

2022 Annual Report

Plattsburg Public School



7308

Introduction

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

Equipped for life

We maintain an inclusive environment which acknowledges and respects children from diverse family and cultural backgrounds. Outstanding outcomes in an inclusive environment - equipped for life.

School context

Our school is located in the suburb of Wallsend and has a proud history of having provided more than 150 years of public education to the community. We proudly acknowledge that we teach and learn on Awabakal land. Plattsburg has an average population of 225 with 20% identifying as Aboriginal and 12% as having a non-English speaking background. Aboriginal and EALD representation is steady across the last 3 consecutive years. School enrolment is traditionally affected by high rates of mobility and has, overall, been decreasing over the last 3 years.

The school has a strong focus on providing individualised learning opportunities for students to achieve. This includes significant access to technology, cultural experiences and alternative play opportunities.

Diversity is a key focus. Aboriginality, identity and the diversity of Aboriginal cultures are valued, respected and promoted to ensure Aboriginal students are attending, engaged and achieving. Non-Aboriginal students both share and engage in learning about Aboriginal culture, histories and experiences. The school has a collaborative relationship with the Muloobinbah AECG. The cultures, experiences and identity of students from non-English speaking backgrounds are valued and celebrated with a strong focus placed on supporting all students to achieve their full potential.

Plattsburg PS works in partnership with an innovative and motivated P&C and parent community to improve outcomes and school experiences for all students. Committed to the Callaghan Education Pathways (CEP) Plattsburg PS works in a close, highly professional and strategic partnership with both high school and primary partner schools to deliver innovative as well as outstanding academic and social curricula for students across our collective learning communities, K-12.

Our situational analysis has identified that the development of school systems that support extensive differentiated learning will facilitate optimal personalised learning outcomes and growth for all students. The enhancement of systems of operation that coordinate, data driven processes, teacher feedback and reporting is needed to support the scheduled tracking of student performance that informs the best way to support and consult with the families about student progress. This includes high potential students.

A culturally safe place with highly collaborative practices underpinned by data driven processes, will drive how we work with our community to optimise student achievement.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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 data driven teaching practices that are responsive to the learning needs of individual students.

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.

- Differentiated Learning and Support
- Data Driven Practices

Resources allocated to this strategic direction

Beginning teacher support: \$45,651.00

Refugee Student Support: \$3,438.40

English language proficiency: \$67,251.14

Socio-economic background: \$158,871.00

Aboriginal background: \$63,433.00

Low level adjustment for disability: \$186,288.01

Per capita: \$54,401.93

Summary of progress

Plattsburg students are supported by a multi-tiered approach: prevention strategies, early intervention, targeted intervention and individual intervention. The LST coordinate planning processes working with students, families and other professional agencies. PSLP and PLP documents have been explicitly articulated for 68% of the student population. While there is ongoing reviews of student goals and achievement, every plan is reviewed in Term 2 and Term 4. Supporting and enabling positive student behaviour is essential for quality learning and the safety and wellbeing of all students and staff. Differentiated support is also evident in the playground and include Play stars and Sporting Group - enabling positive behaviours. Home/School communication is a priority that enables a partnership of high expectations and a dynamic approach to student academic and social wellbeing. The Impactful Messaging strategy is highly regarded by parents in its provision of regular feedback.

All staff are engaged in 1:1 data meetings with the APCI and the assessment of student achievement guides decisions on how learning can be improved for each student. The executive team analyse whole school data to identify trends, weaknesses, strengths and to determine resource allocation in response to findings. Particular advice about supporting students with disability, gifted and talented students, and students learning English as an additional language or dialect is included in the analysis process.

LST processes and data driven practices are systemic and evidence student growth, effectiveness of strategies and resources and indicate areas for change and improvement. Overall, 2023 data in literacy and numeracy suggest that a focus on tiered and levelled activities are needed to lift student achievement.

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
The percentage of students in Year 3 and 5 achieving in the top 2 bands for NAPLAN Numeracy is at or above 17.6%.	In the area of Numeracy 11.8% of students are in the top two skill bands (NAPLAN), indicating a move away from the annual progress measure.
The percentage of students in Year 3 and 5 achieving in the top 2 bands for NAPLAN Reading is at or above 28.1%.	In the area of Reading 22% of students are now in the top two skill bands (NAPLAN) , indicating a move away from the annual progress measure.

