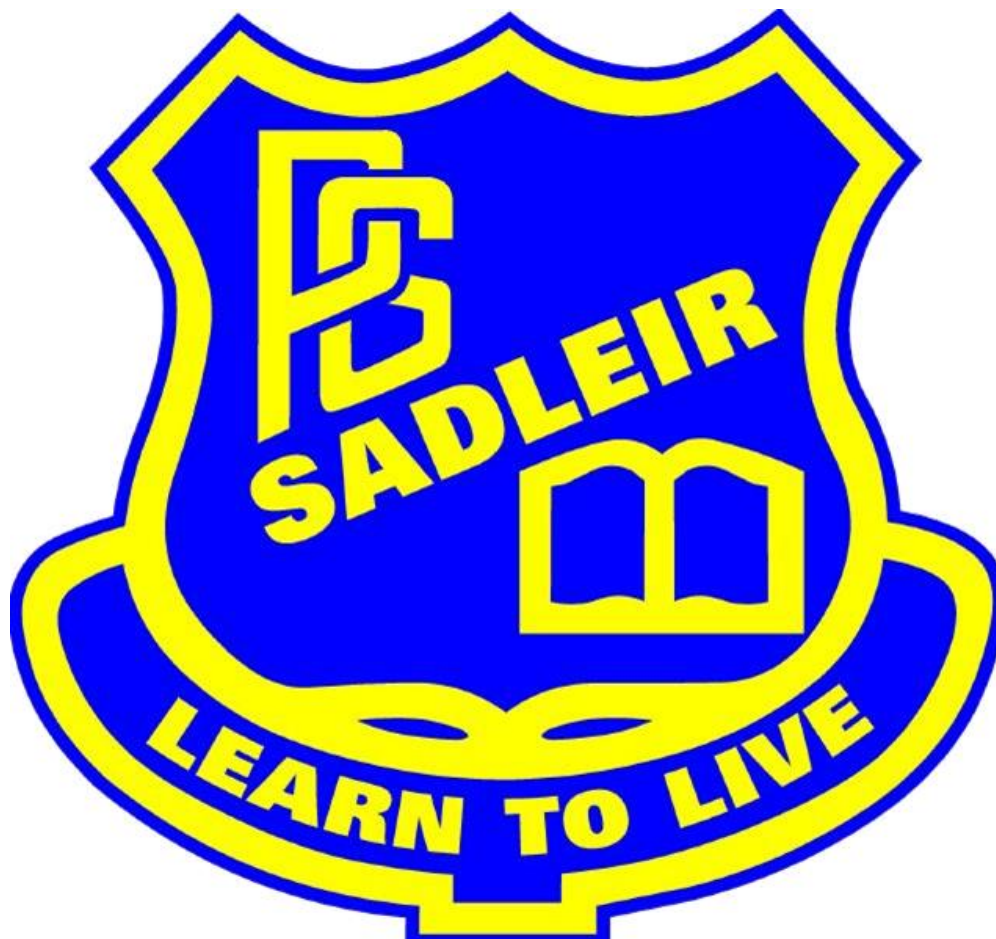


2023 Annual Report

Sadleir Public School



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Introduction

The Annual Report for 2023 is provided to the community of Sadleir 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

Sadleir Public School values the central role of education in developing successful citizens of the future and equips students with the knowledge, understanding, skills and values to thrive. Our school culture is one of inclusion that embraces Australia's values and promotes Indigenous cultures as a key part of the nation's history, present and future.

Our vision at Sadleir Public School is to build pathways to success for all students.

School context

Sadleir Public School is a member of the Liverpool Network of schools in South Western Sydney. The school has a preschool and a support unit for students with intellectual disabilities and/or Autism.

Aboriginal and Torres Strait Islander students make up 8% of the student population. 82% of students have a language background other than English with Arabic, Samoan and Vietnamese making up the largest language groups. The school has an Arabic Community Language program.

A significant number of students come from low socio-economic backgrounds. The school's Family Occupation Employment Index (FOEI) is 179 with 70% of students been identified in the lowest socio-economic quarter.

In 2023 the school participated in the External Validation process with Learning Culture, Educational Leadership, Wellbeing and Data Skills and Use being identified as areas of strength. The school's preschool undertook the Assessment and Rating process with a final overall rating of Exceeding.

