

2022 Annual Report

Newtown Public School



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Introduction

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

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

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School vision

At Newtown Public School we work together to develop confident, creative and resilient students, within an innovative and collaborative learning community that encourages curiosity, optimism and mutual respect. Our students will be able to make sense of their world, think about why things are the way they are and imagine what they could become.

School context

Newtown Public School is a comprehensive primary school catering for 400 students from Kindergarten to Year 6. The school is located in the heart of Sydney's Inner West. Our school community is a an inclusive and diverse mix of inner city families.

The school provides a comprehensive curriculum with a focus on working closely with the school community, as well as other local primary and secondary schools as a community of shared practice.

A strong foundation for school improvement in Literacy and Numeracy is balanced with an emphasis on cross-curricular learning and student wellbeing initiatives that promote student advocacy. Working to achieve excellence in Literacy and Numeracy, remain key focus areas for the school's 2021-2024 Strategic Improvement Plan.

Our school is committed to providing rich programs to develop skills in critical thinking, problem solving, communication and collaboration to enable all students to reach their full potential educationally, socially and emotionally. Emphasis is placed on quality teaching and continuous improvement of learning outcomes for all students.

Our school committed to developing and sustaining community partnerships as part of the Newtown community. Parents, students and staff work together in striving for excellence by inspiring a culture of genuine collaboration and innovation with students at the centre of all we do.

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

Strategic Direction 1: Student growth and attainment

Purpose

Every student will have a strong foundation of essential skills in reading and numeracy so that they participate successfully in all areas of their learning.

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.

- Improved Reading
- Improved Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability: \$112,425.25

English language proficiency: \$9,823.79

Summary of progress

The Explicit Teaching of Reading Comprehension strategy has had an impact in on student growth and attainment in reading and stills remains a core approach as we have sustained an achievement that is above our SSSG in Term 4 Check-In Assessment. In 2022 we also achieved our second highest results of student achieving in the top 2 bands for reading in the last 12 years which signifies the start of an upward trend in results. The explicit teaching of comprehension skills and strategies is an evidence informed approach that has positively impacted reading growth and achievement across K-6.

K-2 use of Star Early Literacy, Phonics Check, and PM Benchmark running record assessments continue to provide further points of data to inform the programming and planning for 2023 teaching and learning cycles, building on our strength of explicit teaching of reading in the early years. The new K-2 Syllabus will continue to shift our focus areas and our approach to programming and planning, but explicit teaching will remain at the core of our pedagogical practices.

A whole school approach to reading comprehension supported by ongoing professional learning and further support from the new APC&I role will result in the continued development of consistent teacher practice in the teaching of 'learning to read' and 'reading to learn'. Our significant shift of focus to student growth and achievement in numeracy and in improving teacher practice in the teaching of mathematics, has had an impact on reading results across both internal and external data. It will be important to find a more sustained approach to improving reading results in Stage 2 with the support of the APC&I role, balancing literacy and numeracy priorities.

Moving forward, whole school evaluation, programming, planning and assessing as iterative cycles of inquiry will remain a focus across reading and numeracy. Continuous tracking using triangulation of data sets will ensure whole school tracking of student achievement and growth. Case management meetings and Learning and Support structures will be incorporated to support the continued growth and achievement of all students. Data correlation will be used to inform deliberate practice. The new APC&I role and PMST will support a targeted approach to lifting and sustaining reading and numeracy growth and achievement. Visible goal setting will be consistently implemented school-wide using learning continuums.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 72.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading.	Percentage of students achieved in the top 2 NAPLAN bands or higher in reading was 70.73% for Years 3 and 5 in NAPLAN 2023. This is below our system negotiated baseline target. Achieved above annual trajectory lower bound target of 70.61%.
A minimum of least 53.7% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy.	Percentage of students achieved in the top 2 NAPLAN bands or higher in numeracy was 39.5% for Years 3 and 5 in NAPLAN 2022. This is below our system negotiated baseline target

<p>Continue the upward trend in the percentage of students achieving expected growth above the system negotiated baseline from 2021.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Continue the upward trend in the percentage of students achieving expected growth in NAPLAN numeracy above the system negotiated baseline from 2021.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning Element: Data Skills and Use (S&G)</p> <ul style="list-style-type: none"> • Focus theme: Data use in teaching (S&G) • Focus theme: Data analysis (S&G) 	<p>School Excellence Framework indicates that data skills and use as a whole school is now Sustaining and Growing.</p>

Strategic Direction 2: Quality programming and assessment

Purpose

In order to ensure all students are engaged and challenged in their learning, we will improve curriculum delivery to enhance learning opportunities and engagement in learning and student wellbeing.