<p>The percentage of students achieving expected growth for NAPLAN Numeracy is at or above 52%.</p>	<p>Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, there is no data to calculate student growth scores for 2022.</p>
<p>The percentage of students achieving expected growth for NAPLAN Reading is at or above 53%.</p>	<p>Student growth scores require the matching of student NAPLAN results across consecutive assessments so growth can be measured. Since NAPLAN was not run in 2020, there is no data to calculate student growth scores for 2022.</p>
<p>Progress and achievement of equity groups within the school is equivalent to the progress and achievement of all students. Working toward increasing the percentage of Aboriginal students in Year 3 and Year 5 achieving in the top three bands in NAPLAN Reading and Numeracy.</p>	<p>In NAPLAN Reading, 35.7% of Aboriginal students achieved results in the top 3 NAPLAN bands exceeding results for non-Aboriginal students and showing growth from baseline data. In NAPLAN Numeracy, 26.7% of Aboriginal students achieved results in the top 3 NAPLAN bands exceeding results for non-Aboriginal students and showing growth from baseline data.</p>

Strategic Direction 2: Wellbeing and attendance

Purpose

To drive a transparent and cohesive learning culture that has student cognitive, social and physical wellbeing at its centre.

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.

- Targeted Attendance Support
- Culturally safe practices

Resources allocated to this strategic direction

School support allocation (principal support): \$14,517.44

Summary of progress

Throughout 2022 the school undertook regular communication via newsletters and assemblies about the importance of attendance. The Wellbeing AP facilitated multiple 'special days' across the year to promote school values and celebrate diversity. On these special days attendance was consistently high. Overall, attendance >90% did not approach our target of 75.9%. Data was impacted by students not returning from holidays for up to three weeks and students on shared attendance not attending the reciprocal school for long periods of time. In 2023 we plan to increase the number of 'special days' and, at the same time, simplify our messaging so that will support a more explicit connection between attendance and achievement. One theme will be utilised in messaging to develop and support the understanding that learning is sequential-an absence is a missed opportunity to learn something or build on something in order to understand more difficult material later.

Culturally inclusive practice is evident at the whole school level, the curriculum and classroom, level. All staff:

- differentiate the curriculum to suit all learners, including students learning English as an Additional Language or Dialect.
- use a wide variety of texts, pictures, videos and experiences.
- reflect upon the cultural, linguistic and religious diversity of students and consider all students when planning lessons.
- identify and examine bias in words and visual images.
- incorporate appropriate assessment practices.

In 2022, understanding student experience of discrimination was explored and students were supported to use their voice and their personal experiences to create and deliver a presentation to the whole school. The humour and good will of the presenters made this a huge success as they described and demonstrated the behaviour of others toward them in and outside the school. In 2023, we will continue with whole school presentations that reflect the cultural, linguistic and religious diversity of our school community to explore a range of cultures and beliefs including various cultural contexts, world views and perspectives - including Aboriginal, migrant and refugee experience.

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
<ul style="list-style-type: none">• 75.9% of students attending >90% of the time.	The number of students attending greater than 90% of the time is 57.7%. This is a decrease of 12.5% from 2021.
<ul style="list-style-type: none">• TTFM survey data indicates, for all students, high levels (>90.7%) of satisfaction in <i>Sense of Belonging</i> and <i>Advocacy at School</i>.• TTFM survey data indicates, for Aboriginal students, high levels (>80%) of satisfaction in <i>Sense of Belonging</i>	A comparison of the TTFM data in the area of <i>Sense of Belonging</i> between SNAPSHOT 1 and SNAPSHOT 2 indicates for all students: <ul style="list-style-type: none">• 8% decrease in student <i>Sense of Belonging</i>, from 75% to 67%.• 8% increase in <i>Positive Relationships</i>, from 80% to 88%. This sits 3% above the Govt norm.• 15% increase in <i>Participation</i>, from 50% to 65%. This sits 10% above the Govt norm.

and *Advocacy at School*.

A comparison of the TTFM data in the area of *Sense of Belonging* between SNAPSHOT 1 and SNAPSHOT 2 indicates for Aboriginal students:

- 21% decrease in student *Sense of Belonging*, from 71% to 50%.
- 2% increase in *Positive Relationships*, from 80% to 82%. This is within the Govt norm.
- 31% increase in *Participation*, from 36% to 67%. This sits 7% above the Govt norm.

