

2023 Annual Report

Sackville Street Public School



4491

Introduction

The Annual Report for 2023 is provided to the community of Sackville Street 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

Sackville Street Public School

22 Sackville St

INGLEBURN, 2565

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

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

9605 3073

Message from the principal

The year 2023 was an incredible year of new learning, flexibility and adaptation for our school community. With school based and system wide changes we've embedding over time, it was a challenging but rewarding learning curve. Be assured however, that our students are always at the heart of everything we do and are first in all of our decision making.

The school wide adoption of the HERO app at Sackville Street in 2023 followed an extensive trial and final implementation in 2023. This was a time for educating all of our stakeholders further in its use and significantly, about its potential for educators students and families to have timely and a more comprehensive understanding of each child's learning. Parents and carers have access to real time reporting, with communication about their child and the learning programs in the classroom. Staff have a more effective way to share student needs and achievements so that support is informed and strategically allocated. Yearly handover information is more seamless and comprehensive. Students have more agency in their education as they build a portfolio of learning for reflection and the celebration of successes.

Our focus on children as agents in their own learning ensures our students are all recognised as having valuable insights and knowledge. We empower students by ensuring they are included in our decision making processes for school improvement and through the "Student Learning Committees" on each stage our student can articulate to teachers how they like to learn and what they find engaging. Sackville Street Public School gives students a voice and choice, ensuring they are active stakeholders in their learning.

Sackville Street Public School has outstanding collaboration practices led by our APC&I to improve staff and student learning. Our collaborative approach to meeting student needs, utilises the expertise and experience of our instructional leaders, middle leaders and other staff who possess expert knowledge. Our stage teams meet for three hour sessions every fortnight, utilising the Spiral of Inquiry framework. This supported by high levels of data literacy our staff possesses to identify what is going on with students' learning, what the current, evidenced based practices are that will benefit this child's needs and potential to progress. Our shoulder to shoulder approach for collaborative planning is then followed through into the classroom with demonstration lessons and team teaching. Our staff reported this has had a huge impact on lifting expectations of practices in the classroom and skills in planning to meet students' needs. Following our collaborative planning our students engage with with staff in setting individualised learning goals. We have aimed for students to be excited and curious about their own learning. Our collaborative style of working and learning, along with the leadership of curriculum experts, enabled our staff to engage in full implementation of the new English and Mathematics K-6 syllabus documents. Our school is a year ahead of many others in the adoption and implementation processes.

At Sackville Street Public School, the school-wide resources we provide to support student wellbeing are unique and varied. An immense commitment was made in 2023 to professionally develop every staff member through four days of basic intensive training in internal psychology provided by 3C Consultancy. This learning afforded staff the opportunity to understand the development and functions of the brain, human behavioural science and the principles of Glasser's Choice Theory and Reality Therapy. All teaching staff, most Student Learning Support Officers (SLSOs) and administrative personnel completed the training in 2023. A very high number of staff reported that this was the most worthwhile and impactful professional learning they have ever completed. Our school wellbeing team are embedding this knowledge authentically in teaching and learning programs for all students K-6. We have also provided opportunities to parents and carers to learn alongside staff and students and will continue this in 2024.

School funding was strategically utilised, to support our whole learning community in its commitment to a range of tailored support initiatives. These include, but are not limited to, using equity funds to staff an Assistant Principal Wellbeing & Engagement position, a speech pathologist and in Term 4 2023, the school employed a Community Liaison Officer. Her role is to support our families with the many and varied challenges our community faces, such as the ever increasing cost of living. Our CLO is also providing support to our administrative, leadership and teaching staff, enabling school events to be planned and run smoothly. This allows key staff to focus on the core business of teaching, learning and school operations. The staff at Sackville Street Public school work cohesively and with compassion, going above and beyond to meet the cognitive, physical, social and emotional needs of the students in our care. With very minimal staff turnover, our school retains its knowledge keepers and expertise. We retain our extensive understanding of school operations, students and families, with the investment in staff professional learning, remaining for the benefit of our school. The combination of caring and committed staff creates a genuine culture that ensures every child is known, valued and cared for.

In 2023 our school completed its four year improvement cycle with a highly successful External Validation process. Independent panellists examined the evidence of excellence our school team submitted. In 14 different areas our school was found to be Excelling in 7 and Sustaining & Growing in 7. These levels exceed all minimum standards for satisfactory practices. This was wonderful recognition of our work but also provides us with direction to enter a new and aspirational school planning cycle in 2024.

School vision

Sackville Street Public School invests in all aspects of a child's development to prepare our students to meaningfully contribute to and engage with society during and beyond their school years. Our focus is on student wellbeing, consistent improvements in learning and a culture of inclusion and high expectations. We cultivate and nurture partnerships with parents, carers and the wider community to add value to student and teacher learning. We aim for teaching and learning at Sackville Street to be challenging, tailored and joyful.

School context

- Sackville Street Public School is a K-6 school located in Ingleburn, a suburb of south west Sydney. With an enrolment of 534 students, we are proud of our diversity and sense of community. Our students come from diverse cultural and socio-economic backgrounds with approximately 48% from EAL/D and 9% from ATSI backgrounds. The school has a vibrant and supportive learning culture, with teaching staff who are both experienced and early career. We have an evidence based and differentiated approach to professional learning underpinned by strong collaborative planning and Spirals of Inquiry.
- **Student growth and attainment**
- The analysis of student attainment in NAPLAN revealed a consistent pattern of highs and troughs in both literacy and numeracy in Year 3. While Year 5 numeracy tended towards stability, reading results trended upwards, reflecting the concerted focus on literacy during Spiral of Inquiry and professional learning sessions over the past 3 years. Deeper analysis reveals that vocabulary, across domains, and a deep understanding of place value concepts are significant areas of need. Our school wide commitment to the improvement of literacy and numeracy outcomes for all students draws heavily on evidence based pedagogy with an emphasis on the use of data to inform and evaluate practice as well as provide effective feedback.

A high expectations learning culture

When conducting the situational analysis of the school it was evident that continued development of adaptive expertise through professional learning and a continued focus on wellbeing will develop a high expectations learning culture for staff and students.

