

2023 Annual Report

St Marys North Public School



4205

Introduction

The Annual Report for 2023 is provided to the community of St Marys North 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

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School vision

St Marys North Public School is a community with **expectations of achievement and success**. We believe students learn in a happy, safe, supported and **inclusive environment** where **active engagement** and cooperative **learning are valued**. We work together as a whole school community to develop a **strong sense of pride and belonging**. We are committed to ensuring **every student is known, valued and cared for** in our school.

School context

St Marys North Public School is situated on Darug land and works in partnership with its supportive low socio economic community. The school provides a comprehensive quality education and genuine care for our students and the wider school community. We hold high expectations of achievement and success.

Parents, staff and students work together in partnership to achieve a cohesive, focused, optimal learning environment that provides enhanced educational opportunities for all students. Participation in sport, dance, music, student leadership and environmental education is actively encouraged and embraced.

The involvement of our highly motivated Aboriginal community is supported by our Aboriginal Education Officer. Over 30% of our school identifies as Aboriginal. All students participate in a cultural program taught by the school's Aboriginal Education Officer.

With over 28% of the school population from language backgrounds other than English, the school maintains an inclusive, multicultural learning and working environment.

The school environment is friendly, calm, warm and welcoming. We have Positive Behaviour for Learning, focusing on responsible, respectful, safe learners. We expect high standards of behaviour, application and integrity of each child and feature many wellbeing programs to ensure that St Marys North is a safe and respectful place of learning.

In developing the **Situational Analysis**, prior to the writing of the school plan and after community consultation, including parents of Aboriginal students, data indicated the following areas as **high-level areas for improvement and further development**:

- 1. Reading, Comprehension and Numeracy**
- 2. Collaboration, Evaluative Practices and Data Informed Teaching**
- 3. Attendance and Student Wellbeing**

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 and participated in an external validation. 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. Every four years, our school undergoes an external validation process.

During the external validation process, an independent panel consisting of a Principal, School Leadership and a peer principal considered our evidence and assessment of our school's progress against the School Excellence Framework.

Our self-assessment and the external validation 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/school-excellence>

Self-assessment using the School Excellence Framework

Elements	2023 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Reading and Numeracy by ensuring the implementation of curriculum provision for every student is underpinned by effective classroom practices.

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 Reading and Numeracy Instruction
- Effective Classroom Practice
- Explicit Reading and Numeracy Instruction to support Aboriginal Students

Resources allocated to this strategic direction

Low level adjustment for disability

English language proficiency

Integration funding support

AP Curriculum & Instruction

Socio-economic background

New Arrivals Program

QTSS release

Professional learning

Beginning teacher support

Summary of progress

Explicit Reading and Numeracy Instruction

Mathematics micro-learning has successfully continued with all staff. As new 3-6 micro-learning becomes available, PL will be a mix of stage meetings and self-led with a professional learning review sheets to be completed. Multiplicative thinking professional learning will be self-led early 2024 as this PL was not available until late in 2023. An assessment schedule linked to Interview for Student Reasoning (IfSR) was developed. IfSR was used each term to assess students' knowledge and data was then reviewed at class and grade level to support explicit teaching and learning on identified areas of need. Areas of focus were created and were assessed at the end of each term.

Staff continue to use Number Talks that are embedded in the new Mathematics syllabus sample units. A small team of K-2 teachers participated in professional learning - Curriculum Implementation of Learning Intention and Success Criteria (LISC). This team of teachers developed strong LISCs for mathematics and shared this learning and LISCs with their K-2 colleagues. There will be a continued focus on LISC 2024 with sharing across K-6 and expectation that strong LISCs will be evident in all mathematics lessons.

A focus on Guided Reading instruction will occur in 2024, with staff reviewing current practices and developing consistency across K-6.

Effective Classroom Practice

Ongoing maintenance of professional learning in the area of providing effective feedback to students, needs to be more consistent across the school and across Key Learning Areas. Opportunities for feedback within the In-Class Intervention Model has provided invaluable opportunities for teachers and students to collaboratively reflect on effective feedback, ensuring all students have a clear understanding of how to improve. This understanding can then be linked to the development of student's learning goals across all key learning areas. Further development of student's ability to communicate their goals and subsequent attainment will need to be an ongoing focus. Teachers continue to give written feedback which is explicit and structured to the marking criteria accompanied by feedback strips and stamps to promote self-reflection. All staff have engaged in professional learning and share a common understanding of delivering effective and timely feedback. Continuing discussions around providing feedback is promoted during stage meetings and allows for consistency and strengthened responses by teachers.