Strategic Direction 3: Educational Leadership

Purpose

To develop a culture of high expectations for students, staff and the community. This will be underpinned by a focus on collaboration and explicit feedback.

Initiatives

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

- Instructional Leadership
- Evidence Based Practice

Resources allocated to this strategic direction

QTSS release: \$41,026.80

Professional learning: \$18,136.43

AP Curriculum & Instruction: \$210,799.40

Summary of progress

Throughout 2022 the PPS leadership team were engaged with the LEED project and were supported to implement a high impact and sustainable model for change by:

1. Creating a school-chosen and highly specific focus (Feedback)
2. Using and generate evidence
3. Deliberately developing the capacity of staff (Structured Observations, Student feedback on questioning)
4. Cultivating professional collaboration (QTSS allocation and executive feedback on explicit foci)

This was a journey of professional learning that was research based with regular and uninterrupted time allocated to teaching staff to engage in structured observations across the whole year. Analysis tools provided by the LEED project were utilised at each step to guide ongoing evaluation and planning. These tools supported robust impartiality. The coherence of the LEED resources ensured that we did not stray from our focus and constantly re-directed us to DoE materials and current research.

Staff reported high levels of satisfaction with this process but particularly the QTSS focus on Writing where, in small groups, they could implement their new understanding of Feedback strategies. Moving into 2023 we will duplicate this same approach with a specific focus on Learning Intentions Support Criteria (LISC). With the introduction of the new Literacy and Numeracy Curriculum our intention is to have LISC visible in practice both in the classroom and assessment. LEEDs 10-point definition of LISC will guide us through this learning professional collaboration.

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
All staff are involved in collaborative processes which support them to review teaching practices, affirm quality and to challenge and address deficits through the analysis of student achievement data.	The focus of our 2022 activities was to strengthen and refine teacher skills in evaluating the effectiveness of assessment practices and processes. Utilising LEED professional learning tools staff collaboratively familiarized themselves with, then utilised, the Six Elements of Effective Assessment. After analysing our assessment practices against these elements staff identified that, for Literacy and Numeracy, assessments demonstrated the qualities of Equity, Validity, Reliability, Transparency, Timeliness and Feedback. Other activities included an examination of current research around teacher questioning and engaging in Structured Observations focusing on questioning techniques as a feedback tool. Staff reported that they highly valued peer observation and feedback and found themselves able to better reflect on their practice with their newly acquired explicit knowledge on questioning techniques. Student focused group discussions indicated that teachers differentiate their questions through scaffolding and

<p>All staff are involved in collaborative processes which support them to review teaching practices, affirm quality and to challenge and address deficits through the analysis of student achievement data.</p>	<p>individual challenge and feedback is part of teacher practice. Moving into 2023 and continuing to utilise LEED tools we will enhance our professional learning with a focus on LISC.</p>
<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice.</p>	<p>All staff were engaged in Structured Observations across the year with a focus on effective questioning. The LEED Structured Observation template (Collating) was used to compile the information. The template included the frequency of criteria and common pieces of additional information. All data was collated and analysed then used to guide a structured conversation. Data and key points from discussion implied that deeper consideration of Learning Intentions and Success Criteria (LISC) would be a natural progression in our process of improving teaching and learning practices.</p> <p>In addition, all classroom teachers were provided time to work with targeted students on Writing with a focus on sentence structure as defined by the NAPLAN marking criteria. Collegial check-ins and discussion with executive occurred and supported 'next steps'. Work samples showed improvement in student writing against the marking criteria. This explicit focus on NAPLAN Writing criteria supported staff to better understand how to plan for and measure achievement. In 2023 we will review this activity with a view to continue examining single marking criteria utilising LISC.</p>
<p>Teacher programs evidence adjustments informed by multiple data sources to meet the needs of students.</p>	<p>All teaching programs display adjustments to teaching and learning programs driven by regular 10 weekly data collections (familiar reads, PPS Comprehension 100, Fry's NID, AS, M&D, PAT, NAPLAN, Check in Assessment) and scheduled data discussions with APC&I and LaST.</p> <p>Teaching programs show annotations and adjustments to PLSP goals and activities continually throughout the year. Teachers effectively and regularly adapt teaching and learning programs by responding to both whole school and classroom data making relevant adjustments to whole class and student individual needs. This practice is effective in its support for designing focussed interventions for individuals and small groups.</p> <p>Data practices are highly valuable and useful to the design and differentiation of programming. Ensuring collation and analysis is timely is critical to effective planning and will be a 2023 priority. Data analysis and the articulation of program adjustments will occur at the same time as data meetings in 2023.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$27,738.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Plattsburg Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Additional staffing resources developed and provided adjustments to personalised learning and support for identified students. Individual student personalised plans indicate growth for all students against their personal goals. Structured and discreet social adjustments supported students to develop skills in small settings and then successfully transfer their skills to the wider school setting.</p> <p>After evaluation, the next steps to support our students will be: Rigorous and holistic assessment of a student's learning and support needs informed by analysis of data along with health, wellbeing and personal and cultural contexts has delivered authentic support to students. Our challenge in 2023 is to maintain the rigor and levels of resourcing to meet and exceed 2022 student achievements.</p>
<p>Professional learning</p> <p>\$18,136.43</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 Plattsburg 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"> • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Participation in the LEED project • Release for staff to implement professional learning practices • MAPA training for all staff <p>The allocation of this funding has resulted in the following impact: After engaging in Leading Evaluation, Evidence and Data (LEED) activities focussed on effective feedback staff are now proficient in recording data for structured observations and have practical understanding in utilising questioning as a feedback tool; they have expanded their knowledge of question strategies. Student Focus Group Discussion identifies a range of questioning and feedback strategies being successfully used in classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continuing to utilise the sequential professional learning activities provided by LEED all staff will engage in Learning Intentions Success Criteria as it aligns to feedback and the department priorities of new curriculum in Literacy and Numeracy. 2023 departmental priority is the new Curriculum reform in English and Mathematics. This will be a new and key step in the provision of support to students.</p>
<p>Refugee Student Support</p> <p>\$3,438.40</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</p>

