

2022 Annual Report

Paddington Public School



7432

Introduction

The Annual Report for 2022 is provided to the community of Paddington 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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Message from the principal

This year has been a busy yet exciting year of learning for us all at Paddington Public School. It has been a year to reflect and reset after the previous years disruptions of COVID-19. I feel very fortunate to be part of a supportive community and honoured to have been able to welcome families back into our school to share learning experiences with them.

A highlight, was our collaborative project with StarTime Studios, 'Illuminate Paddo', This animated art project was completed during Maker Space lessons and culminated in a spectacular evening of student artwork displayed on our heritage building. These innovative student artworks were also celebrated on the MCA Facebook page.

Special thanks must go to our P&C led by a dynamic executive team for their ongoing support for Paddington Public School and raising an astonishing amount of funds to purchase a class set of Macbook computers for our Maker Space.

This year we employed a literacy and numeracy instructional leader to support the early adoption of the new K-2 English and Mathematics syllabus documents. The instructional leader also guided years 3-6 teams in unpacking the explicit teaching of comprehension skills. It has been pleasing to witness growth of our students particularly in the areas of reading comprehension and numeracy.



Animated student art work on display at our 'Illuminate Paddo' evening 2022.

School vision

At Paddington Public School every student is known, valued and cared for with their individual potential realised.

We develop all students as confident and capable learners able to design, research, troubleshoot and evaluate their learning for themselves and collaboratively, for academic progress, social success and wellbeing.

School context

Paddington Public School is a heritage school, built in 1856, and is one of the oldest schools in NSW. With a population of approximately 180 students, our student enrolment originates from many different nationalities. This provides for a context of rich cultures in which students from all different backgrounds can learn and thrive together.

A carefully designed innovative 'makerspace' is available to all students. It is a collaborative and creative learning environment where learning goals are flexible. Students identify, communicate, design and create solutions to projects whilst in this space.

A well established, quality before and after school care program accommodates the needs of our many working parents and carers.

Our school has an emphasis on quality teaching and learning through rigorous professional learning for staff and an affiliation with the Community of Schools in the Eastern Suburbs (CoSiES), along with Corwin our external Visible Learning Partner. We have a reputation for providing a relevant and balanced curriculum and a commitment to providing a caring and quality learning environment where all students are encouraged to strive to achieve their personal best. Positive wellbeing programs are a feature of the school with students, staff and community working together to promote relationships that are based on collaboration and mutual respect.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. It is important to note, that this new plan builds upon the work undertaken in the previous school planning cycle. Moving forward, embedding a visible learning culture, shared language of learning, effective classroom teaching and evaluative practices will continue to be focus areas in the 2021-2025 School Improvement Plan.



Maker Space - Kindergarten Curiosity

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise the learning outcomes for every student, all staff will use data to understand individual student learning needs and inform differentiated teaching for all. Programs will be adaptive, showing evidence of revisions based on continuous tracking of student progress and achievement. Whole school consistent, sustained processes for collecting, analysing and understanding data will be evident.

Initiatives

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

- Data Informed Practice
- Personalised Learning and Reporting

Resources allocated to this strategic direction

QTSS release: \$45,968.00

Low level adjustment for disability: \$75,677.00

Literacy and numeracy: \$31,358.00

Professional learning: \$1,000.00

Socio-economic background: \$3,080.00

Integration funding support: \$20,547.00

English language proficiency: \$66,106.00

Summary of progress

Our focus for 2022 was to continue to build staff capabilities in using data to inform teaching and learning. Whole school sustained processes for collecting, analysing and using data to inform differentiated curriculum delivery are in place. Data was analysed at a class, stage and whole school level. The leadership team identified stage trends and adapted scope and sequence documents in literacy and numeracy to meet student needs. Professional dialogue on where students are working at, in relation to analysis of assessment data against syllabus content, continued to be a focus for the Instructional Leader K-2 in stage meetings. As an early adopter school for the new K-2 English and Mathematics syllabus content, the Instructional Leader led high impact professional learning using the 'learn-do-reflect' model in English. This process ensured that the K-2 team used student data to monitor progress and plan adaptively. Also use student data to reflect on teaching effectiveness and best practice. Whilst including assessment tasks matched to learning intentions in weekly programs was a priority in 2022, implementation of the new K-2 content and DoE units of work made this difficult to maintain in the K-2. In the 3-6 grades however this continued to be achievable. Tell Them from Me data indicates that staff are pleased with school leadership. In the area, *"school leaders have provided guidance for monitoring student progress"* staff gave a ranking of 9.5 compared to the state norm of 7.5. Staff capacity to use data to inform practice grew from 2021 results with a ranking of 8.6 compared to the state norm of 7.8 for *"I use results from formal assessment tasks to inform my planning."*

