

2023 Annual Report

Niagara Park Public School



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Introduction

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

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

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School vision

At Niagara Park Public School we promote an enthusiastic, creative community of learners, committed to enhancing their academic, emotional and physical development. Our innovative staff are dedicated to continuously improving their pedagogical practices to provide evidence-based, future-focused and challenging experiences to ensure students reach and expand their potential and become confident lifelong learners. Through strengthened home school communication our school community empowers all students to actively participate and engage in their learning.

School context

Niagara Park Public School is located on the picturesque Central Coast of New South Wales and is a proud member of the Valley Schools Learning Community. Our school grounds have a mix of fixed play equipment, undercover outside learning areas and a large oval for our students to utilise. The school has a highly supportive community and P&C and we work closely to ensure positive educational, social and emotional outcomes are achieved for our students. Niagara Park Public School has a longstanding reputation of excellence within the community and beyond. Our students wear their uniform with pride and are proud members of our school community. The school expectations encourage all students to 'Be Safe', 'Be Responsible', 'Be Respectful' and 'Be Proud'. We currently have an enrolment of 502 students. Student enrolment includes 7% Aboriginal and Torres Strait Islander and 10% EALD. Niagara Park Public School provides an inclusive curriculum, catering for a variety of learning styles and abilities. Currently, there are 22 classes which includes three multi-categorical support classes. The school promotes cultural identity and caters to the needs of a growing multicultural demographic. It has strong connections to the Valley Schools Educational Network and provides targeted support for all students. Niagara Park Public School has a strong alliance with the Cooinda Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students. Focus On Reading, Big Write/Seven Steps, Focused Phonics, Decoding, Pr1me Mathematics and Spelling Mastery are priority programs. The dedicated staff consists of a mixture of early career and experienced teachers who work collegially to provide students with a variety of innovative programs to enhance student learning and engagement. Niagara Park Public School is well resourced in the area of technology, and features a dual-operating platform and wireless capabilities throughout. Class sets of iPads, 120 laptops, four 3D printers and robotics programs within the school provide students with a variety of opportunities to engage in 21st Century technology assisted learning. Niagara Park Public School provides students with a variety of extra-curricular opportunities. Special group activities based on the creative arts, such as band, choir and dance, are offered. Environmental education and sporting opportunities are highly valued and encouraged.

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	Excelling
LEARNING: Wellbeing	Excelling
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	Excelling
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
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 build strong foundations for success by maximising student learning outcomes in reading and numeracy through the implementation of evidence based learning programs and data driven 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.

- Numeracy
- Reading & Comprehension

Resources allocated to this strategic direction

Socio-economic background AP Curriculum & Instruction

Summary of progress

Numeracy

The focus for 2023 was on the implementation of Number Talks and Number sense routines across K-6, to develop students reasoning, communicating and problem-solving skills in line with the implementation of the new curriculum and K- 2 units of work. This involved professional development on the new syllabus and pedagogy that underpins it, assessment tools to identify student learning needs, a variety of number sense routines to implement in the classroom and classroom observations of colleagues.

As a result,

71% of teachers are confident or extremely confident in delivering number talks and number sense routines in their classroom.

95% of teachers rated the professional learning as excellent.

95% of teachers strongly agree 'the way teachers and students talk with one another in the classroom is critical to what students learn about mathematics'.

By administering the Interview for Student Reasoning assessment K-6, student results show, an increase in the number of students being able to justify their thinking and a shift in whole school understanding of equivalence. Next year the focus will be on continuing to embed these practices across K-6, providing refresher professional learning and classroom observations of colleagues.

Literacy

The focus for 2023, was implementation of the new curriculum supported by the use of the NSW DoE K-2 Units of work to support the successful embedded practices of foundational literacy skills.

This involved implementing the units of work, allocating time to work on resources and make adjustments to the teaching and learning activities where required.

As a result, teachers have compared data with previous years and found that literacy results in K-2 have continued to maintain in a positive trend.

Next year the focus will be on the implementation of the new English curriculum in Years 3-6 supported by the NSW DoE 3-6 Units of work.