In 2024, all teachers will be committed to identifying, understanding and implementing explicit instruction teaching methods to improve practice and student outcomes.

Explicit Reading and Numeracy Instruction to support Aboriginal Students

All students are provided with explicit reading and numeracy instruction with intervention to support the progress towards individual learning goals. Students with identified needs are provided with Tier 2 or 3 support programs to support reading development. Numeracy instruction was planned but was not always delivered consistently due to staffing shortages and required class cover. Instruction in this area was then absorbed by the classroom teacher.

In 2024, Aboriginal and Torres Strait Islander students will continue to be monitored for achievement and progress in the areas of reading and numeracy. Explicit instruction will be delivered by both the classroom teacher and intervention teachers delivering support programs for students identified as performing below stage expectation.

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
An increase in Check-in Assessment mean scaled score for reading in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 3 reading has decreased by 4.1%. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 5 reading has decreased by 1.2%.
An increase in Check-in Assessment mean scaled score for numeracy in Year 3 and 5 for 2023 compared with Year 3 and 5 in 2022.	The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 3 numeracy has increased by 1.1%. The Check-in Assessment mean scale score indicates the percentage of students achieving growth in Year 5 numeracy has increased by 6.5%.
A range of evidence supports our self assessment as moving towards excelling in the themes of " Explicit Teaching " and " Feedback " (Effective Classroom Practice) as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Explicit Teaching and at delivering in the theme of Feedback in the element of effective classroom practice.

Strategic Direction 2: Highly Effective Practices

Purpose

To establish a culture of reflective and evaluative practices, based on current research, driven by collaborative analysis of quality, valid and reliable data. To develop effective systems and processes that are responsive to identified needs. To focus on distributed instructional leadership to provide pathways for everyday leaders to develop leadership attributes that sustains a culture of change and best practice.

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.

- Evaluative Practice
- Leadership

Resources allocated to this strategic direction

Professional learning
Socio-economic background

Summary of progress

Evaluative Practice

All staff engaged in regular professional development in whole staff, stage teams and individual PL as necessary (linked to school priorities and PDP goals). Ongoing conversations, class observations, team teaching and mentoring of early career teachers provided strong learning opportunities for staff to develop their capacity in their professional practice. Grade based Team Time occurred fortnightly with a focus on data informed practice and collaborative planning. A focus on new syllabus documents ensured staff were confident in planning assessment tasks. Building on the 'What Works Best' documents, staff focused on the high impact strategy of using Learning Intentions and Success Criteria (LISC) in all lessons. Reviews ensured that teachers provide explicit, specific and timely formative feedback related to co-constructed LISC. Creating a 'Window of Certainty' or 'Norms' for staff across the school for meetings will need to be further developed to ensure consistency of expectations for all staff across the school. In 2024, there will be a strong commitment to improving teacher practice by engaging in Explicit Direct Instruction professional learning.

Participation in parent feedback using the Tell Them From Me (TTFM) survey is low. Seeking alternative avenues for receiving feedback from community will be explored. Staff PL on using data from TTFM will be a future focus.

Leadership

Student voice opportunities continued to be strengthened. Opportunities for students, such as BroSpeak, SistaSpeak and Junior AECG, allowed for authentic engagement in building leadership and cultural identity.

100% of executive staff engaged in high impact leadership PL. Opportunities for aspiring leaders to lead focus areas linked to school priorities will continue to be provided.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The percentage of teaching and learning programs and practices that have identifiable whole school professional learning focuses embedded in daily practice is moving towards the school identified target of 100%.	Analysis of teaching and learning programs shows 100% have identifiable whole school professional learning focuses embedded in daily practice demonstrating achievement of the school identified target.
The percentage of teaching and	Analysis of teaching and learning programs shows 85% are written, implemented, evaluated, adjusted and uploaded digitally demonstrating progress toward the school identified target.

