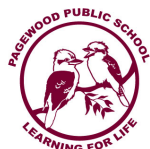
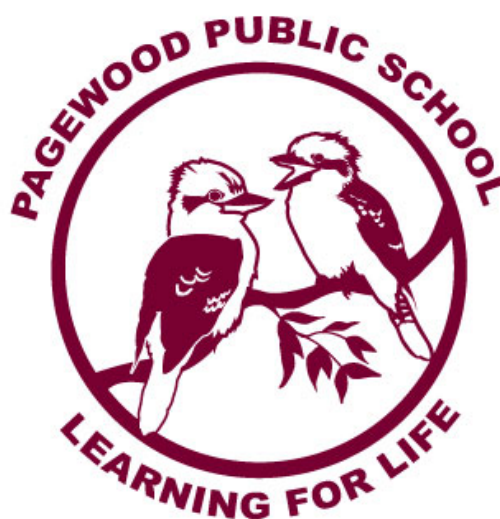


2023 Annual Report

Pagewood Public School



3905

Introduction

The Annual Report for 2023 is provided to the community of Pagewood Public School as an account of the school's operations and achievements throughout the year.

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

School contact details

Pagewood Public School

Page St

Botany, 2019

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

pagewood-p.school@det.nsw.edu.au

9316 9313

School vision

Pagewood Public School's vision is to work in active partnership with its community to offer a quality learning environment, a positive sense of belonging, and engagement with school life. The goal of lifelong learning to become productive, confident, responsible and successful members of Australian Society is held for each and every student. Developing the whole child and promoting critical and creative thinking skills for all students is a shared commitment.

The school prepares students to embrace a challenging learning environment and take personal responsibility to strive for excellence in all they do and 'Learning for Life'. The school community values the wellbeing of its students, staff and parents and carers to ensure optimum learning outcomes. Shared goals for the school include *Student attainment and growth in reading and numeracy; Leading learning and Wellbeing for learning*.

School context

Pagewood Public School was established in 1950. Its surrounds include a mix of industry, commercial complexes, low and high density housing and golf courses. Student enrolments at the school are declining as we are not able to accept out of area enrolments, with 300 students enrolled at the beginning of 2023. Student enrolment numbers decreased to 281 at the end of the year with a significant number of families moving out of the area. There are nine students who identify as Aboriginal and/or Torres Strait Islander and an increasing number of students for whom English is an additional language or dialect.

There is a strong sense of community and family friendly atmosphere with acceptance of and respect for difference an important aspect. The school has an extensive playing field, shaded outdoor learning areas and timber adventure playground. Opportunities are provided for students to participate and extend their learning experiences in academic, social, sporting, musical and cultural activities in a safe and accepting environment with supportive, highly skilled educators and non-teaching staff.

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	2023 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	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to ensure all students grow in their learning in reading and numeracy through evidence-based, differentiated teaching. Our teachers will review and evaluate their impact through both school based and external data analysis.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Per capita

Low level adjustment for disability

English language proficiency

Integration funding support

AP Curriculum & Instruction

Professional learning

QTSS release

Summary of progress

All teachers analyse and interpret data, and collaboratively use this to inform planning and modify teaching practice. The introduction of new syllabus documents has seen our school self evaluate at delivering in 2023 for data skills and effective classroom practice and explicit teaching as we learn how to use and plan with these documents. Much work was completed by K-2 teachers and will be K-6 in 2024. We anticipate the 2024 self assessment will reflect growth in these areas.

The goal of ensuring all students grow in their learning through evidence-based differentiated teaching strategies continued in 2023. Teacher professional learning in identifying, teaching and assessing High Potential and Gifted students saw teachers more confident with differentiation practices. Individual and small group support in reading and numeracy through the COVID ILSP and learning support programs as well as support for English language proficiency were important as they identified and addressed individual student needs. Check in assessment data was utilised and the timely receipt of the assessment data by the school was positive as it allowed immediate planning for future directions for individual students as well as cohorts. In 2023 NAPLAN proficiency standards were introduced, rather than bands, the 'top two' standards are Excelling and Strong.

The resources allocated to this Strategic Direction included Assistant Principal - Curriculum and Instruction, professional learning for staff, release for teachers to plan together, Learning and Support, and English as an Additional Language or Dialect support, in small groups or in the classroom and integration funding use of School Learning Support Officers with specific students in reading and numeracy support.