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.

- Programming for Engagement
- Connect, Succeed, Thrive

Resources allocated to this strategic direction

Aboriginal background: \$10,700.30

Professional learning: \$10,803.64

Socio-economic background: \$5,894.01

Summary of progress

The continuation of building practices to embed student voice into the creation of teaching and learning programs, has seen an increase in the number of visible student wondering in classrooms. The increase in student wondering has not been consistently annotated in teaching and learning programs and will continue to be a focus in 2023.

Similarly, teaching and learning programs have shown a greater consistency in being NESAC compliant. In 2023, a greater focus will be made on differentiating teaching and learning programs to ensure all students are catered for in every lesson.

A shift has been made in 2022 to teach science, geography and history over a semester opposed to a term. Clear scope and sequence documents have been created to help inform the planning, teaching and assessing in these areas. As a result, teachers have been able to teach concepts over a semester and confidently assess and report on them. In 2023, this process will continue and make clearer connections to English and mathematics.

Parents and carers have continued to be engaged through student-led conferences. In 2022, 90% of our students and families participate to connect with their class teacher and student learning goals. In 2023, the process will continue to support families through providing flexibility with dates, times and conference delivery to ensure all students and families have an opportunity to connect.

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
Achieve the baseline target of 85.8% of the proportion of students attending school	89.10% of students attended school more than 90% of the time as of December 2021. This is a decrease of 5.6% from the Prior Period.
Maintain trend of students reporting positive wellbeing (TTFM) at 90.2%.	Tell Them From Me (TTFM) Wellbeing aggregate is currently 79.5% as of December 2022 which is an increase of 0.75% from December 2021.

Maintain trend of students reporting positive wellbeing (TTFM) at 90.2%.	Specific measures show a decrease in positive responses in Advocacy (75%, decrease of 6%) and Belonging (74%, decrease of 5%). Positive responses in Expectations for Success measure has decreased by 6% to 76%
<p>Sustained improvement as measured by the School Excellence Framework:</p> <p>Learning Element: Curriculum</p> <ul style="list-style-type: none"> • Focus theme: Curriculum provision (S&G) • Focus theme: Differentiation (S&G) <p>Learning Element Assessment</p> <ul style="list-style-type: none"> • Focus theme: Summative assessment (E) • Focus theme: Student engagement (S&G) 	Self-assessment against the School Excellence Framework indicates that Curriculum Provision and Assessment remains at Sustaining and Growing.
Measurable increase in percentage of students reporting 'Interest and Motivation' in learning in the TTFM survey above 2020 baseline of 74%.	58% of students reported 'Interest and Motivation' in learning in the TTFM December 2022 survey. This is a decrease of 8% from baseline data.
Students to set visible and achievable literacy and/or mathematics goals each term.	100% of students set goals for mathematics each Term to align with the teaching and learning cycle and assessment.

Purpose

A culture of high expectations, collaboration and professional growth is embedded across the school. High expectations are underpinned by clarity and consistency in organisational policy and procedures that form the basis for internal and external accountability and shared responsibility. Regular and ongoing evaluation plays a key role in ensuring expected growth for every student, teacher, leader and our 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.

- Professional learning and performance development
- Sustainable leadership practices

Resources allocated to this strategic direction

QTSS release: \$74,468.81

Professional learning: \$12,000.00

Literacy and numeracy intervention: \$48,266.82

Literacy and numeracy: \$12,184.02

Summary of progress

Assistant Principals developed and executed coaching plan for teaching staff aligned with improvement areas in the SIP.

Aspiring leaders were identified and undertook the leadership development program provided through the SLIF. Aspiring leaders were assigned mentors, undertook the 360 degree survey, and were supported to develop in line with the SIP.

The Leadership Team developed capacity and implemented tools for evaluative thinking and planning using resources from Agile Schools. The leadership enacted the cycle of planning, reviewing and evaluating as part of meeting structures to support their work in the SIP.

The leadership team ensures that implementation of syllabuses and associated assessment and reporting processes meet NESAs and Department of Education requirements, forming a sound basis for student learning.