<p>Refugee Student Support</p> <p>\$3,438.40</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: This allocation was used to fund resources, uniforms and translators. The AP EALD coordinates all contact with refugee families and has built a positive profile within the community. The priority achieved is the creation of a safe and welcoming environment. Ensuring refugee students are successfully enrolled into school has been achieved with literacy and numeracy data indicating growth and achievement and high levels of participation in school life. The AP EALD coordinated personalised support and successfully maintained communication with all families face to face or via phone. Anecdotally, EALD families know the AP is a reliable and safe point of contact. He is trusted.</p> <p>After evaluation, the next steps to support our students will be: Being fortunate enough to have a highly effective AP EALD with an understanding of what students and families have experienced before arriving to us, we will move into 2023 continuing to refine personalised support and take advantage of professional learning and DoE platforms offering valuable learning experiences to refugee students.</p>
<p>Socio-economic background</p> <p>\$158,871.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Plattsburg 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"> • Differentiated Learning and Support <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 focussed interventions in literacy and numeracy. • resourcing to increase equitability of resources and services • deployment of staff to facilitate LST processes <p>The allocation of this funding has resulted in the following impact: Through the strategic deployment of staff, a highly functional and expert team were able to provide quality learning and support responses that met NESAs requirements and mandatory compliance expectations on a large scale; this is evidenced by a total of 68% of the school population having an SLSP or PLP articulated and requisite communications with families continuously executed across the year. A high volume of quality personalised planning in the academic and social domains was sustained for the longitudinal and systematic support of identified students.</p> <p>After evaluation, the next steps to support our students will be: Four key elements or areas of activity are critical to authentic and compliant support:</p> <ul style="list-style-type: none"> • Assessing individual education needs of the student • The provision of adjustments or support to meet the students' assessed needs • Monitoring and reviewing the impact of the adjustment or support being provided for the student • Consultation and collaboration - of teachers with parents, support staff and other professionals where required. <p>The challenge in 2023 is to maintain a highly professional and responsive team to deliver on the above four elements to enable student achievement.</p>

