

2022 Annual Report

Northbourne Public School



4673

Introduction

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

To create a school culture of excellence and continuous school improvement by providing innovative, challenging and stimulating learning experiences that connect students and engages their curiosity, whilst promoting a sense of optimism about their lives and the future.

School context

Northbourne Public School opened up on a temporary site at the beginning of 2021 and it is located in The Ponds Network - Met North. Currently there are 1268 students enrolled and the numbers are continuing to grow steadily. At least 93% of our students have a language background other than English and almost 1% of our students identify as Aboriginal and or Torres Strait Islander. The school values diversity and is actively building a culture of connectedness, inclusion and belonging with students, staff, parents and the wider community. It is anticipated that the school environment will continually evolve due to the rapidly growing enrolments, recruitment of personnel, development and refinement of procedures and collaborative visioning processes.

Through our situational analysis, we have identified the need to establish schoolwide scope and sequences using NSW K-10 syllabus so teachers can plan and deliver quality, differentiated, evidence-based programs, aligned to the NSW K-10 Curriculum, resulting in measurable improvements for all students, including students identified as high potential and gifted. Additionally, explicit processes will be introduced to collectively identify students who require early intervention and students not achieving the expected growth will be referred to the Learning and Support Team for intensive intervention through a case management style. A whole-school approach to assessment will be implemented as an integral part of the teaching and learning cycle so that teaching can be differentiated and further learning progress can be monitored and accurately reported. The introduction of visible learning strategies and quality feedback will further support differentiation. With staff coming from diverse experiences, professional learning and application will be conducted to develop quality summative and formative assessment tasks and data collection practices to develop collective efficacy around assessment practices and to share greater consistency of judgement within and across schools.

During 2021, staff and students moved into the permanent school building, which features flexible, innovative teaching and learning spaces designed to support collaboration, communication, deep inquiry and genuine understanding of subject matter. Feedback from staff indicates that they are motivated to engage in contemporary learning and innovation opportunities with co-teaching partners in an effort to prepare our students with the skills and capabilities to thrive in a rapidly changing and interconnected world. Much of this work focuses on embedding the modes of learning, flexible learning spaces, technology and a strong commitment to preparing and inspiring students to be leaders of their own learning so they can collaborate and use critical and creative thinking to solve complex problems and become mindful global citizens. This will be supported through professional learning opportunities.

As a new school, it is essential to establish a culture that fosters student belonging and actively seeks strong community connections and learning partnerships built on trust, integrity and respect. The implementation of a whole-school evidence-based wellbeing program ensures that a common meta-language is being utilised to develop high expectations of learning and behaviour through the use of character strengths. This work aims to integrate wellbeing into the learning environment, into policies and procedures of the school, and into the stakeholder relationships within and outside the school, including teachers, parents/carers, students, support staff and other members of the community, all of whom have a role to play in nurturing the love of learning needed for success at school and in life.

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

Strategic Direction 1: Student growth and attainment

Purpose

To implement a consistent school wide approach to the teaching and learning program that is research based and informed by ongoing analysis of student achievement over time. Effective methods of delivery are evident in every classroom that meet the learning needs of students across a variety of student backgrounds and learning profiles resulting in strong growth and attainment.

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.

- Teaching for Impact
- Data Driven Practices

Resources allocated to this strategic direction

Socio-economic background: \$39,956.00

Literacy and numeracy: \$80,307.00

Professional learning: \$80,101.00

Summary of progress

During 2022 the Strategic Direction 1 team provided professional learning with a focus on evidence based teaching strategies in reading and numeracy. Teachers became more familiar with Additive Strategies and the relevant Numeracy Progressions. Teachers also utilised resources from the Literacy and Numeracy Hub which was evident in teaching and learning programs and Learning from Home Frameworks.

In numeracy, the staff engaged in high impact professional learning in the key area of Additive Strategies. This initiative provided all staff with a thorough understanding of Additive Strategies and how to input data in PLAN2, using their knowledge of observable indicators and skills from the Learning Progressions. Teachers were able to plot their students in the focus area of Additive Strategies, to establish baseline data and to assist staff to develop targeted teaching and learning programs to support their students in addition and subtraction. Staff were given explicit guidance into effectively analysing Additive Strategies data using PLAN2 tools in order to identify areas of need within this focus area. The Numeracy Focus team shared their knowledge and expertise by providing examples of evidence-based games and activities to support students understanding of Additive Strategies.