Refined systems for planning professional learning opportunities for staff are based on ongoing evaluation of impact, using student data to ensure a carefully aligned program of teacher learning and development. High Impact Professional Learning practices are embedded in a yearlong program of learning aimed at improving teaching practice.

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 development of an evidence informed systematic approach to whole school mentoring and coaching programs provides formalised support to ensure the ongoing development and improvement of all teachers and the growth of aspiring leaders aligned to the school's SIP and PDPs.	Assistant Principals articulated their role as coaches and developed a Semester 1 coaching strategy outlining the coaching cycle for teachers within their Stage for Term 1 and Term 2. 100% of teachers met with their coach as per their schedule to receive and discuss feedback. Two aspiring leaders took on the opportunity to be mentored as part SLIF pilot program. Both of the aspiring leaders have been successful in gaining leadership positions for 2023 (one as relieving Assistant Principal and one as our Primary Mathematics Specialist Teacher)
Effective instructional leadership and management skills support whole school improvement by implementing	Reviewed programs and made alterations ensuring all programs K-6 were in line with standards for NESAs compliance

<p>regular and ongoing evaluation, continual monitoring of the impact of programs and approaches used by all teachers, supporting improved practice as required.</p>	<p>Programs were continuously evaluated and adjusted to support student interest and outcomes.</p> <p>Assessment and reporting processes were adjusted in response to changing contexts brought about by COVID, including the opportunity for online parent teacher interviews and adjusted reporting</p>
<p>Teachers engage in professional discussion and collaborate to improve teaching and learning in Professional Learning Communities. Teacher learning includes a focused approach to building teacher capacity through feedback and observation, to improve professional knowledge and practice.</p>	<p>Professional Learning was evaluated by teachers throughout the year and leaders used this data to adjust the professional learning program to meet the needs of teachers.</p> <p>Professional Learning and Development Programs were designed support teachers to meet the goals of their PDPs as well as the goals of the SIP.</p> <p>100% of teachers participated in professional learning program throughout 2022.</p>

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$5,894.01</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newtown 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"> • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Inclusion of students from low socio economic backgrounds in Co-curricular activities including Sport and Recreation camps and educational excursions. <p>The allocation of this funding has resulted in the following impact: Twelve students were supported to engage in school camps for Year 4 and Stage 3 that would not have been able otherwise engage. Additionally, students were supported financially to participate in a range of co curricular activities with external providers. Parents reported positive feedback about inclusion, that they felt supported by the school and that students were able to participate fully in their learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for participation in all school activities by all students regardless of socio-economic background.</p>
<p>Aboriginal background</p> <p>\$10,700.30</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newtown 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"> • Programming for Engagement • Connect, Succeed, Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Formation of the Department of Aboriginal and Torres Strait Islander Students with all students who identify as Aboriginal K-6. <p>The student leadership department will work across all other departments and form an additional department of its own to lead the sharing of Culture, Language and Indigenous perspectives across all areas of our school.</p> <p>Students in the department will be mentored and provided with opportunities to develop their own leadership capabilities and knowledge and connection to Culture, in line with their PLPs.</p> <p>The allocation of this funding has resulted in the following impact: The Department of Aboriginal and Torres Strait Islander Students was established. The department included all 14 students who identify as Aboriginal. 100% of students participated in some or all of the activities throughout the year.</p> <p>The senior students attended the Term 1 sitting of Student Parliament and developed their own goal to guide their work throughout the year.</p> <p>Throughout the year, students were involved in multiple opportunities to connect with Community and Culture and share their knowledge with the</p>