Throughout 2023, the school implemented the new K-2 English and Mathematics Syllabus. Staff participated in a variety of targeted professional learning activities to ensure effective implementation in all classes. This process was led and supported by the Assistant Principal Curriculum and Instruction (APC&I).

The school's learning support systems have been and continue to be enhanced. There are strong and productive partnerships with a significant number of agencies for the purpose of providing additional support for students with complex needs. The Allied Health team has continued to provide intensive support to students and families.

Home school community partnerships are fostered and highly valued. The school P&C is active and very supportive providing significant financial support via fundraising and successful grant applications. To support community partnerships, the school employs a Community Liaison Officer who runs parent workshops, a well resourced community room, breakfast club and a weekly playgroup.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning in Literacy and Numeracy by employing evidence based teaching strategies in a data driven whole school approach.

Initiatives

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

- Data Skills and Use
- Effective Classroom Practice

Resources allocated to this strategic direction

QTSS release

Socio-economic background

Low level adjustment for disability

AP Curriculum & Instruction

English language proficiency

Professional learning

Summary of progress

Whole school teaching of reading

The focus for 2023 was to provide all teaching staff the skills and resources to competently teach reading and to ensure the effective implementation of the reading component of the new K-2 English Syllabus. Teacher evaluation of professional learning indicated that most teachers developed an increase in knowledge and skills in using decodables when teaching reading. Some teachers have requested further professional learning in regards to their specific context. All K-2 teachers are teaching reading using decodables as evidenced in teaching and learning programs and class observations. School based data is collected regularly as per the assessment schedule and reviewed during stage meetings and data talks to further inform explicit teaching of reading. Reading data is recorded and regularly monitored through a whole school tracking sheet. Data has been compared from 2022 to 2023 and indicates that a more focussed approach using decodables in 2023 has resulted in a higher percentage of students continuing to show progress. In 2024, decodable texts will remain the focus for teaching reading within K-2 classrooms. Teachers will continue to record and monitor student learning to assess the progression from decodables to other complex texts. Staff will continue to participate in professional learning to further develop their skills in accurately analysing data..

Consistency in teaching writing

The focus for 2023 was to further develop a whole school consistent approach to the teaching and assessment of writing. Collaborative planning time was used in stages to develop pre and post assessment tasks as well as rubrics to ensure a consistent approach to the identification of areas of need. Buddy observations were used as a reflective tool to record, review and share teacher practice. Teams compare writing samples from one term to the next, using the rubric to assess the effectiveness of teacher practice and student learning. Through collaborative planning and the analysis of data, there is evidence to show teachers are more consistent and effective when planning and teaching writing lessons. Analysis of data indicates students are showing an improvement in writing and are more able to produce high quality writing samples meeting specific outcomes. In stage meetings, teams analysed writing samples to guide future planning and developed rubrics to focus on identified areas. In 2024, staff will continue to collect and analyse pre and post data to ensure teaching and learning programs and lesson sequences are addressing the learning needs of all students. Further professional learning will be presented to continue to up-skill staff.

Mathematics

The focus for 2023 was to further develop K-2 teachers syllabus knowledge and skills in planning and delivering structured mathematics lessons. Curriculum planning time and stage meetings were utilised to strengthen teacher knowledge and facilitate collaborative stage discussions enabling consistency and alignment to the syllabus when planning. K-6 teachers continue to deliver structured lessons as evidenced by teaching and learning programs and class observations. All teachers have been up-skilled in the new 3-6 mathematics syllabus content through micro learning sessions and will continue to work through the modules throughout 2024. It is evident, through class observations by peers, that teachers are developing their practice to enhance lesson quality. The K-6 scope and sequence was reviewed in semester 2, ensuring alignment to department documentation and addressing learning needs of all students. K-Year 2

teachers developed student progress reports aligned to the new K-2 syllabus markers. Throughout 2024, teachers will continue to participate in professional learning sessions to effectively program and deliver well structured lessons to students. Student data will continue to be collected and analysed regularly to ensure the planned teaching strategies are successfully improving student learning outcomes.

