

# 2022 Annual Report

## St Helens Park Public School



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# Introduction

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

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

## School contact details

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St Helens Park Public School

Kellerman Drive

St Helens Park, 2560

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

[sthelenspk-p.school@det.nsw.edu.au](mailto:sthelenspk-p.school@det.nsw.edu.au)

4621 1201

## School vision

At St Helens Park Public School, we strive for academic excellence in an inclusive environment, where every student is provided with opportunities to maximise their potential through high expectations, student voice, a positive school culture and strong community connections.

Students will have access to experiences that develop literacy and numeracy skills, with teachers using data to inform quality feedback for improved student outcomes. As a school community, we will implement a challenging, fulfilling curriculum and cater for the academic, social and emotional needs of each individual student.

In partnership with parents and our wider school community, we will support each student to develop a strong sense of belonging. By fostering positive relationships with staff, students and the school community, each student will feel safe, valued and supported. Teachers and students will regularly engage in data informed conversations about learning, engagement and academic progress. We will communicate high expectations for student success where each student can articulate what they are learning, how they are progressing and where to next.

Our staff will have a continued focus on high impact professional learning which will be strengthened through the support of instructional leadership.

## School context

St Helens Park Public School is situated in the South Western Sydney local government area of Campbelltown. Our enrolment is currently 391 students and a new housing development is expected to see enrolment numbers increase in coming years. The student body is diverse with 18% of students identifying as English as a Language Dialect. Our student body is stable with 66% of students starting and finishing their primary schooling at our school. There has been an increase in enrolment of ATSI students with 51 students identifying Aboriginality.

Staffing entitlement in 2022 was 26 teaching staff and 8 non-teaching staff. Our school leadership team consists of the Principal, Deputy Principal Instructional Leaders, Assistant Principal Curriculum and Instruction and on-class Assistant Principals. With 25% of our staff identified as early career teachers in their first 5 years of the profession. Instructional leader positions, established through school funds, will be targeted towards literacy and numeracy initiatives.

In 2022, the school focused on lifting reading and numeracy growth for all students with a priority on identifying areas of need and providing targeted support to students.

Instructional leadership is focused on supporting our teachers' deep knowledge of pedagogy and curriculum. This will include high-impact professional learning in the area of data skills and use, and the evidence-based teaching of English and Mathematics.

## 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	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Working towards Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards 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	Working towards Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

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In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and refine evidence-based pedagogies that are responsive to the learning needs of individual students.

### Initiatives

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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 teaching and learning practices in reading and numeracy

### Resources allocated to this strategic direction

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**Low level adjustment for disability:** \$203,779.25

**Socio-economic background:** \$209,293.41

**AP Curriculum & Instruction:** \$150,571.00

**Professional learning:** \$10,286.41

**Per capita:** \$10,576.60

### Summary of progress

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Throughout 2022, teachers continued to engage in sustained collaborative inquiry using the Spirals of Inquiry framework facilitated by the Deputy Principal Instructional Leader (DPIL) and Assistant Principal Curriculum and Instruction (APCI). All classroom teachers participated in fortnightly collaboration sessions to identify focus areas, engage with current research and explore evidence-based teaching strategies.

Spirals of Inquiry sessions provided collaborative teacher professional learning in the areas of Oral Language (Early Stage 1), Syntax and Sentence Structure (Kindergarten to Year 6), Phonological Awareness (Stage 2 and 3) and the analysis of current teaching practices and planning for quality numeracy in all year groups. Teachers worked to identify needs and plan for targeted intervention within the classroom and to track the impact of changes made to teaching practice. In stage teams teachers were supported by the DPIL and APCI to develop and implement quality learning intentions and success criteria (LISC). Changes were made to programming expectations to ensure LISC continues to be implemented consistently through Kindergarten to Year 6.

As an Early Adopter (Self-select) school, Year 1 teachers worked to deepen their knowledge and understanding of the new Kindergarten to Year 2 English syllabus and to trial units of work which supported evidence-based teaching of English and Mathematics. Stage 1 teachers worked collaboratively to evaluate and adapt units of work to meet the specific needs of our learners. Teachers utilised an outcome tracking tool to track taught outcomes and to guide their own teaching and learning. Professional learning sessions focused on curriculum reform were delivered for all staff by Year 1 teachers and by DPIL and APCI.