<p>learning programs that are written, implemented, evaluated, adjusted and uploaded digitally is moving towards the school identified target of 100%.</p>	
<p>A range of evidence supports our self-assessment to be moving towards excelling in the themes of "Data Literacy" and "Data Use in Teaching" (Data Skills and Use) as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Data Literacy and at sustaining and growing in the theme of Data Use in Teaching in the element of Data Skills and Use.</p>
<p>A range of evidence supports our self-assessment as moving towards excelling in the theme of "Collaborative Practice and Feedback" (Learning and Development) as measured by the School Excellence Framework.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Collaborative Practice and Feedback in the element of Learning and Development.</p>

Purpose

To ensure a strategic and planned approach to develop whole-school wellbeing processes that supports all students, so they can connect, succeed, thrive and learn. To work in partnership with families to promote high levels of consistent attendance. To strengthen productive networks for key stakeholders that enhance opportunities and collaboration.

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.

- Connect, Succeed and Thrive
- Connected School Community
- Attendance

Resources allocated to this strategic direction

Socio-economic background

Professional learning

Low level adjustment for disability

Aboriginal background

Summary of progress

Connect, Succeed and Thrive

Executive staff completed Berry St PL - Trauma Informed Practice, and in 2024, all staff will engage with Modules 1-2 of the Berry St Model, with the remainder of this training in 2025. A number of staff and executive completed the PAX - Good Behaviour Game training, as an additional suite of resources in Trauma Informed Practices with implementation in 4 classrooms. Life Skills Go was trialled in 2023 with Stage 2. This allowed staff to see which students were 'ready and engaged in learning' and highlighted those students who were dysregulated and required additional support. This will be rolled out K-6 in 2024. Teaching staff completed PL on LST processes and Tier 3 behaviour support. A review of NCCD processes and the collection of evidence was conducted. LST and executive completed PL - Understanding Behaviour Support Planning and Introduction to Functional Behaviour Assessment. In 2024, the refinement of IEP process will be a focus.

Transition activities for Year 6 included engagement with HeadSpace - all Year 6 students participated in a session focused on resilience and coping with change, as they move into high school.

Connected School Community

The Community Liaison Officer and Pasifika Community Liaison Officer worked collectively to facilitate community outreach. Strengthening connections with external agencies remained a focus. Support to families continues to provide weekly food hampers to those in need. The school was successful in applying to have a Flexi-Hub space created on school grounds. The Flexi-Hub is a dedicated space to enhance student wellbeing, engagement and learning. It provides 'wrap-around' learning and wellbeing supports, connecting students to best practice, evidence-based supports and other community and interagency services. The Flexi-Hub model allows the school to prioritise the needs relevant to their local context. School based Flexi-Hubs aim to reduce barriers to services for families and increase the integration of services with each other and with the education environment. SMNPS's Muru Community Hub will be completed and opened in 2024.

Attendance

Attendance procedures were reviewed and refined to ensure we have prompt and proactive actions taken by staff members at different levels of school organisation. Ongoing promotion of consistent school attendance to the community was prioritised. A new administration platform will be introduced in 2024 that will allow parents to view their child's attendance patterns and respond to absences in a timely manner. Increasing the number of students attending school >90% of the time continues to be a challenge.

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 in the percentage of students identifying as having a positive sense of wellbeing to be at or above the system-negotiated lower bound target of 93.1%	Positive wellbeing outcomes have increased by 4% to 94% in 2023 indicating the school has achieved the system negotiated target.
Increase the percentage of students attending school more than 90% of the time to be at above the system-negotiated lower bound target of 69.4%.	The number of students attending greater than 90% of the time or more has decreased from 53% in 2022 to 48.5% in 2023.
A range of evidence supports our self-assessment as moving towards excelling in the themes of ' Community Engagement ' (Educational Leadership) and ' Expertise and Innovation ' (Learning and Development) as measured by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school currently performing at excelling in the theme of ' Community Engagement ' (Educational Leadership) and at sustaining and growing in the theme of ' Expertise and Innovation ' (Learning and Development).