Curriculum Reform

The focus for 2023 was to provide time and support for staff to participate in professional learning to build a collective understanding of curriculum reform. DoE supporting documentation released throughout Semester 2 was presented to staff by the APCI during curriculum time. Following this professional learning, the APCI developed the collective capacity of the Assistant Principals to enable them to work with their teams to effectively implement syllabus documents in 2024. Staff were surveyed and a majority indicated they are well prepared to engage, enact and embed the new English and mathematics syllabus documents in planning and programming. Professional learning will continue in 2024 to refresh the knowledge of current staff and up-skill new staff.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in Check-in Assessment mean scaled score for reading in Years 3 - 6 for 2023 compared with Years 3-6 in 2022.	Student achievement data in Check - In indicates the results in 2023 were similar to 2022.
An increase in Check-in Assessment mean scaled score for numeracy in Years 3 - 6 for 2023 compared with Years 3-6 in 2022.	Student achievement data in Check - In indicates the results in 2023 were similar to 2022.
50% of Aboriginal and Torres Strait Islander students show growth in reading as compared to 2022.	40% of Aboriginal and Torres Strait Islander students have shown growth in Check in reading.
School self assessment of the elements 'Effective Classroom Practice' and 'Data Skills and Use' evaluated as working towards Excelling.	Self-assessment against the School Excellence Framework (SEF) and as demonstrated after external validation, shows the school currently performing at sustaining and growing in the element of Effective Classroom Practice and excelling in the element of Data Skills and Use.
50% of Aboriginal and Torres Strait Islander students show growth in numeracy as compared to 2022.	40% of Aboriginal and Torres Strait Islander students have shown growth in Check in numeracy.

Strategic Direction 2: Rich Curriculum and Assessment for Learning

Purpose

To improve teacher capabilities by developing a professional learning culture of deep understanding, high levels of engagement and cycles of reflective and evaluative practice to maximise student learning outcomes through rich connections to the real world.

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.

- Rich Curriculum
- Authentic Assessment

Resources allocated to this strategic direction

Socio-economic background
Beginning teacher support
QTSS release

Summary of progress

Rich Curriculum - 4Cs

The focus for 2023 was to upskill staff in the 4C's pedagogy to enhance 21st century skills of communication, creativity, critical reflection and collaboration. Stage 3 teachers incorporated 4Cs dispositions into the whole school programming format where relevant. Teachers encouraged students to use the language of the disposition wheel both in planned lessons as well as incidentally. Professional learning provided practical examples of how to embed the learning dispositions further into teaching and learning programs. Due to staffing restrictions, professional learning was provided in small groups across Term 4. Staff involved have shown more creativity in planning and delivery of lessons and deeper thinking in the way they engage students in their learning. A consistent language of the learning dispositions within classrooms and playground is developing. Professional learning will continue into 2024 to refresh stage 3 teachers knowledge and skills and will also be provided to other staff to develop a whole school approach. It is anticipated that a further impact would include increased student voice, engagement in learning and student collaboration.

Authentic Assessment

The focus for 2023 was to collect and analyse authentic assessment data to plan and program lessons to address student needs. All teachers participated in professional learning to build their knowledge of the requirements of rich, authentic assessment tasks. During stage planning time, teachers collaboratively designed assessment tasks reflecting the syllabus, teaching and learning programs and analysis of data. Data collected and analysed was utilised by stage teams to identify areas to include in future planning and assessment tasks. Internal school and PLAN data were triangulated with NAPLAN/Check-In data to ensure consistent and accurate data. This on-going process is embedded into the teaching cycle to ensure all students needs are met. In 2024 staff will continue to embed this process into regular stage planning sessions and include other KLAs.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School self assessment of the element Curriculum evaluated at Sustaining and Growing.	Self-assessment against the School Excellence Framework (SEF) shows the school currently performing at sustaining and growing in curriculum provision and teaching and learning programs within the element of Curriculum. This has been validated through the EV process.
Tell Them From Me student survey data in the driver of student outcomes: 'Explicit teaching practices and feedback' is equal to or exceeds state	Data gathered from the Tell Them from Me student survey indicated a mean score of 7.7 in explicit teaching practices and feedback, which is higher than the state average of 7.5.

average.

Purpose

To create a student centred culture of voice and citizenship by implementing and embedding a whole school strengths based approach that capitalises on current community values initiatives and wellbeing practices focussing on preventative, protective and early interventions for the whole child.

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.