Staff were given the opportunity to explore resources from the Digital Learning Resources Hub (DLRH-now the Universal Learning Hub), the Numeracy Guide K-2 and the Numeracy Guide 3-8, enabling the implementation of quality teaching practices in teaching and learning programs.

The numeracy team highlighted the importance of using data to design class, group and individual learning. Stage teams implemented high quality assessment practices to differentiate learning for all students by using formative assessment (Years 2-6) which utilised Hinge Questions/Pre and Post tests to elicit evidence from students in mathematics. These quick formative assessments provided a response from the whole class and allowed for teacher insight into student thinking. Teachers received high quality information about what to do next to make their teaching more responsive to student needs.

The numeracy team accessed resources to support the implementation of the IfSR-AT diagnostic assessments in 2022. The Interview for Student Reasoning (IfSR-AT) is teacher-led online numeracy assessment for K-10 students. We looked at using IfSR-AT as it is a current, evidence-based assessment to supplement existing school practices. This enabled us to identify how students construct their mathematical understandings and to help teachers tailor their teaching to student needs. The IfSR-AT assessments are mapped to the NSW syllabus and National Numeracy Learning Progression.

As a starting point, the school used the Department of Education advice for scope and sequences. These were created to suit the needs of the students who had come from diverse schools and a foundation school context. During the year, the Literacy and Numeracy team worked together in consultation with staff to refine and adjust our scope and sequences. Stage based assessments and DoE assessments were used to inform achievement, reflect on teaching practices and inform future learning. Teaching and learning programs in Reading and Numeracy were adjusted in response to whole class, group and individual needs.

Staff were given the opportunity to engage in collaborative discussion and reflection when completing the online learning modules. Our next steps in Numeracy will be to ensure all staff have completed the Mathematics K-2 Curriculum

microlearning modules. K-2 staff are going to be implementing the Mathematics K-10 Syllabus by using and evaluating the K-2 Units of Work. K-2 staff are establishing assessment and reporting procedures based on the new syllabus. 3-6 staff are familiarising themselves with the Mathematics K-10 Syllabus and are developing their understanding of the connectionist approach in mathematics. We are utilising PLAN2 Version 3 and will use this to track student learning in mathematics.

In literacy, the staff engaged in high impact professional learning in Reading Comprehension. The initiative provided all staff with a thorough understanding of the key area of Understanding Texts. Staff were then able to create a customised set of syllabus outcomes and progression indicators for a set group of students in their class to support targeted teaching of Reading Comprehension across the curriculum and to monitor students learning in PLAN2.

Staff were given professional learning opportunities in curriculum reform in preparation for the release of the new K-2 English syllabus, exploring the units of work, new terminology and scope and sequences, and engaged in the English K-2 microlearning modules. Early Stage 1 and Stage 1 teachers were provided with professional learning to implement a synthetic phonics program, using decodable readers.

Staff will reflect on and consolidate the 2022 teaching and learning programs implemented for literacy. Teachers will work collaboratively with both Assistant Principal, Curriculum and Instruction and the Assistant Principals to develop evidence-based practices for planning and programming.

Staff will engage in high impact professional learning to support the effective implementation of the K-2 English 2023 syllabus. This will include professional learning on small group instruction and whole class instruction in literacy. In addition, 3-6 staff members will engage in curriculum reform microlearning modules and professional learning to familiarise themselves with the English K-10 2024 syllabus and develop an understanding of the evidence-based research that underpins the syllabus.

