

2021 Annual Report

Les Powell School



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Introduction

The Annual Report for 2021 is provided to the community of Les Powell 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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Message from the principal

Having experienced such a turbulent 2020, we started 2021 with great hope for a possible return to normality.

In line with recommendations from the Department of Education's senior leaders and NSW Health, at Les Powell School we were able to ease some restrictions. However, we needed to continue to limit the number of non-staff coming into the school buildings, and continued to follow COVID-safe practices, including social distancing between adults of 1.5 metres.

Towards the end of Term 2 a spike of positive cases occurred across NSW. Whilst we planned for the worst and hoped for the best, like most schools we transitioned to "off-site remote learning" for Term 3.

From our 2020 remote learning experience, staff were able to swiftly implement programs for students to work from home. During Term 3 our Junior School Team students accessed a range of adjusted programs including programs using QR codes, arts and craft resources, laminated hard-copy activities, story books, online programs using the Instagram platform, and Youtube to allow students to continue practising their class routines, through Morning Circle and even attend virtual excursions.

Our Middle School Team students accessed a variety of educational online platforms. In literacy, Sunshine Online activities consisted of matching alphabet letters, reading, listening to stories, and answering questions. Numeracy tasks included counting, sorting, matching, and adding numbers. Google Classroom allowed the students to continue practising their class routines, through Morning Circle, grade assembly and participating in their fitness program.

Senior School Students participated in various numeracy and literacy activities by responding to activities posted on Seesaw, an online learning platform. Students were provided with hardcopy workbooks and books from the school's library. Video calls, Facetime or Zoom sessions were provided to provide motivation and guidance for students to complete learning activities. Timetabled sessions, exercise breaks and life skills tasks were provided to simulate the daily routine at school.

Regular communication was provided to parents via phone calls, texts, and the WhatsApp platform, to support them with their child's home learning. During this time, we were able to accelerate one of our Strategic Direction activities to replace our paper communication student diaries. To replace the school/home student communication diary, we introduced ClassDojo as the communication platform between parents and teachers. Feedback from parents/carers was extremely positive as it provided home with timely personalised messages, photographs, and videos of their child.

Using School Stream, our electronic newsletter and ClassDojo as the tools to share information with parents and carers, our transition to on-site learning in Term 4 was seamless.

I want to thank every member of the school community for all your endeavours that prioritised safety and collaboration throughout 2021, to ensure that all students remained connected to learning throughout the school year.

Sandra Acevedo-Rugg (Mrs Ace), Principal



Angela is greeted by Ms Jacinta and Ms May on her first day back to on-site learning.

School vision

By creating trusting partnerships, the Les Powell School community collaborates to provide every student a quality individual, high impact learning and support program that enables them to thrive, grow and succeed.

School context

Les Powell School is located in Mount Pritchard within the South Western Metropolitan area of Sydney and caters educationally for students with a diverse range of complex learning and support needs. Students attending Les Powell School present with moderate to severe intellectual disability, and may have additional needs such as Autism, sensory impairment, challenging behaviour, mental health, physical and language disability.

The school is divided into twelve specialist support classes that range from Kindergarten to Year 12. Each class is staffed with a teacher and a school learning support officer. Students are referred to Les Powell School through a Regional Placement Panel.

The 2021 FOEI was 171. In 2021, 91% of students had a language background other than English, with 4% identifying as Aboriginal. The 2 most common language backgrounds are Vietnamese, inclusive of 16 students and Arabic represented by 12 students.

To provide every student with a quality individual, high impact learning and support program that enables students to thrive, grow and succeed, our plan for growth is focused on the introduction of consistent assessment methods. This will include a review of our existing planning and reporting documents, including all current wellbeing programs and Positive Behaviour for Learning (PBL). In particular, the 2021-24 plan will ensure a greater understanding of student plans and key transition points.

We are committed to ensuring that parents value their role in the educational planning process for their child. To achieve this, we will establish plans that are rigorous, clear, meaningful, informative and reflective of each student's needs so that they are valued by all stakeholders.

Our driving focus over the next 4 years is to grow collective teacher efficacy by building trusted, reflective, collaborative practices. As the *next step* in our school's journey of improvement, we believe that this focus will ensure we meet our success measures for student growth in their learning and wellbeing.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2021 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	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

Building collective efficacy for student growth and attainment in order to ensure consistent formative and summative assessment drives measurable improvement in student learning outcomes..