Kindergarten to Year 2 teachers developed and implemented a draft Phonics Scope and Sequence guided by the Department of Education suggested sequence for the teaching of Grapheme-Phoneme correspondences and participated in ongoing evaluation to ensure teaching met the needs of our students. Some adjustments were made to this sequence to match the resources available within the school and additional decodable readers, including a subscription to the Decodable Readers Australia online library, were purchased to support student learning both at school and home.

A focus on developing the phonological awareness skills of students was extended K-6, with all Stages implementing daily phonological awareness lessons based on the Heggerty program. This was supported by the purchase of the Heggerty digital curriculum for Stages 2 and 3. Continued development of consistent expectations for evidence-based literacy sessions, in line with new syllabus outcomes for Years 3-6, will be an ongoing focus in 2023.

In 2023, in Strategic Direction 1: Student Growth and Attainment we will continue to provide teachers with regular opportunities for sustained inquiry and professional learning in the form of fortnightly team collaboration sessions. The APCI and Stage Assistant Principals will work together to identify focus areas and plan relevant, timely and targeted professional learning throughout these sessions. We will continue to develop consistent programming expectations and scope and sequences to guide teachers in the planning of evidence-based Literacy and Numeracy sessions K-6 which support the implementation of new syllabus outcomes.

In 2023, the school will not continue to employ additional Instructional Leaders at deputy principal level, with a focus on

providing additional opportunities for on-class assistant principals to support classroom teachers with targeted one-on-one mentoring programs and in-class support. The Assistant Principal, Curriculum and Instruction will work closely with stage assistant principals to provide additional professional learning and to develop programs to further support early career teachers and aspiring leaders.

## Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>NAPLAN</b></p> <p>Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 4% to meet lower-bound system-negotiated target.</p>	<p>NAPLAN scores indicate an increase of 1.24% in the percentage of students in the top two skill bands for reading.</p>
<p><b>NAPLAN</b></p> <p>Increase the percentage of students achieving in the top 2 bands in numeracy trending towards the upper bound system-negotiated target.</p>	<p>NAPLAN scores indicate a decrease of 4.64% in the percentage of students in the top two bands for numeracy.</p>
<p>Increase the number of students in Years 3 to 6 demonstrating positive growth of 5% in PAT reading.</p>	<p>PAT assessments not administered due to the release and availability of DoE check-in assessment.</p> <p>Data from check-in assessments used to track growth from 2020-2022:</p> <p>6.5% decrease in percentage of questions answered correctly in reading check-in assessment for 2022 Year 3 cohort.</p> <p>6.7% decrease in percentage of questions answered correctly in reading check-in assessment for 2022 Year 4 cohort.</p> <p>10.5% decrease in percentage of questions answered correctly in reading check-in assessment for 2022 Year 5 cohort.</p> <p>9.7% decrease in percentage of questions answered correctly in reading check-in assessment for 2022 Year 6 cohort</p> <p>In 2023, this progress measure will be modified to reflect our use of check-in assessment data to track growth.</p>
<p>Increase the number of students in Years 3 to 6 demonstrating positive growth of 5% in PAT numeracy.</p>	<p>PAT assessments not administered due to the release and availability of DoE check-in assessment.</p> <p>Data from check-in assessments used to track growth from 2020-2022:</p> <p>5.5% decrease in percentage of questions answered correctly in numeracy check-in assessment for 2022 Year 3 cohort.</p> <p>4.8% decrease in percentage of questions answered correctly in numeracy check-in assessment for 2022 Year 4 cohort.</p> <p>6.6% decrease in percentage of questions answered correctly in numeracy check-in assessment for 2022 Year 5 cohort.</p> <p>4% decrease in percentage of questions answered correctly in numeracy check-in assessment for 2022 Year 6 cohort.</p> <p>In 2023, this progress measure will be modified to reflect our use of check-in assessment data to track growth.</p>
<p>Uplift of students completing Year 2 at expected level of achievement for</p>	<p>94% of Year 2 students are working at PhA5 or beyond.</p>

Phonological Awareness (PhA5) as determined by the National Literacy Progressions.

