachers noted a downward trend in the area of multiplication and division and responded to this trend by completing a learning sprint and collecting pre and post data to measure student growth. This data demonstarted an improvement in students understanding of multiplicative thinking.

Staff participated in the Broadening Mathematical Language and Literacy professional learning to ensure the most evidence-based teaching methods optimised learning progress for all students. The professional learning worked on a model of 'learn a little, try a little'. Staff completed between module tasks to implement their learning and 100% of participants had implement at least 1-2 different pedagogical practices.

In Semester 2 2022, the executive team analysed current NAPLAN and Check in assessment data and identified a trend in questions involving additive strategies. The executive team completed the Additive Strategies Blended professional learning. A professional learning community was established in Term 4 to engage all staff in the research to develop programs to improve student outcomes in additive strategies. In December 2022 all students were assessed using the Interview for Student Reasoning (IfSR) in the area of number & place value and additive thinking to have baseline data to be able to measure future student growth and identify focus areas for 2023.

In 2023, in this initiative we will implement the new K-2 Mathematics syllabus and prepare for the new 3-6 Mathematics syllabus. All teachers will engage in the additive strategies professional learning supported by curriculum reform time so the learning will embedded in teaching and learning programs. A greater focus is required tracking student growth in PLAN 2 and utilising teaching sprints to measure student growth. The IfSR will be implement systematically so there is reliable assessment of student learning throughout the year.

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 in the percentage of students achieving in the top 2 bands in **reading** to be at or above the school's lower bound system-negotiated target of 28.4%.	• 30.16% of students achieved in the top two bands in NAPLAN **reading** indicating achievement of the lower-bound target.
Improvement in the percentage of students achieving in the top 2 bands in **numeracy** to be at or above the school's lower bound system-negotiated target of 16.0%.	• 10.53% of students achieved in the top two bands in NAPLAN **numeracy** indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN **reading** to be moving towards the school's lower bound system-negotiated target of 61.2%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth in NAPLAN **numeracy** to be moving towards the school's lower bound system-negotiated target of 60.3%.	• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
A range of evidence supports our self-assessment to be moving towards the school identified target of **excelling** in the element of "**Effective Classroom Practice**" as measured by the School Excellence Framework. A range of evidence supports our self-assessment to be moving towards the school identified target of **excelling** in the theme of "**Internal and External Measures Against Syllabus Standards"** (Student Performance	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of **Effective Classroom Practice**. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of **Internal and External Measures Against Syllabus Standards** in the element of Student Performance Measures.

Measures)" as measured by the School
Excellence Framework.

Strategic Direction 2: Wellbeing and Attendance

Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school processes that support high levels of wellbeing and improved attendance. The school will develop students to be resilient and successful through self-regulation by promoting social, emotional and behavioural engagement in a supportive school environment.

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.

- Wellbeing
- Attendance

Resources allocated to this strategic direction

Socio-economic background: $80,000.00
Low level adjustment for disability: $43,000.00
Professional learning: $5,574.00

Summary of progress

Wellbeing- Peer Support

After looking at the student "Tell Them from Me" survey data the Peer Support committee chose the Peer Support Australia program "Stronger Together - a module focusing on Anti-bullying" to implement in Semester 2, Term 3 2022. Stage 3 staff and students were trained with student leadership skills to lead and implement the program. Early in the implementation some staff felt that the leaders were unsure of the lesson activities or that a few of the activities were difficult for younger students. This issue may have been due to the complexity of content in the Anti-bullying module and a reduced number of student leaders available on Mondays due to covid absences. Adaptations were made based on the feedback. At the end of the program the student survey identified the program developed their knowledge on how to identify bullying and some proactive strategies to deal with bullying. On the student group-member evaluation surveys the students named positive relationship qualities they had learned in the Anti-bullying modules of Peer Support. Staff felt the program was valuable as it aligned to the identified TTFM anti-bullying need. Staff also reflected on the positive impact of helping students from different grades to make connections across the school.

In 2023, in this initiative it has been identified that the skills across all available Peer Support modules are cumulative. Therefore, in future years as more module topics are completed, the students will continue to build upon their understanding of the Peer Support program content. Moving forward all staff need to be involved in debriefing students as each lesson is completed and ensure the lesson content is summarised and clearly understood. A scope and sequence for peer support modules will need to be developed and implemented. Data from the 2022 TTFM survey will support the identification of the next peer support module for 2023.