<p>Aboriginal background</p> <p>\$63,433.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Plattsburg 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"> • Differentiated Learning and Support <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: The majority of funds were expended on the employment of an Aboriginal Education Officer (AEO) with a focus on four effective strategies:</p> <ol style="list-style-type: none"> 1. Personalised Learning Pathways (PLPs) 2. High expectations and positive relationships 3. Culturally safe learning environments 4. Embedding Aboriginal content and perspectives <p>Each of these strategies has yielded positive outcomes for students. Families report high levels of satisfaction and have expressed a desire for cultural programs, in particular, to continue. Families are now volunteering to contribute to school life - culturally safe environment.</p> <p>After evaluation, the next steps to support our students will be: Strengthening relationships with students and their families will remain a priority in 2023. Continuing with cultural practices and seeking family support will be a key focus.</p>
<p>English language proficiency</p> <p>\$67,251.14</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Plattsburg 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"> • Differentiated Learning and Support <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 • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: The EAL/D AP has collaboratively worked with the EAL/D Teacher coordinating targeted grouping for differentiation and in-class support. A combination of sequenced learning practices and supportive strategies helped to make curriculum content both accessible and comprehensible. Internal data indicates good growth in literacy for all students. Students who did not meet learning standards were achieving at levels corresponding with their phase of English language learning.</p> <p>After evaluation, the next steps to support our students will be: EAL/D learners develop English language proficiency at the same time as they learn content. Our challenge in 2023 is to provide high challenge, high support experiences, to support EAL/D learners to acquire English alongside content knowledge and understanding.</p>

<p>Low level adjustment for disability</p> <p>\$186,288.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Plattsburg 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"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: These funds are used to support students with additional needs not otherwise funded. School Learning Support Officers (SLSOs) are engaged to provide responsive assistance. SLSOs have effectively facilitated personalised learning and requisite adjustments as articulated in student personalised learning plans. Data shows that all students achieved personal goals with some making gains in self-regulatory behaviour.</p> <p>After evaluation, the next steps to support our students will be: Essential to meeting the diverse needs of students in 2023 is the continuance of the provision of SLSOs to provide an additional layer of personalised support and direction.</p>
<p>Beginning teacher support</p> <p>\$45,651.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Plattsburg Public School during their induction period.</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"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional RFF • Engaging in professional discussion and personal reflection • Regular mentoring with APCI to analyse student assessment data and plan for individual and cohorts <p>The allocation of this funding has resulted in the following impact: New and Beginning Teachers (NaBT) demonstrated competency in interpreting internal data and the subsequent response to planning and programming in literacy and numeracy. NaBT's produced evidence for accreditation to a high standard. All NaBT's demonstrated competence in the management of student wellbeing with high levels of success in driving self-regulatory behaviours.</p> <p>After evaluation, the next steps to support our students will be: The New and Beginning Teacher policy will be adhered to in 2023 with a strong focus on support for Curriculum Reform in English and Mathematics.</p>
<p>QTSS release</p> <p>\$41,026.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Plattsburg 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"> • Instructional Leadership <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

<p>QTSS release</p> <p>\$41,026.80</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> • additional staffing to facilitate structured observations and shared reflection on practice <p>The allocation of this funding has resulted in the following impact: Teachers engaged with NAPLAN Writing marking criteria with a single focus on sentence structure. Learning Intentions Success Criteria focused on fluency in sentence construction. Student work samples evidenced increase fluency of simple sentences and for, Stage 3 students in compound sentences.</p> <p>After evaluation, the next steps to support our students will be: QTSS funding in 2023 is required to be targeted toward supporting the Curriculum Reform additional release. If possible, the intensive small group structure will be adopted within the context of the new curriculum offerings.</p>
<p>COVID ILSP</p> <p>\$142,386.00</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/numeracy <p>The allocation of this funding has resulted in the following impact: Intensive and explicit Literacy/Numeracy intervention for targeted students across the school year. The school identified what growth was expected for each student with data indicating growth for the majority of students. In Reading all students demonstrated growth.</p> <p>After evaluation, the next steps to support our students will be: The continuation of this funding will mean targeted students will be supported at a personalised level to improve achievement in Literacy/Numeracy.</p>
<p>Per capita</p> <p>\$54,401.93</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Plattsburg 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"> • Differentiated Learning and Support <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Deployment of executive staff to a dedicated position with wellbeing as the focus. <p>The allocation of this funding has resulted in the following impact: This funding contributes to the creation of an AP Wellbeing who manages social and emotional aspects of student wellbeing. Parent survey results indicate high levels of satisfaction with communication provided. A suite of strategies are instituted into school life and have provided continuous non-punitive options to students with diverse needs. Records maintained by the AP Wellbeing contribute to learning and support processes and contribute strongly to a holistic approach.</p> <p>After evaluation, the next steps to support our students will be: Both staff and community acknowledge and value the work of the AP Wellbeing. Strengthening a welcoming and safe school environment will be</p>