## Strategic Direction 2: Using Data, conversations and observations for student improvement

### Purpose

To facilitate the design of appropriate learning experiences through the effective use of data to check and understand where students are in their learning. This will enable teachers to clearly identify which students are progressing at an appropriate level and how to best adjust their practice to drive improvement for all students in their class.

### Initiatives

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

- Data skills and use literacy and numeracy
- High impact professional learning practice

### Resources allocated to this strategic direction

**Professional learning:** \$20,000.00

**QTSS release:** \$85,731.07

### Summary of progress

Throughout 2022, staff professional learning focused on the effective collection and purposeful use of quality data to inform learning programs. Teachers continued to be supported through the Spirals of Inquiry process to collect and analyse data as stage teams to develop shared learning goals and units of work.

Staff participated in a number of high-impact professional development sessions in addition to fortnightly Spirals of Inquiry / stage collaboration time.

These sessions included:

- New curriculum English and Mathematics curriculum reform Modules
- Community of schools staff development day
- Effective reading & phonics modules
- School Strategic Support Program (SSSP) - numeracy focus.

In 2022, staff continued to work collaboratively with a Deputy Principal Instructional Leader (DPIL) to analyse progression, and PLAN2 data in the elements of phonological awareness and phonic Knowledge. Teachers analysis data from the phonological awareness diagnostic assessment to target individual student needs. Students in Years 3 to 6 completed the check-in assessment tools, providing teachers within valuable 'point-in-time' data focusing on the students literacy, writing and numeracy knowledge and skills. Data from all of these tools have been effectively used to identify students requiring additional support within these areas of their learning and to drive needs-based planning and programming.

In 2023, the school will continue focus on refining and improving its processes for collecting and using quality data to inform teaching programs. The Spirals of Inquiry process will be incorporated into two new initiatives; Teaching and Learning Conversations (TALC) and Collaborative Conversations (CC) that will take place on fortnightly rotations for Stage teams and will be extended to include specific sessions for Support Unit and LaST teams.

In 2022, it is evident that teachers and students are engaging with Learning Intentions and Success Criteria (LISC) with greater confidence and success. Using LISC with greater regularity and effectiveness has lead to our students knowing what they are learning, why it is important and how they will know they are successful.

In 2023, we will continue the ongoing development of a Kindergarten to Year 6 assessment schedule for literacy and numeracy that aligns to evidence-based practice. Ongoing professional learning for staff will focus on quality assessment, data collection and feedback practices to strengthen student learning.

### 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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Increase the percentage of students achieving expected growth in reading by 3%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data.
Increase the percentage of students achieving expected growth in Numeracy by 2%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data.
<p><b>Year 1 Phonics Screening</b></p> <p>An increase in the percentage of students 'on track' in phonic knowledge and word recognition</p>	<p>Baseline data collected for phonological awareness in semester 2 2021 to be used for future growth data.</p> <p>Tracking of Year 1 students using Year 1 phonics screened in 2021 showed:</p> <p>The percentage of students 'on track' in phonic knowledge and word recognition has decreased.</p>
<p><b>Tell Them From Me</b></p> <p><b>Drivers of Students Outcomes:</b> <i>Explicit Teaching Practices and Feedback</i></p> <p>Increase the percentage of students indicating they are receiving feedback on their learning</p>	<p>TTFM trend data shows a 0.5 increase in students reporting they are receiving feedback on their learning.</p> <p>Student survey data is unavailable for this progress measure.</p> <p>The percentage of students indicating they are receiving feedback on their learning has decreased by 0.4%.</p>

## Strategic Direction 3: Empowered Learners with a strong sense of Belonging.

### Purpose

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To develop a positive inclusive learning climate where students are self-regulated, assessment capable, have a strong sense of belonging and engage with their school environment. The whole school community will demonstrate high expectations of learning progress and achievement.

### Initiatives

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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.

