

2022 Annual Report

Northlakes Public School



4588

Introduction

The Annual Report for 2022 is provided to the community of Northlakes 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

Northlakes Public School is committed to the provision of quality education in a nurturing, innovative and collaborative learning environment where high expectations are held in order to challenge students and encourage continuous improvement for all. By increasing student engagement and school connectedness, we believe all students can become successful learners. Through the development of individual determination, academic and social support, all students will achieve their full potential. With authentic partnerships, our vision is to develop our students into confident, creative and empathetic citizens who will become active, engaged and informed members and leaders of their community.

School context

Northlakes Public School serves students and families in the township of San Remo on the NSW Central Coast just over an hour north of Sydney. The school began the 2021 school year with an enrolment of 361 students with 20% identifying as being of Aboriginal or Torres Strait Island background. Approximately 8% of students identify as being from a language background other than English (LBOTE) with 16 different culture groups represented.

The school has a special education support unit comprising of three classes; two IO/IS catering for students with moderate and severe Intellectual and/or physical disabilities, and one multi-categorical class catering for students with moderate to high support needs with one or more disability type, predominantly autism. There are also 15 mainstream classes with one of those being a Kindergarten and Year 1 composite. The school started the 2021 year with 44 mainstream Kindergarten enrolments which is 4 more than the anticipated numbers but considerably lower than the 57 of 2020.

The school has a proud tradition of inclusivity in education through regular, purposeful and two-directional integration at every opportunity for support unit and mainstream students based on their individual, academic, social and wellbeing needs.

The school participated in the External Validation process on 19 November 2020. Through this process the evidence provided by the school, and validated by the panel, found that the school was operating at Delivering in the Learning Domain in the element of Curriculum and in the Teaching Domain in the element of Data skills and use. As part of the self-assessment and External Validation process, the school has identified some elements which present opportunities for improvement including but, not limited, to the following:

- In Data skills and use - Strategies need to be developed which allow us to effectively measure the impact of programs and initiatives on student outcomes. We need to gather and agree upon our essential baseline data and share this along with the executive analysis with staff. Our analysis needs to be school wide to identify student achievements and progress.
- In Curriculum - There needs to be consistency across the school in programming, planning and assessment to effectively meet all syllabus requirements. We need to collect and maintain evidence of how teachers are implementing dynamic teaching and learning programs in response to student needs. Programs will demonstrate evidence of the implementation of differentiation strategies and evaluation of how teachers have changed their practice in response to the success of lessons. Programs and the delivery of learning is monitored K-6 to ensure continued challenge and maximum learning.
- In Management practices and processes - We need to narrow our focus to the questions we would like to survey the community on. These need to be linked to ongoing school improvement and the professional effectiveness of all school members. Our questions should link to the School Excellence Framework.
- Following on from 2020 and the worst of the COVID-19 pandemic student, staff and community wellbeing and connectedness and trauma informed practice would also be strong school focuses over the current 4 year strategic improvement plan (SIP).

The school will seek feedback from community, students and staff as well as continuing to strengthen our community partnerships as a proud member of the Wallarah Learning Community, Muru Bulbi AECG, Northlakes PS P&C, Smith Family Australia, The Epicentre (San Remo neighbourhood centre), Samaritans and numerous other non-government organisations working in partnerships with our Jabiru Cottage facilitator as part of the Central Coast Schools as Community Centres Program.

Following our consultative process with P&C, Staff, AECG and SACC facilitator our three Strategic Directions for the 2021-2024 Strategic Improvement Plan are:

1. **Student Growth and Attainment**
2. **Intervention for Growth**
3. **Engagement and Attendance**

We look forward to continuing our work and hearing your valued feedback throughout this 4 year cycle as we all strive to improve the outcomes for every student attending Northlakes Public School.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in reading and numeracy, we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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 Classroom Practice
- Data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$75,600.36

QTSS release: \$75,962.78

Literacy and numeracy: \$45,917.20

Professional learning: \$22,422.24

AP Curriculum & Instruction: \$210,799.40

Summary of progress

The activities that the school undertook in Strategic Direction 1 were designed to build effective classroom practice in the teaching of literacy and numeracy and the effective use of data to driving teaching and learning resulting in improved outcomes for all students. Evidence informed strategies and collaborative and evaluative practice were fundamental to our work in this strategic direction. Implemented strategies to support this direction included:

Mentoring and co teaching processes established

Collaboration days implemented

Targeted Professional Learning and implementation of structured processes for every teacher to work alongside APCI on professional learning goals

Our quantitative and qualitative evidence indicates that these initiatives have had varying success. NAPLAN results show an increase in student achievement for year 3 reading and a decline in student achievement for year 3 numeracy. This data correlates accurately with the schools internal assessment data.