Informed by the work of Timperley, Robinson, McIntyre, Halbert & Kaser, and combined with CESE's *What Works Best* documents, our school embeds effective collaborative practices to improve teacher quality and student outcomes. A relentless pursuit of excellence for educators will remain a focus so there is a learning culture where everyone belongs, succeeds and strives to improve.

These activities will include deep inquiry in current research and syllabus knowledge, the alignment of the general capabilities to our mindset goals and learning dispositions, extra-curricula activities and social skills, and anti-bullying programs. These evidence based activities have been grouped broadly into 'promoting social and emotional learning', 'PBIS whole school approach to behaviour management' and 'creating a safe environment'.

Powerful Partners in Learning - Parents value initiatives that promote learner and family engagement.

When conducting the situational analysis of the school it was evident that an increased focus was needed to strengthen community and professional partnerships. Strategies identified were refined communication, purposeful interactions and the structuring of a professional learning community, resulting in enhanced community engagement and increased teacher capacity.

A 2018/2019 review on professional learning practice in NSW public schools stated that, "public schools need expert school principals, leaders and teachers who work collaboratively to continuously improve their practice in the classroom. Professional learning is a key process for enabling educators to improve their practice which in turn supports improved student progress and achievement."

The 2021 Excellence in Action document states that community engagement is a critical factor for improving the progress, achievement and wellbeing of students. When schools, families and the broader community work together to develop positive connections, students thrive. The Australian Professional Standards for Teachers explicitly reference the importance of staff developing capabilities in fostering and promoting effective community engagement.

As a result, we will plan focused professional learning opportunities for all teaching and support staff, drawing on the skills and expertise of our own personnel and those of colleagues in other settings. We will plan and implement initiatives to foster authentic and purposeful community partnerships.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student achievement in reading and numeracy we will employ evidence based, sustainable, whole school pedagogies. These will be underpinned by whole school processes for the collection and analysis of data as well as collaboration that embeds best practices to ensure the implementation of appropriate curriculum provision for every student.

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.

- Embedding sustainable whole school reading processes
- Embedding sustainable whole school Numeracy processes

Resources allocated to this strategic direction

Integration funding support
New Arrivals Program
English language proficiency
Socio-economic background

Summary of progress

In 2023, a range of initiatives were implemented to support the work of the school in Strategic Direction 1. The following summarises the impact of these initiatives that have been included in our progress towards achievement. Throughout 2023 data, evidence-based practices and deep pedagogical inquiry systems have assisted Sackville Street Public School to further embed sustainable whole school processes that support the improvement of literacy and numeracy across the school. Activities undertaken to support this progress include the development and use of the HERO online platform as a tool for setting, monitoring and sharing student progress towards individual learning goals and curriculum outcomes, thus providing real-time reporting. Small group targeted interventions in literacy strategies (such as a focus on fluency professional learning) resulted in the implementation of evidence-based strategies to develop fluent reading behaviours. These have all contributed to a school culture of embedding sustainable reading processes. Our school-wide numeracy Spirals of Inquiry approach, Data Champions professional learning and the development of exemplars aligned with the National Numeracy Progressions have seen improved numeracy results across K-6 as outlined below.

As a result of the effective development and implementation of these the following school wide impacts have been achieved:

- Refined effective feedback and reflective practices between teachers, students and the community
- Greater student capacity to recognise learning goals and next steps, with learning conversations that clearly outline progress and strategies to meet their goals
- A consistent approach to the use of data to inform teaching and learning, with reliable consistent teacher judgement practices to determine student achievement levels for reporting and next steps for learning and areas for teaching priority.
- Targeted reading interventions (stage 2 focus) have seen impressive results with a total of 75 reading levels being advanced within a defined 7 week period, with all students continuing to make further growth in achievement after the completing the program.
- The implementation of regular opportunities for students to develop prosody, accuracy and rate during evidence based fluency practices embedded within K-2 classrooms. Early data shows success with the fluency pairs routine, assisting in greater growth in reading level data over a small period of time in term 4. We are looking forward to seeing this continue in 2024.
- Co-constructed numeracy exemplars have increased consistency in expectations between all stakeholders, ensuring greater visibility of outcomes and learning progressions both digitally and across classrooms.
- The development of a school-wide culture in the collection and use of data, including the development of data tools to enhance student agency. Effective leadership in all areas of data and enhanced connections with other schools were made possible via the Data Champions project.

-Significant growth in progress measures in the area of 'flexible additive thinking' as achieved through our Spirals of Inquiry focus this year. Results show a school total of 1294 student moves in the progressions that were made according to assessment data, over a ten week period as a result of teacher professional learning, intensive support, explicit teaching and staff coaching.

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>Achievement of 2023 system-negotiated targets:</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	<p>With the change in reporting of NAPLAN, comparative data is currently unavailable, however, the following areas have been identified as either strengths or weaknesses based on the analysis of available student and item data. Check in scaled data will be compared early in term 1 2024, once scaled scores become available.</p> <p>The analysis of data indicates that our greatest areas of strength in reading across years 3 and 5 is:</p> <ul style="list-style-type: none"> • Locating directly stated information across a range of texts. <p>The analysis of data indicates that areas for improvement in reading are:</p> <ul style="list-style-type: none"> • Identifying author's purpose and perspectives • Inferring character responses within imaginative texts <p>The following are initiatives developed and implemented in 2023, to support our ongoing progress in literacy and develop sustainable whole-school practices in data, assessment and reporting in line with Strategic direction 1:</p> <p>HERO online platform: Learning goals and real-time reporting</p> <p>In 2023 we began utilising our new HERO software to provide an innovative opportunity on a secure platform, to share a holistic learning journey through digital portfolios and real-time reporting. This includes the use of the National Literacy and Numeracy progressions to set future-focused goals, that are shared with parents. As part of our reporting processes this year, teachers are now working with students to set individual learning goals to improve achievement. After a successful trial of digital reporting and goal setting in Semester 1, we are now embedding real-time reporting against student learning targets, so parents are continuously informed of progress throughout the year and across years. As part of collaborative practices, teachers are working alongside students to develop, monitor and set individual learning goals, with the addition of work samples embedded into their online portfolios. Formative assessment and feedback resources and stamps were developed to scaffold effective discussions around progress and data. These are used on work samples for students to discuss their work, in relation to how they are going towards achieving their learning intentions and success criteria. As a result of our improved reporting and goal setting through a digital platform, learning is made more visible, ensuring all partners in learning have access to students' ongoing progress and holistic success at school. This will also ensure that hand over information to the next teacher 2024 will be readily accessible and comprehensive. In 2023, Sackville Street Public School achieved "excelling" in the areas of data skills and use, assessment and reporting as a result of the external validation process. Moving forward, we believe the use of this software will continue to embed exceptional practice in these areas, alongside our sophisticated repertoire of embedded systems already in place. The impact of our learning and implementation of feedback and goal setting practices is seen in our students' ability to talk about their work. They can articulate and identify what makes them successful learners and through their learning conversations focused on the attainment their criteria</p>