- Self-directed and engaged learners
- Inclusive culture - students with a strong sense of belonging

### Resources allocated to this strategic direction

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**Professional learning:** \$1,500.00

**Per capita:** \$90,000.00

**Socio-economic background:** \$18,100.00

**Aboriginal background:** \$48,753.15

### Summary of progress

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In 2022, staff engaged in professional learning opportunities to develop their knowledge and capacity to implement LISC (Learning Intentions and Success Criteria) through the Spirals of Inquiry. All staff introduced learning intentions into their lessons to describe what students should know, understand and be able to do by the end of a task. Staff also developed success criteria linked to the learning intentions to describe what success looks like. The use of LISC has helped students to focus on the task or activity taking place, what they are learning and also self-reflect. Each stage planned for age appropriate LISC displays in the classrooms and began to embed LISC into literacy and numeracy programs. Staff will continue to strengthen practices in developing and implementing LISC into classroom practice and engaging students as active learners who take responsibility for their own education.

Play Based Learning pedagogy was effectively implemented into Kindergarten and trialled in Year 1 classrooms. Resources were purchased to implement Play Based Learning into learning programs within classrooms. Professional discussions around programming and classroom observations were held to ensure consistent expectations for classroom practice and programming.

The school employed a teacher and Aboriginal support officer to continue the Personalised Learning Plan process and celebration of student achievement. Aboriginal students worked with the teacher and support officer to develop and achieve personal goals throughout the year. All classes across the school worked with the teacher and support officer to develop individual class Acknowledgements of Country. The Aboriginal committee led the school in the inclusion of Aboriginal perspectives throughout teaching programs. On school development day in term 3, staff combined with 3 other schools and personnel from the Department of Education's Aboriginal educational team to engage in high impact professional learning to support teachers to increase knowledge and understanding of Aboriginal cultures and histories about how to support the identity and diversity of Aboriginal students, how they learn and share best practice across the different schools.

All classes researched inspirational Aboriginal people and designed a 'Deadly Door' for their classroom. All students achieved at least one of their personal goals and were recognised at school assemblies. Staff shortages did result in program interruptions throughout the year.

**The school executive and attendance team ensures that attendance is closely monitored. Attendance of students and attendance strategies are discussed during stage and staff meetings.** The importance of school attendance was regularly promoted on the school's Facebook page, via the Seesaw App and whole school notes. Classroom teachers were supported to address attendance concerns with families.

St Helens Park Public School has had an increase in students attending school more than 90% of the time from semester 1 to semester 2. The school's whole school attendance rate in semester 2 was higher than the attendance target. Strategies for improving attendance in the future will include:

- reviewing of attendance procedures with staff and parents/carers regarding unexplained absences
- continued promotion of the importance and benefits of regular attendance in school communications such as school website, social media and newsletters

- sharing with the school community what constitutes a justifiable absence and acceptable reasons for approved leave and,
- implementation of recognition and incentives and continue to refer to the attendance matters website and resources hub for universal strategies to further improve attendance rates.

During 2023, St Helens Park Public school will engage in consultation with our community, staff and students to launch and embed student created learning dispositions . Teachers will participate in ongoing professional learning to support the implementation of learning dispositions school wide. We will develop a consistent, evidence based morning routine for Kindergarten to Year 6 to support a positive, calm and successful start to students learning each day. Through professional learning, we will work to develop teacher knowledge and capacity in supporting the development of assessment capable students, facilitated by visible learning practices.