- Citizenship and Student Voice
- Wellbeing and Engagement

Resources allocated to this strategic direction

Socio-economic background

Aboriginal background

Summary of progress

HPGE - social emotional domain

The focus for 2023 was to raise the profile of the social emotional domain and begin to develop a school based implementation plan of the policy. The Principal and APCI were a part of a community of schools action group tasked with driving High Potential and Gifted Education (HPGE) implementation in low SES schools. Project professional learning included unpacking of the policy and resources to further build understanding of the ACARA personal and social capability learning continuum. The plan was to develop an identification matrix including specific criteria across the community of schools to then be contextualized to meet the needs of each school. On Term 3 school development day, staff participated in PL presented by the Principal and APCI on the components of the social-emotional domain within the HPGE policy. This was followed up by a whole school staff meeting where staff used their knowledge to begin to identify students utilising the ACARA personal and social capability learning continuum. Due to staffing changes, this had been delayed. This will be further explored in 2024 at Sadleir Public School through further professional learning and discussions to develop specific criteria for observation and identification. This document will be reviewed in semester 2.

Every school day counts

The focus for 2023 was to increase the proportion of students attending 90% or greater and to continue to provide intensive support to students with low attendance.

Strategies implemented to improve attendance have included regular communication with parents and carers, promotion of the benefits of high attendance and the positive impact on learning, rewards, and initiatives such as the whole school breakfast club. The school established a part time attendance coordinator position and SASS roles to focus on attendance. The attendance coordinator monitored attendance patterns, analysed data and met regularly with the Home School Liaison Officer. The school team developed a visual termly attendance report identifying every students attendance data at the end of each term.

Regular contact through, phone calls and written correspondence occurs with parents of students whose continuity of learning is at risk and where attendance improvement plans have been implemented. Following the implementation of these processes, the data indicates 65% attending 90% of the time, reaching our target. Attendance rates are positive, with SCOUT data comparing well with the Liverpool Network of schools. In 2024, close monitoring of attendance data will continue to identify at-risk students. The attendance co-ordinator and HSLO will work together to plan strategies to improve attendance and develop attendance improvement plans, where required. Late arrivals will continue to be a focus in 2024.

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

Continue to achieve excelling within the SEF element of Wellbeing as evidenced through External Validation.	Self-assessment against the School Excellence Framework (SEF) shows the school currently performing at excelling in the element of Wellbeing. This has been validated through the EV process.
75% of students attending more than 90% of the time. (lower band target)	65% of students had an attendance rate of greater than 90%. This was a 25% increase from 2022.
At least a 4.5% increase from 2022 target in the proportion of students who report a positive sense of wellbeing in the Tell Them From Me survey.	78% of students reported a positive sense of wellbeing which is an increase of 7% from 2022 data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$22,766.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sadleir 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Funds used to provide targeted support to identified students through the use of School Learning and Support Officers. Targeted students were given in class and playground support to work towards the goals identified in their Personalised Learning Support Plans (PLSP).</p> <p>After evaluation, the next steps to support our students will be: To incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. PLSPs are regularly updated and responsive to student learning needs and progress to ensure identified students receive personalised learning and support within their own classrooms. Integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$957,478.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sadleir 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"> • Data Skills and Use • Effective Classroom Practice • Rich Curriculum • Citizenship and Student Voice • Wellbeing and Engagement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of 0.6 APCI • staff release for professional learning and data analysis • resourcing to increase equitability of resources and services inclusive of support for educational materials, uniform, equipment and other items • employment of additional staff to support parent engagement workshops and initiatives and employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Employment of extra APCI provided more intensive professional learning to further develop teacher practice, knowledge and skills of curriculum and data analysis. This has resulted in a change of pedagogical practices aligned with evidence based teaching. Intensive literacy and numeracy support provided equity and access to the curriculum resulting in students making individual progress as evidenced in Check-In data. This data indicates that Year 3 and Year 5 students demonstrated an increase in the number of correct responses in reading (2022-2023). In numeracy Year 3</p>