<p>Achievement of 2023 system-negotiated targets:</p> <p>An increase in Check-in Assessment mean scaled score for reading in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	<p>or goal.</p> <p>Small group intervention program- stage 2 reading</p> <p>In Semester 1, 2023 a small group intensive reading program was established to support stage 2 students in the area of reading. Through the effective use of triangulated data and explicit structured lessons with multiple exposures, students were supported to develop automaticity of the phonic and alphabetic code, thus cognitive load has been reduced aiding students to focus more on comprehension and fluency. Daily shared, guided, collaborative and independent practice has enabled students to shift from basic to more complex decodable texts as quickly as possible, but as slowly as they need. As a result of the program, the Impact on student results is clear, with a total of 75 moves (reading levels) being made within a 7 week period. As a result of small group interventions, clear progress is evident in the growth of student data, with all students attending the program continuing to make gains in achievement and the completion of learning goals into semester 2.</p> <p>Fluency Professional Learning</p> <p>In semester 2, 2023, a large portion of K-2 teachers attended professional learning focused on the development of fluency in the early years. This professional learning allowed participants to confidently utilise evidence-based literacy strategies within their classrooms. Teachers have been supported through our Sackville Street coaching rounds to implement the fluency pairs routine. Early results of this implementation are promising with data from focus groups of students indicating a minimum of 2 progress moves for students and up to 5 moves, within a brief five week period. Further impact has been seen in an overall greater student self reflection, with the majority of students now able to identify areas of fluent reading that are important, as well as articulating what they need to work on when reading. In 2024, due to its success in the case study classrooms, this routine will be rolled out as expected practice across all of K-2, with progress being monitored and the overall aim to improve results in reading and comprehension.</p> <p>Following our external validation process in 2023, our school has achievedexcelling in relation to the school excellence framework in the areas of data skills and use, assessment, curriculum, learning and development and reporting. We have self assessed against the School Excellence Framework in the area of <i>Effective Classroom Practice</i>, identifying curriculum areas as excelling but choosing to remain as sustaining and growing as our focus on classroom management continues as part of our work around student wellbeing.</p>
<p>Achievement of 2023 system-negotiated targets:</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling 	<p>With the change in reporting of NAPLAN, comparative data is currently unavailable, however, the following areas have been identified as either strengths or weaknesses based on the analysis of available student and item data. Check in scaled data will be compared early in term 1 2024, once scaled scores become available.</p> <p>The analysis of data indicates that our greatest areas of strength in numeracy across years 3 and 5 is:</p> <ul style="list-style-type: none"> • Identifying a quantity grouped into hundreds tens and ones. • Substituting a value into a number sentence involving addition • <p>The analysis of data indicates that areas for improvement in numeracy are:</p> <ul style="list-style-type: none"> • Comparing the capacity of objects using informal units • Selecting the most appropriate question to gather data in a survey. • Interpreting a number pattern to identify a missing element • Using a scaled instrument to measure length using metric units <p>Numeracy Spiral of Inquiry- Additive strategies</p>

- * Data Skills and Use - Excelling
- * Learning and Development - Excelling
- * Leading
- * Educational Leadership - Excelling

In 2023, each stage team conducted a Spiral of Inquiry, which involved developing a key question for inquiry based on analysed student data with the aim to improve teacher understanding and student learning outcomes in numeracy, K-6. As part of the Spiral of Inquiry approach, triangulated academic data was viewed alongside student learning dispositions and parent perception data to ensure a deep view of what is going on for our learners was considered and used to make informed decisions. Collectively, trends in the data are discussed and analysed and areas of focus believed to make the most impactful changes are chosen for further inquiry. As part of our spiral of inquiry, each team worked towards specific growth targets, monitored learning on our data walls and refined classroom practice. Teams undertook professional learning- NSW DoE Big Ideas to Start Strong K-6 in the areas of focus to ensure a consistent understanding of syllabus content and associated best practice for curriculum implementation. A number of evidence-based strategies including effective differentiation, number talks, launch-explore-summarise, rich tasks, Newmans Error Analysis and cognitive load theory form the research base of which we have created our SSPS version of an instructional numeracy playbook, documenting our approach to best practice across the school.

As a result of this disciplined approach each stage team recorded significant growth in the behaviours demonstrated by students in line with the National Numeracy Progressions. A grand total of 1294 moves were made by students over the spiral period. Other significant results include but are not limited to:

- 72.5% of Kindergarten students achieving grade expectations in number composition markers and a huge 18.75% of students above Kindergarten expectations in additive thinking.

- A upwards growth of 29.6% more students achieving year 1 expectations in number and place value, with students requiring significant support in additive thinking being reduced to only 4% of students, compared to 16% in original data.

- 92% of year 2 students achieving at or above stage outcomes in number and place value with a reduction of students requiring significant support in additive thinking from 25% to only 9%.

- A large uplift of 28.6% more students achieving above grade level in year 4 for additive thinking and an uplift of 59.5% more students in year 3 working at or above grade level in number and place value, which is now a total of 80.5%

- Students in stage 3, making steady and consistent progress over the spiral with 129 progression indicator moves over much more advanced content descriptors.