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
<p>Check-In Assessment</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Years 3-6 for 2023 compared with Year 3-6 in 2022.</p>	<p>Year 6 mean scaled score was 404.1 in 2022 compared to 405.7 in 2023.</p> <p>Year 5 mean scaled score was 400.0 in 2022 compared to 399.9 in 2023.</p> <p>Year 4 mean scaled score was 372.8 in 2022 compared to 371.7 in 2023.</p> <p>Year 3 mean scaled score was 350.7 in 2022 compared to 364.6 in 2023.</p>
<p>Check-In Assessment</p> <p>An increase in Check-in Assessment mean scaled score for reading in Years 3-6 for 2023 compared with Year 3-6 in 2022.</p>	<p>Year 6 mean scaled score was 391.5 in 2022 compared to 417.1 in 2023.</p> <p>Year 5 mean scaled score was 408.8 in 2022 compared to 403.5 in 2023.</p> <p>Year 4 mean scaled score was 397.2 in 2022 compared to 387.8 in 2023.</p> <p>Year 3 mean scaled score was 369.0 in 2022 compared to 374.2 in 2023.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>Student Performance Measures - Sustaining & Growing</p> <p>Effective Classroom Practice - Sustaining & Growing</p>	<p>In 2023, as measured by the School Excellence Framework, Student Performance Measures were at Sustaining and Growing and Effective Classroom Practice at Excelling.</p>
<p>Internal School Targets</p> <p>Kindergarten</p> <p>83% of students achieve Stage 4 in decodable reading assessments</p> <p>80% of students achieve independent benchmark reading Level 9</p> <p>Year 1</p> <p>80% of students achieve Stage 7.2 in decodable reading assessments</p> <p>85% of students achieve independent benchmark reading Level 16</p> <p>Year 2</p> <p>83% of students achieve independent benchmark reading Level 24 in reading</p> <p>Years 3-6</p> <p>82% students achieving grade level or above in reading comprehension assessments</p>	<p>Kindergarten - 87% of students achieved Stage 4 in decodable reading assessments.</p> <p>Year 1 - 72% of students achieved independent benchmark reading level 16.</p> <p>Year 1 - 84% of students achieved Stage 7.2 in decodable reading assessments.</p> <p>Year 2 - 84% of students achieved independent benchmark reading level 24.</p> <p>Years 3-6 - 80% of students achieved grade level or above in reading comprehension.</p>

Strategic Direction 2: Improved Teacher Practice

Purpose

Quality teaching underpins student achievement leading to improved student outcomes. We will focus on developing and refining explicit, data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Performance & Development
- Collaborative Practices

Resources allocated to this strategic direction

Professional learning
AP Curriculum & Instruction
QTSS release
Socio-economic background

Summary of progress

Performance & Development

A formalised approach to staff performance and development was undertaken in 2023, with evidence of increased staff awareness in alignment of Professional Development Plans (PDPs) professional learning goals to current school priorities and own practice. All staff demonstrated a confidence in conducting observations, providing feedback and delivering lessons for observation. This has resulted in increased collegiality and has built a culture of respect and trust within and across staff teams. A new online approach to the development and monitoring of PDPs will be introduced in 2024. Staff engagement in professional learning models has been high, with expert staff working shoulder to shoulder with class teachers to model and provide feedback on evidence-based practices. Supervisors provided all staff within their area of responsibility with clear and explicit feedback on programming practices, with most staff demonstrating an understanding of programming expectations. A focus for 2024 will be to modify Programming Supervision Checklists to align more closely with the structure of the new syllabus documents. The APCI has delivered PL to whole staff and also staff teams to support improved professional practice and build capacity and this will continue to be a major focus for staff professional development in 2024. Whole staff professional learning has focused on current whole school programs in literacy and numeracy, student behaviour and Aboriginal Education. Three staff members worked toward and achieved their accreditation at proficiency in 2023, supported by school executive, and one staff member is currently working toward accreditation at Highly Accomplished.

Collaborative Practices

The focus for 2023 was to embed a structure that supported and enabled High Impact Professional Learning to support curriculum reform across K-6. Through the engagement of Sport in Schools Australia we released teachers off for an additional 2 hours a fortnight to support the implementation of the new curriculum. Assistant Principals were timetabled to have time together to allow collaboration between middle leaders.

As a result, 76% of staff believe that as a school, we have successfully embedded a structure that supports and enables high impact professional learning to support the implementation of the new curriculum. Seventy-five percent of staff believe CRT is time well spent and has impacted student outcomes.

Teachers who are working part time and in other roles other than classroom teacher and not involved in the collaborative sessions, have found their curriculum reform time less impactful.