We will continue to build upon the Play Based Learning initiative with further staff training and development for all staff across Kindergarten to Year 2 to facilitate effective and purposeful implementation. A dedicated Play Based Learning centre will be established engaging students in both indoor and outdoor learning spaces.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p><b>Wellbeing (Tell Them From Me)</b></p> <p>2% increase of students reporting Expectations for success, advocacy and sense of belonging at school.</p>	<p>Students reported a 10% drop from 2021 for a sense of belonging and a 2% drop from 2021 in positive relationships at school. 63% of students indicated a sense of school pride, 26% neither agreed or disagreed and 11% disagreed. Expectations for success was 8.1 in 2021 with a 0.5 decrease to 7.5 in 2022.</p>
<p><b>Attendance</b></p> <p>5.2% uplift in the proportion of students attending school &gt;90% of the time.</p>	<p>Increase of 19.3% of students attending school &gt;90% of the time between semester 1 and 2. Attendance at or above 90% - 39.1%, at 85 - 90% - 27.5% and below 85% - 33.4%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$106,476.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Helens Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release to build teacher capacity around behaviour intervention</li> <li>• intensive learning and behaviour support for funded students</li> <li>• staffing release for individual case conferences and development of personalised learning and support plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Identified students have been provided with support to access the curriculum at their individual level</li> <li>- PLASP's have been implemented with the support of Student Learning Support Officers</li> <li>- PLASPs were regularly updated and responsive to student learning needs and progress ensuring students received personalised learning and support within their classrooms. Identified staff were provided with relevant and ongoing professional learning to meet student needs.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to provide quality support for identified students in evidence based practice for supporting students who present with complex needs</li> <li>- Develop great connection and alignment between all wellbeing and welfare programs across the school.</li> </ul>
<p>Socio-economic background</p> <p>\$227,393.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Helens Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching and learning practices in reading and numeracy</li> <li>• Inclusive culture - students with a strong sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of Instructional leader for additional literacy and numeracy interventions</li> <li>• employment of a needs-based learning and support team in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy, numeracy and wellbeing needs of identified students</li> <li>• employment of early career teacher mentor</li> <li>• employment of SLSOs to support literacy and numeracy learning and student wellbeing programs and initiatives</li> <li>• updating of resources to meet the needs of students e.g class sets of decodable texts, quality texts, phonological awareness program purchased, literacy and numeracy licences for students to access from home.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Student improvement evidenced by:</p> <ul style="list-style-type: none"> <li>- Increase the number of students achieving the top 2 band of NAPLAN reading overall</li> <li>- 94% of Year 2 students working at expected level or beyond for</li> </ul>

<p>Socio-economic background</p> <p>\$227,393.41</p>	<p>phonological awareness</p> <ul style="list-style-type: none"> <li>- 8% increase in the number of student engaging in extracurricular activities</li> <li>- 11% increase in the number of students indicating they felt they we engaging in high skill and challenge based learning</li> <li>- 14% increase in the number of students who indicated they persevered to meet challenging learning goals.</li> </ul> <p>Staff indicated a great confidence, awareness and understanding of evidence based teaching of reading and numeracy.</p> <p>All early career teachers indicated they felt supported by their identified mentor and opted to continue in the program.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Further develop collaborative inquiry practices with fortnightly sessions for all staff</li> <li>- Continuation of an early career mentor program and development of an aspiring leaders program</li> <li>- Review and streamline of whole school welfare and wellbeing programs and practices across the school in line with school based needs and DoE policies</li> <li>- Development of professional learning opportunities focusing on numeracy</li> <li>- Development of attendance practices including implementation of reward and monitoring systems including improvement in partial and full absences and explanations.</li> </ul>
<p>Aboriginal background</p> <p>\$48,753.15</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Helens Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Inclusive culture - students with a strong sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a literacy, numeracy and wellbeing mentor</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Overall score for Year 3 writing for Aboriginal students is above state average</li> <li>- Increase in the number of parents participating in the PLP process</li> <li>- Increase in the engagement of our Aboriginal community members at school events including learning celebration assemblies.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Community consultation and engagement to support the development of cultural competency</li> <li>- Targeted literacy and numeracy support from a teacher and SLSO</li> <li>- Provide professional learning to teachers regarding Aboriginal perspectives in their programming and cultural understanding</li> <li>- Development of a Koori club to support student sense of belonging and cultural identity</li> <li>- Design and build dedicated indoor and outdoor learning and meeting spaces to promote sense of belonging.</li> </ul>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$19,346.81</p>	<p>all four phases of English language learning at St Helens Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EALD students are more confident and prepared to take risks with their language use. Students indicated an increased sense of belonging and connection through having an identified teacher and mentor within the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- establish a core practice for supporting students learning English as an additional language or dialect</li> <li>- engagement of an EALD specialist teacher to model EALD strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>- engagement with regional support to review school EALD reporting and assessment including EALD data collections</li> <li>- improved engagement of community members ensuring culturally sensitive practices and opportunities to celebrate our multicultural community.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$203,779.25</p>	<p>Low level adjustment for disability equity loading provides support for students at St Helens Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching and learning practices in reading and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom and whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to fund extra roles to meet the learning needs of students and support staff</li> <li>- Review of Learning Support team referrals and LaST allocation to ensure the inclusion of the Inclusive, Engaging and Respectful schools policy.</li> </ul>
<p>Professional learning</p>	<p>Professional learning funding is provided to enable all staff to engage in a</p>