Collaborative development of exemplars

In 2023, with the staggered implementation of our new online platform Hero, personalised learning goals are shared with parents and real time reporting and feedback against these goals are provided on a regular basis. Jointly constructed exemplars have been formulated to make visible the high expectations of each learning goal, and ensure the understanding of student learning is made clear to teachers, students and parents. These exemplars have been jointly created by staff, using the National Numeracy Progressions. The exemplars provide a clearly established expectation and visual for all stakeholders, ensuring a greater consistency of judgement and expectations across all year levels. Students are able to use these to identify, discuss and see examples of what their goal is and how to achieve it. Exemplars are now featured in each classroom and on our online platform HERO, as a visual for all stakeholders to view against each goal. As a result of the real-time applications of this software, engagement between all stakeholders in personalised learning and progress monitoring is enhanced and the exemplars make the curriculum expectations clear, ensuring student progress can continue to be made.

<p>Achievement of 2023 system-negotiated targets:</p> <p>An increase in Check-in Assessment mean scaled score for numeracy in Year 4 and 6 for 2023 compared with Year 3 and 5 in 2022.</p> <p>Improvement as measured by the School Excellence Framework:</p> <p>Learning:</p> <ul style="list-style-type: none"> * Curriculum - Excelling * Assessment - Excelling <p>Teaching:</p> <ul style="list-style-type: none"> * Effective Classroom Practice - Excelling * Data Skills and Use - Excelling * Learning and Development - Excelling * Leading * Educational Leadership - Excelling 	<p>Data champions project</p> <p>Over 2023 our APCIs and ACIP (numeracy coach) participated in the 'Data Champions' project with Dr Selena Fisk. Over the year, professional learning on developing a school culture of data collection and its use to inform and make impactful changes was undertaken. Our school action project was centred on developing student capacity to engage in data stories. This was done with the development and refining of our digital platform HERO, and through our Spiral of Inquiry. As part of our Spiral Of Inquiry, the triangulation and analysis of a variety of data forms was used to ensure a more holistic approach to scanning our school stakeholders and identifying particular areas to address. Educational tools were developed to allow greater communication and engagement in data practices by students, including the development of exemplars aligned with the National Literacy Progressions. As a result of the Data Champions project, school leaders have been able to establish a school-wide culture that appreciates the value of data, with student results more capable of talking about their own learning using data tools and scaffolds. In the coming year, we will continue to ensure our students further developing their capabilities of using a greater range of sources to make learning decisions, as well as ensuring their voices are heard within our planning and spiral processes.</p>
--	--

Strategic Direction 2: A High Expectation Learning Culture

Purpose

To develop a whole school, sustainable culture of high expectations to effectively improve teacher quality, student outcomes, communication, engagement and wellbeing.

Initiatives

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

- High expectations and teacher quality
- High expectations of Engagement
- High Expectations for School Attendance

Resources allocated to this strategic direction

Aboriginal background

QTSS release

AP Curriculum & Instruction

Professional learning

Low level adjustment for disability

Socio-economic background

Summary of progress

In 2023, a range of initiatives were implemented to support the progress of Strategic Direction 2. The following summarises the impact of these initiatives that have been included in our progress towards achievement. Throughout 2023, a continued focus on embedding evidence-based strategies in support of curriculum reform, whole school training and development in reality and choice theory to support wellbeing and improved attendance have been areas of improvement and capacity building.

Activities undertaken to support this progress include: School funded Assistant Principal to lead student engagement and attendance, greater analysis and use of attendance data and increased attendance communication between staff, students and families. High expectations in teaching quality has been further improved in 2023, via the design and implementation of new scope and sequence and instructional sequence documents, continued high impact professional learning, Numeracy Spiral of Inquiry and learning walk observation practices. Wellbeing initiatives include: All staff receiving basic intensive training in internal psychology through 3C Consultancy to build exemplary knowledge for reimagining the school's approach to wellbeing, and using the frameworks provided through the Curiosity and Powerful Learning professional development undertaken by school leaders.

As a result of the effective development and implementation of these, the following school wide impacts have been achieved:

- Consistent attendance reporting across the school with clear expectations for monitoring and actioning
- Real time absence collection through HERO application, allowing easier access to reporting student absences for families
- Regular attendance meetings have allowed for greater impact in data and consistency in responses between the HSLO, staff and families
- Consistency in curriculum delivery and teaching quality established through curriculum reform and instructional models
- Teacher capacity to implement effective curricula, increased via the use of high impact professional learning models, collaboration and coaching
- Increased confidence, knowledge and teaching capacity evident across the school in the areas of place value and additive thinking as a result of the spiral of inquiry. A significant proportion of teachers recognising their ability to make impact in this area, as evident in student growth data
- The use of research based practices and current wellbeing pedagogies such as trauma awareness has further developed teachers' capacity to implement effective teaching and learning that incorporates the current research on brain function, internal psychology and trauma aware practices.

- Greater engagement in powerful, rich conversations of learning and authentic school improvement within our own team and with schools across the St Andrews Principal's Network through the Curiosity and Powerful Learning series of learning.

- Increase in quality open-ended questioning to deepen mathematical understanding and prompt reasoning dialogic talk evident within classrooms.