In 2023, the newly appointed APC&I and Assistant Principals will work together across K-6 in leading high impact professional learning using the 'learn-do-reflect' model to support teachers in using student data to track student progress against the new NSW Literacy and Numeracy progressions and syllabus content. Student data will also be used by teachers to evaluate their own teaching effectiveness. Movement towards excelling under the theme, 'data use in teaching' in the domain 'Data Skills and Use' on the school Excellence Framework will be a goal for staff in 2023. Stage leaders will focus on their teams collecting meaningful anecdotal data from guided learning sessions to inform next steps in student learning and prompt professional discussions about learning and progress.

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 70.8% of Year 3 and 5 students achieve in the top 2 bands of NAPLAN reading.	In the NSW DET Check-in reading assessment, 72% of Year 3 students answered questions correctly compared to SSSG scores of 60.8% and state results of 51%. In the Year 5 NSW DET Check-in reading assessment, 55.3% of students answered questions correctly compared to SSSG scores

A minimum of 70.8% of Year 3 and 5 students achieve in the top 2 bands of NAPLAN reading.	<p>of 61.4% and state results of 52.3%.</p> <p>In NAPLAN, 75.0% of students achieved results in the top two bands for reading compared to SSSG school results of 71.6%. This indicates achievement above our baseline measure of 70.8%. It is also a 14.3% increase above scores in 2021.</p>
A minimum of 63.3% of Year 3 and 5 students achieve in top 2 bands of NAPLAN numeracy	<p>In the NSW DET Check-in numeracy assessment, 70.5% of Year 3 students answered questions correctly compared to SSSG scores of 67.7% and state results of 33.1%. In the Year 5 NSW DET Check-in numeracy assessment, 63.6% of students answered questions correctly compared to SSSG scores of 67.9% and state results of 56.3%.</p> <p>In NAPLAN, 53.1% of students achieved results in the top two bands for numeracy compared to SSSG school results of 57.2%. This indicates progress towards our baseline measure of 63.3%. It is a 8.5% increase above scores in 2021.</p>
Increase the percentage of students achieving expected growth in NAPLAN reading to be at or above 79.1%.	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be trending towards the system negotiated baseline target of 61.6%	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Wellbeing and Engagement

Purpose

To ensure all students are able to connect, succeed, thrive and learn there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing, engagement and connection to culture.

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.

- Social and Emotional Wellbeing
- Effective Environment for Learning
- Significance
- Positive Health Outcomes

Resources allocated to this strategic direction

Aboriginal background: \$1,074.00

Professional learning: \$8,000.00

Integration funding support: \$25,000.00

Summary of progress

The learning environment continued to be a priority in 2022. A Wellbeing team was established in Term One with a focus on implementing consistency of behaviour expectations across the school through the PAX Good Behaviour Program and the explicit teaching of core values. The team designed a scope and sequence for teaching core values, and created units of work with accompanying picture books to support teachers in lesson content. Term two professional learning focussed on evidence-based best practice in classroom management. 66% of staff reported that having clear expectations of behaviour co-developed with their class using PAX has improved the class learning environment. Respectful relationships became a focus in Term 3 with an increase in reported 'mean-on-purpose' behaviour occurring in the playground. To combat this, a new playground reporting system was implemented which included analysis of playground books at leadership team meetings. Staff were provided with training on how to respond to students displaying 'mean-on-purpose' behaviour and this content was specifically addressed during weekly 'Friendology' lessons. In addition a new school policy was created and implemented across the school for responding to bullying at Paddington Public School and staff supervision responsibilities. A proportion of integration funding was directed to support those students receiving funding in the playground. All staff implemented the new PDHPE units of work in their classrooms.

Expectations of behaviour and consequences co-developed by teachers and students, that are clearly communicated and consistently implemented across the whole school will be a focus in 2023. The teaching of 'Friendology' will be updated to not only include respectful relationships but also coping strategies, resilience, identifying when an incident is bullying and when it is not and self-regulation. Staff will participate in professional learning in classroom management, autism and trauma where required. Attendance will be monitored in 2023 and be a focus for improvement.