In order to make further progress in this strategic direction, next year we will:

Introduce Explicit Instruction warm ups into all classrooms

Introduce Sound Waves to ensure a consistent approach to spelling and phonemic awareness 3-6

Introduce Explicit phonological awareness and phonics lessons throughout K-2

Ongoing monitoring and evaluation of our instructional leadership practices, specifically the implementation of high impact professional learning, coaching and feedback practices

Continually monitor and evaluate assessment and data practices

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
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<ul style="list-style-type: none"> • Uplift of 6.7% to 30.1% of students achieving top two bands in NAPLAN reading (system negotiated target lower bound). 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 41% of Year 3 students are in the top two skill bands for reading indicating the school exceeded the system negotiated target.
<ul style="list-style-type: none"> • Up lift of 6.9% to 21.6% of students achieving top two bands of NAPLAN numeracy (System negotiated target lower bound). 	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 14% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"> • Uplift of 3.2% to be above the baseline of 53.8% of students achieving expected growth in NAPLAN Reading (57%). 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • Uplift of 4.7% to 53% of students achieving at expected growth or above expected growth in NAPLAN Numeracy (System negotiated target lower bound). 	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Intervention for Growth

Purpose

Increase the number of students achieving expected growth in NAPLAN Numeracy and Reading through effective teaching practice, tiered intervention support, personalised 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.

- Personalised learning
- Effective Feedback

Resources allocated to this strategic direction

Socio-economic background: \$148,000.60

Summary of progress

The activities that the school undertook in this strategic direction were designed to improve intervention processes to reflect current evidence-based pedagogies and to streamline processes with student goal setting to provide effective student feedback. Strategies implemented included:

Refining whole school intervention processes

Consistent formative and summative assessments including pre and post testing

Development of programs for SLSO to implement in classrooms

Surveying staff to identify teacher understanding of effective feedback

Our quantitative and qualitative evidence indicates that these initiatives have had varying success.

In order to make further progress in this strategic direction, next year we will:

Establish consistent assessment across the school

Refine the intervention structure and processes

Provide professional learning for staff on Smart Goals and PLSPs

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
To be above the baseline of 47.4% of Correct responses as measured by Check-in assessment Reading	• 2022 Check-in Reading Assessment data indicates 47.8% of correct responses for Year 4 students indicating achievement of the system negotiated target.
To be above the baseline of 51.9% of Correct responses as measured by Check-in assessment Numeracy	• 2022 Check-in Numeracy Assessment data indicates 57.2% of correct responses for Year 4 students indicating achievement of the system negotiated target.
To be above the baseline of 42.5% of Correct responses of Aboriginal students as measured by Check-in assessment Reading	• 2022 Check-in Reading Assessment data indicates 58.6% of correct responses for Year 4 Aboriginal students indicating achievement of the system negotiated target

<p>To be above the baseline of 45.4% of Correct responses of Aboriginal students as measured by Check-in assessment Numeracy</p>	<ul style="list-style-type: none"> • 2022 Check-in Numeracy Assessment data indicates 58.6% of correct responses for Year 4 Aboriginal students indicating achievement of the system negotiated target
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Strategic Direction 3: Engagement and Attendance

Purpose

Increase student engagement, sense of belonging and attendance by developing positive learning environments and partnerships with parents, students and staff.

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.

- Engagement
- Attendance

Resources allocated to this strategic direction

Aboriginal background: \$50,608.76

Low level adjustment for disability: \$198,150.68

Summary of progress

Strategic Direction 3

The activities undertaken by the school in this Strategic direction were designed to improve the attendance and wellbeing of our students. Fundamental to our work was the reestablishment of a consisted program to support student wellbeing and an evaluation on current processes and practices around student attendance.

Implemented strategies to support this included:

- Whole staff professional learning of Trauma Informed Practice
- Engagement with APLaS to develop tiered behaviour intervention support.
- A strong focus on inclusive practices including implemented whole school cultural activities and mentoring programs.

Teacher surveys and internal records indicate a decrease in negative behaviour incidents. Further focus needs to be on strengthening universal systems to support wellbeing and attendance across the school.

In order to make further progress in this strategic direction, next year we will:

- Continually promote positive student attendance and monitor, evaluate, and support all student's attendance patterns.
- Continual refinement of our PBL systems including evaluation of our matrix and rewards systems.