Initiatives

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

- Excellence in Accountable Teaching, Learning and Reporting

Resources allocated to this strategic direction

Socio-economic background: \$11,212.00

English language proficiency: \$12,523.00

Literacy and numeracy: \$3,335.00

Beginning teacher support: \$4,948.00

QTSS release: \$5,793.00

SSP quality teaching support: \$8,483.00

COVID ILSP: \$20,977.00

Professional learning: \$3,424.00

Summary of progress

Resources were allocated to fund 3 x school Assistant Principals Support with additional release from face to face to undertake the role of Instructional Leaders. Using the strategies of modelling, mentoring, coaching, stand up meetings, professional learning sprints and 1:1 reflective feedback conversations, the Instructional Leaders supported teachers to:

- grow their capacity in the use of data to inform their practice.
- grow their knowledge of the school scope and sequence.
- adapt their practice to meet the learning needs of all their students.
- grow their skills in explicit teaching.
- grow their capacity to monitor, plan and report on student learning and growth across the curriculum.
- use the school tools of accountability.

Our focus for 2021 was on the use of the Instructional Leader support to grow teacher capacity and practice across all stages. Intensive support was provided to grow teacher's virtual/IT capacity and in the use of a range of platforms and programs, to assist them to deliver their teaching and learning programs remotely.

Normal Term 3 teaching, learning and support provisions were adjusted during the Term 3 COVID-19 period to enable students to access learning remotely.

The impact of the Instructional Leader support enabled all students to access the most appropriate platform/program that supported every student to maintain their engagement with learning. Student learning was at the forefront of all practices that were targeted at each student's level of need.

Triangulation of qualitative feedback from the Leadership team, staff feedback and parents indicated that the school community received value for the funds allocated. The quality and diversity of the differentiated remote learning programs provided for students during Term 3, evidenced the positive take-up of the assistance provided by the Instructional Leadership role. Feedback from teachers, indicated a strong desire for the role to continue at the same level of support, moving forward.

Next step

- Continue instructional leadership support.
- Instructional leaders to support teachers to assess all students, with a focus on new students.
- Continue review of EIP/ITP templates over to Term 1 2022, include the Junior and Senior Teams and consider class charts and records.
- Deliver professional learning, and workshop all school learning and support plans to determine the most user friendly, informative format to use moving forward, with consideration of our school's context.
- For the Scope and Sequence Committee to continue to work through its targets of updating the school's framework.

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>All students achieve the improvement outcomes outlined in their IEPs, determined by the SWAN.</p>	<p>All teachers have been trained in the use of the SWANs and all students who were enrolled before Semester 2, 2021 have been assessed against the SWANs' nine assessment areas. Next steps for 2022 will be for all new students who commenced in Term 4, 2021 and who will transition to school at the beginning of the 2022 school year, to have their initial mapping assessment. Following a review of the AfCL, the school leadership team decided to go ahead with SWANs as the most appropriate assessment tool for our school, and will not continue with the previously proposed implementation of the AfCL.</p> <p>During Term 3, a Scope and Sequence Committee was established and in Term 4 the committee completed a review of the existing school's scope and sequence. The committee identified key members to undertake training available in the new English and Mathematics K-2 syllabuses. An expression of interest was endorsed and submitted for the school to participate in the state's K-2 implementation program.</p> <p>During Term 4, the Middle School Team commenced a review of the school's student plans, inclusive of all existing school teaching and learning program templates. The review will continue during Term 1-2 in the new year.</p>
<p>On track to move to sustaining and growing in the Learning and Teaching Domains.</p> <p>On track to move to excelling in the Leading Domain.</p>	<p>We remain on track to move to 'Sustaining and Growing' in the Learning and Teaching Domains., with a significant shift identified by staff in the areas of 'Learning Culture' and 'Reporting'.</p> <p>We remain on track to shift from 'Sustaining and Growing' to 'Excelling', in all of the elements for the Leading Domain.</p>



Back on-site: Mr Damian takes Sandy through a maths activity using the class interactive whiteboard.