<p>\$31,786.41</p>	<p>cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at St Helens Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching and learning practices in reading and numeracy</li> <li>• High impact professional learning practice</li> <li>• Self-directed and engaged learners</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• teachers provided with collaboration time to unpack evidence-based approaches to teaching writing and explore modeled, interactive, guided and independent writing</li> <li>• development of Spirals of Inquiry model and collaboration sessions to support the engagement with new syllabus documents as a self select school</li> <li>• development of teacher knowledge and understanding of Aboriginal histories and cultures through engagement with Aboriginal consultants and local school sharing sessions.</li> <li>• staff participation in play-based learning pedagogy to build knowledge for school implementation in 2023.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increased staff knowledge and understanding of evidence based practices in literacy and numeracy.</li> <li>- Greater awareness and confidence in engaging with new K-2 curriculum</li> <li>- Staff had a greater understanding and awareness of cultural sensitivity to Aboriginal culture and history</li> <li>- Greater awareness of local resources and community connections to engage and include in our learning and cultural initiatives</li> <li>- Implementation of play based learning across kindergarten.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue to provide collaboration sessions for all staff through fortnightly sustained inquiry with a focus on numeracy</li> <li>- Engagement in the LEED professional learning program with a focus on Mathematics</li> <li>- Increase the programming component of the play-based learning initiative and widening of the initiative across K-2</li> <li>- Development of the Teaching and Learning Conversations (TALC) initiative to support individualised High Impact Professional Learning (HIPL) for all staff.</li> </ul>
<p>Beginning teacher support</p> <p>\$35,000.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at St Helens Park Public School during their induction period.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engagement of a beginning teacher mentor to support beginning teachers in their professional practice</li> <li>• participating in early career teacher targeted professional learning conference.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Increase confidence and connection of our beginning teachers</li> <li>- Great understanding of the Australian Professional Standards for Teachers</li> <li>- Increase knowledge of pedagogical practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Beginning teacher support</p> <p>\$35,000.00</p>	<ul style="list-style-type: none"> <li>- Continue mentoring and support programs for beginning teachers</li> <li>- Development of school based induction processes</li> <li>- Strengthen the network of support within the school.</li> </ul>
<p>QTSS release</p> <p>\$85,731.07</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Helens Park Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High impact professional learning practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- School-based instructional leadership targeted at supporting teachers in data analysis, strengthening syllabus knowledge in reading, writing and Mathematics, and targeting students at their point of need through curriculum differentiation and evidence based practice</li> <li>- Provided demonstration lessons and observations of classroom practice, supported by feedback and discussion with individual teachers at their particular points of need</li> <li>- Professional learning was delivered consistently to all staff focusing on support students learning, trauma informed practices and new curriculum documents.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Development of the Teaching and Learning Conversations (TALC) initiative to support individualised High Impact Professional Learning (HIPL) for all staff.</li> </ul>
<p>COVID ILSP</p> <p>\$215,294.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy</li> <li>• development of resources and planning of small group tuition.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- 2 part time teachers and a SLSOs under the supervision and guidance of school based IL/CILSP coordinator, delivered small group tuition to identify students requiring additional support in literacy and numeracy through CILSP</li> <li>- Majority of students within the program achieved progress towards their personalised learning goals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs</li> <li>- Ensure student goals are specific, targeted and individualised with learning activities focused to this only rather than wider syllabus outcomes</li> <li>- Plan to build in time for this information to be shared between COVID</li> </ul>