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
School Excellence Framework indicates improvement in the wellbeing domain under the themes of caring for students, a planned approach to wellbeing, individual learning needs, and behaviour from delivering to sustaining and growing.	Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the wellbeing domain, under the themes of caring for students, a planned approach to wellbeing, individual learning needs and behaviour.
Students report a Positive Sense of Belonging on the Tell Them From Me student survey, trending towards our 2024 goal of 89.5%	Student Tell Them From Me data indicates an average of 70% of students have a strong sense of belonging. Year 5 girls were the cohort that felt less accepted and valued by their peers. Only 50% of Year 5 girls reported having a positive sense of belonging compared to 80% of girls in year 4 and

Students report a Positive Sense of Belonging on the Tell Them From Me student survey, trending towards our 2024 goal of 89.5%	73% of girls in Year 6. The boys had a stronger sense of belonging than the girls. Results were, 83% of boys in Year 4 had a positive sense of belonging and 80% of boys in Years 5 and 6. An immediate response to this data was to address Year 5 girl friendships in 'Friendology' lessons and to involve the school counsellor in unpacking issues the girls were experiencing. Moving into 2023, school focus areas will include further unpacking of what bullying is and is not, along with the role of the bystander, reporting and resilience.
At least 94.1% of students attend school, on average, more than 9 days per fortnight.	Attendance rates fell dramatically by 19.3% in 2022. 71.3% of students attended school 90% of time or more. This is a direct result of the number of extended leave families applied for after the pandemic. Many Paddington families returned to their country of origin to visit relatives or took holidays overseas.

Strategic Direction 3: Culture of High Expectations

Purpose

In order to maximise the learning outcomes for every student, all staff will be skilled in using explicit teaching techniques. Programs will be centered round evidence-informed high impact teaching strategies. Teaching metacognition and sharing data knowledge with students will allow them to become self-directed learners, aware of their own progress and motivated to continually improve. Confident and capable in working with teachers to help direct future 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.

- Explicit Teaching Strategy
- Cognitive Readiness
- Student Learning Strategies

Resources allocated to this strategic direction

Professional learning: \$8,137.00

Summary of progress

Our purpose in 2022, was to continue to maximise the learning outcomes for every student by building the practice excellence of our teachers. As an early adopter school for the new K-2 English and Mathematics syllabus documents, the K-2 instructional leader led the design of contextualised quality teaching lessons using the DoE units of work. This was achieved through the 'learn-do-reflect' professional learning model and the focus area was reading fluency. 84% of K-2 teachers reported that their curriculum knowledge and lesson design was improved as a direct result of their high impact professional learning through the K-2 early adopter syllabus project. Stage leaders across K-6 continued to lead a whole school structured approach to implementing literacy and numeracy lessons using balanced session guidelines. A focus for Years 3-6 was to utilise lesson starts more effectively by differentiating the content to incorporate data informed focus areas in Mathematics. Teachers embed problem solving and challenge tasks into short sharp lesson starts. As a result teachers scored 9.1 compared to the state norm of 8.0 on the Tell Them from Me survey for *"set high expectations for student learning."* On the Tell Them from Me student survey 58% of students compared to the state norm of 53%, believe they have high skills and receive high challenge activities to match. 19% of students did not feel challenged compared to the state norm of 26%. Our pedagogy partner Corwin, identified in the 2022 School Capability Assessment Report, that *"during classroom visits, cups near the door were observed. As students exit they place a name coin in the cup at their level of understanding"*. This practice provides feedback opportunities for teachers on where to pitch the next level of learning for individual student instruction.

In 2023, the new APC&I will extend the 'learn-do-reflect' professional learning model into Years 3-6 with a focus on literacy and numeracy lesson design and content. A whole school consistent approach to quality lesson design, planning and teaching will continue. The HPGE co-ordinator will provide professional learning in differentiating lesson content for HPGE students. Learning will focus more explicitly on incorporating real-life experiences into learning and learning powers will continue to be unpacked and contextualised for each lesson. Challenge, engagement and motivation will also be focus areas in 2023.

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
On the School Excellence Framework Self-assessment Surveys the school ranks itself as sustaining and growing in the Effective Classroom Practice themes of Lesson planning, Explicit Teaching and Feedback.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the effective Classroom Practice theme of Lesson Planning. In the themes Explicit Teaching and Feedback we are moving towards sustaining and growing.
At least 65% of both teacher and student numbers attain 'deep	Internal measures indicate an increase towards the percentage of staff attaining 'deep application' levels on the Visible Learning Capability