<p>Aboriginal background</p> <p>\$10,700.30</p>	<p>rest of the school. The students worked with NSW DoE ACLOs to write a new school Acknowledgement of Country which was finalised with feedback from parents and carers. Students also collaborated with Wiradjuri artist, Peter Whitton to create a mural with an Acknowledgment of Country which sits in the middle of our top playground.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to build on the strength of 2022. A continuing and strengthening of relationships with families and community members will ensure our students continue to be afforded opportunities to connect, learn and share their Culture. Further connection to students' PLP goals will help the teacher advisors working with the Department to work towards students' leadership and strength-based goals in a more purposeful and targeted way.</p>
<p>English language proficiency</p> <p>\$9,823.79</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newtown 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"> • Improved Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • EAL/D teacher to run assessments and gain data. Using this data to provide interventions one on one or in small groups to support prioritised students. Give strategies and resources to support classroom teachers to ensure prioritised students access the curriculum. <p>The allocation of this funding has resulted in the following impact: 7 EALD students received support over the year all making growth. Students were supported in a combination of withdrawal and in class support. Classroom teachers were supported with modelling, strategies and resources.</p> <p>100% of students showed expected or above-expected growth. One student with significant support needs arrived half way through the year has had less than expected growth.</p> <p>After evaluation, the next steps to support our students will be: Support for existing EALD students to continue into 2023 to maintain and further improve growth through in class support and withdrawal when needed. In addition we are looking into additional ways to Support Student H including an explicit reading program. New enrollments to be checked in ERN and identified through liaison with class teachers and Stage Team Leaders.</p>
<p>Low level adjustment for disability</p> <p>\$112,425.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Newtown 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"> • Improved Reading • Improved Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Targeted small group literacy intervention, MiniLit SAGE, to improve student outcomes in reading through the systematic instruction of phonemic knowledge and language conventions. The intervention operates 5 days/week for two groups of year 1 and year 2 students who have been assessed as requiring reading intervention. Each session runs for 45-60 minutes and progress is closely monitored by the Learning and Support Teacher.

<p>Low level adjustment for disability</p> <p>\$112,425.25</p>	<p>The allocation of this funding has resulted in the following impact: WARL and WARN data show progress for all students, with 70% of students making significant growth and 30% making moderate growth. Please see evidence for detailed growth chart.</p> <p>After evaluation, the next steps to support our students will be: SLSOs will continue to be trained delivering MiniLit SAGE to ensure continuity of program over 5 days. Each term parents, teachers and relevant executives will receive detailed update on student performance, based on built in assessments and WARL/WARN data. If students are not making progress or meeting benchmarks, revision lessons will be given, as outlined in the MiniLit SAGE program. Students identified as making slower progress will be given additional program materials to practice at home and parents will be informed of slower progress and a plan of action established. There are 2 MiniLit SAGE groups running in 2022, one group will conclude the program by the end of Term 4 whilst the other group will continue the program in the first few weeks of Term 1 2023.</p>
<p>Professional learning</p> <p>\$22,803.64</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 Newtown 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"> • Programming for Engagement • Professional learning and performance development • Sustainable leadership practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Develop a schoolwide structure that engages and uses student voice within programming. Present this structure to Stage teams during Programming Days to collectively plan and deliver learning programs that focus on student engagement. <p>Create a flowchart outlining the processes for programming for engagement.</p> <p>What outcomes from the syllabus need to be addressed? Challenge why - why do my students need to know this now? Identify 'so what' possibilities - solutions, alternatives, possibilities How can this be integrated across the curriculum? How can student wondering be used to inform the next steps? Plan and deliver</p> <p>The allocation of this funding has resulted in the following impact: Wonderings are visible in some classrooms but not all. Program documents in Science, History and Geography are not different across stage classes, showing minimal adjustment of student voice.</p> <p>After evaluation, the next steps to support our students will be: Develop school wide processes through Professional Learning incorporating Cultures of Thinking to support teachers to use student voice. Programs are to be developed and adjusted according to student voice and engagement including structures for a 5-week cycle of evaluation. Wondering of student's voice is visible during learning of the units to improve engagement and student ownership with also allowing for teacher autonomy.</p>
<p>Literacy and numeracy</p> <p>\$12,184.02</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Newtown 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"> • Professional learning and performance development