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
Check-in Assessment: Numeracy <ul style="list-style-type: none">• An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data.• An increase in the average check numeracy score for Years 5 and 6 from 2022 to 2023.	<p>In 2023 Year 5 Term 4 data indicated 70.9% of numeracy questions answered correctly compared to Year 3 Term 4 data 2021 of 70.9%. There has not been an increase, the percentage has remained the same. This student population has decreased from 51 students in 2021 to 40 in 2023 which could also have impacted the results.</p> <p>The average Year 5 Numeracy score was 361.8 in 2022 and 383.3 in 2023, an increase of 21.5.</p>

<p>Check-in Assessment: Numeracy</p> <ul style="list-style-type: none"> • An increase in the percentage of questions answered correctly in Year 5 Check-in Assessment, compared to 2021, Year 3 cohort data. • An increase in the average check numeracy score for Years 5 and 6 from 2022 to 2023. 	<p>The average Year 6 Numeracy score was 395.2 in 2022 and 413 in 2023, an increase of 17.8.</p>
<p>Check In Assessment: Reading</p> <ul style="list-style-type: none"> • An increase in the percentage of questions answered correctly by Year 5 students compared to the Year 4 2022 data. • An increase in the average check reading score for Years 5 and 6 from 2022 to 2023. 	<p>In 2023 Year 5 Term 4 data indicated 61.1% of reading questions answered correctly compared to Year 3 Term 4 data 2021 of 66.7%. There has been a decrease in the percentage of questions answered correctly. This student population has decreased from 51 students in 2021 to 40 in 2023 which could also have impacted the results.</p> <p>The average Year 5 Reading score was 367.2 in 2022 and 393.9 in 2023, an increase of 26.7 .</p> <p>The average Year 6 Reading score was 398.8 in 2022 and 414.0 in 2023, an increase of 15.2.</p>
<p>To increase the percentage of Aboriginal students in top 3 bands - Reading to 100%</p>	<p>In 2023 NAPLAN proficiency standards were introduced, rather than bands. Aboriginal students who achieved either the standards of Excelling or Strong in reading was 75%.</p>
<p>To increase the percentage of Aboriginal students in top 3 bands - Numeracy to 100%</p>	<p>In 2023 NAPLAN proficiency standards were introduced, rather than bands. Aboriginal students who achieved either the standards of Excelling or Strong in numeracy was 100%.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <p>Curriculum - Towards Sustaining and Growing</p> <p>Focus Theme: Curriculum provision (S&G)</p> <p>Focus Theme: Differentiation (S&G)</p> <p>Teaching:</p> <p>Data skills and use - Towards Excelling</p> <p>Focus Theme: Data analysis (S&G)</p> <p>Focus Theme: Data use in teaching (E)</p> <p>Effective Classroom Practice - Towards Excelling</p> <p>Focus Theme: Lesson planning (E)</p> <p>Focus Theme: Explicit teaching (E)</p>	<p>The school achieved the following through school self assessment:</p> <p>Learning:</p> <p>Curriculum - Sustaining and Growing</p> <p>Focus Theme: Curriculum provision (D)</p> <p>Focus Theme: Differentiation (S&G)</p> <p>Teaching:</p> <p>Data skills and use - Delivering</p> <p>Focus Theme: Data analysis (D)</p> <p>Focus Theme: Data use in teaching (D)</p> <p>Effective Classroom Practice - Delivering</p> <p>Focus Theme: Lesson planning (D)</p> <p>Focus Theme: Explicit teaching (D)</p>

Strategic Direction 2: Leading Learning

Purpose

Our purpose is to develop leadership for learning in both our students and staff. Students are empowered by leadership opportunities in leading learning and organisational aspects of Pagewood Public School. Staff leadership of learning will focus on Educational Leadership to address the need for high quality teaching and learning experiences for all students.

Initiatives

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

- Staff leadership capacity building
- Student leadership capacity building

Resources allocated to this strategic direction

Professional learning

QTSS release

Aboriginal background

Summary of progress

Staff leadership capacity was built through professional learning opportunities and Quality Teaching Successful Students leadership. These opportunities included professional learning targeted at Aboriginal Education through the Term 2 School Development Day and creating a 'Deadly Kids' Club which saw three staff engage with external providers and the NSWDoE Aboriginal Education team for support and advice. Other professional learning opportunities were led by experienced teachers and executive with new curriculum implementation, assessment and reporting, NAPLAN data and school based data. Additionally, High Potential and Gifted Education Education including the differentiation Adjustment Tool was implemented.