<p>application' levels on the Visible Learning Capability Continuums.</p>	<p>Continuum. 62% of staff connect learning dispositions as a focus to particular lessons and tasks across learning areas. Staff are working towards organising learning intentions and success criteria to include learning dispositions. Student focus group interviews indicate that students are working towards analysing learning experiences and suggesting the dispositions that will support their learning. This is mostly evident in the higher grades.</p>
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Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,547.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Paddington 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"> • Personalised Learning and Reporting • Effective Environment for Learning <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 • staffing release for targeted professional learning around differentiation skills and curriculum adjustment. • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue to incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed.</p>
<p>Socio-economic background</p> <p>\$3,080.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Paddington 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"> • Personalised Learning and Reporting <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Professional development of staff through Instructional Leadership mentor program to support student learning, • Playground support with social, emotional skills. <p>The allocation of this funding has resulted in the following impact: Year 3 and 5 NAPLAN Reading results achieving above both state and statistically similar school groups (SSSG). In NAPLAN Numeracy, Year 3 results achieving above state and SSSG, whilst Year 5 demonstrated a lift from a raw score of 517.4 in 2021, to 523.6 in 2022.</p> <p>After evaluation, the next steps to support our students will be: to engage the literacy and numeracy Learning and Support mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$1,074.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Paddington 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>

<p>Aboriginal background</p> <p>\$1,074.00</p>	<ul style="list-style-type: none"> • Social and Emotional Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Maintain student sense of belonging, significance and connection to school and their learning. <p>The allocation of this funding has resulted in the following impact: An increase in staff and student understanding of our first nations people in particular the stories of the Cadigal people. Purchasing reading resources has created more authentic opportunities for the whole class to engage in conversation about aboriginal culture.</p> <p>After evaluation, the next steps to support our students will be: The continued purchase of resources to support teachers in linking lessons to cultural background, making real and authentic life connections to learning.</p>
<p>English language proficiency</p> <p>\$66,106.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Paddington 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"> • Personalised Learning and Reporting <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 • additional staffing to implement Individual Educational Plans for all EAL/D students <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To maintain core practices for supporting students learning English as an additional language. Also to use EAL/D progression leveling to monitor student progress.</p>
<p>Low level adjustment for disability</p> <p>\$75,677.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Paddington 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"> • Data Informed Practice • Personalised Learning and Reporting <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: The Instructional leader led stage supervisors in the implementation of explicit school practices and processors to collect student progress data, analyse the data in stage meetings, adapt teaching and learning scope and sequence documents in response to data collected and provide professional learning in the area of focus. Professional learning in K-2 matched the 'learn-do-reflect' model supported by the DoE and utilised DoE learning hub resources. Stage 3 teachers trialled the new DoE Snapshot assessments in literacy. NAPLAN results show that the number of students achieving in the top two bands of NAPLAN reading increased by 14.3% from the 2021 result to be 75.0% in 2022. In NAPLAN numeracy, 53.1% of students achieved in</p>

<p>Low level adjustment for disability</p> <p>\$75,677.00</p>	<p>the top two bands which was an increase of 8.5% from the 2021 results.</p> <p>After evaluation, the next steps to support our students will be: Continue with whole school practices and processors that allow teachers time to match analysed data to syllabus content and then to adaptively plan new scope and sequences in literacy and numeracy that are responsive to the data collected.</p>
<p>Professional learning</p> <p>\$17,137.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Paddington 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"> • Data Informed Practice • Effective Environment for Learning • Explicit Teaching Strategy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging in High Impact Professional Learning to unpack evidence-based approaches to analysing data and using it to adapt programs to meet specific learning needs. <p>Engage in professional learning targeted to maintaining optimal conditions for learning in all classrooms.</p> <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to use data effectively to evaluate student understanding of lesson content and identify next steps in learning. Teachers also report that they have a stronger understanding of the difference between classroom management and behaviour management for maintaining optimal classroom conditions.</p> <p>After evaluation, the next steps to support our students will be: Continue with whole school practices and processors that allow teachers time to match analysed data to syllabus content and to continue to learn new ways of adaptively planning differentiated tasks. Continue to be supported staff in the teaching of students with an ASD or trauma background.</p>
<p>Literacy and numeracy</p> <p>\$31,358.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Paddington 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: In the DoE Check-in assessments, 70.5% of Year 3 students answered Numeracy questions correctly, compared to 67.7% of statistically similar school groups (SSSG) and 57.6% of state. In Reading, 73.2% of Year 3 students answered questions correctly compared to 65.1% in SSSG. In Year 5, 67.3% answered questions correctly compared to 63.6% in SSSG.</p> <p>After evaluation, the next steps to support our students will be: Continue with teacher release to participate in High Impact Professional Learning in teaching mathematics. Newly appointed APC&I to focus on</p>