<p>Per capita</p> <p>\$54,401.93</p>	<p>facilitated in 2023 by the continuance of the AP Wellbeing role.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Plattsburg 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"> • Evidence Based Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • evaluating impact of teaching strategies on student outcomes using formative feedback practices team teaching • engaging in professional conversations with individuals and teams in relation to literacy and numeracy improvement • Providing advice and, in collaboration with teachers and internal experts (for example Learning and Support Teachers), designing appropriate literacy and numeracy interventions to ensure student progress and achievement <p>The allocation of this funding has resulted in the following impact: Working collaboratively with the leadership team to build the capabilities of teachers in the application of evidence-based practice for literacy and numeracy improvement the APCIs have produced comprehensive data sets for every student that guide professional examination of syllabus requirements and effective strategies. All teachers have comprehensive and longitudinal data sets to inform planning. Unfortunately, internal data indicates poor attainment of benchmarks across the whole school. Exceptions can be found in COVID ILSP groups and EALD groups. Absenteeism was extraordinarily high in 2022 and strongly correlated to student performance.</p> <p>After evaluation, the next steps to support our students will be: Comprehensive collation and analysis of student data will continue in 2023. APCI's have been tasked in 2023 to lead the Curriculum Reform in schools.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	109	114	105	97
Girls	117	113	106	100

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.6	86.6	90.4	88.8
1	90.7	83.0	91.1	81.8
2	88.6	86.4	90.4	82.8
3	90.5	83.0	89.1	83.4
4	92.5	83.4	89.4	84.6
5	90.6	86.4	88.6	85.1
6	92.6	85.0	90.8	82.3
All Years	91.1	84.9	89.9	84.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	7.08
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.4
School Administration and Support Staff	3.42

*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	220,000
Revenue	3,246,067
Appropriation	3,164,541
Sale of Goods and Services	60,894
Grants and contributions	19,633
Investment income	799
Other revenue	200
Expenses	-3,197,757
Employee related	-2,967,740
Operating expenses	-230,017
Surplus / deficit for the year	48,310
Closing Balance	268,310

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	66,886
Equity Total	611,617
Equity - Aboriginal	63,433
Equity - Socio-economic	294,645
Equity - Language	67,251
Equity - Disability	186,288
Base Total	1,893,962
Base - Per Capita	54,402
Base - Location	0
Base - Other	1,839,560
Other Total	328,596
Grand Total	2,901,061

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

PARENT/CARER SATISFACTION

In 2022 the school sought feedback from parents and carers regarding their satisfaction with communication practices employed by the school. As part of this process parents/carers were invited to complete surveys. Data was triangulated to digital analysis summaries of newsletter and Facebook views and SMS messaging responses from parent/carers.

What are our communication strategies?

- Newsletters
- Skoolbag App
- School web page
- Facebook
- Paper notes
- Phone calls
- Face-to-face meetings
- SMS messaging (including impactful messaging)

Survey Findings: Communication (29% of families responded)

- 88% of respondents preferred phone calls
- 73% of respondents preferred Facebook
- 54% valued SMS text messaging
- 56% valued the school newsletter
- The least preferred communication strategy was the school webpage at 17%

Survey Findings: Learning and Support - PSLP processes (19% of families responded)

- 92% of respondents indicated that text messages were useful and helped families to understand the achievements of their child
- 58% of respondents preferred over the phone meeting
- 42% preferring face-to-face meetings

Digital analysis findings

While only 56% of survey respondent preferred the school newsletter data summaries of online newsletter views indicate that views exceed our total family population by more than double. This suggests families refer back to newsletters for information and can also point to views from visitors who are external to the school. Facebook data summaries show that views exceed total family population by more than double and often triple. It should be noted that Facebook is a reciprocal platform and content covers every aspect of school life.

Anecdotal findings

Across the school year parents/carers reported delight in the SMS messaging, commending or reporting student achievement in learning, social and citizenship domains. High levels of positive return responses and 'likes' to this type of messaging has been recorded. These SMS messages were observed to serve as a topic starter for many parents/carers communicating with the school on other matters. Impactful SMS messaging data reveals little to no response or likes from families. The intention of this messaging was to increase attendance. The attendance target for 2022 was not met and fell to a low of 35% attending greater than 90% of the time.