<p>COVID ILSP</p> <p>\$215,294.00</p>	<p>Coordinator and class teachers</p> <ul style="list-style-type: none"> <li>- Plan additional intervention for identified students not yet meeting their learning goals</li> <li>- Evaluate impact on teaching and learning</li> <li>- Further professional learning will also include a focus on embedding the use of student data to differentiate the learning in literacy and numeracy and effectively implement small group tuition in all classrooms.</li> </ul>
<p>Per capita</p> <p>\$100,576.60</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at St Helens Park Public School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching and learning practices in reading and numeracy</li> <li>• Inclusive culture - students with a strong sense of belonging</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Purchase decodable readers and texts to support the new curriculum as a self select school</li> <li>• Began community consultation around our learning environment and engaged with companies to conduct identified works</li> <li>• Purchase interactive learning resources to support student engagement and delivery of curriculum.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Students have access to the required resources to support the delivery of the new curriculum</li> <li>- Students have indicated greater engagement and interest in learning activities.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Implement a learning space plan to improved and replenish indoor and outdoor learning spaces</li> <li>- Upgrading of technology infrastructure to support the needs of our school and students</li> <li>- Purchase of additional technology including laptops and iPads to ensure equity across the school.</li> </ul>
<p>AP Curriculum &amp; Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective teaching and learning practices in reading and numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaged an APCI through merit selection</li> <li>• APCI participates in relevant professional learning and school induction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Shoulder to shoulder support for staff in English and numeracy</li> <li>- All staff indicated greater understanding of pedagogical practice</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- Continuing staff support and collaboration</li> <li>- Development of whole school data collections, analysis and use to inform practice.</li> </ul>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	217	220	214	196
Girls	210	191	172	175

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.8	89.8	93.0	85.4
1	92.3	86.8	93.0	84.0
2	92.6	88.1	93.9	86.7
3	92.6	86.9	92.0	85.4
4	91.9	85.4	92.2	84.1
5	92.1	83.4	92.3	84.3
6	88.3	83.3	89.7	84.0
All Years	91.8	86.1	92.3	84.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	14.93
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	555,637
<b>Revenue</b>	5,147,737
Appropriation	5,022,784
Sale of Goods and Services	18,728
Grants and contributions	98,723
Investment income	7,502
<b>Expenses</b>	-5,028,910
Employee related	-4,512,549
Operating expenses	-516,361
<b>Surplus / deficit for the year</b>	118,827
<b>Closing Balance</b>	674,465

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	106,476
<b>Equity Total</b>	499,273
Equity - Aboriginal	48,753
Equity - Socio-economic	227,393
Equity - Language	19,347
Equity - Disability	203,779
<b>Base Total</b>	3,324,701
Base - Per Capita	100,577
Base - Location	0
Base - Other	3,224,125
<b>Other Total</b>	503,213
<b>Grand Total</b>	4,433,663

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

## School performance - NAPLAN

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

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



## Parent/caregiver, student, teacher satisfaction

At St Helens Park Public School, we value parents and welcome their feedback. The P & C are regularly consulted and contribute to the school.

Many of our parents, students and teachers participated in the Tell Them From Me Survey.

Parents rated St Helens Park Public School above NSW Government norms the areas of: 'Parents support learning at home' and 'School supports positive behaviour'. In all other areas of the survey, we have had an increase in the parent indication of satisfaction. In particular, parents indicated their satisfaction in feeling welcomed at the school, increasing by 9% and 89% of parents indicated that school is a culturally safe place for all students.

From the 2022 Tell Them From Me survey, teachers indicated greater satisfaction across majority of the drivers of student learning. 'Inclusive School', 'Parent Involvement', 'Learning Culture' and 'Inclusive School' were scored the highest by all teachers, all exceeding NSW Government norms.

Students were consulted at numerous points across the year and have indicated satisfaction in their ability to participate in extracurricular activities, with particular emphasis on sporting opportunities. Students offered valuable feedback and suggestions for improvement, engagement and ownership. The student Tell Them From Me survey indicated a large increase of 11% of students feeling challenged in their English and Mathematics learning activities and feel confident in their skills to complete these tasks, indicating high skill and high challenge.

A decrease in interest, motivation, effort, positive relationships and positive homework behaviours throughout the year will be a focus for 2023. However, a large increase of 14% of students in identifying high perseverance is pleasing.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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