<p>Socio-economic background</p> <p>\$957,478.10</p>	<p>and Year 5 students increased the percentage of correct responses by an average of 4.5% in Check-In assessment.(2022-2023). Students were able to access reading and technology resources to support learning across all key learning areas leading to increased engagement, motivation and skills. The employment of a CLO increased parent knowledge of curriculum and health through workshops and referrals to support services, which allowed greater participation within the school.</p> <p>Attendance data indicates that 65% of students attended greater than 90% of the time. This was a 25% increase from 2022 data.</p> <p>After evaluation, the next steps to support our students will be: Further curriculum support will be provided to ensure the syllabus documents released in 2023 and all relevant professional learning is being supported by the APCI. Continue to provide support to students with additional needs and resources to cater to their learning and well-being.</p>
<p>Aboriginal background</p> <p>\$23,074.66</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sadleir 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"> • Wellbeing and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff including Aboriginal SLSO and Aboriginal CLO to support Aboriginal students and strengthen home, school, community partnerships • staffing release to support development and implementation of Personalised Learning Pathways • community consultation and engagement of South Cares to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: All Aboriginal students have identified academic and cultural goals in collaboration with teachers and parents. These goals form part of their learning goals as well as their PLP.</p> <p>The Aboriginal CLO engaged in significant consultation with families that resulted in increased participation and home school community partnerships.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ an Aboriginal SLSO and Aboriginal CLO to implement targeted interventions to engage Aboriginal students and their families.</p>
<p>English language proficiency</p> <p>\$266,433.36</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Sadleir Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of EAL/D teacher to support EAL/D students in the classroom and small group withdrawals where necessary (developing level) and individual (emerging level) support • purchase of EAL/D resources to support literacy • provide EAL/D PL to EAL/D teachers • participation in University of Sydney Arts Rich EALD Literacy project

<p>English language proficiency</p> <p>\$266,433.36</p>	<p>The allocation of this funding has resulted in the following impact: Year 3 and Year 5 EAL/D students identified as developing and consolidating learners. The Arts-Rich EALD Project improved teacher practice. Internal pre and post data indicated that students writing and vocabulary achievement improved against a set criteria. This was further supported by Year 6 Check-in data in reading and writing. Targeted students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ EAL/D teacher. Provide casual relief for EAL/D teachers participating in professional learning.</p>
<p>Low level adjustment for disability</p> <p>\$246,137.52</p>	<p>Low level adjustment for disability equity loading provides support for students at Sadleir Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • 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 • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Identified students through LaST and screening were provided with individualised speech therapy identified through school funded speech therapist. Targeted support was provided to identified students through the use of School Learning and Support Officers (SLSO's). Targeted students were provided with in class support to work towards their goals identified in their PLSP. Additional LAST, SLSO and teacher intervention for targeted students in literacy and numeracy resulted in a greater number of students receiving additional support through small groups and an improvement in student achievement in these areas. Targeted students achieved or worked towards achieving their personalised learning and support plan goals as evidenced in school data and PLAN 2.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. Utilise the Learning and Support teacher (LaST) to develop a needs based learning and support program in which specialist staff collaborate with classroom teachers to build capacity in meeting the learning and/or behavioural needs of identified students. Streamline the school's approach to student learning support processes to ensure a timely response to referrals and increase opportunities for collaborative learning support activities.</p>