Strategic Direction 2: Student wellbeing

Purpose

Building collective staff efficacy for the consistent use of systems, expectations and practices, in order to improve student learning and wellbeing outcomes.

Initiatives

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

- Excellence in Student Wellbeing and Engagement

Resources allocated to this strategic direction

SSP quality teaching support: \$35,553.00

COVID ILSP: \$20,977.00

Beginning teacher support: \$4,948.00

QTSS release: \$5,793.00

Professional learning: \$1,712.00

Summary of progress

Resources were allocated to fund 3 x school Assistant Principals Support with additional release from face to face to undertake the role of Instructional Leaders. Using the strategies of modelling, mentoring, coaching, stand up meetings, professional learning sprints and 1:1 reflective feedback conversations, the Instructional Leaders supported teachers to:

- build teaching and learning environments that are safe, respectful and positive.
- build teaching and learning environments that demonstrate they know and value every student.
- grow their confidence to be positive contributors to the school's culture that is strongly focused on student wellbeing and self-regulation.
- build their capacity to support individualised learning and engagement across all stages of transition.
- establish nurturing and professional relationships with students that are safe, respectful, positive, supportive, and that help students to reach their full potential.
- be able to confidently contribute to learning environments that demonstrate they know and value every student.
- build capacity in their classroom management.

In 2021, the Instructional Leader role was used to support the building of teacher capacity and practice across all stages. Intensive support was provided to grow teacher's virtual/IT capacity and in the use of a range of platforms and programs, to assist them to deliver their teaching and learning programs remotely.

Normal Term 3 teaching, learning and support provisions were adjusted during the Term 3 COVID-19 period of lockdown and learning from home to enable students to access learning remotely.

Instructional Leaders provided explicit support to staff on an individual needs basis. Feedback from the leadership team, staff and parents indicated that this strategy particularly during the remote learning period of Term 3, enabled staff to feel more confident in their skill-set to use a range of electronic platforms, and to maintain a healthy wellbeing mindset placing them in the best position to support students' engagement and wellbeing.

Next steps

- Continue instructional leadership support.
- Continue review of all risk assessments/management plans, health care plans, medication charts/documents of accountability.
- Update Audit folders to include changes to risk assessments/management plans, health care plans, medication charts/documents of accountability.
- All staff to complete the department's Positive Behaviour for Learning Tier 1, Tier 2 and Tier 3 online modules. as part of a whole school refresher.
- Review of the school's Positive Behaviour for Learning framework to be undertaken.

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
On track to decrease number of incidences and suspensions.	<p>For 2021, suspensions remained the same compared to the 2018 baseline data.</p> <p>This year, negative incidences decreased by 28% from the 2018 baseline, successfully meeting the annual progress measure.</p>
Increase student attending > = 90% of the time from 45.5% to 49.05%.	<p>Overall student average attendance has improved from the 2018 baseline from 81.7% to 86.2%.</p> <p>Student attending > = 90% of the time grew from 45.5% to 61%, surpassing the targeted progress measure of 49.05%.</p>
On track to move to sustaining and growing in learning culture and wellbeing.	<p>We successfully met our annual progress measure of moving to 'Sustaining and Growing' in the area of 'Learning Culture' and will direct additional focus to further shifting the area of 'Wellbeing', to match the progress made in our learning culture.</p>



Student leaders: Shreya and Ashton demonstrating their peer support skills to engage fellow student, Darren.

Strategic Direction 3: Staff wellbeing

Purpose

Building collective efficacy by growing trusted, reflective, collaborative practices that support professional and development processes, aligned to the professional teaching standards.

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.

- Trusted, Reflective, Collaborative Practice

Resources allocated to this strategic direction

QTSS release: \$5,793.00

COVID ILSP: \$20,977.00

School support allocation (principal support): \$23,624.00

SSP quality teaching support: \$17,128.00

Beginning teacher support: \$4,949.00

Professional learning: \$16,348.00

Summary of progress

Resources were allocated to fund 3 x school Assistant Principals Support with additional release from face to face to undertake the role of Instructional Leaders. Using the strategies of modelling, mentoring, coaching, stand up meetings, professional learning sprints and 1:1 reflective feedback conversations, the Instructional Leaders supported teachers to:

- demonstrate personal responsibility for maintaining and developing their professional standards.
- grow their confidence in using their PDPs to identify and monitor specific areas for development.
- provide explicit systems of collaboration and feedback.
- have high expectations and engagement with all stakeholders.
- effectively use school resources that achieve improved student outcomes.
- demonstrate high quality service delivery, use of technology and learning spaces.
- engage in effective collaborative relationships with all members of the school team.