We will engage in high impact professional learning based on PLAN2 Version 3 Areas of Focus. All staff will utilise PLAN2 Version 3 to track student learning outcomes in English and use this data to drive teaching 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
Meet the school identified or system negotiated lower bound targets for expected growth in Reading.	There are currently no system negotiated targets in reading for Northbourne PS. Also, expected growth cannot be calculated as comparative student performance results are not available for 2022 as the school only opened in 2021.
Meet the the school identified or system negotiated lower bound targets for expected growth in Numeracy.	There are currently no system negotiated targets in numeracy for Northbourne PS. Also expected growth cannot be calculated as comparative student performance results are not available for 2022 as the school only opened in 2021.
Meet the school identified or system negotiated lower bound targets for Reading - NAPLAN Top 2 Bands.	<ul style="list-style-type: none"> • 59% Year 3 students achieved in the top two bands in NAPLAN in reading establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands. • 47% Year 5 students achieved in the top two bands in NAPLAN in reading establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands.
Meet the school identified or system negotiated lower bound targets for Numeracy - NAPLAN Top 2 Bands.	<ul style="list-style-type: none"> • 38% Year 3 students achieved in the top two bands in NAPLAN in numeracy establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands. • 50% Year 5 students achieved in the top two bands in NAPLAN in numeracy establishing baseline data for use when setting DoE targets in NAPLAN Top 2 Bands.
65% of students meet the PM Benchmarking expectations for years K-2.	<ul style="list-style-type: none"> • 63% of Year 2 students have met the PM Benchmarking expectations for Year 2. • 46% of Year 1 students are 'on track' for the Phonics Screening Check. • 78% of Kindergarten students demonstrate an understanding of 81% of single-letter grapheme-phoneme correspondences
At least 60% of students have achieved	<ul style="list-style-type: none"> • 80% of Stage 2 students assessed are 'on track' to achieve their literacy

their literacy progression indicators in Reading - Understanding Text.	<p>progression indicators in Reading- Understanding Texts</p> <ul style="list-style-type: none"> • 65% of Stage 3 students assessed are 'on track' to achieve their literacy progression indicators in Reading- Understanding Texts
At least 60% of students have achieved their numeracy progression indicators in Numeracy - Additive Strategies.	<ul style="list-style-type: none"> • 93% of Year 5 students are on track to achieving their numeracy progression indicators in Numeracy Additive Strategies. • 80 % of Year 4 students are on track to achieving their numeracy progression indicators in Additive Strategies. • 72% of Year 3 students are on track to achieving their numeracy progression indicators in Additive Strategies. • 76% of Year 2 students are on track to achieving their numeracy progression indicators in Additive Strategies. • 64 % of Year 1 students are on track to achieving their numeracy progression indicators in Additive Strategies.

Strategic Direction 2: Contemporary Learning

Purpose

To implement contemporary teaching and learning pedagogies across all key learning areas with staff identifying and systematically implementing the most effective strategies to improve teaching and learning programs. As a result, students will be inspired to become leaders of their own learning. They will develop the skill set to solve complex problems and become global citizens.

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.

- Collaborative Culture of Learning
- Innovative Learning Environments

Resources allocated to this strategic direction

Per capita: \$20,000.00

Summary of progress

During 2022, the Strategic Direction 2 team developed and delivered high impact professional learning to improve teacher practice and student outcomes using collaboration to build a culture of collective efficacy. Additional professional learning was implemented as part of the induction program to upskill teachers new to the school around the contemporary learning practices at Northbourne Public School. These sessions were open to all staff seeking to strengthen their understanding and practice of collaboration, including co-teaching and ILEs. In 2022, all teachers engaged in a co-teaching partnership using the co-teaching agreement template designed by the team. As a result, teachers engaged in high quality professional dialogue with a focus on co-debriefing and co-reflecting. Professional dialogue was further enhanced by the curious conversations template and adaptations to the program evaluation process. Evidence gathered through staff survey and professional dialogue shared in teams reflected the positive impact teachers reported through the co-teaching conversations/reflections and the shared reflections of programs across Stage teams.

The Career Development Group provided mentoring opportunities in 2022 to build the capacity of teachers across all career stages. There are three Career Development Groups: Beginning Teachers, Accreditation and Aspiring Leadership. The beginning teachers program ensured that teachers new to the system were provided with a mentor to provide day-to-day support as well as to help refine and develop their teaching practice so they were prepared to work towards accreditation at the proficient level. Additionally, regular meetings were conducted to provide specific support and included professional learning around topics such as 'Meet the Teacher', 'Report Writing', 'Communicating with Families'. This wrap around support was well received. Beginning teachers reported feeling supported through this collaborative process. The second group, Accreditation, met regularly to provide support to both the mentors and those seeking accreditation. As a result, 5 teachers met Accreditation at proficient teacher in 2022. The final group, Aspiring Leadership, provided mentor opportunities for those seeking career advancement. Teachers in this group were given opportunities to lead various activities and learn more about the strategic nature of the school plan. As a result, some of these teachers have been given relieving executive positions in 2023 and are performing the role successfully.