Ongoing leadership building opportunities for students in 2023 included:

- Involvement in Student Representative Council meetings for students in Years K-6
- Sporting House and Vice House captains
- Kindergarten buddy programs for Year 4 and 5 students
- Delivering of school assemblies by school Prefects
- Leadership of Open Day hosting new families and guiding tours

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
Improvement as measured by the School Excellence Framework Leading: <i>Educational Leadership</i> Instructional Leadership - Sustaining and Growing Performance management and development - Sustaining and Growing <i>School Planning, Implementation and Reporting</i> Continuous Improvement - Sustaining	Classroom teachers were identified for a particular skill set or area of expertise, and given opportunities to lead colleagues in meaningful professional learning experiences in areas of Literacy, Numeracy, High Performance Gifted Education and new syllabus implementation. Implementation of the new English and mathematics syllabus in K-2 was highly successful, with teachers meeting for a full day each term of professional learning with the Assistant Principal - Curriculum and Instruction and stage teachers for explicit learning and time to share best practice. This was in addition to fortnightly stage team meetings. The school achieved the following through school self assessment: <i>Educational Leadership</i> Instructional Leadership - Sustaining and Growing Performance management and development - Excelling

<p>and Growing</p>	<p><i>School Planning, Implementation and Reporting</i></p> <p>Continuous Improvement - Delivering. This is due to the implementation of the new curriculum , with teachers learning to use a new syllabus. We anticipate Sustaining and Growing to be achievable by 2025 with more familiarity of the new syllabus K-6.</p>
<p>Improvement as measured by Tell Them From Me student data:</p> <p>Advocacy at school - School mean of 8.5 or above (increase of 0.3)</p> <p>Positive teacher - student relations - School mean of 8.7 or above (increase of 0.2)</p>	<p>Using Tell Them From Me survey data, we can report that in the 2023 Semester 2 snapshot:</p> <ul style="list-style-type: none"> • 'Advocacy at school' school mean was 8.0, which was a 0.1 increase from 7.9 in 2022, but still requires improvement to meet a mean of 8.4. • 'Positive teacher-student relations' was 8.3, which was a 0.4 increase from 7.9 in 2022, but still requires improvement to achieve the target of 8.7.

Purpose

Our purpose is to work with our school community to address the importance of the need for consistent attendance, student wellbeing and student engagement for optimum learning outcomes.

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.

- Home and school partnerships
- Student engagement and wellbeing

Resources allocated to this strategic direction

Socio-economic background

QTSS release

Integration funding support

Summary of progress

In achieving the goal of improved attendance and a sense of belonging for students, the school has used school based attendance data has seen an increase in students attending more than 90% of the time. Individual attendance plans developed in collaboration with the students and parent/carer had a positive impact on attendance. Parent communication promoting the importance of school attendance in the school newsletter each term was helpful.

A number of parent workshops relating to student learning, for example how to help their children with mathematics, were well attended and informative for parents and carers. End of Term 1 three way interviews with students, teachers and parents/ carers were very successful in students talking about their learning and social development as well as setting goals for the rest of the year.

Tell Them From Me student data 'Sense of belonging' and a student, parent and staff voice through conducted surveys regarding student homework habits provided information that will be considered in 2024 for next steps with homework expectations of the school and parents. Evidence of programs that continue to build emotional and social well being in students will need to be considered in addition to the implementation of the school wide positive behaviour management system that was developed. School wide understanding of the positive behaviour for staff will be reviewed.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Attendance • To increase the number of students attending 90% of the time or more to 95% 	<p>The student school attendance rate across 2023 was 91.8%.</p> <p>The percentage of students with attendance above 90% of the time was 71.8% which was an increase from 57.6% in 2022.</p> <p>Students were also flagged of 'attendance concern' in the online roll marking system when their attendance fell below 85%.</p>
<p>Improvement as measured by Tell Them From Me student data:</p> <p>To increase the percentage of students with a sense of belonging to 80% (from boys 67% and girls 68%)</p>	<p>Semester 2 2023 Tell Them From Me data shows that the school mean for 'Sense of Belonging' is 66% with girls at 58% and boys at 75%. In 2024 we will need to address the gender discrepancy as well as the overall sense of belonging. We know from additional surveys that the lack of participation in inter school sport in Term 2 and 3 due to bus unavailability saw many primary students disappointed. Hopefully in 2024 we will be able to access a bus service to attend inter school sport in all four terms.</p>
<p>Collection of student, staff and parent data to review homework in the school</p>	<p>Parent surveys indicated that in regards to their child's view of homework: 29% - not at all positive, 57% - positive, 14% - very positive. There was a</p>

in regards to the 'sense of belonging' to improve student learning.