In 2024, we will utilise extra staff members to create a structure that allows for classroom teachers to be released in stages fortnightly to have collaborative planning time. The DoE have reduced the number of hours teachers will be entitled to for curriculum reform but we have made a decision as a school to boost the number of hours to 10 hours a term.

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
<p>Teaching Learning Programs</p> <p>There is evidence in program supervision documentation that 80% of teaching learning programs demonstrate a deep understanding of syllabus, curriculum, explicit teaching practices and ongoing assessment.</p> <p>PDPs</p> <p>There is evidence in 80% of PDP supervision documentation of professional goal setting aligned to professional learning and professional practices, along with collaborative engagement in authentic feedback and discussion on professional growth between teachers and supervisors.</p>	<p>Teaching Learning Programs-Most staff members demonstrate a deep understanding of syllabus, curriculum, explicit teaching practices and ongoing assessment through program documentation. In response to the introduction of the new syllabus K-2 and 3-6, it will be necessary to revisit and simplify our Program Supervision checklists in 2024 to align with the structure of the new syllabus documents.</p> <p>PDPs-PDPs were developed in stage groups in 2023, and incorporated both a whole school shared goal and individual goal setting, in consultation with supervisors. Guidance and direction was provided to ensure professional goals for 100% of staff are aligned to the school plan and to the APST. There has been an observable and positive shift in staff developing a greater sense of ownership around their own professional development. The Q+ application will be utilised in 2024, with supervisors having direct access to PDPs of staff within their area of responsibility.</p>
<p>Staff Surveys</p> <p>85% of staff indicate a high degree of satisfaction with professional learning models and interventionist support underpinning program implementation and professional development.</p> <p>Student Surveys</p> <p>80% of students understand and can articulate their learning goals in reading /comprehension and numeracy.</p> <p>Observations of Practice</p> <p>Feedback on observations of practice in lesson delivery indicate that 80% of teachers are demonstrating well developed skills in the delivery of Prime Maths and targeted literacy programs as measured against the Australian Professional Standards for Teachers.</p>	<p>Staff Surveys-100% of staff on the 2023 survey indicated a high degree of satisfaction with professional learning models and interventionist support underpinning program implementation and professional development.</p> <p>Student Surveys-Students understand and can articulate their learning goals in reading comprehension and numeracy-216 students in Years 4-6 participated in the TTFM student survey, 70% agreed that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback, which is marginally higher than 69% in 2022 but significantly lower than our 80% target.</p> <p>Observations of Practice-All staff willingly engaged in two observations of practice linked to their PDPs and based on the whole school goal to improve the quality of teaching number sense. For each of the observations, a slightly different lens was taken and teachers were provided with opportunity to observe practices on a stage other than their own. A number of informal opportunities to both demonstrate and observe practice in targeted program implementation were also provided throughout the year. There is a need to ensure that time is allocated for explicit feedback and discussion on practice with supervisors on a regular basis.</p>

Strategic Direction 3: Engagement

Purpose

To promote student engagement through strengthened home school communication, innovative and creative learning opportunities and authentic documented processes leading to increased student participation and improved attendance.

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.

- Engaging Aboriginal students and families
- Attendance

Resources allocated to this strategic direction

Aboriginal background
Socio-economic background
Professional learning

Summary of progress

Engaging Aboriginal students and families

Throughout 2023 we continued to build on the cultural experiences of our Aboriginal students and to develop all students' knowledge of Aboriginal histories, culture and languages. Our Aboriginal students were provided with the opportunity to connect with students from other schools when they attended the 'Cooinda Cup' to engage in a range of cultural activities. This was an initiative of the local AECG and hosted by Kariong Public School. Links were strengthened between the school and the Cooinda AECG this year, with many of our students acknowledged at the annual Cooinda Awards Ceremony. We also completed construction of the Yarning Circle and established protocols for use, in consultation with our Aboriginal community members. All teaching staff engaged in professional learning, led by Garuwa Cultural Immersions, which included an 'On Country' experience within the local area. Weekly Sista Speak and BroSpeak sessions were conducted and NAIDOC celebrations included a Smoking Ceremony, traditional games, dance and performances. Aboriginal parents were encouraged to actively engage in the development of their child's Personalised Learning Pathways and regular Yarn Ups were conducted throughout the school year. Our Aboriginal Education contact teacher regularly connected with families via messages, phone calls and face to face meetings and provided pastoral care to our Aboriginal students. A focus for 2024 will be to secure mentors for our SistaSpeak and BroSpeak programs and to invest in quality online lessons on Aboriginal culture and histories to all classes K-6. There is also an identified need to explore alternate avenues for feedback on school practices from Aboriginal parents, other than the annual parent survey which attracted very few responses, and to encourage Aboriginal parents and community members to actively contribute to planned school-based events and initiatives in Aboriginal Education.