<p>Literacy and numeracy</p> <p>\$31,358.00</p>	<p>supporting teachers in the implementation of the new English and Mathematics K-2 syllabus documents and 3-6 draft documents.</p>
<p>QTSS release</p> <p>\$45,968.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Paddington 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"> • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers have embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to resource school practices that enable teachers to engage with the APC&I to lead improvement in the area of Numeracy K-6.</p>
<p>COVID ILSP</p> <p>\$18,880.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] <p>The allocation of this funding has resulted in the following impact: Focus areas for this group centred around bolstering understanding of number and place value, as well as additive strategies. An analysis of school-based assessment data indicates that allocated resources have resulted in gains in the above areas for this group. All students moved at least one progression level with reference to additive strategies within the numeracy progressions. 77.78% of students moved two progression steps or more in relation to developing additive strategies. Importantly, 22.22% of the students identified for the program at the start of the year, transitioned out of the program as they no longer required small-group intervention. Term 4 Numeracy Check-In data indicated that 55% of the group scored more than half the items correct with a range of 52.6% to 75% items correct. The remaining 38% scored between 36.1% and 38.9% correct.</p> <p>After evaluation, the next steps to support our students will be: Several students within the Year 3/4 Numeracy will require ongoing support in 2023, particularly those noted achieving a low percentage of items correct in the Term 4 Numeracy Check-In. This will be facilitated through continued implementation of the COVID ILSP small group tuition plan. Learning and Support staff to follow whole school assessment and monitoring schedule.</p> <p>Focus area for 2023 on Number and Algebra skills in small group sessions, in addition to spending approximately 0.25% of the session time on maths</p>

<p>COVID ILSP</p> <p>\$18,880.00</p>	<p>content aligned to the weekly classroom scope and sequence. Continued use of Numeracy progressions to facilitate goal setting. COVID ILSP teacher to document progression gains on PLAN 2 (bi-weekly) and progress summaries (end of term). COVID ILSP teacher to liaise regularly with LST coordinator and classroom teachers. Topics will include formative assessment, engagement and using Numeracy progressions in goal setting. Continue with time built into school practices for the COVID ILSP teacher to liaise with LST coordinator and with classroom teachers.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	145	131	122	110
Girls	146	119	107	96

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	95.9	95.5	92.5
1	93.5	94.5	96.3	90.8
2	95.8	93.1	95.5	91.1
3	94.6	94.9	96.3	90.3
4	95.7	93.2	94.7	94.1
5	95.4	95.9	94.3	90.4
6	95.5	94.8	94.6	88.7
All Years	95.2	94.6	95.3	90.9
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)	7.18
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	2.42

*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	42,824
Revenue	2,769,670
Appropriation	2,417,348
Sale of Goods and Services	37,598
Grants and contributions	312,375
Investment income	1,850
Other revenue	500
Expenses	-2,781,711
Employee related	-2,307,610
Operating expenses	-474,101
Surplus / deficit for the year	-12,041
Closing Balance	30,783

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	46,547
Equity Total	145,939
Equity - Aboriginal	1,074
Equity - Socio-economic	3,080
Equity - Language	66,107
Equity - Disability	75,678
Base Total	1,878,382
Base - Per Capita	57,864
Base - Location	0
Base - Other	1,820,518
Other Total	274,386
Grand Total	2,345,253

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 survey results included:

- 7.9 out of 10 feel welcome when I visit the school.
- 6.9 out of 10 state that reports on my child's progress are written in terms I understand however, only 5.8 report being well informed about their child's progress in school subjects..
- 77% of parents report that they attend meetings two or more times a year and 7.1 out of 10 report that teachers show an interest in my child's learning.

Student survey results included:

- 70% of students report having a positive sense of belonging.
- 92% of students felt that they had positive behaviour at school and 85% tried hard to succeed in their learning.
- 58% of students in the school placed themselves in the desirable quadrant of having high skills and being presented with high challenge activities.
- 7.3 out of 10 students find classroom instruction relevant to their everyday lives.
- 7.3 out of 10 students felt that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 8.0 out of 10 students felt that teachers are responsive to their needs and encourage independence with a democratic approach.

Teacher survey results included:

- 7.5 out of 10 teachers report that school leaders have helped me establish challenging and visible learning goals for students and provided guidance for monitoring student progress.
- 9.1 out of 10 teachers state that they set high expectations for student learning.
- 8.9 out of 10 felt their assessments helped understand where students have difficulty.
- 8.6 out of 10 teachers believe students receive feedback on their work that brings them closer to achieving goals

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.