range of comments, however, feedback mainly focused on positives about the new spelling format, challenges with motivating their children to complete homework, after school activities and their impact on time to complete homework, the need for more school and home partnerships regarding homework and how homework is collected and marked once returned to school. This will be a focus in 2024 for the school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$135,020.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pagewood 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"> • Reading • Numeracy • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students who received Integration Funding Support were supported with individual health needs both physical and mental wellbeing resulting in them successfully accessing the school curriculum. Some students were also supported in the classroom in reading to allow them to work towards grade level appropriate outcomes.</p> <p>After evaluation, the next steps to support our students will be: To ensure best use of Integration Support Funds by grouping some students in the same class in 2024 to enable effective use of time to support these students.</p>
<p>Socio-economic background</p> <p>\$10,788.55</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pagewood 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"> • Home and school partnerships <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 class program implementation <p>The allocation of this funding has resulted in the following impact: Employment of a part time teacher for Learning and Support in numeracy for primary classes, with a focus on Stage 2 this year. Small group tuition provided on a twice weekly basis. Parent and carer workshops were provided about the new curriculum and helping at home with developing mathematics skills.</p> <p>After evaluation, the next steps to support our students will be: Continued Learning and Support teacher support for small groups of identified students in numeracy. Continued provision of new curriculum workshops for parents and carers for Years 3-6 in 2024.</p>
<p>Aboriginal background</p> <p>\$5,668.76</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pagewood 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"> • Staff leadership capacity building • Student leadership capacity building

<p>Aboriginal background</p> <p>\$5,668.76</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • Initial whole day professional learning within the local area and school based learning regarding Aboriginal Education <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have a Personalised Learning Plan (PLP) in consultation with the student and their family to address learning and wellbeing needs. Consultation with the Aboriginal Community Liaison Officer and Learning and Wellbeing team has resulted in a new written and visual format for the PLPs being developed for 2024. Consultation with the Aboriginal Community Liaison Officer and Learning and Wellbeing team has resulted in an updated, more inclusive school song. The creation of the 'Deadly Kids' Club has been successful with our Aboriginal students participating in art sessions and attending regular meetings together.</p> <p>After evaluation, the next steps to support our students will be: To work with our Aboriginal Community Liaison Officer and Learning and Wellbeing team regarding outside of school opportunities for our students such as the Aboriginal dance day and art sessions. Continue to grow the 'Deadly Kids' club and provide opportunities for our senior students to be leaders of the group.</p>
<p>English language proficiency</p> <p>\$71,530.66</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pagewood 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phases • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: EAL/D students receiving support in class as well as withdrawal for small group learning. Students in the all years have felt supported in their learning.</p> <p>After evaluation, the next steps to support our students will be: Review how EAL/D professional learning for the wider staff could be incorporated in to our school initiatives in the future as the school allocation for specialist staff has again decreased in 2024.</p>
<p>Low level adjustment for disability</p> <p>\$92,627.94</p>	<p>Low level adjustment for disability equity loading provides support for students at Pagewood 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"> • Reading • Numeracy <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>Low level adjustment for disability</p> <p>\$92,627.94</p>	<ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: The school engaged a learning and support teacher three days per week to work with individual students and small groups in reading. An additional eight hours per week for a learning support teacher for small group support with numeracy resulted in continued growth of student achievement and confidence in learning.</p> <p>After evaluation, the next steps to support our students will be: Continued and increased level of employment of specialist staff to collaborate with classroom teachers to build capability in meeting the literacy and numeracy needs of identified students.</p>
<p>Professional learning</p> <p>\$20,706.61</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 Pagewood 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"> • Numeracy • Staff leadership capacity building <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher relief for staff engaging in professional learning <p>The allocation of this funding has resulted in the following impact: Teaching staff, including the Assistant Principal - Curriculum and Instruction and Teacher-Librarian have been provided with the opportunity to mentor with and deliver quality professional learning in the new K-2 curriculum. This has resulted in increased understanding and successful implementation of the new K-2 curriculum and assessment and reporting requirements.</p> <p>After evaluation, the next steps to support our students will be: To implement the 3-6 English and mathematics syllabus, in addition to building on the K-2, successfully in 2024 with the support of continuing professional learning for staff utilising their strengths as the basis for leading professional learning for other teachers.</p>
<p>QTSS release</p> <p>\$61,551.36</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pagewood 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"> • Numeracy • Staff leadership capacity building • Student engagement and wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: QTSS time was consistently utilised in Terms 1-3 in 2023, with two teachers sharing the role of working with curriculum implementation and provision of</p>