Attendance

The focus for 2023 was on embedding whole school attendance procedures to improve unexplained absences and partial absences. This involved fortnightly meetings with the HSLO, implementing a reward system for differing attendance focus areas and individualised tailored support for identified students and families.

As a result we have seen an improvement in the percentage of students attending 90% or more of the time, 10% above SSSG.

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
PLPs At least 75% of Aboriginal parents/carers have actively engaged in the development of student PLPs	82% of Aboriginal parents/carers have actively engaged in the development of student PLPs either during face-to-face meeting, via phone calls or through completing paperwork submitting goals to drive discussions. Aboriginal Parent Survey- a limited number of responses were received

<p>Aboriginal Parent Survey</p> <p>Parents are welcomed & valued to exceed 85%</p> <p>Parents are kept well informed of events, activities and initiatives to exceed 85%</p> <p>Teachers & school executive are approachable & willing to listen increase to exceed 85%</p> <p>Aboriginal perspectives are embedded into learning increase from 80% to 85%</p> <p>TTFM Student Survey</p> <p>I feel good about my culture when I am at school increase from 83% to 88%</p> <p>My teachers have a good understanding of my culture increase from 70% to 80%</p>	<p>from Aboriginal parents in 2023, therefore no valid data is available.</p> <p>All classroom programs have Aboriginal perspectives embedded into learning as evidenced during program supervision.</p> <p>All Parent Survey</p> <p>Parents are welcomed & valued to exceed 85%.- 69.8% of parents agreed that they were welcomed & valued, with a further 18.9% indicating that they were unsure.</p> <p>Parents are kept well informed of events, activities and initiatives to exceed 85%.- 83.3% of parents indicated that communication about school events and initiatives was either excellent or good, with a further 11% rating communication as average.</p> <p>Teachers & school executive are approachable & willing to listen increase to exceed 85%.- 72.2% indicated that teachers and school executive were approachable and willing to listen with an additional 14.8% indicating that they were unsure.</p> <p>TTFM Student Survey</p> <p>I feel good about my culture when I am at school increase from 83% to 88%.- 8% of students disagreed or strongly disagreed with this statement. 77% (83% in 2022) of students agreed or strongly agreed and 14% of student neither agreed nor disagreed.</p> <p>My teachers have a good understanding of my culture increase from 70% to 80%.- 22% of students disagreed or strongly disagreed with this statement. 55% (69% in 2022) agreed or strongly agreed with this statement, with a further 22% neither agreeing or disagreeing.</p>
<p>System-negotiated lower bound Target</p> <p>Attendance</p> <p>84.1% of students attend school 90% or more of the time</p>	<p>In 2023, 68.9% of students attend school at NPPS 90% or more of the time, compared with 57.8% for the Statistically Similar Schools Group or 52.2% across the state.</p>
<p>Internal Measures</p> <p>Parent Survey:</p> <p>School reports are useful and clearly indicate academic performance maintained or exceed 85%</p> <p>Students and parents are kept informed of their academic progress to reach or exceed 86%</p> <p>Students are challenged in their learning to reach or exceed 85%</p> <p>TTFM Student Survey</p> <p>Students are interested and motivated in their learning to reach or exceed 70%</p>	<p>All Parent Survey</p> <p>School reports are useful and clearly indicate academic performance maintained or exceed 85% - 75% of parents indicated that school reports were clear and useful with a further 9.3% unsure.</p> <p>Students and parents are kept informed of their academic progress to reach or exceed 86% - 48.1% of parents agreed that they were kept informed of their child's academic progress with a further 14.8% unsure.</p> <p>Students are challenged in their learning to reach or exceed 85% - 52.8% of parents agreed that students are challenged in their learning with 32.1% indicating that they were unsure.</p> <p>Students are interested and motivated in their learning to reach or exceed 70% - Student motivation was not measured in the shortened Student Survey undertaken in 2023. 64% of students indicated that they set challenging goals for themselves in their schoolwork and aim to do their best. This is below the NSW norm of 79%.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$345,341.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Niagara Park 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> <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 • implementation of targeted programs to differentiate teaching and learning programs • employment of staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. PLaSP meetings were highly attended with meaningful conversations taking place. All PLaSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: Ensure the learning and support team continues to regularly review funding use and it is adjusted throughout the year in response to student PLaSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$90,077.