<p>Literacy and numeracy</p> <p>\$12,184.02</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A whole school coaching strategy is developed and implemented for Semester 1. <p>The strategy is designed to ensure:</p> <ul style="list-style-type: none"> - Sarah Fay (PMST) team teaches a mathematics lesson with every teacher K-6, - Teachers are supported in enacting their new learning of the 5 practices (Smith and Stein, 2011), particularly focussing on the practices of anticipating student strategies and monitoring. - Teachers are offered a differentiated and individualised approach to coaching. - All teachers engage in a debrief conversation using a dialogic approach to coaching with Sarah Fay and receive written notes and feedback outlining an area of future focus as determined by themselves. <p>The allocation of this funding has resulted in the following impact:</p> <p>The PMST team taught at least two cycles of coaching with 100% of classroom teachers during Semester 1. The focus of initial sessions was to model and guide the use of Talk Moves in facilitating discussions and the 5 Practices in planning for and teaching a lesson.</p> <p>100% of classroom teachers have experimented with the 5 Practices and Talk Moves. Reference to advancing and assessing questions, anticipating and Talk moves can be found in stage programs across the school.</p> <p>Learning with the Executive Team using Jim Knight's 'The Impact Cycle' helped shape the second cycle where some teachers chose to film themselves and engage in a post lesson goal-identifying discussion. Due to unforeseen circumstances, this cycle was stopped there.</p> <p>Teachers interviewed commented that they developed confidence in their own ability to use the 5 Practices and facilitate mathematical discussions during coaching conversations. They also highlighted that they learnt strategies by seeing them modelled by the PMST in their class.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>PMST 2023 to resume coaching cycles, with guidance of PMSTI Phase 2.</p> <p>Possible focus on lesson and strategy modelling and co-teaching by PMST when applicable to the goals of individual teachers.</p> <p>Drawing more deliberate connections between PLC focusses, Stage Learning and Coaching will be helpful in ensuring coherent and sustained professional learning.</p>
<p>QTSS release</p> <p>\$74,468.81</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newtown 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"> • Professional learning and performance development • Sustainable leadership practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Curriculum coherence, viability and consistency as a basis for quality differentiation for all learners <p>The allocation of this funding has resulted in the following impact:</p>

<p>QTSS release</p> <p>\$74,468.81</p>	<p>Assistant principal evaluation of individual teacher programs, programming and assessment day evaluation, program and assessment registration, quality and extent of assessment design to cater for all learners.</p> <p>After evaluation, the next steps to support our students will be: Moving into 2023, the AP C & I will support consistent assessment and programming across stages to ensure all students are met at their point of need and achieve expected growth.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Newtown Public School who may be at risk of not meeting minimum standards.</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"> • Professional learning and performance development <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • A whole school coaching strategy is developed and implemented for Semester 1. <p>The strategy is designed to ensure:</p> <ul style="list-style-type: none"> - Sarah Fay (PMST) team teaches a mathematics lesson with every teacher K-6, - Teachers are supported in enacting their new learning of the 5 practices (Smith and Stein, 2011), particularly focussing on the practices of anticipating student strategies and monitoring. - Teachers are offered a differentiated and individualised approach to coaching. - All teachers engage in a debrief conversation using a dialogic approach to coaching with Sarah Fay and receive written notes and feedback outlining an area of future focus as determined by themselves. <p>The allocation of this funding has resulted in the following impact: The PMST team taught at least two cycles of coaching with 100% of classroom teachers during Semester 1. The focus of initial sessions was to model and guide the use of Talk Moves in facilitating discussions and the 5 Practices in planning for and teaching a lesson.</p> <p>100% of classroom teachers have experimented with the 5 Practices and Talk Moves. Reference to advancing and assessing questions, anticipating and Talk moves can be found in stage programs across the school.</p> <p>Learning with the Executive Team using Jim Knight's 'The Impact Cycle' helped shape the second cycle where some teachers chose to film themselves and engage in a post lesson goal-identifying discussion. Due to unforeseen circumstances, this cycle was stopped there.</p> <p>Teachers interviewed commented that they developed confidence in their own ability to use the 5 Practices and facilitate mathematical discussions during coaching conversations. They also highlighted that they learnt strategies by seeing them modelled by the PMST in their class.</p> <p>After evaluation, the next steps to support our students will be: PMST 2023 to resume coaching cycles, with guidance of PMSTI Phase 2.</p> <p>Possible focus on lesson and strategy modelling and co-teaching by PMST when applicable to the goals of individual teachers.</p> <p>Drawing more deliberate connections between PLC focusses, Stage Learning and Coaching will be helpful in ensuring coherent and sustained</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>professional learning.</p>
<p>COVID ILSP</p> <p>\$20,060.00</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"> • MacqLit <p>Implement intensive small group tuition using the MacqLit Program.</p> <p>Skills being explicitly taught include:</p> <p>letter- sound correspondences presented in an easy to hard sequence strategies for decoding multi- syllable words prefixes and suffixes generalising component skills through connected text reading</p> <p>Other strategies used within the program include</p> <p>Reciprocal reading Playing word games eg Bingo Model full sentences Comprehension</p> <p>The allocation of this funding has resulted in the following impact: All students:</p> <p>are able to identify/break down prefixes and suffixes of words to discover and build meaning. can decode multisyllable words by applying the correct strategy use their learned reading skills of phonics, phoemic awareness, vocabulary, fluency and comprehension to make connection to texts read.</p> <p>After evaluation, the next steps to support our students will be: Students made significant growth during the program. At the completion of the program, a new group can be identified and formed.</p>
<p>Integration funding support</p> <p>\$250,598.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newtown 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"> • Employment of School Learning Support Officers to support relevant, point in time literacy, numeracy, social and emotional goals of Learning and Support Plans for all identified students. <p>SLSOs' professional knowledge and skills developed in order to support the IEPs of students</p> <p>Strategic timetabling to match individual SLSO strengths and expertise to particular student needs and enable SLSOs to attend external therapy</p>