Reflective team conversations and feedback along with Leadership Team feedback indicated that this activity provided staff with new knowledge and a valued level of support that assisted to maintain and with most staff, grow their wellbeing.

The 2021 remote learning period enabled a 2022 targeted activity to be brought forward to Term 3: All SASS/SLSO staff were provided with hard and soft copies of the "Speed of Trust" and taken through a weekly 'book club' style model of learning. An extensive catalogue of professional learning was also provided to all staff, inclusive of mandatory training, additional cultural training, individual PDP specific targeted training, as well as courses from the CESE collection.

Next steps

- Revisit the professional learning program as a Leadership Team, to review sustainability of new learning.
- Schedule the 'book club' model to be conducted with all teachers in 2022.

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
Increase staff attendance by 5% from the 2018 baseline.	Staff attendance has grown from 80.1% in the 2018 baseline to 90.48% in 2021. The increase has met and surpassed the 2021 progress measure. Significantly high staff engagement during the Term 3 learning from home period was evident. Staff's motivation to engage was supported during the remote learning period through the use of a range of platforms including: weekly Zoom whole-school staff meetings; stage meetings using Teams; regular email communications from the leadership team to staff to

<p>Increase staff attendance by 5% from the 2018 baseline.</p>	<p>disseminate general updates; and including the creation of WhatsApp conversation groups for sharing daily communication.</p>
<p>The 2024 People Matter Survey, indicates that growth our "employee engagement", "teamwork and collaboration" rates match or better the sector rates.</p>	<p>Staff feedback indicated that their "employee engagement" rate grew from 52.3% in 2020 to 64% this year.</p> <p>Staff feedback indicated that their "teamwork and collaboration" rate grew from 51% in 2020 to 59.7% this year.</p>
<p>On track to move to sustaining and growing in the Learning Domain.</p> <p>On track to move to excelling in the Leading Domain.</p>	<p>We remain on track to move to 'Excelling' in the Leading Domain.</p>



Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$2,769.00</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"> • Engagement of additional School Learning Support, Student Health Support to implement individualised plans for: <ul style="list-style-type: none"> Student health care Student hygiene Student self-care Student dietary and eating Student transitions and repositioning Student behaviour. <p>The allocation of this funding has resulted in: Growth in staff's capacity to safely and respectfully meet every student's health, hygiene, self-care, and dietary needs.</p> <p>After evaluation, the next steps to support our students with this funding will be: To provide whole-school refresher training for all School Learning and Support Officers above the mandatory yearly training on health care, administering medication and transitions, that will include the revisiting of the updated school health and medication framework.</p>
<p>Socio-economic background</p> <p>\$162,750.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Les Powell 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"> • Excellence in Accountable Teaching, Learning and Reporting • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Staff relief to implement the instructional leadership initiative that supports identified students with additional needs. • Engagement of additional School Learning Support Officer, Student Health to implement individualised plans for: <ul style="list-style-type: none"> Student hygiene Student health Student self-care Student dietary and eating Student transitions and repositioning Student behaviour. • Student assistance. <p>The allocation of this funding has resulted in: Every student able to access the most appropriate platform/program to maintain their engagement with their remote learning. that led to a successful transition to on-site learning.</p> <p>Growth in staffs' ability to demonstrate nurturing and professional relationships with students that are safe, respectful, positive, supportive, and that help students to reach their full potential.</p> <p>Growth in the School Learning and Support Officers' capacity to meet every</p>