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$12,958.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at St Marys North 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"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - programs delivered by additional staff designed to meet need based on quality teaching practices and point of need. - small group and in-class support provided to targeted students based on level of need <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to offer supportive and welcoming processes at enrolment for families - continue to embed quality practices to ensure successful outcomes
<p>Integration funding support</p> <p>\$170,998.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Marys North 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"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff, 4 x SLSO's, to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • behaviour modification programs for supported students delivered by SLSO's and LST • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Student Learning Support Officers (SLSO's) supported students identified with specific learning, behaviour and emotional needs in the classroom and playground. Students supported by SLSO's demonstrated a decrease in the number of significant incidents, both in the classroom and playground. - as demonstrated by teacher assessment data, students demonstrated progress towards their personalised learning goals. All IEP's were regularly updated and responsive to student learning needs, ensuring targeted students received personalised learning support within their classrooms. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to ensure integration funding decision making is regularly reviewed at learning and support meetings. The use of integration funding will be adjusted throughout the year in response to student IEP reviews to ensure funding is addressing need. - SLSO's to continue to be employed and offered PL to build their capacity in supporting students with complex needs.

Socio-economic background

\$764,927.77

Socio-economic background equity loading is used to meet the additional learning needs of students at St Marys North Public School who may be experiencing educational disadvantage as a result of their socio-economic background.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Explicit Reading and Numeracy Instruction
- Effective Classroom Practice
- Leadership
- Connect, Succeed and Thrive
- Attendance

Overview of activities partially or fully funded with this equity loading include:

- additional teaching staff employed to implement tier 2 and 3 intervention programs to support identified students with additional learning needs. An in-class intervention model, supported by off class Assistant Principals was developed to support all learners.
- Deputy Principal employed to support students and school staff in delivering explicit instruction, data analysis, program support and professional learning
- professional development of staff through explicit reading and numeracy programs to support student learning
- employment of Speech Pathologist to develop phonological awareness, articulation, receptive and expressive language, and self-regulation for identified students
- initiating strategies to increase student attendance supported by DP. Whole school attendance monitoring at all levels.
- employment of Community Liaison Officer and Pasifika Community Liaison Officer to collectively facilitate community outreach and increased parental connections with the school
- providing students without economic support for educational materials, uniform, equipment and other items
- employment of Student Support Learning Officers to provide support for targeted students with the classroom and playground
- external providers engaged to support the continued delivery of the Australian Chamber Orchestra Foundations Program targeting Year 1, 2 and 3 students

The allocation of this funding has resulted in the following impact:

- Year 3 NAPLAN data showed 30% of students have exceeding or strong proficiency levels in reading
- Year 5 NAPLAN data showed 45% of students have exceeding or strong proficiency levels in reading
- Year 3 NAPLAN data showed 35% of students have exceeding or strong proficiency levels in numeracy
- Year 5 NAPLAN data showed 29% of students have exceeding or strong proficiency levels in numeracy
- formative assessment opportunities during in class intervention time have shown a greater number of students being seen to each week at point of need. IfSR data and in-class intervention data has confirmed the improvement in Areas of Focus for Number.
- attendance procedures and school practices reviewed and strengthened. Attendance data prioritised and reviewed at stage, LST and exec meetings. Attendance initiatives reviewed to ensure they remained responsive to local context and equity advancement.
- 100% of students accessed the student assistance program for wellbeing initiatives including breakfast and lunch programs, uniform, incursion and excursion subsidies
- strategic resourcing ensured that students at educational disadvantage were able to participate in extra-curricular activities

After evaluation, the next steps to support our students will be:

- to continue to engage Deputy Principal, additional teaching staff and Student Learning Support Officers to support our trajectory towards improving student outcomes in Literacy and Numeracy and growing