Professional Learning around the use of technology to collaborate has led to a more consistent and efficient use of the Microsoft Suite to plan, program, deliver, assess and evaluate teaching and learning experiences and to enhance the co-teaching cycle. A consistently high quality standard of teaching and learning is evident as a result of the collective efficacy around collaborative practices. Through the process of using technology to collaborate, teachers know each student and can effectively use student data across the stage to moderate student achievement/growth. across the co-teaching team.

Throughout 2022, high impact professional learning on the 8 learning modes was strategically planned, delivered and supported to strengthen collaborative practices through the development of a deep understanding and practical application of these modes which challenge learners to use critical and creative thinking. The introduction of learning modes at Northbourne has been a collaborative approach between teachers and students. A bank of original resources were built that supported the successful implementation of the learning within each modes. The resources included the Learning Modes Posters which were co-constructed with students (student voice) and aligned with the Growing Strong Minds characteristics to strengthen SEL for students. Explicit lessons were also designed as a resource for teachers so they could apply the learning modes to daily teaching and learning in an authentic manner. The learning modes are becoming embedded into programs and there is evidence of implementation in classrooms with key characteristics that define effective learning with each mode.

Teacher's success in these initiatives were evident in collegial discussions that were driven at whole staff professional learning and embedded into teacher's professional development plans. Staff self-reflections and annual PDP reflections show that they now have an understanding of how to implement collaborative practice in an Innovative Learning Environment.

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
Consolidate 'Delivering' in the theme of 'Collaborative Practice' within the element of Learning and Development and achieving some components of 'Sustaining and Growing'.	Self Assessment against the School Excellence Framework shows the school currently performing at 'Delivering' in the element of 'Effective Classroom Practice'.
Observational data indicates that teachers are collaborating in the act of teaching 10% of the time.	Teaching and Learning programs and co-teaching agreements show that all staff have completed a minimum of 10% of co-teaching with at least half of staff exceeding expectations. The survey conducted indicated many co-teachers were engaged in co-teaching for a greater percentage of time.
55% of students can articulate their learning and understand what they need to learn next to enable continuous improvement as measured by walk-throughs.	Through informal walk-throughs students understanding is evident through co-creating resources describing what different types of learning modes look like and sound like within learning spaces. Planning and preparation for walk-throughs have been finalised, with further professional learning and implementation to occur in 2023.
70% of staff meet their Performance and Development Plan goal of implementing collaborative practice.	Evidence of implementing collaborative practice was seen in teaching and learning programs, as well as, in PDPs. Staff that worked at Northbourne for both semesters were able to exhibit success in this area, this included support, specialist and executive staff, allowing us to exceed our performance measure.

Strategic Direction 3: Connecting and Belonging

Purpose

To implement a whole-school wellbeing program that fosters student belonging and active community partnerships ensuring a positive learning culture. As a result respectful relationships will guarantee optimum conditions for student learning across the school.

Initiatives

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

- Belonging
- Connecting

Resources allocated to this strategic direction

Refugee Student Support: \$992.00

English language proficiency: \$700,000.00

Integration funding support: \$168,325.00

Low level adjustment for disability: \$236,657.00

Per capita: \$10,000.00

Aboriginal background: \$5,080.00

Summary of progress

During 2022, the Strategic Direction 3 team developed and delivered high impact professional learning to implement a whole-school wellbeing program that fosters student's belonging and active community partnerships ensuring a positive learning culture. The successful implementation of Growing Strong Minds, an evidence-based approach to wellbeing, has resulted in nurturing a positive school culture where students, staff and parents have a strong sense of belonging and promoting high expectations for all learners. During the year, Growing Strong Minds learning experiences were embedded in all weekly lesson. The parents were provided with access to the Northbourne PS Growing Strong Minds parent portal which has given them the opportunity to access wellbeing resources to use at home with their families. The Celebrations of Learning ceremonies showcased and honored the outstanding contributions and achievements of K-6 students. The awards presented were strongly linked to the Growing Strong Minds character strengths and school motto.