<p>Integration funding support</p> <p>\$250,598.00</p>	<p>sessions that take place during school hours to ensure a better understanding of strategies to support individual students.</p> <p>The allocation of this funding has resulted in the following impact: SLSO timetables ensured students with IFS received allocated number of hours of support across areas of need in the class and playground. Class teachers shared LaSPs with SLSOs so that individual student goals and strategies were shared across staff. SLSOs engaged in professional learning on their own professional goals.</p> <p>After evaluation, the next steps to support our students will be: SLSOs to continue to attend external therapy sessions at school as this was very effective. SLSOs to engage in PDP process with allocated Stage AP to create stronger connections across school and teams. LaST and Stage APs to identify SLSO PDP goals and create opportunities for professional learning and/or experience in these specific areas.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	212	197	188	184
Girls	205	204	203	182

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	94.4	96.7	91.1
1	94.9	93.5	94.9	90.0
2	95.1	94.7	95.2	87.6
3	95.0	95.4	96.5	90.1
4	94.7	93.4	95.4	89.2
5	94.9	93.8	94.9	88.4
6	94.2	92.2	95.1	87.4
All Years	94.9	93.9	95.5	89.1
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	13.88
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.87

*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	372,361
Revenue	3,903,712
Appropriation	3,561,589
Sale of Goods and Services	54,877
Grants and contributions	280,343
Investment income	6,603
Other revenue	300
Expenses	-3,757,640
Employee related	-3,314,342
Operating expenses	-443,298
Surplus / deficit for the year	146,072
Closing Balance	518,433

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	250,598
Equity Total	138,843
Equity - Aboriginal	10,700
Equity - Socio-economic	5,894
Equity - Language	9,824
Equity - Disability	112,425
Base Total	2,754,146
Base - Per Capita	98,798
Base - Location	0
Base - Other	2,655,348
Other Total	265,371
Grand Total	3,408,958

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, 41 parents (12%) responded to the Tell Them From Me (TTFM) Partners in Learning Survey. Responses from Parents across the seven measures were **at** or **above** the NSW Government Norm except in two areas, 'School Supports Learning' which includes high expectations and homework and 'Parents Support Learning at Home. The survey results were analysed by the school executive staff to reflect on and identify areas of high satisfaction as well as areas for improvement. A summary of the analysis is outlined in the following points:

- * Parents feel welcome at school by the principal, teachers and administration staff and that they are able to communicate easily with the school.
- * There is a high degree of satisfaction with student reports and communication from teachers about student behaviour whether positive or negative. Families would like more information about their child's social and emotional development, their child's progress in school subjects and opportunities concerning their child's future.
- * Under 'school supports learning' respondents perceive that teachers care about and value student learning and have an increased perception that their child is encouraged to do their best work. Moving forward, ongoing opportunities to communicate with parents about teacher expectations for student effort and academic success will be addressed.
- * Under useful communication, 98% of respondents valued the school newsletter and emails as their preferred school communication about school news. Similar results from 2021 led to a communication survey to support the alignment of our communication systems with community needs. During Term 4, 2022, the school began the process of streamlining through the Sentral Parent Portal. This will continue into 2023.