<p>Socio-economic background</p> <p>\$162,750.00</p>	<p>student's health, hygiene, self-care, and dietary needs in a safe and timely manner.</p> <p>Growth in staffs' capacity to meet student's behaviour needs in a safe manner that enabled a reduction of incidences across all school settings.</p> <p>New uniforms were funded for student whose families required financial assistance., resulting in students having a greater sense belonging.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue instructional leadership support.</p> <p>Continue School Learning Support Officer, Student Health support.</p> <p>Continue review of all risk assessments/management plans, health care plans, medication charts/documents of accountability to Term 2 2022, to include triangulation with the Junior and Senior Team.</p> <p>All staff to complete Positive Behaviour for Learning online modules. as part of a whole school refresher.</p> <p>Review school Positive Behaviour for Learning framework.</p> <p>Continue student assistance program.</p>
<p>Aboriginal background</p> <p>\$2,479.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Les Powell 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engagement of additional School Learning Support, Student Health positions to implement individualised plans for: <ul style="list-style-type: none"> Student health care Student hygiene Student self-care Student dietary and eating Student transitions and repositioning Student behaviour. <p>The allocation of this funding has resulted in: Growth in School Learning and Support Officers' capacity to meet every student's health, hygiene, self-care, and dietary needs in a safe and timely manner.</p> <p>Growth in staffs' capacity to meet student's behaviour needs in a safe manner that enabled a reduction in incidences across all school settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue the engagement of additional School Learning Support, Student Health positions in order to better meet every student's health, hygiene, self-care, and dietary needs in a safe and timely manner.</p>
<p>English language proficiency</p> <p>\$17,407.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Les Powell School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$17,407.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Excellence in Accountable Teaching, Learning and Reporting • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional staffing to implement the instructional leadership initiative to support identified students with additional learning and support needs. <p>The allocation of this funding has resulted in: Students able to access the most appropriate platform/program that supported every student to maintain their engagement with learning that led to a successful transition to on-site learning.</p> <p>Growth in staffs' ability to demonstrate nurturing and professional relationships with students that are safe, respectful, positive, supportive, and that help students to reach their full potential.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue instructional support for staff to grow their skill-set in all areas of student wellbeing, so that students experience a greater sense of a safe, respectful, positive, supportive learning environment.</p>
<p>Professional learning</p> <p>\$21,484.00</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 Les Powell 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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Purchase of "Your Mob Learning" online program to provide cultural enrichment to already accessed mandatory training for all staff, also including Ways of Working - 'WOW' and Dhinewan Mentoring. • What Works Best suite of courses. • Office 365 programs • Speed of Trust - Book/Audio and Leadership Team training. <p>The allocation of this funding has resulted in: A betterment in staffs' feedback regarding their engagement, teamwork and collaboration.</p> <p>On track to move to sustaining and growing in the Learning Domain.</p> <p>On track to move to sustaining and growing in learning culture and wellbeing.</p> <p>On track to move to excelling in the Leading Domain.</p> <p>Growth in staffs' confidence to contribute to learning environments that demonstrate they know and value every student.</p> <p>Growth in staffs' capacity in classroom management.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue next phase of training using the Speed of Trust program.</p> <p>To continue instructional leadership support, that facilitates teamwork and collaboration, enabling staff to feel more engaged,</p>

<p>Beginning teacher support</p> <p>\$14,845.00</p>	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Les Powell School during their induction period.</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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • The provision of targeted support by Instructional Leaders to mentor teachers to grow their skills in explicit teaching. <p>The allocation of this funding has resulted in: Growth in beginning teacher's capacity to meet every student's learning and support.</p> <p>After evaluation, the next steps to support our students with this funding will be: To continue instructional support.</p>
<p>School support allocation (principal support)</p> <p>\$23,624.00</p>	<p>School support allocation funding is provided to support the principal at Les Powell School with administrative duties and reduce the administrative workload.</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"> • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Providing targeted support by Instructional Leaders to staff using: Modelling Stand up meetings Professional learning sprints Team teaching 1:1 reflective feedback conversations. <p>The allocation of this funding has resulted in: On track to move to sustaining and growing in the Learning Domain. On track to move to excelling in the Leading Domain.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue instructional leadership support to facilitate growth in all staffs' areas for growth, as identified in individual PDPs.</p>
<p>Literacy and numeracy</p> <p>\$3,335.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Les Powell School from Kindergarten to Year 6.</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"> • Excellence in Accountable Teaching, Learning and Reporting <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of targeted support by Instructional Leaders to: Grow teacher knowledge and confidence in the use of the SWANs tool. <p>Grow teacher capacity in the use of data to inform their practice.</p>