<p>Socio-economic background</p> <p>\$764,927.77</p>	<p>attendance rates</p> <ul style="list-style-type: none"> - continue to implement in-class intervention model with a targeted focus on differentiation for all learners. Assistant Principals to be off class to support the intervention model that reduces the withdrawal of students for intervention groups. - fortnightly Team Time with class teachers, stage AP, APC&I and DP to work collaboratively to develop data driven programs that are facilitated by evidence-based practices to improve student outcomes. A strong focus on implementation of new syllabus and explicit teaching strategies. - continue to engage CLO and PICLO to support community partnerships that strengthen our connections with external providers through the new flexihub 'Muru'. Engaging parents to work in close partnership with the school will be a continued focus. - continue supporting students to have equitable access to curriculum and learning, whole school activities including extra-curricular activities, uniforms and excursions via strategic resourcing
<p>Aboriginal background</p> <p>\$193,784.04</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Marys North 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"> • Connected School Community <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process • resourcing to increase cultural opportunities for students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 100% of Aboriginal students have Personalised Learning Pathways (PLPs), which negotiated literacy, numeracy and personal goals. PLPs monitored twice a year with opportunities for family engagement at Yarn Up BBQs - Culture Class program delivered by AEO across all classes ensuring Aboriginal perspectives are authentically embedded in all learning areas. All students highly engaged in cultural lessons as noted by lesson feedback and observations. - Junior AECG, Madang Gurung, continues to build authentic opportunities to strengthen Aboriginal student voice within the school and across the Colyton Learning Community - Stage 3 boys engaged in BroSpeak and Clontarf CDCC, SistaSpeak commenced with Stage 3 girls and new AEO, and Cultural Immersion Day at Kimberwalli was initiated to provide a platform for Aboriginal student voice and ensuring strong advocacy for Aboriginal Education. - Tell Them From Me data indicated 87% of Aboriginal students feel their culture is valued and understood by teachers and the school <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Reconciliation Action Plan (RAP) to be in place focused on the improvement priority areas for Aboriginal and Torres Strait Islander students and their families - ensuring Aboriginal Education sets up our students for success both culturally and academically - increase parent participation and collaboration with our Aboriginal families
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at</p>

<p>\$51,469.23</p>	<p>all four phases of English language learning at St Marys North 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"> • Explicit Reading and Numeracy Instruction <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • 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:</p> <ul style="list-style-type: none"> - student progress showing growth on the EAL/D learning progressions - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue support of EAL/D students within the classroom setting to increase English proficiency, engagement, and literacy and numeracy outcomes - support teachers to analyse student data, including student English language proficiency using the EAL/D learning progression and analyse writing samples - engage EAL/D teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. Professional development will be provided to staff in the form of coaching and collaborative planning.
<p>Low level adjustment for disability</p> <p>\$300,955.94</p>	<p>Low level adjustment for disability equity loading provides support for students at St Marys North 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"> • Explicit Reading and Numeracy Instruction • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging learning and support teachers to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention using the MultLit program to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • Learning and Support Assistant Principal employed to work alongside the school funded Deputy Principal to lead the Learning and Support Team and facilitate professional development <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - the school strengthened the consistent approach to student learning support and interventions with student progress monitored 5 weekly and intervention groups remaining fluid and flexible - data continued to show a decrease in the number of negative playground incidents for identified students supported by SLSOs - LST liaised with external agencies providing support for Out of Home Crae

<p>Low level adjustment for disability</p> <p>\$300,955.94</p>	<p>students and students with additional learning needs</p> <ul style="list-style-type: none"> - LST assisted class teachers to develop, implement and evaluate IEPs, BMPs and RMPs resulting in an increase for targeted students' ability to access curriculum <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to further support the impact of the learning and support team, the school will continue to provide additional support for identified students through the employment of trained SLSOs - to deliver professional learning targeted at further developing SLSO skills and knowledge in working with students with identified learning needs. Additionally, teaching staff will continue to receive strengthened professional development to ensure teaching and learning programs are differentiated for learners with additional needs - to continue to employ speech therapist to work with targeted students
<p>Professional learning</p> <p>\$29,000.27</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 St Marys North 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"> • Effective Classroom Practice • Evaluative Practice • Connect, Succeed and Thrive <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 • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators eg first aid workshops <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - executive staff have completed Berry Street PL - Trauma Informed Practice and have modified behaviour response practices when supporting students - evidence-based literacy and numeracy strategies embedded in teaching practices resulting in uplift in internal student results - all staff completed PL in LST processes and Tier 3 behaviour support. NCCD processes were reviewed, and the process of evidence collection refined. - LST and executive staff completed PL - Understanding Behaviour Support Planning and Introduction to Functional Behaviour Assessment, which led to a renewed focus on supporting individual needs and increased levels of communication with classroom teachers. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - all staff to engage in explicit direct instruction PL that will inform and drive whole school changes in explicit practice - all staff will engage in modules 1-2 of Berry Street Model PL. The school will develop a consistent approach to behaviour and wellbeing support that is consistent with trauma informed practices - all staff to continue to participate in PL that drives school priorities and individual PDP goals - provide opportunities for aspiring leaders to lead activities/projects linked to school priorities within the Strategic Improvement Plan - whole school engagement with high impact professional learning strategies (LISC)
<p>QTSS release</p> <p>\$71,257.54</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Marys North 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>