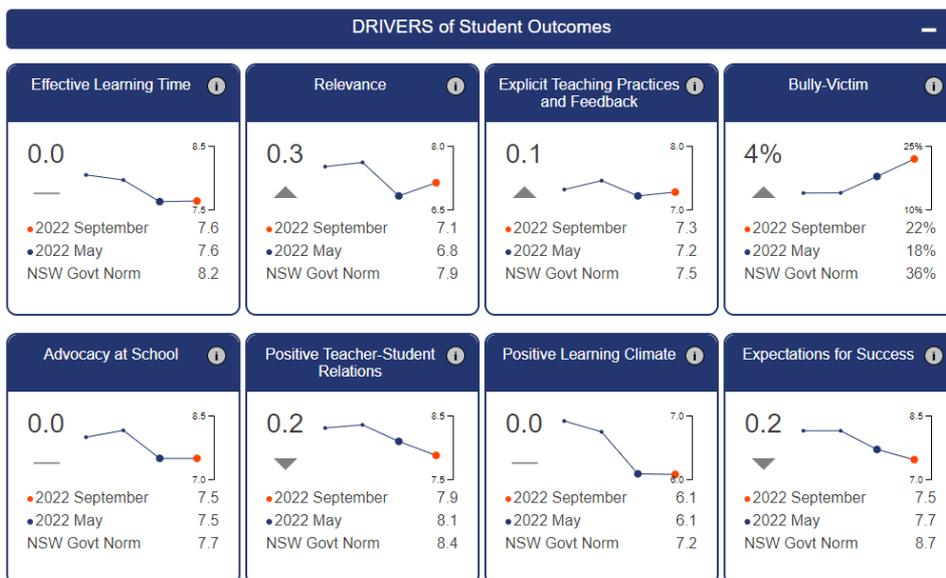
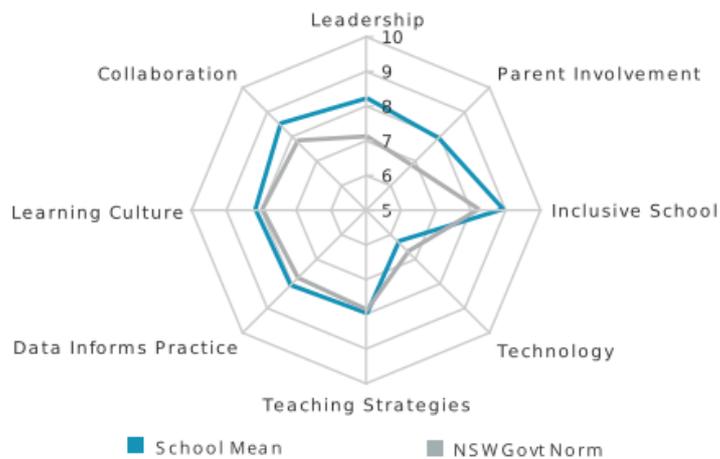
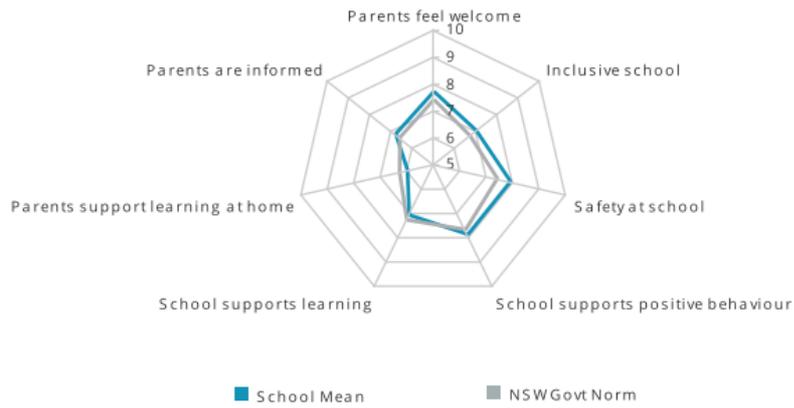
In 2022, 100% of teachers responded to the Tell Them From Me Focus on Learning Teacher Survey. Responses from Teachers across the 8 Eight Drivers of Student Learning were above the NSW Government Norm, with the exception of technology. Responses across seven of the Eight Drivers showed an upward trend from 2021, demonstrating the highest growth in the areas of Leadership, Learning Culture and Technology. A summary of the analysis by school executive of the areas of highest growth are outlined in the following points:

- * In Learning Culture, Teachers reflected that they were setting high expectations for student learning and that there was a strong sense of monitoring student progress. Moving forward, school leaders will continue to work with teachers and provide coaching to support the continued growth and maintenance of these gains.
- * In Leadership, the greatest growth was in the areas of school leaders supporting teachers to create a safe and orderly environment, observing and giving them feedback on their teaching and supporting them during stressful times. Moving Forward, the school leadership team will continue to engage teachers in reflective coaching conversations to support ongoing professional growth in instruction.
- * Teachers' efficacy in using technology to support their students learning was an area of decline from last year in the Focus on Learning Survey. In the return to learning at school teachers moved away from their intense use of technology, moving their focus to hands on learning. Moving forward, the school has created a tech space to reengage students with technology for learning, focusing on skills and research which will support teachers in their use of technology for learning.