Conclusion

Parents/carers are utilizing multiple communication platforms but overall are satisfied when there is reciprocation. By and large, for general communication, ours is a digital community with a preference for Facebook where queries are responded to quickly and there is a factor of reciprocity. Survey data clearly identifies our phone calls as the most highly valued form of communication which are intrinsically reciprocal. Evidence exists to suggest that our newsletter is read and referred back to. SMS impactful messaging has failed while acknowledgement of positive student achievement via SMS evidence reciprocity.

Moving into 2023 we need to acknowledge that reciprocal communication is the most satisfying form of communication for our families and continuing to provide this at the high rates we have in 2022 will be pivotal. Consultation with wider research, beyond what is proffered by the DoE is urgently required, to identify messaging that will resonate with our families and make the shift in attitudes we need to improve attendance.

Student Satisfaction

In 2015 the school values of Respect, Independence, Connecting and Empathy were developed by students. Graphics depicting the values were also designed by students. At regular intervals the student body is consulted with to determine

if these values remain meaningful and relevant to their lives. In 2022 a whole of school focus group discussion was conducted with students to evaluate their understanding of and appreciation for the school values.

Findings

- All students were able to identify and define the value of RESPECT.
- S3 students provided the most accurate definitions of each of the four values and voiced a collective agreement for those definitions.
- ES1 and S1 were unable to provide a definition for INDEPENDENCE other than, 'an act of working on your own'. Definitions for EMPATHY across all stages were limited to caring if someone was hurt or upset.
- Every S2 and S3 student could identify the colours that represented each value.
- All definitions articulated by students were referenced by examples relating to school life; indicating students are cognisant of behavioural expectations in the classroom, playground, sports arena and social spaces.
- Student responses flowed without additional prompt, sometimes with an air of authority and overall, with a positive attitude.
- Students 3-6 recognised the synergy of the four values although did not identify the puzzle piece values icon as representative of that interconnectedness.

Conclusion

Overall, students demonstrated familiarity with all school values and could reference them in terms of their own behaviours and actions. They were positive and there was a strong implication across responses of a sense of ownership and connection. This suggests that recognition days for each value alongside simple but succinct definitions is embedding in students a capacity to recognise and label their own behaviours. A tacit understanding of high expectations was evidenced in examples provided.

Understanding of EMPATHY was limited to expressions of compassion. There is an opportunity to expand student understanding of EMPATHY to include standing up for others and celebrating the achievement of others to provide a more balanced and deeper understanding of EMPATHY. This can be achieved by utilising current practices of short sharp video presentations and our tradition of values days. A blitz on awards for EMPATHY will also support this.

The value of INDEPENDENCE (not being afraid to be yourself, to be different) seems to require a review of support materials. It is a palpable and strong part of PPS culture for students to not just articulate but to practice pride in their differences. This is not being identified with INDEPENDENCE.

Future Directions

Our values are student developed so further discussions with students around this factor should be organised to move forward and maintain student ownership. In 2023 we need to consult further with students and consider new ways to communicate and celebrate each value.

Teacher Satisfaction

In 2022 staff participated in an evaluation of the learning and support processes that underpin personalised learning planning, monitoring and communication. This evaluation took the format of survey questions and the collegial completion of the NSW Wellbeing Framework for Schools.

Survey Findings

- All staff agreed and strongly agreed that they valued current personalised learning and support processes (PSLPs).
- 88% of staff agreed and strongly agreed that the articulation of PSLPs by the support team was effective; with 13% neither agreeing or disagreeing.
- 75% of staff agreed and strongly agreed that termly updates of student achievement entered into SENTRAL was an easy process; with 25% neither agreeing or disagreeing.
- 88% of staff agreed and strongly agreed that SMS communications to families on student progress worked well; with 13% neither agreeing or disagreeing.

NSW Framework for Schools collaborative feedback

Staff completion of the Well Being Tool indicated that school practices and inclusive practices had a clear alignment to the high-quality exemplars provided in the tool. Evidence of inclusive practice occurring on our school and collegially identified by staff included:

- LST processes
- PSLPs
- AP Wellbeing
- LAST processes

Conclusion

Overall, teachers are satisfied with the learning and support processes and the way in which efficiencies are achieved through the deployment of staff and the streamlining of administrative tasks to meet policy, legislative and NESA compliance standards. Data suggests that improvements need to be sought in reporting processes and improvements could be aspired to in home/school communication.

Future Directions

In 2023 we will consider the limitations and possibilities of our digital platforms and investigate how we can gain improvements for staff in the administrative aspects of reporting and communication of individual learning achievement.

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.