Wellbeing- Zones of Regulation

In 2021 the Zones of Regulation (ZOR) was introduced to staff and students. In 2022 additional resources were purchased for each stage group to support students to become familiar with the ZOR language. During Term 1 all class teachers taught weekly lessons, referred to the Zones of Regulation throughout the day and had students "check in" to identify their feelings/emotions. End of semester 1 staff survey indicated that not all staff felt confident teaching the ZOR, they were not using the ZOR language and didn't have a clear picture as to why the ZOR were being implemented at St Clair PS. A ZOR committee was formed which developed strategies in stage groups to support the implementation of ZOR in all settings in the school. A follow up survey indicated staff had a clear understanding of the purpose and implementation of ZOR. With staff support students can identify what zone they are in and are beginning to use the resources in the toolkit.

In 2023, in this initiative we will work to continue providing whole school and stage professional learning on the Zones of Regulation program. This well ensure all staff, including new staff, understand the purpose and 'big picture', to ensure the curriculum lessons are being implemented in classrooms. Student and staff evaluation will be conducted throughout the year, as this will provide the school with evidence as to whether the program is being implemented and what students have understood and gained from using the Zones of Regulation.

Attendance

In 2022 processes were put in place to proactively communicate with families the benefits of regular attendance. Systems were implemented to acknowledge and celebrate regular attendance including through the school's award systems. High expectations were communicated to the school community regarding the importance of regular attendance.

The complexity of COVID in 2022 had a significant impact on student attendance due to isolation restrictions, and general COVID restrictions. In the later part of the year families also began travelling during school time. Attendance concerns were identified after taking into account the impact of COVID and processes were implemented to support classroom teachers to develop a plan to improve student attendance. Under 80% attendance concerns were managed by an executive leader to develop strategies with the family to improve attendance. There was limited impact on improving student attendance using the intervention process.

In 2023, in this initiative we will continue to communicate high expectations for attendance and continue with the school award system to celebrate good attendance. A regular attendance team meeting needs to be re-established to develop and implement a tiered intervention system, reviewing of attendance data and having data systems in place. The attendance team will identify why students attend school and why they don't so a clear focus can be developed. Case management approach for students with under 80% attendance needs to be created and implemented.

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 in the percentage of students attending school more than 90% of the time to be moving towards the system-negotiated lower-bound target of 75.40%.	• The number of students attending greater than 90% of the time or more has decreased by 22.07%.
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be moving towards the lower bound system-negotiated target of 87.60%.	• Tell Them From Me data indicates 71.08% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
A range of evidence supports our self-assessment as moving towards **excelling** in the element of "**A Planned Approach to Wellbeing**" (Wellbeing) as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of **A Planned Approach to Wellbeing** in the element of Wellbeing.

Strategic Direction 3: Excellence in Teaching

Purpose

To achieve excellence in teaching by implementing whole school wide practices and processes that optimise student learning through consistent assessment, visible learning and effective feedback.

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.

- Visible Learning
- Assessment

Resources allocated to this strategic direction

Socio-economic background: $13,000.00
Professional learning: $2,000.00
AP Curriculum & Instruction: $50,000.00
English language proficiency: $20,000.00
QTSS release: $11,000.00
Low level adjustment for disability: $27,000.00

Summary of progress

Visible Learning

In 2022, members of the executive team participated in the CESE LEED project. Working through learning modules, Learning Intentions and Success Criteria (LISC) were identified as a focus to improve student outcomes. Using the resources provided by CESE, a staff survey, lesson observations and student focus groups were conducted. It was found that LISC being used in the classroom were not used authentically to drive student learning. Students surveyed were unable to articulate how they could be successful within a lesson. The staff survey demonstrated that the majority of staff use LISC but it was only at the beginning or end of a lesson. LISC professional learning was undertaken during collaborative learning session in Term 4. The authentic use of LISC was yet to been seen in the classrooms at the end of Term 4.

In 2023, in this initiative, we plan to engage staff in professional learning around the practical use of LISC in the classroom and the links to an improvement in student outcomes. We will continue to monitor the success of LISC through student surveys, Lesson observations and staff surveys.