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>55% - Proportion of students attending >90% of the time</p> <p>*note: Previous targets were set with incorrect data</p>	<p>The following are initiatives developed and implemented in 2023, to support our ongoing progress in building high expectations for school attendance with Strategic Direction 2:</p> <ul style="list-style-type: none"> • Through strategic staffing and financial management, the school has funded an AP to lead school-wide procedures and practises to support student engagement and attendance. This allowed an experienced staff member the time to lead attendance initiatives across the school. • Short term attendance data was analysed weekly. These reports and next step recommendations for each student was then distributed to all relevant staff in the school so that student attendance could be properly monitored and actioned. • Longer term attendance data analysed fortnightly by school AP and HSLO. Fortnightly meetings allow for alignment of data and consistency. From these meetings, steps for families are decided (Letter 1 sent home, parent meetings, referral to HSLO case load etc). • The use of a new communication app (HERO) has allowed for parents and carers to report absences in real time. Upskilling relevant staff to use this function, as well as communicating and supporting parents on correct use. This new app has also allowed for 'groups' to be created, which places students with specific attendance percentages in groups so that monitoring can be made simple.
<p>Improvement as measured by the School Excellence Framework:</p> <p>Learning culture</p> <ul style="list-style-type: none"> • High expectations- Excelling • Transitions and continuity of learning- Excelling <p>Professional Standards</p> <ul style="list-style-type: none"> • Improvement of practice- Excelling • Accreditation- Excelling <p>Educational Leadership</p> <ul style="list-style-type: none"> • Instructional leadership- Excelling • High expectations culture- Excelling • Performance management and development- Excelling <p>Wellbeing</p> <ul style="list-style-type: none"> • Caring for students- Excelling • Planned approach to wellbeing- Excelling <p>Effective Classroom Practice</p> <ul style="list-style-type: none"> • Individual learning needs- excelling • Behaviour- Excelling <p>Classroom management- Excelling</p>	<p>The following are initiatives developed and implemented in 2023, to support the ongoing progress in implementing high expectations of teacher quality:</p> <p>Design of whole school scope and sequences and instructional sequences- Curriculum Reform</p> <p>In 2023, (the implementation year of the new K-2 syllabus), our scope and sequence documents have been redeveloped to align with all new syllabus documents and the evidence underpinning them. Our scopes and sequences ensure all outcomes are met over longitudinal courses of study and expected behaviours are differentiated and monitored using the National Literacy and Numeracy Progressions. In 2023 a whole school instructional sequence for phonics and spelling was created to align with syllabus outcomes and model clear expectations between stages. This document is supported by evidence based strategies devised from professional learning across the school as part of collaborative processes. As a result of the instructional sequence, continued challenge and maximum learning is able to be achieved through consistency in expectations and quality teaching delivery.</p> <p>Learning walk- Numeracy: Effective questioning in the classroom</p> <p>In 2023, a focus on questioning in mathematics was embedded across the school, with the collection of data and subsequent professional learning provided. The aim of this was to improve the number of quality open-ended questions used to stimulate flexible thinking in numeracy. Findings from our observations of practice show a drastic increase in the amount of open-ended questions asked by teachers, increasing by a total of 108 between observation data sets. In direct contrast, the amount of closed questions</p>

Improvement as measured by the School Excellence Framework:

Learning culture

- High expectations- Excelling
- Transitions and continuity of learning- Excelling

Professional Standards

- Improvement of practice- Excelling
- Accreditation- Excelling

Educational Leadership

- Instructional leadership- Excelling
- High expectations culture- Excelling
- Performance management and development- Excelling

Wellbeing

- Caring for students- Excelling
- Planned approach to wellbeing- Excelling

Excelling

- Individual learning needs- excelling
- Behaviour- Excelling

Effective Classroom Practice

- Classroom management- Excelling

asked or closed responses given to a student-posed question, decreased by more than half between the data collections. As part of our observation learning walks, rich dialogic discussion was evident across all classrooms, with a greater amount of students being prompted to or articulating their responses in flexible ways, modelling deeper mathematical understanding and reasoning. In 2024, a continued focus on questioning will be established early in term 1 to consolidate and refine practices.

High Impact Professional Learning and Professional Development Goals for Educators

In 2023, both our Professional learning and development capabilities were evaluated and refined based on the results of our inquiries. Our professional development cycle was reviewed and adapted to achieve greater alignment with our school improvement priority areas. Our PDP cycle involves dedicated professional conversations held between teachers and supervisors to support the establishment of clear performance goals that are derived from SIP priority areas, build on existing strengths, further develop knowledge and skills, support student achievement data and are clearly aligned with the teaching standards. As a result of the clearly defined cycle and expectations, 2023 goals developed by teachers and executive clearly draw from a range of specific needs that align with our school priorities. Professional learning opportunities have been developed based on the identified learning needs of staff, ensuring teacher capacity to achieve professional growth in targeted areas of development.

Early in 2023, executive evaluated our schools high impact professional learning. In 2022, an initial evaluation was completed, noting areas of improvement. As a result of this, professional learning was increasingly targeted to needs and coaching for individual needs was utilised to follow up on continuous improvement of practice. With a stronger focus on these specific areas including, greater evaluation of professional learning to inform needs and the establishment of greater links between the school improvement plan and learning, it is pleasing that on re-evaluation this year, our school self identified ourselves as moving from sustaining and growing, into excelling for the majority of categories. Impact is seen in the strong engagement of staff, working towards a greater collective efficacy of improved practice within data-informed areas of priority. Our high expectations of professional learning and practice will continue in the following years.

Teacher professional learning- Spiral of Inquiry: Numeracy (Place value and additive strategies)

Through the Spiral of Inquiry process, our focus on effective numeracy practices allowed staff to participate in evidence based professional learning in flexible additive thinking. Improved student mastery and achievement was evident, as well as the recognition of improved teacher quality in overall knowledge and understanding of updated research and NSW Department of Education strategies for teaching and learning. As a result of the spiral, 80% of teachers believe they are making significant impact for their students in this area, with a few identifying specific areas they would like to continue working on with coaching staff. Teacher survey results show significant impact was made, with a large number of teachers recognising that what made a strong difference to their adaptive expertise were the successful practices introduced during the spiral of inquiry, such as differentiated targeted teaching groups, Newmans error analysis and rich tasks shared during Big Ideas to Start Strong modules. Teachers have identified particular areas to work on next year and further areas for future professional learning.

During External Validation in 2023, our school achieved excelling in the areas of *Curriculum, Professional Standards and Learning and Development*.

The following are initiatives developed and implemented in 2023, to support our ongoing progress in implementing high expectations for wellbeing:

Improvement as measured by the School Excellence Framework:

Learning culture

- High expectations- Excelling
- Transitions and continuity of learning- Excelling

Professional Standards

- Improvement of practice- Excelling
- Accreditation- Excelling

Educational Leadership

- Instructional leadership- Excelling
- High expectations culture- Excelling
- Performance management and development- Excelling

Wellbeing

- Caring for students- Excelling
- Planned approach to wellbeing- Excelling

Excelling

- Individual learning needs- excelling
- Behaviour- Excelling

Effective Classroom Practice

- Classroom management- Excelling

Wellbeing at Sackville Street- Choice Theory and Reality Therapy

In Term 1 of 2023 37 teachers, SASS and SLSO staff participated in the Basic Intensive Training offered by 3C Consultancy. This training provides an overview of brain development and function, trauma awareness and focus sessions on Glasser's Choice Theory, Reality Therapy and Lead Management. The training consisted of 4 days of intensive, practical and evidence based professional learning which is created, endorsed and delivered by the Glasser Institute. Participants were able to then take this knowledge to make informed contributions to a review of wellbeing practices and procedures at Sackville Street. Once all staff had completed the training, whole school professional learning sessions were held with a focus on what our school vision would be for wellbeing. PD/H/PE learning sequences have been developed and sequences to allow our understanding of evidence based practices to meet the needs of our students. Our parents (27 participants) have participated in workshops with Sarah Rudling, in which the survey responses were overwhelmingly positive. Whilst there has already been positive feedback across the school, showing initial impact, we are looking forward to continuing this journey in 2024.