<p>QTSS release</p> <p>\$71,257.54</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <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 • additional staffing to support staff collaboration in the implementation of high-quality curriculum • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - coaching and mentoring support built teacher capacity via modelled lessons, team teaching opportunities, lesson observations and feedback - collaborative practices across all stages strengthened - teaching and learning programs collaboratively developed and assessed for NESA compliance - new syllabus knowledge strengthened across all staff <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - grade teams to engage in Team Time with AP, APC&I and DP with a strong focus on explicit direct instruction and data driven practice
<p>COVID ILSP</p> <p>\$255,082.98</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 additional teachers to deliver small group tuition to targeted students • providing intensive small group tuition for identified students who require additional support in literacy and numeracy • development of resources and planning of small group tuition • LST and ILSP coordinator to work with teachers, using data to monitor and assess student progress and achievement, and design future learning for group and/or individual needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - 55 students receiving literacy intervention support and 48 students receiving numeracy intervention support in intensive withdrawal groups - the majority of the students in the program achieved significant progress towards their individual learning goals <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue intensive literacy and numeracy support using data sources to identify student need. Support to be coordinated with class programs to ensure a smooth transition between class and withdrawal groups. - a focus on differentiated individual support for all learners within classrooms will operate alongside the ILSP groups.

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	216	208	197	182
Girls	177	177	180	168

Student attendance profile

School				
Year	2020	2021	2022	2023
K	87.0	86.7	85.0	83.0
1	83.8	92.4	78.0	83.8
2	82.7	90.4	85.7	83.9
3	83.4	91.5	82.7	86.6
4	85.4	90.6	83.9	86.9
5	81.8	89.2	82.7	86.4
6	78.0	90.1	80.9	85.5
All Years	83.2	90.2	82.8	85.3
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)	4.4
Classroom Teacher(s)	13.39
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.22

*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	373,152.48
Revenue	5,912,149.22
Appropriation	5,766,984.54
Sale of Goods and Services	48,020.12
Grants and contributions	84,133.62
Investment income	12,257.19
Other revenue	753.75
Expenses	-5,766,635.33
Employee related	-4,648,470.02
Operating expenses	-1,118,165.31
Surplus / deficit for the year	145,513.89
Closing Balance	518,666.37

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	108,205
Equity Total	1,311,137
Equity - Aboriginal	193,784
Equity - Socio-economic	764,928
Equity - Language	51,469
Equity - Disability	300,956
Base Total	2,728,147
Base - Per Capita	98,118
Base - Location	0
Base - Other	2,630,029
Other Total	515,641
Grand Total	4,663,130

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, members of the St Marys North PS community were invited to complete the Tell Them From Me survey. Responses were received from parents, students in Years 4-6, and teachers. The responses were calculated as a score from 0 (low) to 10 (high), with some student responses recorded as a percentage.

Results indicated parents and carers:

- feel teachers listen to concerns they have (9.1)
- feel well-informed about school activities (8.4)
- believe they are informed immediately if there are concerns about their child's behaviour (7.5)
- believes the school encourages their child to do their best (8.9)
- acknowledges that their child feels safe at school (9.3)
- believe the school fosters an inclusive environment for all learners (8.4)

Results indicated students:

- feel teachers are responsive to their needs and encourage independence with a democratic approach (7.9)
- feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.4)
- believe school staff emphasise academic skills and hold high expectations for all students to succeed (7.8)
- feel concepts are taught well, class time is used efficiently, and evaluations support class objectives (7.7)
- try hard to succeed in their learning (8.1)
- believe that schooling is useful in their everyday life and will have a strong bearing on their future (80%)

Results indicated teachers:

- work with school leaders to create a safe and orderly school environment (7.8)
- talk with other teachers about strategies to increase student engagement (8.4)
- establish clear expectations for classroom behaviour (9.3)
- discuss assessment strategies with other teachers (8.1)
- strive to understand the learning needs of students with additional learning needs (8.6)
- receive helpful feedback about their teaching (8.1)

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.