The Student Leadership Team and Student Parliament initiatives have provided an opportunity for the elected students to contribute to the organisation and operation of the school through gathering and presenting ideas and opinions of the student body. They have organised engaging and inclusive activities on behalf of the students.

Throughout 2022, staff members coordinated a variety of extra-curricular activities such as and not limited to; Summer and Winter PSSA, dance, choir and public speaking. This allowed the students to pursue their interests, create broader perspectives and expand their social networks.

The Learning and Support Team, LaST, COVID ILSP and EaLD has allowed the team to make informed decisions about how to best use allocated resources for identified students who require personalised support. Teachers planned, monitored and reviewed Individual Education Plans and Personalised Learning Pathways which clearly outlined the SMART goals, adjustments and teaching strategies designed to meet the educational needs of student requiring additional support.

The attendance team established a planned approach to;

- address attendance concerns by identifying and providing targeted strategies for students requiring support
- identify changing patterns of student attendance and absence
- engage students with learning by providing tailored interventions for students with significant support need
- action procedures and strategies in timely manner
- track and measure the impact of attendance strategies
- utilise Attendance Matters - resources for schools

The First Nations Peoples Committee completed the creation of a Reconciliation Action Plan (RAP) using the Narragunnawali platform. The student leadership team reworded the Reconciliation Action Plan into student friendly language. Throughout the year, the school community engaged in significant events to recognise, understand and appreciate Aboriginal and Torres Strait Islander First Nations peoples and culture.

Staff engaged in high impact professional learning such as Aboriginal Histories and Culture, Walking Together, Working

This resulted in staff;

- Gaining a deeper understanding of Aboriginal histories and culture and an increased knowledge of how to embed into their teaching and learning programs.
- Understanding the protocols around embedding Aboriginal perspectives and engaging with the community.
- Developing a thorough knowledge of the rich authentic resources that support student learning.
- Applying learned knowledge in their own teaching and learning programs.

In 2022, interested parent community members and in consultation with the Principal organised a public meeting for the whole school community. The purpose of the meeting was to gain the level of interest in establishing a P&C Association. A working group investigated requirements for a P&C Association and researched and obtained resources such as the constitution and draft by-laws. A meeting was scheduled to form the P&C Association. This meeting endorsed the constitution and by-laws including membership fees. During this foundation meeting payment was accepted as members elected the office bearers and the executive members of the P&C Association.

Next year, in this Strategic Direction, we will promote inclusion, engagement and challenge for every student at Northbourne PS. We will explore the 5 key actions to support implementation of the High Potential and Gifted Education policy.

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
85% of students attending school >90% of the time.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time is 45%. • The attendance rate is 85% compared to the State average of 83%.
60% of students reporting expectations for success, advocacy, and sense of belonging at school as measured by the Tell Them From Me Survey data	<ul style="list-style-type: none"> • 77% of students indicate a positive sense of belonging at school. • The school mean of 7.8 compared to the NSW Government Norm of 7.7 indicates that students feel they have someone at school who consistently provides encouragement and support. • The school mean of 8.5 compared to the NSW Government Norm of 7.2 indicates that staff have high expectations for all students to succeed.
Achieve 'Delivering' in the theme of 'A Planned Approach to Wellbeing' in the Wellbeing element.	Self-assessment against the School Excellence Framework shows the school currently performing at "Delivering" in the element of 'Wellbeing'
School-wide behavioural data measured by TTFM survey, 'Behaviour at school', indicates that some students have the skills to engage in pro-social behaviour.	Tell Them From Me data indicates 92% of students compared to the NSW Government Norm of 83% demonstrate positive behaviour at school. Students that do not get in trouble at school for disruptive or inappropriate behaviour.
Achieve 'Sustaining and Growing' in the element of 'Educational Leadership' in the theme of 'Community Engagement'.	Self-assessment against the School Excellence Framework shows the school currently performing at "Delivering" in the element of 'Educational Leadership'.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,984.70</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Belonging • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release time to engage staff in targeted professional learning <p>The allocation of this funding has resulted in the following impact: Staff completed STARS professional learning to support students to adjust to a new learning environment.</p> <p>After evaluation, the next steps to support our students will be: Continue to support students from a refugee background through professional learning.</p>
<p>Integration funding support</p> <p>\$336,650.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Northbourne 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"> • Belonging • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of additional staff to support in-class reading program implementation. <p>The allocation of this funding has resulted in the following impact: Students were supported to engage with the curriculum daily. Students were supported to engage with their peers and assist with emotional regulation. Establishment and implementation of social skills programs.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of social skills programs aligned with the Growing Strong Minds program. To continue to support students in class to access the curriculum.</p>
<p>Socio-economic background</p> <p>\$79,912.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Northbourne 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"> • Teaching for Impact • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement a range of programs to support identified students with additional needs • employment of additional staff to support in-class reading program