<p>Professional learning</p> <p>\$36,811.44</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 Sadleir Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Allocated curriculum time has been provided to upskill all staff in new curriculum documents and mathematical teaching • An adjusted scope and sequence was implemented with stage teams collaboratively unpacking stage specific content clusters to meet the needs of their students • New proformas and tracking systems have been put in place to enhance programming procedures and teaching practice • Expertise provided by Sydney University and the MANSW team to further develop knowledge and skills of teachers <p>The allocation of this funding has resulted in the following impact: Teachers have been continually upskilled in the teaching of Mathematics through their allocated curriculum time, Department-based learning modules, stage planning, team meetings and collaborative programming. A revised scope and sequence was introduced to align with the new K-2 syllabus document and stages made ongoing adjustments to meet the needs of their cohort. Standardised programming and assessment templates were introduced to ensure consistency of teaching and learning programs and tracking pre and post-testing results.. This led to organised data to assist with reporting to parents and PLAN2 data as well as. more specific teaching and learning activities being designed to meet the complex learning needs of students. Sydney University conducted professional learning around the Embodied Learning research (ELEMS) pilot program and these strategies continue to be regularly utilised in classrooms. Staff attended the MANSW conference and shared knowledge gained at a team level. All teachers have an enhanced knowledge of the K-2 syllabus and are well prepared for the introduction on the 3-6 syllabus in 2024.</p> <p>The impact of professional learning has built teachers knowledge and skills around best practice in teaching mathematics aligned to the syllabus. Embodied Learning research (ELEMS) pilot program run by Sydney University provided teachers with a toolkit of strategies and deep understanding of embodied learning which further engaged students in their learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide professional learning around the new syllabus documents and regularly engage in data talks around student achievement and progress in standardised tests and school-based assessment. Funds used to continue to release staff, including the APC&I to enable data collection, evaluation and analysis focused on maximising student learning outcomes.</p>
<p>QTSS release</p> <p>\$74,926.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sadleir Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Effective Classroom Practice • Authentic Assessment <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$74,926.94</p>	<p>funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Improved teacher syllabus knowledge and classroom practice were evident through classroom observations, program collections and data analysis. Collection of and analysis of data was more consistent across K-6 ensuring student needs were addressed through quality teaching.</p> <p>After evaluation, the next steps to support our students will be: Funding will be available for all staff to collaboratively plan and implement programs to support students and for executive staff to support their teams in the implementation of these documents.</p>
<p>COVID ILSP</p> <p>\$287,825.67</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 staff to deliver targeted, explicit instruction to small groups in literacy and numeracy. • releasing staff to analyse and track student data to develop future programs. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in students making progress towards their personal learning goals in English and Mathematics. Data in the form of NAPLAN and Check in assessment demonstrate growth in the areas of numeracy and reading in years 3-6. 82% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group support using data sources to identify specific student needs. The school learning and support processes will continue to monitor student progress and allocate support moving forward with the allocation of funding for 2024.</p>
<p>Refugee Student Support</p> <p>\$1,084.96</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Targeted support for refugee student resulted in an improvement in English proficiency particularly in conversational English.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support through English language programs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2020	2021	2022	2023
Boys	183	176	186	177
Girls	155	154	154	140

Student attendance profile

School				
Year	2020	2021	2022	2023
K	91.5	88.9	80.4	87.0
1	91.0	89.6	78.9	85.7
2	91.9	86.0	83.7	86.2
3	91.6	92.4	83.2	90.1
4	92.4	88.7	85.5	87.8
5	92.2	90.5	81.0	88.2
6	90.1	89.1	86.3	88.6
All Years	91.5	89.2	82.5	87.7
State DoE				
Year	2020	2021	2022	2023
K	92.4	92.8	87.9	91.1
1	91.7	92.7	87.4	90.5
2	92.0	92.6	87.8	90.8
3	92.1	92.7	87.6	90.9
4	92.0	92.5	87.4	90.6
5	92.0	92.1	87.2	90.3
6	91.8	91.5	86.3	89.8
All Years	92.0	92.4	87.4	90.6

Attendance

NSW student attendance data in 2020 is not comparable to other years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- * Families evacuating and relocating due to NSW floods
- * Sick students staying at home until a negative COVID-19 test was returned
- * Household members testing positive to COVID-19
- * The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	15.4
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
Teacher EAL/D	1.8
School Counsellor	1
School Administration and Support Staff	8.07
Other Positions	1

*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	255,387.38
Revenue	6,598,887.97
Appropriation	6,523,067.66
Sale of Goods and Services	18,812.72
Grants and contributions	52,287.74
Investment income	4,719.85
Expenses	-6,347,251.86
Employee related	-5,293,586.06
Operating expenses	-1,053,665.80
Surplus / deficit for the year	251,636.11
Closing Balance	507,023.49

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	12,257
Equity Total	1,493,124
Equity - Aboriginal	23,075
Equity - Socio-economic	957,478
Equity - Language	266,433
Equity - Disability	246,138
Base Total	3,330,829
Base - Per Capita	97,035
Base - Location	0
Base - Other	3,233,793
Other Total	919,168
Grand Total	5,755,377

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

Sadleir Public School reviewed programs and plans for continuous improvement and their impact on student learning. The process used a range of surveys to gather information.

Key findings included:

Parents indicated:

- * they were welcomed when visiting the school
- * they could easily speak with their child's teacher
- * the school supported learning and encouraged their children to do their best
- * the school had clear structures in place to support positive behaviour for learning

Students indicated:

- * teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- * important concepts were taught well, class time was used efficiently, and homework and evaluations supported class objectives

Teachers indicated:

- * regular collaboration with other teachers further developed their strategies to increase student engagement; and
- * a positive learning culture is evident through having high expectations for student learning.

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.