Assessment

During 2022, the LAST team, APCI and DP investigated the current reading assessment practices at SCPS. Staff engaged in a number of professional learning sessions unpacking the components of reading. The team trialled a range of assessment tools to support reading assessment. This information was then used to create the Framework for Reading Assessment. Once the reading framework had been developed, the team developed the Framework for Mathematics Assessment. The staff have not yet been exposed to the reading and mathematics assessment frameworks.

In 2023, in this initiative the assessment frameworks will be unpacked in detail in the collaborative learning sessions so staff understand the assessment framework and how and when to use the assessment resources. Student growth will be monitored using these 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
A range of evidence supports our self-assessment as moving towards **excelling** in the theme of **"Feedback"**	• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Feedback in the element of Effective Classroom Practice.

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(Effective Classroom Practice) as measured by the School Excellence Framework.	
The percentage of classroom teachers using consistent assessment practices in all aspects of literacy and numeracy is moving towards the school identified target of 100%.	• Analysis of internal school data shows 80% of classroom teachers using consistent assessment practices in all aspects of literacy and numeracy indicating progress toward the lower bound target.
A range of evidence supports our self-assessment as moving towards **excelling** in the theme of **"Collaborative Practice and Feedback" (Learning and Development)** as measured by the School Excellence Framework.	• Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of **Collaborative Practice and Feedback** in the element of **Learning and Development**.

Funding sources	Impact achieved this year
Socio-economic background $245,867.00	Socio-economic background equity loading is used to meet the additional learning needs of students at St Clair Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Reading Practice • Conceptual Understanding in Numeracy • Wellbeing • Attendance • Visible Learning • Assessment • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • additional staffing, Deputy Principal Curriculum, to implement a range of literacy and numeracy program development to support identified students with additional needs • professional development of staff through Initial Lit and numeracy programs to support student learning • employment of additional staff to support MutliLit program implementation • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** student improvement evidenced by: Year 3 NAPLAN Reading above SSSG. 30.16% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. Year 3 NAPLAN writing, spelling, grammar & punctuation above SSSG. Year 4 Check In assessment data in Numeracy for Year 4 in Term 1 was 49.8%, Term 4 was 55.7% **After evaluation, the next steps to support our students will be:** continuing to fund collaborative learning time led by the ACP & I and Assistant Principals to support the trajectory towards achieving school targets. Ongoing implementation of the Multi Lit programs to support English skills in all students will also continue.
Aboriginal background $28,114.10	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Clair 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students **The allocation of this funding has resulted in the following impact:** 100% in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Tell Them From Me data indicated 88% of Aboriginal students feel like their culture is valued at school.

Aboriginal background $28,114.10	**After evaluation, the next steps to support our students will be:** continuing with the employment of an Aboriginal Education Teacher focusing on students and families engaging with their culture to deliver differentiated and personalised support to Aboriginal students.
English language proficiency $63,372.00	English language proficiency equity loading provides support for students at all four phases of English language learning at St Clair Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Reading Practice • Visible Learning • Assessment **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support • provide EAL/D Progression levelling PL to staff **The allocation of this funding has resulted in the following impact:** • EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • classroom teachers participated in professional learning, where the EAL/D teacher guided teachers how to use student data, including student English language proficiency and EAL/D learning progression to improve oral language and reading outcomes. **After evaluation, the next steps to support our students will be:** ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
Low level adjustment for disability $159,187.00	Low level adjustment for disability equity loading provides support for students at St Clair Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Reading Practice • Conceptual Understanding in Numeracy • Wellbeing • Attendance • Assessment **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Mini Lit and Macq Lit to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs **The allocation of this funding has resulted in the following impact:** • the percentage of students achieving expected growth in reading increased to 58.33% indicating progress toward the lower bound target. • 30% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target. • Year 1 MiniLit Sage Placement Test for selected intervention students showed their ability to decode non-words was an average of 2/24, (8%