Curiosity and Powerful Learning

In Term 4, 2022 a team of senior executives, middle leaders and aspiring leaders began the Curiosity and Powerful Learning (CP&L) program and aligned it with our wellbeing improvement journey vision to enable our community of students, teachers and parents see themselves as genuinely empowered and self-regulated learners. Simultaneously the school has engaged the services of Sarah Rudling. Sarah is a faculty member of the William Glasser Institute and a certified Reality Therapy coach. In 2023, the CP&L team engaged in rigorous professional development, providing an integrated set of leadership strategies necessary to create enduring changes that will progressively lead to a holistic evolution in how our community view wellbeing. At Sackville Street our CP&L team utilised the school improvement pathway framework to develop specific focus areas in wellbeing. The program has opened opportunities to engage in powerful, rigorous conversations about learning and authentic school improvement within our own team and with schools across the St Andrews Principal's Network.

As a school, we have identified ourselves as sustaining and growing during the 2023 External Validation in the areas of wellbeing and learning culture and will continue to work towards achieving excelling within the next school improvement cycle. We have self assessed using the school excellence framework in the area of effective classroom practice and have remained at sustaining and growing with a focus on classroom management that aligns with our wellbeing vision.

Strategic Direction 3: Powerful Partners in Learning

Purpose

In order to improve student engagement and learning outcomes, we will strengthen and develop community and professional partnerships to enhance teacher practice that add value to student learning.

Initiatives

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

- Professional Partnerships
- Positive Community Partnerships

Resources allocated to this strategic direction

Summary of progress

In 2023, a range of initiatives were implemented to support the progress of Strategic Direction 3. The following summarises the impact of these initiatives that were included in our progress towards achievement. Throughout 2023, we have continued to build professional and community partnerships through active engagement and collaboration across varying aspects of school life. Activities undertaken to support this progress include: The Aspiring Leaders Program, Leadership through Spiral of Inquiry Models and the Network of Inquiry and Innovation, parent curriculum workshops and forums, community transition partnerships and Breakfast Club.

As a result of the effective development and implementation of these the following school wide impacts have been achieved:

-Leadership development through mentorship model and evaluative practices, providing continued impact as teachers support each other to further develop knowledge and capability in target curriculum areas

-A greater collaborative and collective understanding in leadership staff around effectively leading and supporting the Spiral of Inquiry model within the school

-Parents are greater informed about curriculum implementation, involved in decision making and our aims for improvement. They have played a larger, connected part in sharing school life

-Greater connections between staff and new families entering Kindergarten in 2024, with increased opportunities for communication. A greater level of confidence and less anxiety has been achieved for new families entering the Sackville Street community. An increased level of understanding of our newest learners was achieved through dedicated enrolment interviews with the family and child prior to starting.

-Increased availability and opportunities for all students to eat a healthy breakfast before attending class, ensuring a readiness for learning and an opportunity to connect with adults and peers before school starts for the day.

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>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING AND DEVELOPMENT</p> <ul style="list-style-type: none">• Professional learning• Collaborative practice and feedback• Expertise and innovation <p>EDUCATIONAL LEADERSHIP</p> <ul style="list-style-type: none">• Performance Management and Development	<p>The following are initiatives developed and implemented in 2023, to support our ongoing progress in building professional partnerships in line with Strategic direction 3:</p> <p>Aspiring leaders program</p> <p>This year began our first implementation of this iteration of an aspiring leaders program. Identification and scaffolding leadership capacity in selected teachers were key to the program. Aspiring leaders worked with Assistant Principal mentors, collaborating on case studies aligned with</p>

<ul style="list-style-type: none"> • Community Engagement 	<p>areas of the school improvement plan. The small teams of leaders worked through a case study inquiry model, planning, implementing and evaluating their success over a term of inquiry. In K-2 the case study '<i>Building Oral Language & Interaction Skills To Build Student Self Efficacy</i>' and in 3-6 '<i>The Gradual Release Of Responsibility Model For Increased Comprehension</i>' were undertaken over a period of two terms. Our aspiring leaders presented their projects in professional development sessions to staff and are furthering collaborative practice as coaches to their peers in the implementation of the high impact professional learning model. This ensured learning was extended through the use of purposeful and supported cycles of practice. The ongoing commitment of our leadership team to develop quality, aspirational leaders and strong collegial partnerships is resulting in a cohesive leading and learning community with a culture of high expectations. This is creating a strong pipeline of future leaders, supporting succession planning and fostering a culture of distributed leadership. As a result of this program, aspiring leaders were supported to grow capacity through an evaluative practice lens, each establishing effective teaching techniques which resulted in improved student capabilities. In 2024, the aspiring leaders program will continue, using evaluations to refine and further develop on a successful start.</p> <p>Spiral of Inquiry- Leadership</p> <p>This year, our executive team reviewed our leadership learning using the professional text '<i>Leading Through Spirals of Inquiry</i>' by our educational mentors Judy Halbert and Linda Kaser. Through our professional partnerships, executive collectively developed a joint knowledge base and decision making protocols around best practices within a Spiral of Inquiry. The executive team has worked together using this knowledge to strategically plan for spirals sessions. Our professional partnerships with the NSW Network of Innovation and Inquiry in which the spiral of inquiry is a central model for disciplined inquiry practice has continued with our principal and deputy taking lead roles in this year's 2 day symposium with local, regional interstate and international delegates. Through a network of contacts our school leadership will continue to grow in capacity to facilitate disciplined inquiries. Following on, senior and middle leaders can model for and coach aspiring leaders to take a leadership role in future inquiries. Striving for consistency and rigour during disciplined inquiry will continue to be a way teams of staff meet the needs of students and teacher quality is developed.</p> <p>During our external validation process our school was identified as excelling in the area of <i>Educational Leadership and Learning and Development</i>.</p>
<p>Improvement as measured by the School Excellence Framework:</p> <p>LEARNING AND DEVELOPMENT</p> <ul style="list-style-type: none"> • Professional learning • Collaborative practice and feedback • Expertise and innovation <p>EDUCATIONAL LEADERSHIP</p> <ul style="list-style-type: none"> • Performance Management and Development • Community Engagement 	<p>The following are initiatives developed and implemented in 2023, to support our ongoing progress in building community partnerships in line with Strategic direction 3:</p> <p>Parent workshops- Curriculum</p> <p>At Sackville Street, parent workshops are held to support our students' progress towards our improvement targets and the achievement of their individual learning goals. In 2023, literacy and numeracy workshops were delivered to parents on reading and play-based maths. These sessions informed parents of what literacy and numeracy looks like in the classroom, but also provided parents hands on strategies for how they can support their child with literacy and numeracy at home. These sessions were evaluated by parents, with the data showing that parents felt more confident supporting their child's learning at home after these sessions. Later in 2023, as part of Education Week, workshops were held including: the interpretation of NAPLAN results and how to support students using these, a session on the introduction to the new syllabus documents and using HERO exemplars to further students' learning. At Sackville Street we are further developing parent partnerships through the use of our new software platform, Hero. Learning workshops for our new communication platform have been provided to our families and the school community. These sessions have explicitly supported parents through the process of using HERO- introductory features and use for sharing learning with our</p>