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Niagara Park 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"> • Numeracy • Reading & Comprehension • Collaborative Practices • Engaging Aboriginal students and families <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through ongoing PL and collaborative discussions having whole stage teams released together to learn, program, plan. • employment of additional staff to support implementation of the new K-2 Syllabus. <p>The allocation of this funding has resulted in the following impact: Staff given time to broaden their knowledge around curriculum in order to improve learning outcomes for students. K-2 staff gaining confidence in implementing new syllabus. Collaborative discussions have deepened.</p> <p>After evaluation, the next steps to support our students will be: Continue with the collaborative practice systems from 2023 into 2024 allocating time for staff to learn together in stage teams. Continued focus on new syllabus implementation with 3-6 staff new to implementing the syllabus</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$49,756.96</p>	<p>needs of Aboriginal students at Niagara Park 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"> • Engaging Aboriginal students and families <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • whole staff professional learning including on country experience. • NAIDOC celebrations engaging outside agencies to deepen staff and students knowledge through rich experiences. <p>The allocation of this funding has resulted in the following impact: All staff were engaged in a range of professional learning opportunities deepening their knowledge of and confidence in teaching Aboriginal History and culture. Development of leadership skills for our Aboriginal students who taught their peers and staff about the Yarning Circle protocols that were developed in consultation with the community. Successful celebration of NAIDOC Week with all students involved in hands on practical activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to focus on building connections between home and school for our Aboriginal families through regular contact and opportunities for our families to be involved within the school. Attend combined school SistaSpeak and Brospeak programs within our LMG. Utilise online lessons purchased through Dhinewan mentoring to teach Aboriginal culture and history lessons in all classrooms K-6 to build an understanding of culture in all students and staff across the school.</p>
<p>English language proficiency</p> <p>\$31,043.03</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Niagara Park 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>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 • one on one withdrawal where required • small group withdrawal where required. <p>The allocation of this funding has resulted in the following impact: Our EALD student progress showed high growth on the EAL/D learning progressions, with all EAL/D students achieving expected or above expected growth.</p> <p>After evaluation, the next steps to support our students will be: Continue to support the students within their classrooms in 2024 and use withdrawal groups where required.</p>
<p>Low level adjustment for disability</p> <p>\$281,088.91</p>	<p>Low level adjustment for disability equity loading provides support for students at Niagara Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$281,088.91</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Additional support has continued to allow for a more consistent approach K-6 to student learning support. Interventions with a range of evidence based literacy and numeracy intervention programs have been implemented across the school to support all students in areas of identified need. The introduction of numeracy programs into classroom intervention has seen students growing in confidence in Mathematics.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ School Learning and Support Officers to support students in all classrooms K-6.</p>
<p>Professional learning</p> <p>\$39,213.95</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 Niagara Park 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"> • Performance & Development • Collaborative Practices • Engaging Aboriginal students and families <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 <p>The allocation of this funding has resulted in the following impact: Staff benefiting from time spent in stage teams to learn, research, analyse data and plan for student learning. All staff were supported with their PDP goals through targeted professional learning based on staff identified need.</p> <p>After evaluation, the next steps to support our students will be: Continue to personalise professional learning offered to staff in order to ensure it is targeted at achieving PDP goals. Professional learning funds will continue to be used to facilitate curriculum reform release time to have teams off class working together.</p>
<p>QTSS release</p> <p>\$110,555.71</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Niagara Park 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of