In 2022, 152 students from Years 4-6 responded to the Tell Them From Me Student Outcomes and School Climate Survey. The student survey reports were analysed by teachers and executive to reflect on successes and decide on areas for future focus. A summary of the analysis is outlined in the following points:

- * Seven of the Eight Drivers of Student Outcomes showed a decline compared to the same period in 2021, with Positive Teacher Student Relationships and Positive Learning Climate showing the greatest decline. These two areas were recovering from their lowest point in October 2020, but have since declined again. Student teacher relationships and positive learning climate continue to be a focus for our student parliament and in 2023 with a refocus on Lunchtime Clubs and the development of the High Potential and Gifted Education team.
- * Explicit Teaching Practices and Feedback have continued to trend positively, demonstrating sustained growth in teachers setting clear learning goals and providing clear and timely feedback. Explicit teaching practices continued to be a focus for our teacher professional learning during 2022 which is reflected in this data. Explicit teaching practices and goal setting will continue to be a strong focus for 2023 with greater focus on differentiation.
- * Advocacy at School continues to be an area of decline, and even though students reporting being a victim of bullying is well below the government norm, the building of friendship skills and Bullying Prevention will continue to be areas of focus for us in 2023.

This report provides results based on data from 41 respondents in this school who completed the Parent Survey between 02 Sep 2022 and 11 Oct 2022.



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.

Aboriginal Education - School statement

In 2022, we continued our holistic and consistent approach to including Aboriginal perspectives and cultural including a variety of learning initiatives and experiences with an aim of supporting Aboriginal students to establish strong learning goals and to strengthen their community connections. The programs and initiatives undertaken targeted the learning of all students to build a greater understanding of Aboriginal Australia.

This year saw the introduction of the Department of Aboriginal and Torres Strait Islander Students to our School's Student Parliament to promote First Nations student voice across all Departments. This initiative was in response to there being no First Nations representation in our ministers for the first time since the start of our Student Parliament initiative. Processes for election of ministers and the work of the department was workshopped with all Aboriginal and Torres Strait students to work towards a representation that students felt would meet their learning needs and the needs of the whole community.

Teachers engaged in professional learning and collaborative planning to ensure authentic and ongoing Aboriginal and Torres Strait Islander perspectives are embedded across curriculum. Professional learning opportunities led by Hayley Saunders, Aboriginal Education and Wellbeing Advisor- Arncliffe Office NSW DoE included:

- Welcome to and Acknowledgement of Country (1.5 hrs)
- Aboriginal Education Policy (3 hrs)
- Cultural Awareness mandatory training

This professional learning has resulted in a greater understanding of policy, a focus on Aboriginal Education during planning and programming and the writing by students of a new Acknowledgment of Country for our school.

NAIDOC Week and Reconciliation Day events included a smoking ceremony with a local elder to promote unity and understanding for all students and teachers. Students from the Department of Aboriginal and Torres Strait Islander Department also launched their new Acknowledgment of Country and explained the process they had gone through with the AEOs to write it.

Department of Aboriginal and Torres Strait Islander Students worked with Artist Peter Whitton to design and paint a Playground Mural.

We have continued to develop Personalised Learning Pathways (PLP's) for all indigenous students to support specific educational goals. Teachers met with all families in Term 2 and Term 4 to collaborate in building these plans and to track progress against shared goals. This will be an area of focus for teachers and leaders in 2023.

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.

Anti-Racism - School statement

In 2022, a new teacher undertook training as the Anti Racism officer and responded to incidents of racist comments and concerns at school.

Classroom teachers developed student's understanding of racism and discrimination through classroom 'circle time' discussions, literary text discussions and whole school events such as Harmony Day celebrations.

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.



Reconciliation Week Celebrations including the first reading of our new Acknowledgement of country by the Department of Aboriginal & Torres Strait Islanders



Whole School Smoking Ceremony with local Elder.



The 2022 Department of Aboriginal and Torres Strait Islander Students.