<p>QTSS release</p> <p>\$61,551.36</p>	<p>resources for the new curriculum for example decodable readers and quality literature resource sourcing and purchasing.,</p> <p>After evaluation, the next steps to support our students will be: In 2024 QTSS will be utilised in combination with the Assistant Principal Curriculum and Instruction role as well to lead the implementation of the new 3-6 syllabus documents with teachers to allow students to successfully access the new syllabus.</p>
<p>COVID ILSP</p> <p>\$19,156.22</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 2023.</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The COVID ILS program has allowed small groups of students across all grades to have intensive input in the area of literacy, specifically reading. In 2023 we were able to employ a teacher to deliver small group tuition in literacy three days per week for Term 1 and 2 only with our allocation. These students showed growth through the MiniLit program and increased engagement in reading.</p> <p>After evaluation, the next steps to support our students will be: The program will not continue to be funded in 2024 and therefore there will be no allocation of COVID ILSP.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	171	166	147	145
Girls	163	164	160	147

Student attendance profile

School				
Year	2020	2021	2022	2023
K	95.5	95.9	91.8	91.3
1	94.9	95.8	91.7	93.4
2	96.8	95.1	90.0	95.7
3	95.7	95.2	89.7	94.3
4	95.5	96.1	90.0	91.6
5	95.0	94.1	91.2	91.3
6	96.9	91.5	87.5	91.8
All Years	95.7	94.8	90.2	92.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other 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.

While there were no lockdowns or learning from home periods in Semester 1 2023, there was still a high prevalence of sick attendance codes as students were encouraged to stay home if they were even slightly unwell. Advice for families were still in place, recommending students and staff to stay home when sick and only returning to school when they were symptom free. (See <https://education.nsw.gov.au/schooling/covid-19/advice-for-families> for advice).

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)	3.6
Classroom Teacher(s)	10.52
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

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 2023, 2.5% 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	2023 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	3.60%
Teachers	3.00%	3.40%

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 2023 to 31 December 2023. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2023 Actual (\$)
Opening Balance	242,824.40
Revenue	3,207,024.04
Appropriation	3,050,885.88
Grants and contributions	145,374.85
Investment income	10,763.31
Expenses	-3,186,400.27
Employee related	-2,846,617.13
Operating expenses	-339,783.14
Surplus / deficit for the year	20,623.77
Closing Balance	263,448.17

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.

	2023 SBAR Adjustments (\$)
Targeted Total	130,544
Equity Total	180,616
Equity - Aboriginal	5,669
Equity - Socio-economic	10,789
Equity - Language	71,531
Equity - Disability	92,628
Base Total	2,337,465
Base - Per Capita	79,900
Base - Location	0
Base - Other	2,257,565
Other Total	246,942
Grand Total	2,895,566

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

The National Assessment Program - Literacy and Numeracy (NAPLAN) is an annual assessment for students in Years 3, 5, 7 and 9.

From 2023, student achievement in NAPLAN is reported against 4 levels of proficiency (<https://www.nap.edu.au/naplan/results-and-reports/proficiency-level-descriptions>). These measure student progress against challenging yet reasonable expectations based on the Australian curriculum. They replace the previous numerical NAPLAN bands and national minimum standards.

In addition to the shift to proficiency standards, the NAPLAN testing window moved up from May to March and the scale was reset. As such, NAPLAN scaled scores from 2023 and onwards cannot be compared to NAPLAN results prior to 2023.

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 2023 the school collected data through the Tell Them From Me surveys for students. This survey provided data about a range of school practices and procedures as well as school life. Below is a snapshot of the Semester 2 TTFM student results:

- % of students participating in extracurricular activities was School 64% compared to NSW Government norm of 55%
- students with positive relationships was School 83% compared to NSW Government norm of 85%
- Students with positive behaviour at school was School 85% compared to School norm of 83%
- 71% of students agree or strongly agree they feel proud of their school.

Student comments about how to make our school even better included:

- playground monkey bars for all students, not just K-2
- a running track
- increased opportunities for gardening.

Staff curriculum implementation surveys saw the following comments regarding the support needed at the beginning of the year:

- time to work through the English and mathematics micro-modules
- further professional learning about the new English and mathematics syllabus
- time to engage with and contextualise resources for example scope and sequences, example units of work
- having time to collaborate and create resources and materials in a hands on way.

Parent and carer survey results include:

- 94% indicated that Pagewood Public School has a friendly environment
- 88% indicated the school welcomes parent involvement and encourages parents to contact the school to discuss concerns relating to their child
- 75% indicated the school maintains a focus on literacy and numeracy, with 19% neither agreeing or disagreeing
- 78% indicated the school offers a wide range of extra curricular programs, with 16 % neither agreeing or disagreeing
- 80% indicated the school has teachers who set high standards of achievement and expect students to do their best, with 15% neither agreeing or disagreeing.

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.