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
• Uplift of 3.9% to 70.6% of students achieving above 90% attendance (system negotiated target lower bound).	• The number of students attending greater than 90% of the time or more has decreased by 22.7%. 44% of students achieved 90% attendance or greater.
• Uplift of 4.8% to 77.2% of students reporting expectations for success, advocacy and sense of belonging at school (system negotiated target lower bound).	• Tell Them From Me data indicates 74.3% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$300,389.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northlakes Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Improved learning and social outcomes for students who received targeted support</p> <p>After evaluation, the next steps to support our students will be: systematic reviews of students who receive this funding in partnership with parents, outside agencies and classroom teachers. Following the reviews, detailed Personalised Learning and Support Plans will be created for all IFS students.</p>
<p>Socio-economic background</p> <p>\$539,870.96</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northlakes 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"> • Effective Classroom Practice • Personalised learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through to support student learning • employment of additional staff to support intervention implementation <p>The allocation of this funding has resulted in the following impact: - enhanced teacher capacity to implement evidence based teacher practices - increased collaboration and collective efficacy in all stages across the school</p> <p>After evaluation, the next steps to support our students will be: strategically allocating future low-socio economic background funding to enhance attendance, wellbeing and learning outcomes for students.</p>
<p>Aboriginal background</p> <p>\$88,529.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northlakes 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"> • Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs

<p>Aboriginal background</p> <p>\$88,529.96</p>	<ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 3 and 5 Aboriginal students above state average in all literacy areas - Year 5 NAPLAN reading results showed an 18 point increase from 2021 and 28 points higher than the current state average - enhanced community collaboration and connections - improved cultural awareness across the whole school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - improving attendance, wellbeing and learning outcomes for Aboriginal students - building a culturally safe school for all Aboriginal families, students and staff - enhancing Aboriginal cultural awareness for all staff
<p>Low level adjustment for disability</p> <p>\$198,150.68</p>	<p>Low level adjustment for disability equity loading provides support for students at Northlakes Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • 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 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved capacity of teachers to differentiate the curriculum for students with a disability - increased intervention programs for students with additional learning needs - additional in class support through SLSO allocation <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - professional learning for intervention teachers in evidence based intervention programs - the employment of additional staff to support teachers cater for students with challenging behaviours - the equitable allocation of SLSO time to support students with additional learning needs.
<p>Professional learning</p> <p>\$32,422.24</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 Northlakes 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to

<p>Professional learning</p> <p>\$32,422.24</p>	<p>teaching writing and explore modelled, interactive, guided and independent writing</p> <ul style="list-style-type: none"> • Collaboration days for whole stage to facilitate collaborative practices. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved collaboration in and between stage teams - the creation of a data informed, teaching and learning culture. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to enhance teacher capacity through professional learning and time for collaboration.
<p>Literacy and numeracy</p> <p>\$45,917.20</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Northlakes Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • Employment of additional Assistant Principal Curriculum and Instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased coaching and mentoring for teachers in curriculum implementation - professional learning that aligns with the principles of the High Impact Professional Learning Policy <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - strategic focus on consistent teaching practices and provided professional learning aligning to the implementation of Explicit Instruction.
<p>QTSS release</p> <p>\$75,962.78</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northlakes 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"> • Effective Classroom Practice <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional time for teachers to observe quality teaching practice and engage in lesson demonstration from expert teachers. This has resulted in increased teaching capacity for all teachers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - refine the systems and structures that allow teachers to engage and participate in observations and demonstrations of best teaching practice and build collective efficacy.
<p>COVID ILSP</p> <p>\$297,360.00</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>COVID ILSP</p> <p>\$297,360.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - enhanced learning progress of students who received COVID ILSP tuition. - 38% of students achieved literacy learning progression target areas within a term. - 92% of students achieved literacy learning progression target areas during 2022. - 72% of students achieved numeracy learning progression target areas within a term. - 86% of students achieved numeracy learning progression target areas during 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue implementing COVID ILSP program to students identified through assessment and data collection as requiring additional support in literacy and numeracy.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	210	210	198	183
Girls	169	167	158	159

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.3	92.7	90.5	84.2
1	91.0	92.3	88.6	77.6
2	91.1	92.1	88.4	78.4
3	93.5	92.9	88.5	78.1
4	89.2	92.9	87.8	80.3
5	92.4	90.8	90.2	78.1
6	91.0	93.6	88.7	83.1
All Years	91.4	92.4	88.9	80.1
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)	5.4
Classroom Teacher(s)	16.74
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.52

*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	391,503
Revenue	5,993,219
Appropriation	5,908,453
Sale of Goods and Services	12,360
Grants and contributions	69,751
Investment income	2,656
Expenses	-5,896,641
Employee related	-5,376,575
Operating expenses	-520,066
Surplus / deficit for the year	96,578
Closing Balance	488,081

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	300,389
Equity Total	826,552
Equity - Aboriginal	88,530
Equity - Socio-economic	539,871
Equity - Language	0
Equity - Disability	198,151
Base Total	3,339,035
Base - Per Capita	94,300
Base - Location	0
Base - Other	3,244,735
Other Total	780,719
Grand Total	5,246,695

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.