<p>Socio-economic background</p> <p>\$79,912.00</p>	<p>implementation</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: student improvement evidenced by:</p> <ul style="list-style-type: none"> • Year 5 Numeracy NAPLAN results show less than 1% of students in the bottom 2 Bands, with 50% in the top 2 Bands achieving above state and statistically similar school groups (SSSG). • Year 5 Reading NAPLAN results show 0% of students in the bottom 2 Bands, with 47% in the top 2 Bands achieving above state. • Year 3 Numeracy NAPLAN results show 15% of students in the bottom 2 Bands, with 38% in the top 2 Bands achieving above state. • Year 3 Reading NAPLAN results show only 6% of students in the bottom 2 Bands, with 59% in the top 2 Bands achieving above state. <p>After evaluation, the next steps to support our students will be: to continue to deliver evidence based programs to students in literacy and numeracy. Consistent attendance will be a priority in this area through regular monitoring, attendance plans and community awareness of the importance of regular attendance at school.</p>
<p>Aboriginal background</p> <p>\$10,160.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Northbourne 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"> • Connecting • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: 80% of Aboriginal families engaged in the PLP process and, more importantly, conversations became more authentic, and parents felt welcomed and engaged in the process. NAIDOC Week events engaged 50% of the families in the activities</p> <p>After evaluation, the next steps to support our students will be: To increase the capacity of teachers through professional learning of Aboriginal culture and histories. Implement RAP priorities across the school.</p>
<p>English language proficiency</p> <p>\$1,400,000.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Northbourne 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"> • Belonging • 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 delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning

<p>English language proficiency</p> <p>\$1,400,000.00</p>	<p>and emerging phase</p> <ul style="list-style-type: none"> • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • EAL/D students being more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. • Teacher analysis of student data, including student English language proficiency using the EAL/D learning progression and use of the data to plan lessons. Increased movement of students onto developing phase due to participation in small-group reading and comprehension tutoring <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design English lessons appropriate to the needs of EAL/D learners. Ongoing professional learning will identify language and cultural demands across the curriculum. Professional development will be provided to each teacher in the form of whole-school TPL, mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$473,314.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Northbourne 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"> • Belonging • Other funded activities <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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 <p>The allocation of this funding has resulted in the following impact: Refined the learning support team referral process, with regular meeting times. LaST provided training to SLSOs to allow delivery of specific interventions. Learning support was offered in a collaborative environment</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs to deliver phonics/miniLit programs.</p>
<p>Professional learning</p> <p>\$160,202.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Northbourne 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"> • Teaching for Impact • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional learning across the three Strategic Directions <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of Literacy and numeracy using the learning progressions and</p>