Improvement as measured by the School Excellence Framework:

LEARNING AND DEVELOPMENT

- Professional learning
- Collaborative practice and feedback
- Expertise and innovation

EDUCATIONAL LEADERSHIP

- Performance Management and Development
- Community Engagement

community. Through these sessions parents provided feedback and support with decision making about HERO. The school continues to work in negotiation with the app developers to request features that enhance our work, improve efficiency and meet the needs of our community. As a result of workshops and various other approaches to communication, parents are well-informed about our aims for improvement and play a large connected part in sharing in student learning journeys and their progress.

Community transition partnerships

This year, in collaboration with the local high school, there has been an increase of taster days and transition days for our Year 6 students with strategic support also for students with diverse needs. These taster days allowed students to meet key mentors and support personnel from the high school to help relieve stress and anxiety about commencing Year 7.

The Keen Kinders program continued to run after its success in previous years. This year, parents and students of Kindergarten 2024 were invited to meet with executive staff for an interview. The purpose of these interviews was to allow a smooth transition for students into their new school, building greater connections between our families, meeting the needs of their students and relieving anxiety in the lead up to starting Kindergarten. Feedback from parents was positive, indicating that parents felt more prepared, confident and at ease about their child starting school.

Breakfast Club

In 2023, we established a new and improved Breakfast Club program at Sackville in our newly designed and renovated kitchen. Breakfast Club allows the opportunity for all students to ensure they have eaten before attending class, setting them up for success in learning. A large number of students have been attending breakfast club regularly. The school has made efforts to work collaboratively with parent volunteers to provide a variety of breakfast options as well as tables and chairs so that students can sit together and eat. Impact can be seen in the large number of students attending breakfast club and their positivity around the club itself.

During our external validation process our school was identified as excelling in the area of *Educational Leadership and Learning and Development*.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$13,545.00</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 Sackville Street 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"> • Embedding sustainable whole school reading processes <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 <p>The allocation of this funding has resulted in the following impact: Students and teachers supported in curriculum and social participation of newly arrived students.</p> <p>After evaluation, the next steps to support our students will be: Continued support of students at point of need.</p>
<p>Integration funding support</p> <p>\$103,527.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sackville Street 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"> • Embedding sustainable whole school reading processes • Embedding sustainable whole school Numeracy processes <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • 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: Targeted and specific support for identified students to meet current learning and behavioural goals.</p> <p>After evaluation, the next steps to support our students will be: Continued monitoring and evaluation of personalised learning and support plans and behavioural support plans.</p>
<p>Socio-economic background</p> <p>\$286,773.05</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sackville Street 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"> • Embedding sustainable whole school reading processes • High expectations of Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • resourcing to increase equitability of resources and services • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials,

<p>Socio-economic background</p> <p>\$286,773.05</p>	<p>uniform, equipment and other items</p> <p>The allocation of this funding has resulted in the following impact: Improved school attendance and academic and social outcomes for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Building on success of previous initiatives to further enhance student outcomes for academics and wellbeing while supporting families.</p>
<p>Aboriginal background</p> <p>\$76,765.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sackville Street 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"> • High expectations and teacher quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • active membership of several school staff in local AECG to enhance opportunities for, and representation of, Aboriginal students • utilised the support of the Aboriginal Education Team in developing programs for students • initiated first Junior AECG • Whole staff professional learning provided by local elder to building cultural competency <p>The allocation of this funding has resulted in the following impact: The increased cultural understanding of staff which has led to improvements in content planning and delivery. Culturally responsive opportunities for students.</p> <p>After evaluation, the next steps to support our students will be: A review of the PLP process and building the visibility and contributions of the Junior AECG.</p>
<p>English language proficiency</p> <p>\$95,669.42</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sackville Street 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"> • Embedding sustainable whole school reading processes <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 • provide EAL/D Progression levelling PL to staff <p>The allocation of this funding has resulted in the following impact: Collaboration with, and professional learning for, classroom teachers has enabled our EAL/D teacher to build the capacity of all staff to better meet the needs of EAL/D learners across the school.</p> <p>After evaluation, the next steps to support our students will be: Maintain the whole school focus on vocabulary and language through individual and small group interventions as well as teacher professional</p>