Low level adjustment for disability $159,187.00	accuracy) in February 2022. This improved to 22/24 (91% accuracy) on the re-administered test in December 2022. • using the curriculum assessment, Wheldall assessment of Reading Fluency (WARL), a sample of "MiniLit Sage" intervention students were assessed at an average reading fluency of 2 words per minute in February 2022 as compared to an average reading fluency of 26 words per minute in December 2022. • students shows a 40% growth from February 2022 to December 2022 in the WARL reading assessment. **After evaluation, the next steps to support our students will be:** achieving a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.
Professional learning $34,574.00	Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Clair Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Reading Practice • Wellbeing • Visible Learning • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan. **The allocation of this funding has resulted in the following impact:** increased capacity of all teachers to embed effective practices in the explicit teaching of reading and mathematics resulting in improved internal student results. **After evaluation, the next steps to support our students will be:** targeted professional learning focused on the school's three strategic directions led by the executive to ensure that professional learning is aligned with the school's Strategic Improvement Plan.
QTSS release $68,034.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Clair Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective Reading Practice • Conceptual Understanding in Numeracy • Visible Learning • Assessment **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** • two hours per fortnight teachers work collaboratively with stage colleagues, Assistant Principal and APCI to focus on formative assessment, data analysis and differentiation of literacy and numeracy programs.

QTSS release $68,034.00	• teachers are beginning to use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. **After evaluation, the next steps to support our students will be:** to continue with the collaborative learning for all classroom teachers with to lead improvement in an area where teachers need support, such as literacy or numeracy.
COVID ILSP $189,650.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • 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/numeracy - [focus area] • employing/releasing staff to coordinate the program • leading/providing professional learning for COVID educators **The allocation of this funding has resulted in the following impact:** the majority of the students in the program made significant progress towards their personal learning goals: • teachers reported students involved in the Mini Lit and Macq Lit programs were significantly more confident in literacy in the classroom. •Year 1 MiniLit Sage Placement Test for selected intervention students showed their ability to decode non-words was an average of 2/24, (8% accuracy) in February 2022. This improved to 22/24 (91% accuracy) on the readministered test in December 2022. • Using the curriculum assessment, Wheldall assessment of Reading Fluency (WARL), a sample of "MiniLit Sage" intervention students were assessed at an average reading fluency of 2 words per minute in February 2022 as compared to an average reading fluency of 26 words per minute in December 2022. • MacLit Students shows a 40% growth from February 2022 to December 2022 in the WARL reading assessment. **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.
Integration funding support $50,264.00	Integration funding support (IFS) allocations support eligible students at St Clair Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of

Integration funding support $50,264.00	Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. **After evaluation, the next steps to support our students will be:** continued use of integration funding to be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	153	173	161	148
Girls	118	118	123	134

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.0	89.4	92.0	85.9
1	88.9	87.4	91.9	87.8
2	92.9	90.1	93.5	84.1
3	90.3	92.3	90.5	89.6
4	91.1	90.9	92.5	87.7
5	91.1	90.1	90.6	84.6
6	93.0	90.8	91.8	85.2
All Years	91.1	90.2	91.8	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	7.2
Classroom Teacher(s)	18.31
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	7.62

*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	422,756
Revenue	5,611,308
Appropriation	5,492,374
Sale of Goods and Services	22,179
Grants and contributions	92,666
Investment income	4,089
Expenses	-5,709,927
Employee related	-4,906,458
Operating expenses	-803,469
Surplus / deficit for the year	-98,619
Closing Balance	324,137

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	50,264
Equity Total	496,540
Equity - Aboriginal	28,114
Equity - Socio-economic	245,867
Equity - Language	63,373
Equity - Disability	159,186
Base Total	3,135,298
Base - Per Capita	79,367
Base - Location	0
Base - Other	3,055,931
Other Total	1,291,716
Grand Total	4,973,819

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

Student Tell Them from Me Survey, Semester 2, 2022: What have you learnt from peer support?

- That is difficult to teach some kids and sometimes kids need a bigger push to talk to or work with others. Some kids have a harder time learning with others or just remembering stuff.
- To respect others
- How to be a leader
- That it's important to help each other out.
- I have learned about sharing objects and being respectful to student, teachers and staff.
- To always listen, respect people, and say no to bullying and teamwork
- To be resilient, kind and empathetic
- To always inform a teacher if you or someone else is being bullied. To always get back up after you fall and there are people that will support you.
- I have learnt that the lessons that we taught happen in people every day and by peer leaders teaching us these things we can learn how to deal with situations.
- I have learnt how to be brave and respectful to others and to be resilient
- Peer Support has taught me how to get along with others, sometimes it can be tricky to get along with people especially people you don't know but it can be a great experience. It was fun and I enjoyed teaching and getting ready for Peer Support lessons.
- Being upset is okay.
- That everyone gets to share their opinion about group activity's and have/make connections with our peers and we learnt multiple things about people, and we all got to connect.
- I learnt that all students are different because some kids are shy and others are not that shy, some kids don't do well at making friends in a little group
- How to be a better role model and what it is like teaching people
- Why not to bully, how to act if someone is being bullied, how to talk to others, how to respect others feelings
- I have learnt to be a better leader and help other whenever they need it
- Kids can be loud but nice
- That it is not hard to socialise with people and if you are ever being bullied adults and teachers are always there for you to access
- I like to go to peer support because it helped me improved to talk in front of everyone and I like to help kids that need help on anything.
- No more bullying
- That there's always someone there to help.
- I have learnt a lot about resilience and how to stick up for myself. I think being a leader this year has helped me have better relationships with others around the school and it helps me teach myself to not be shy as much and that I'm slowly starting to talk a lot more than I did before.