Professional learning \$160,202.00	<p>PLAN2 to evaluate learning and determine teaching priorities. Also increased capacity of staff to implement collaborative teaching practices in innovative learning environments.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
Literacy and numeracy \$160,614.00	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Northbourne 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"> • Teaching for Impact • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students in K-2 Decoding and Comprehension Program achieved: Average improvement for decoding level (PM Benchmark) over Term 3 = 3.8 levels Average improvement for comprehension level (PM Benchmark) over Term 3 = 3.6 levels</p> <p>3 students improved their decoding level by 9 to 10 levels. 9 students improved their decoding level by 4 to 6 levels.</p> <p>4 students improved their comprehension level by 8 to 10 levels. 8 students improved their comprehension level by 4 to 6 levels.</p> <p>Targeted students in Years 3-6 MaqLit Program achieved: Average improvement in words a student can read per minute = 16.5 7 students improved their reading rate by 20 or more words per minute.</p> <p>After evaluation, the next steps to support our students will be: Continue to support quality teaching of Literacy and Numeracy through the APC&I roles.</p>
QTSS release \$243,288.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Northbourne Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs • 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"> • improved staff confidence and teaching practice. • Teachers use of data to inform teaching next steps. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. • Co-teaching implemented across the school using expertise within the

<p>QTSS release</p> <p>\$243,288.00</p>	<p>staff.</p> <ul style="list-style-type: none"> Teachers reporting that lessons are differentiated according to students' needs <p>After evaluation, the next steps to support our students will be: Targeted support for staff through the PDP process. Work collaboratively with teachers to implement the new curriculum.</p>
<p>COVID ILSP</p> <p>\$63,326.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> employment of teachers/educators to deliver small group tuition providing targeted, explicit instruction for student groups in literacy <p>The allocation of this funding has resulted in the following impact: Over 90% of students improved their phonemic knowledge and capacity to identify phonemes, including digraphs or trigraphs. Over 58% of students significantly increased their capacity to sound and blend CVC, CVCC or CCVC real and/or nonsense words. Over 92% of students increased their capacity to sound, blend and/or segment CVC, CVCC or CCVC real and/or nonsense words.</p> <p>After evaluation, the next steps to support our students will be: Implementation of the MacqLit program for grades 3-6.</p>

Student information

Student enrolment profile

Students	Enrolments	
	2021	2022
Boys	455	659
Girls	400	646

Student attendance profile

School				
Year	2019	2020	2021	2022
K			93.5	86.1
1			94.1	85.7
2			94.1	85.9
3			94.6	87.0
4			94.2	86.8
5			94.6	86.6
6			94.0	84.9
All Years			94.1	86.2
State DoE				
Year	2019	2020	2021	2022
K			92.8	87.9
1			92.7	87.4
2			92.6	87.8
3			92.7	87.6
4			92.5	87.4
5			92.1	87.2
6			91.5	86.3
All Years			92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	7
Classroom Teacher(s)	51.6
Learning and Support Teacher(s)	1
Teacher Librarian	1.8
Teacher ESL	4.4
School Counsellor	1
School Administration and Support Staff	10.02

*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 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	575,065
Revenue	11,783,358
Appropriation	11,389,859
Sale of Goods and Services	48,873
Grants and contributions	340,656
Investment income	3,170
Other revenue	800
Expenses	-11,393,536
Employee related	-10,255,918
Operating expenses	-1,137,618
Surplus / deficit for the year	389,822
Closing Balance	964,887

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	169,318
Equity Total	981,693
Equity - Aboriginal	5,080
Equity - Socio-economic	39,956
Equity - Language	700,000
Equity - Disability	236,657
Base Total	9,140,632
Base - Per Capita	316,729
Base - Location	0
Base - Other	8,823,903
Other Total	484,629
Grand Total	10,776,271

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, Northbourne PS participated in the Tell Them From Me surveys. A sample of the responses are presented below:

- 81% of students stated that they are interested and motivated in their learning. The NSW Government Norm is 78%.
- 91% of students try hard to succeed in their learning compared to the NSW Government Norm of 88%.
- 81% of students are interested and motivated in their learning. The NSW Government norm is 78%.
- The parent mean score for 'School Supports Child's Behaviour' is 6.9. The NSW Government Norm is 6.7.
- 84% of parents felt the school is a culturally safe place for all students.
- 100% of staff felt the school is a culturally safe place for all students.
- The school mean score for 'Collaboration' amongst staff was 8.3. The NSW Government Norm was 7.8.
- The school mean score for 'Inclusive School' is 8.3 with strengths in teachers establishing clear expectations for classroom behaviour and including students with special learning needs in class activities.

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.