<p>Literacy and numeracy</p> <p>\$3,335.00</p>	<p>Grow teacher knowledge of the school scope and sequence.</p> <p>Mentor teachers to adapt their practice to meet the learning needs of all their students.</p> <p>Mentor teachers to grow their skills in explicit teaching.</p> <p>Coach teachers to grow their capacity to monitor.</p> <p>Plan and report on student learning and growth across the curriculum.</p> <p>The allocation of this funding has resulted in: Growth in staffs' ability to provide robust individualised and needs based literacy and numeracy programs.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue instructional leadership support.</p>
<p>QTSS release</p> <p>\$17,379.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Les Powell 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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Provision of targeted support by Instructional Leaders to: Grow teacher knowledge and confidence in the use of the SWANs tool. <p>Grow teacher capacity in the use of data to inform their practice.</p> <ul style="list-style-type: none"> • Providing targeted support by Instructional Leaders to staff using: Modelling Stand up meetings Professional learning sprints Team teaching 1:1 reflective feedback conversations. <p>The allocation of this funding has resulted in: On track to move to sustaining and growing in the Learning Domain.</p> <p>On track to move to excelling in the Leading Domain.</p> <p>On track to move to sustaining and growing in learning culture and wellbeing.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue instructional leadership support to grow staffs' knowledge and confidence in the use of the SWANs and the school's scope and sequence.</p>
<p>COVID ILSP</p> <p>\$62,931.00</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 2021.</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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice • Other funded activities

<p>COVID ILSP</p> <p>\$62,931.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staff relief to implement the instructional leadership initiative that supports identified students with additional needs <p>The allocation of this funding has resulted in: Students able to access the most appropriate platform/program that supported every student to maintain their engagement with learning that led to a successful transition to on-site learning.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue instructional leadership support to enable the provision of an intensive learning support program to be delivered for students who have been disadvantaged by the move to remote and/or flexible learning. For 2022, this will take on the structure of a language/communication program provided to the Junior School students through the employment of a Speech Therapist who will work with the School Psychologist and Class Teacher to develop and deliver a weekly session for each class.</p>
<p>SSP quality teaching support</p> <p>\$81,433.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Les Powell 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"> • Excellence in Accountable Teaching, Learning and Reporting • Excellence in Student Wellbeing and Engagement • Trusted, Reflective, Collaborative Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engagement of additional School Learning Support Officer, Student Health to implement individualised plans for: <ul style="list-style-type: none"> Student hygiene Student health Student self-care Student dietary and eating Student transitions and repositioning Student behaviour. • Staff relief to implement the instructional leadership initiative that supports identified students with additional needs <p>The allocation of this funding has resulted in: Growth in the School Learning and Support Officers' capacity to meet every student's health, hygiene, self-care, and dietary needs in a safe and timely manner.</p> <p>Growth in staffs' ability to demonstrate nurturing and professional relationships with students that are safe, respectful, positive, supportive, and that help students to reach their full potential.</p> <p>Growth in staffs' capacity to meet student's behaviour needs in a safe manner that enabled a reduction of incidences across all school settings.</p> <p>After evaluation, the next steps to support our students with this funding will be: Continue additional School Learning Support Officer, Student Health support.</p> <p>Continue instructional leadership support.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2018	2019	2020	2021
Boys	45	45	46	44
Girls	30	31	29	31

Attendance

NSW student attendance data in 2020 is not comparable to previous 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 in 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 has 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.

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	10.35
Teacher Librarian	0.4
School Administration and Support Staff	14.82

*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 2021, 4.3% of the Department's overall workforce identify as Aboriginal and/or Torres Strait Islander People.

Workforce ATSI

Staff type	Benchmark ¹	2021 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.30%	4.40%
Teachers	3.30%	3.20%

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.



Principal presenting Mr Andres, Assistant Principal with his 30 years of commitment to Public Education.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2021 to 31 December 2021. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with Department policy requirements.

	2021 Actual (\$)
Opening Balance	869,284
Revenue	3,906,347
Appropriation	3,896,389
Grants and contributions	9,645
Investment income	313
Expenses	-3,577,483
Employee related	-3,257,280
Operating expenses	-320,203
Surplus / deficit for the year	328,864
Closing Balance	1,198,148

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.