<p>English language proficiency</p> <p>\$95,669.42</p>	<p>development.</p>
<p>Low level adjustment for disability</p> <p>\$268,139.14</p>	<p>Low level adjustment for disability equity loading provides support for students at Sackville Street 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"> • High expectations and teacher quality <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom and playground settings • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: Greater support for our vulnerable students in all school settings through the consistent implementation of identified strategies.</p> <p>After evaluation, the next steps to support our students will be: Regular review of plans with greater input from parents and carers.</p>
<p>Professional learning</p> <p>\$36,975.38</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 Sackville Street 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"> • High expectations and teacher quality <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • course costs for staff undertaking recognised courses • presentations by suitable and qualified facilitators, for example diabetes or first aid workshops • presentations by suitable and qualified facilitators, on student wellbeing <p>The allocation of this funding has resulted in the following impact: Developing and embedding consistent approaches across the school with shared understandings and language.</p> <p>After evaluation, the next steps to support our students will be: Consistent practices across all areas continue to be a focus in developing a strong and consistent school culture.</p>
<p>QTSS release</p> <p>\$108,425.09</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sackville Street Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>QTSS release \$108,425.09</p>	<p>including:</p> <ul style="list-style-type: none"> • High expectations and teacher quality <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • 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: Targeted support through coaching and collaboration for all staff has ensured evidence based pedagogies are utilised when implementing the new mandatory syllabus documents. Higher levels of data literacy is evident among staff. Strategic collection, analysis and planning is occurring with teaching targeted to identified areas of need. Greater efficacy around student growth has been achieved with consistent approaches to student learning goals, teacher planning and practises around evaluation strengthened. Students across K-6 are progressively understanding their current learning goals through visible learning strategies. Learning walks have determined that many students can identify their personal learning goals, however a small percentage of students can identify what is required to successfully achieve their goals and plan for their next learning.</p> <p>After evaluation, the next steps to support our students will be: Provide APC&I, school's numeracy coach and middle leaders adequate time to support stage teams during collaboration and individual coaching. Dedicated time for teacher collaboration will continue to be funded to ensure effective data analysis, development of high quality teaching and learning programs, evaluation of programs and pedagogy, consistency of teacher judgement and collective efficacy around student growth continues to be areas of exemplary practice at Sackville Street Public School Refine and build on the implementation of the HERO app as a tool for communicating student learning goals and achievements to all stakeholders. As students continue to understand their personalised learning goals they will develop a learning portfolio, that over time will give them greater agency over their learning.</p>
<p>COVID ILSP \$166,011.15</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2023.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups • providing intensive small group tuition for identified students who were requiring additional support in literacy and numeracy • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact: Significant growth in both reading and numeracy for targeted students.</p> <p>After evaluation, the next steps to support our students will be: Continued monitoring and support for classroom teachers to maintain growth trajectory.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	256	256	275	261
Girls	257	257	275	262

Student attendance profile

School				
Year	2020	2021	2022	2023
K	89.0	88.9	86.7	89.6
1	86.4	91.6	84.6	89.7
2	87.9	91.7	84.2	89.3
3	87.0	90.7	83.4	89.3
4	88.2	91.7	83.7	88.5
5	88.6	91.4	85.8	88.7
6	91.3	89.6	85.7	89.2
All Years	88.2	90.8	84.9	89.2
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)	5.2
Classroom Teacher(s)	19.7
Learning and Support Teacher(s)	1.3
Teacher Librarian	1
Teacher EAL/D	0.2
School Administration and Support Staff	3.96
Other Positions	2

*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.

Professional learning priorities for staff in 2023 included but were not limited to:

* New English and mathematics syllabus documents- knowledge of the documents and the evidence based pedagogies

for successful implementation.

- * Four day intensive training in internal psychology with a focus on Choice Theory and Reality Therapy
- * Extended training in the use of the HERO app to communicate Visible Learning principles and how
- * Immersive training in data literacy to support teacher analysis of student data to inform targeted planning.
- * Commitment to learning more about the cultures and histories of Aboriginal Australia.

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	646,619.60
Revenue	6,386,287.27
Appropriation	6,103,990.15
Sale of Goods and Services	45,031.11
Grants and contributions	187,970.22
Investment income	23,795.79
Other revenue	25,500.00
Expenses	-6,035,880.54
Employee related	-5,516,250.94
Operating expenses	-519,629.60
Surplus / deficit for the year	350,406.73
Closing Balance	997,026.33

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	69,856
Equity Total	727,347
Equity - Aboriginal	76,765
Equity - Socio-economic	286,773
Equity - Language	95,669
Equity - Disability	268,139
Base Total	4,052,867
Base - Per Capita	143,143
Base - Location	0
Base - Other	3,909,724
Other Total	675,918
Grand Total	5,525,988

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

Comparison data from 2022 and 2023 Tell Them From Me Surveys indicate:

Students report:

- * Similar rates of participation in sports, sense of belonging and positive relationships. Data from early in the year tends to rate higher than the end of the year.

Parents and carers:

- * greater levels of satisfaction in the areas of being informed, the school supporting learning and behaviour, school safety and inclusivity compared to 2022 results.

- * increased involvement in the classroom and school initiatives

Teachers:

- * Continued increase in positive perceptions of school leadership, parental involvement and collaboration

- * maintenance of the use of data based practices to inform planning and teaching.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Aboriginal Education - School statement

Sackville Street Public School was proud to serve over 50 Aboriginal and Torres Strait Islander students in 2023. Utilising equity funding, a part time AP position continued in 2023. Part of this role entails supporting and growing a culturally safe school as well targeted support for the achievement of aspirational PLP goals. Due to maternity leave a personnel change was needed however the commitment to the priorities of our Aboriginal and TI students remained. A commitment to increasing the students' and their families' sense of belonging at Sackville Street was a focus and it was evidenced through the level of community involvement and engagement throughout the year. Our students engaged with Aboriginal AECG members & DoE staff to continue our Junior AECG and to work on projects meaningful to our school such as revitalising the school's Acknowledgment of Country.

In October, staff on School Development Day, had a full day of learning on Dharawal Country. We were led by our much loved local elder to learn about historical and cultural truths. At Sackville Street we believe our best work can be done when we build the knowledge and confidence of our educators to teach culturally and historically relevant content and skills to all students.

Two of our school leaders are full members of the Fields Local AECG. Our school is enhanced by their knowledge and regular collaboration in this network. We are abreast of opportunities and services for Aboriginal & Torres Strait Islanders and leverage many community connections to support our school stakeholders.

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.