Student Satisfaction

In 2022, Northlakes Public School used the Tell Them From Me Student Surveys to gather information on student satisfaction levels. The key areas assessed were advocacy at school, expectations for success and a sense of belonging.

Students reported a great sense of advocacy in 2022 compared with 2021. Our Year 6 students showed the greatest growth, with our Year 6 boys aligning with the state average. Our focus group in this area will be the Year 5 students whose results showed there was a slight decrease in this area.

Students also reported that their teachers had increasing expectations of their success compared to 2021. Our Year 6 students showed the greatest growth being 0.1 point away from aligning with the state average.

In regards to sense of belonging, students reported a slight decrease from 2021, 50% felt a strong sense of belonging. Pleasingly, our Year 4 boys results increased to 65% and Year 6 boys' sense of belonging increased to 60%. Our Year 4 girls remain closest to the state average with 71%. In 2023 our school will trial a range of initiatives to improve our students' overall sense of belonging.

Parent Satisfaction

Northlakes Public School asked parents to complete the Tell Them From Me Parent Survey in 2022. 14 parents completed the survey, with the results analysed by our staff to make further improvements with home and school relationships.

In 2022, parents reported high levels of satisfaction with the school, including 71% of parents stating they would positively recommend the school. The domains of feeling welcomed and feeling informed were slightly below the state average. In 2023, our school will be trialling a variety of initiatives to improve our home and school relationships.

Parents and Carers believe that our school supports positive behaviour. Our school mean (average) matched the state average of 7.7 with the highest rated areas stating that parents and carers feel that teachers expect their child to pay attention in class and their child is clear about the rules for school behaviour. In 2023 we will continue to strengthen our school's Positive Behaviour for Learning (PBL) strategies.

It was also reported in the survey, by parents and carers, that our school is an inclusive setting. Our school average was rated at 7.5, which is 0.8 points higher than the state average of 6.7. Parents and carers reported that school staff take an active role in making sure all students are included in school activities with this being one of the highest scoring areas across the survey.

Staff Satisfaction

To measure staff satisfaction, staff were strongly encouraged to participate in the People Matters Employee Survey. The survey was completed by 70% of staff.

Overall, 67.4% of staff reported positive engagement which was an improvement of 5.7% from 2021. This was also above the network average. The key strengths identified in this survey were:

- Senior managers model the values of the school (An increase of 36.1%)
- There is good cooperation between teams across the school (An increase of 32.1%)
- Recommendation that Northlakes Public School is a great place to work (An increase of 21%)

The survey also identified areas where we have begun to make growth. We will continue to work on initiatives that are supported by the Department of Education and designed to strengthen these areas. Some of these areas include:

- Resources to support employee wellbeing
- Workplace health and safety
- Additional time and opportunities for collaboration and professional learning

These findings will be used to make further improvements for school staff.

Community

The Northlakes Public School P&C have had a busy and successful year supporting the community in various events

such as the Mother's and Father's Day stalls, Easter raffles, discos and our inaugural colour run to end the school year. Our uniform shop has also continued to remain operational through volunteer support.

Our community survey at the start of the year had an emphasis on playground equipment, the P&C continued raising funds and applying for grants to fulfill our communities' priorities.

The P&C was successful in applying for four grants, one from Central Coast Council which has purchased branded gazebos. The Federal Governments Planting Trees for the Queen's Jubilee Grant which saw a new garden planted along the fence line. The P&C secured in-kind support from Halekulani Bowling club and with the school covered the cost of the year 6 farewell ensuring there was no financial barriers so every child could attend. Lastly, at the end of 2022 we received communication that the Community Building Partnerships NSW Government Grant to upgrade the School Playground was successful. We are looking forward to working with the school to make progress on this upgrade in 2023.

The P&C started with a new executive committee in 2022 and has worked hard on engaging community participation. The P&C works closely with the executive team at school to ensure we can provide the support that is needed. We have worked hard via meetings and events, to provide many opportunities for community to come together and share ideas and thoughts regarding our school community.

We look forward to the opportunities 2023 may bring and are excited to continue supporting and engaging with our school and its community.

Northlakes Public School P&C

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.