	2021 SBAR Adjustments (\$)
Targeted Total	2,769
Equity Total	182,637
Equity - Aboriginal	2,479
Equity - Socio-economic	162,751
Equity - Language	17,407
Equity - Disability	0
Base Total	3,078,825
Base - Per Capita	39,581
Base - Location	0
Base - Other	3,039,244
Other Total	480,321
Grand Total	3,744,552

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.



Parent/caregiver, student, teacher satisfaction

We continue to encourage our parents/carers and staff to take the opportunity to feedback using 'School Stream' App, our school's electronic newsletter. To facilitate the school community's feedback using School Stream, a user friendly form has been designed that enables parents and carers to provide comments in their preferred language.

This year, we began our transition away from our previously used paper communication books that every student is given. Following the review of a number of platforms, ClassDojo was found to be the best fit for our teachers and parents to exchange daily communications. It is planned that we will be fully transitioned to an electronic mode using ClassDojo from the start of 2022.

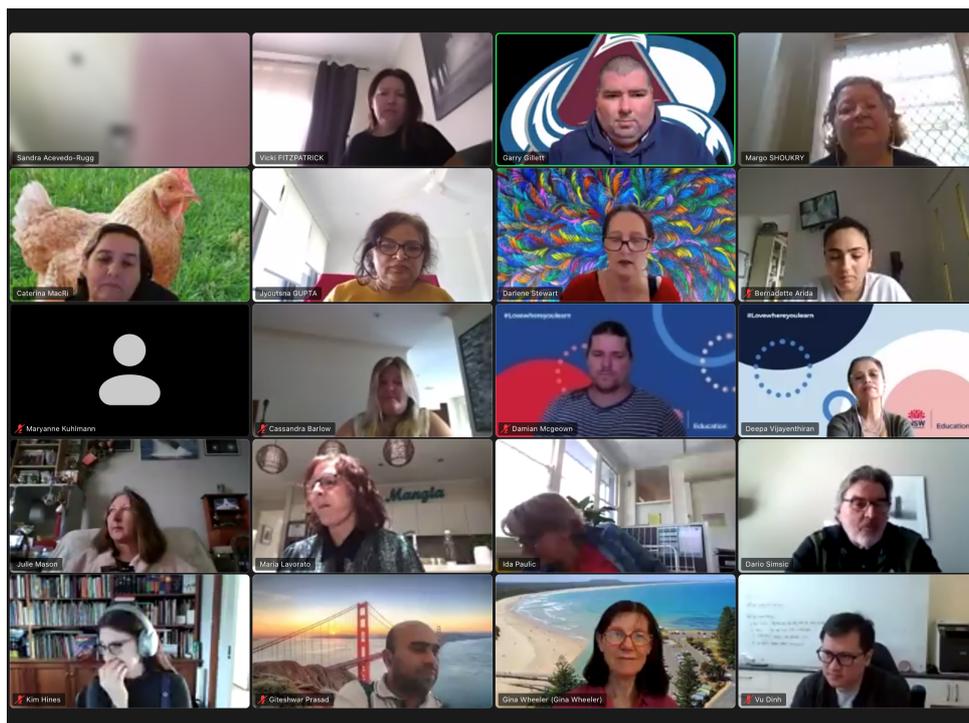
We are proud of the collaboration and communication that takes place between staff and our student's families. Parents/carers are consistently using the school App to communicate with the Leadership Team by responding to the electronic newsletter articles, stories and information. Families are now further engaging with the App to advice the school on their child's absences.

Staffs' feedback on the department's 2021 People Matter Survey indicate our school's operation to have improved in the following areas::

- job satisfaction
- role clarity and support
- feedback and performance management
- customer service
- learning and development
- communication and change management
- flexible working
- employee voice
- recognition
- inclusion and diversity
- decision making and accountability
- grievance handling
- recruitment
- pay.

The 2 areas identified in the 2020 survey needing improvement were the areas of "teamwork, collaboration" and "employee engagement". This year's staff feedback indicates that they feel more engaged and are more positive about how all staff are collaborating and working as a team.

Whilst the survey indicates a significant growth in these 2 areas, it is anticipated that the level of growth will continue as both areas remain a target area in our school plan for improvement.



Staff using the 'Teams' platform to electronically engage in the weekly staff meeting during Term 3.

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.