<p>QTSS release</p> <p>\$110,555.71</p>	<p>high-quality curriculum</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 <p>The allocation of this funding has resulted in the following impact: Funding was used to support the Curriculum Release initiative. All teaching staff were provided with the opportunity to work closely with their Assistant Principal, in stage teams to be involved with collaborate discussions.</p> <p>After evaluation, the next steps to support our students will be: Continue to use funding to release staff in stage teams to support the implementation of the new syllabus and engage in other professional learning as identified in the school plan.</p>
<p>COVID ILSP</p> <p>\$105,463.87</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"> • employing staff to provide online tuition to student groups in literacy, specifically reading, decoding, encoding and fluency. • providing targeted, explicit instruction for student groups in numeracy, specifically number and place value. <p>The allocation of this funding has resulted in the following impact: 63 students received small group instruction 3-4 times a week in Semester 1 and 71 students in Semester 2. Anecdotally, teachers have remarked on the increase in confidence and achievement in students' understanding of place value as a result of the Numeracy intervention program. In Literacy, there has been measurable growth in reading decodable texts as seen through their phonics results, for example, in Semester 2, there was an average growth of 27 % for Kindergarten , 17% for Year 1 and 18% for Year 2.</p> <p>After evaluation, the next steps to support our students will be: School funds will be used to staff an Interventionist next year to continue to work with Students in Kindergarten, Year 1 and Year 2. It will be less intervention than students K-2 received this year but it will still provide a quality program for students needing additional support in Literacy and Numeracy. The interventionist next year will maximise teaching time at the beginning of the year as they will be continuing with the current program and therefore limited additional assessments will need to take place.</p>
<p>New Arrivals Program</p> <p>\$16,492.00</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 Niagara Park 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>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling

New Arrivals Program \$16,492.00	<p>The allocation of this funding has resulted in the following impact: Targeted students were supported in their learning providing one and one support and also in class support.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a specialist teacher to support new arrivals as required.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	280	275	263	265
Girls	284	273	252	223

Student attendance profile

School				
Year	2020	2021	2022	2023
K	94.2	91.7	86.3	93.8
1	91.7	93.4	85.5	93.6
2	93.5	92.3	90.2	89.9
3	92.7	93.5	86.7	92.4
4	91.8	93.2	87.4	91.3
5	91.9	91.3	86.4	91.6
6	90.9	90.5	83.6	91.3
All Years	92.4	92.3	86.6	92.0
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
Deputy Principal(s)	1
Assistant Principal(s)	6
Classroom Teacher(s)	18.83
Learning and Support Teacher(s)	1.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	6.78

*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	786,191.66
Revenue	6,193,518.36
Appropriation	6,044,410.84
Sale of Goods and Services	220.45
Grants and contributions	118,397.35
Investment income	30,289.72
Other revenue	200.00
Expenses	-6,199,511.14
Employee related	-5,762,479.57
Operating expenses	-437,031.57
Surplus / deficit for the year	-5,992.78
Closing Balance	780,198.88

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.

Funds remaining as a closing balance are funds in other fund codes other than those we can use on teaching and learning resources. All money received for our students in 2023 was used on our students in that year.

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	332,713
Equity Total	451,966
Equity - Aboriginal	49,757
Equity - Socio-economic	90,077
Equity - Language	31,043
Equity - Disability	281,089
Base Total	4,288,751
Base - Per Capita	138,287
Base - Location	0
Base - Other	4,150,465
Other Total	540,094
Grand Total	5,613,525

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

Each year, schools are required to seek the opinions of parents, students and teachers about the school. During 2023, students in Years 4-6 and staff participated in the 'Tell Them From Me' (TTFM) surveys and parents participated in a school developed Parent Survey to ascertain levels of community satisfaction with the school. The Parent Survey consisted of two parts. The first part invited responses from all parents and the second part invited responses from the parents of our Aboriginal and Torres Strait Islander students.

The TTFM Student Survey indicated that the number of students who felt they are recognised for positive behaviour at school was above state average at 89% and the number of students who felt they were victims of bullying was just below state average at 35%. Advocacy at school was in line with the state average. Areas for improvement where students' responses were lower than state average included: sense of belonging and expectations for success.

The Parent Survey showed that 85.2% of all parent responders agree or strongly agree that they have a high level of satisfaction with the school. Other responses that were positive include: school reports are useful and clearly indicate academic performance, parents feel welcome and valued, and parents are kept informed of school initiatives and events. Areas requiring an improvement include: students and parents are kept informed about academic performance throughout the year and students are challenged in their learning. There was an insufficient number of responses from Aboriginal and Torres Strait Islander parents to provide data on which to report.

Teacher responses to the TTFM Survey were either equal to or above state average in seven of the eight drivers of student learning: collaboration, inclusion, data informs practice, teaching strategies, technology, inclusive school and parent involvement. Leadership was slightly below the state norm, with feedback on teaching practices identified as an area for future focus. Teacher responses were consistent with the state norm in the four dimensions of classroom and school practices: setting challenging and visible goals, planned learning opportunities, providing quality feedback to students and overcoming obstacles to learning. Ninety-three percent of staff indicated a very high or high level of satisfaction with their teaching role within the school.

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.