Parent Tell Them from Me Survey Results Semester 2, 2022: Regular attendance is important because

- Of child's performance in studies and kids feel more comfortable and confident in school, if they meet their teachers and friends everyday.
- This provides continuity in learning. Provides structure and routine which children need.
- The students don't missed any learning progress/topic
- The kids should not feel as though they have missed out attendance is important
- Education is like building a house. A string foundation allows each building block to build on the next. Missing school disrupts this
- Education is important
- More information is absorbed
- Consistency is important
- The best school ever
- Gives children the chance to learn and have structure and develop friendships.
- Learning is important
- Education is important and regular attendance helps solidify future work ethics
- It prepares them for work and responsibilities
- Learning. However, the learning opportunities offered outside of the school environment (eg holidays away with family) should be encouraged, not discouraged.
- If the student doesn't attend then they will not learn educational, social and physical attributes that you need later in life. St Clair Public doesn't give any homework so if your child doesn't attend it would be left solely to the parents.
- Consistent learning.
- He can grow and learn more and more each day

Teacher Tell Them from Me Survey Semester 2, 2022: Discuss your thoughts on the use of Learning Intentions and Success Criteria at SCPS?

- They are an expected aspect of teaching and learning strategies at our school. They provide clarity for both teachers and students.
- I used them in my class with every KLA, most I co-create with my class. I encourage my students to reflect on

them throughout their learning. I am currently undergoing some PL around them to ensure that I am using them properly.

- They are essential as students become aware of what they are learning and how they can achieve the goals of the lesson.
- I use them in my lessons to engage students in what they are going to learn throughout the lesson/unit and how they can be successful at achieving them. I ensure that students understand what the success criteria means and refer to them throughout the lesson.
- We have done a lot of PL about this, and I feel I now have a better understanding on how to create appropriate Learning Intentions and Success Criteria.
- Teachers are in the habit of using learning intentions and success criteria and enough emphasis is given to this in Professional learning sessions. All teachers may not use them, but the awareness is there.
- I think they are used in most classrooms but with varying impact. It's not enough just to have them up / read them to students on the board each lesson. They only work well when students understand exactly what is expected of them.
- This is currently being addressed in collaborative learning time and PL is being provided. I feel like I am becoming more confident at using these consistently with numeracy and sometimes literacy in the classroom. I have begun using LI/SC for other KLAs. It would be great to have time to develop this further, especially in collaboration with others on my stage to make sure we are all on the right track.
- Staff have indicated a strong knowledge of LI and SC. It is used in most classrooms across the school. Further implementation in all KLA areas is a focus. Student led SC for mathematics will assist greatly.
- Staff are beginning their journey of using LISC in mathematics lessons. Currently the new K-2 units provide LISC however, they are not student friendly and are often just put up at the beginning and end of a lesson and not being referred to during the lesson. We are working towards seeing the value in developing LISC and having them authentically embedded into everyday practice.
- At SCPS, we are encouraged to state the learning intentions and success criteria at the beginning, middle and end of lessons. We are encouraged to have it visually available through the lessons. The learning intention will be a statement that describes what students should know, understand and be able to do by the end of a task. Success criteria are linked to learning intentions and describe what success looks like. Using LI and SC can assist teachers to articulate the purpose of a learning task and make a judgement about the quality of student learning. They may help students to focus on the task or activity taking place, what they are learning and self-reflect. We use success criteria to provide students with an opportunity to assess their own learning.
- There is visual evidence of LI and SC being used in classrooms across K-6. It would be interesting to ask students if they can articulate their goals for learning during some lessons.

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.

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