

# 2022 Annual Report

## Abermain Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Abermain Public School as an account of the school's operations and achievements throughout the year.

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

## School contact details

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## School vision

*At Abermain Public School;*

*Our community is welcomed, involved and valued.*

*Our students are safe, engaged and achieve personal success.*

*Our staff build positive relationships and are committed and inspiring.*

## School context

*Abermain Public School is situated on Wonnarua, Awabakal, Darkinjung Country, in the Cessnock area of the Hunter Valley. Our school is an active member of the Cessnock Community of Great Public Schools, involving fifteen public schools serving the Cessnock community.*

*The school currently has an enrolment of 270 students and a team of staff, consisting of beginning and predominantly early career teachers, committed to providing an inclusive, future-focused, quality learning environment.*

*The school is driven by a deep belief that every student is capable of success and that it is through a learning culture focused on wellbeing that student engagement and positive student outcomes can be achieved with staff, parents and the wider community working to achieve this shared vision.*

*The Abermain Public School community includes a wide range of socio-economic backgrounds and predominately speaks English having been born in Australia. 65 of our students acknowledge their Aboriginal background, and as a school we actively support all students in their understanding of their own culture which is reflected in our school setting.*

*Relationships are at the centre of the school's core business. A high priority is given to building and maintaining effective partnerships between staff, students and parents. A professional learning community will be guided by continuous improvement of teaching and learning, supported by leadership.*

*Positive Behaviours for Learning (PBL) continues to guide student well-being strategies across the school learning environment. Universal values of Safety, Respect and Learning are supported by the community.*

*Leading into the development of strategic directions, staff reflected on the School Excellence Framework, CESE What Works Best research and the evaluation of the current School Plan. Consultative processes with students, community members and staff helped to drive future strategic directions and determine strengths and areas of growth for all. This approach has resulted in establishing a shared vision for Abermain Public School.*

*Through our situational analysis, we have identified focus areas of effective classroom practice, student performance and well-being. In response, professional learning will occur around the use of data informed practice, explicit teaching, effective feedback and trauma informed practice. Improved teacher practice will be defined by the use of joint success criteria, targeted teaching, timely feedback and student progress and achievement reflected across internal and external data. The continual monitoring of student assessment and performance data will inspire reflection, inform areas of need and determine success in each classroom and across the school as whole community.*

## 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	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and sustain data driven teaching practices that are responsive to the learning needs of individual students.

### Initiatives

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

- Data Driven Practices (Reading and Numeracy)
- Embedding Authentic Assessment

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$210,799.00

**Socio-economic background:** \$344,579.00

**Aboriginal background:** \$67,855.00

**Integration funding support:** \$102,774.00

**Low level adjustment for disability:** \$114,921.00

### Summary of progress

Our focus in 2022 has been to continue to develop and sustain data driven teaching practices in order to support improved student outcomes against school-based focus areas in Literacy and Numeracy while ensuring authentic assessment practices are embedded.

Focusing on collaborative mentoring, the Assistant Principal Curriculum and Instruction (APC &I) conducted weekly sessions with teaching staff, up-skilling teachers in processes of data collection and analysis. This process provided an opportunity for staff to deepen their understanding of syllabus content. Across the year professional learning in Data Driven Practice remained flexible and was differentiated to cater for staff at their point of need. Teachers used data sessions to collate and analyse formative assessment data using PLAN 2 software and develop differentiated teaching and learning programs targeting the development of literacy and numeracy skills. Student learning progression has been tracked through the collation and analysis of the data and there has been demonstrated growth across the school, with particularly strong growth in K-2. Tell Them From Me data indicated that 100% of teachers surveyed stated that weekly data sessions had had a positive impact on their curriculum knowledge and classroom practice.

Moving forward staff will continue to engage in weekly mentoring sessions with an expert colleague with a continued focus on the use of data to inform teaching programs and provide effective feedback to students. Data boundaries will be adjusted to accommodate implementation of new K-6 English and Mathematics syllabus further supporting teacher practice. Improved student outcomes will continue to drive this work.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<b>NAPLAN Top-bands</b>  * A minimum of 19.8% of Year 3 and 5 students achieve in the top two bands in NAPLAN <b>Numeracy</b> . (Lower bound system-negotiated network target).	Achievement of the lower-bound system negotiated target is yet to be seen.
A minimum of 27.9% of Year 3 and 5 students achieve in the top two bands in NAPLAN <b>Reading</b> . (Lower bound system-negotiated network target).	2022 NAPLAN data indicates that 30% of Year 3 and Year 5 students are achieving in the top two bands in NAPLAN Reading indicating achievement against lower bound target.

A minimum of 32.7% of Year 3 and Year 5 <b>Aboriginal students</b> achieve in the top three bands in NAPLAN <b>Reading</b> (lower bound system negotiated target)	29.4 % of Year 3 and Year 5 Aboriginal students achieved in the top three bands in NAPLAN Reading, indicating progress towards the achievement of the lower-bound system negotiated target.
A minimum of 29.7% of Year 3 and Year 5 <b>Aboriginal students</b> achieve in the top three bands in NAPLAN <b>Numeracy</b> (lower bound system negotiated target )	26.3% of Year 3 and Year 5 Aboriginal students achieved in the top three bands in NAPLAN Numeracy, indicating progress towards the achievement of the lower-bound system negotiated target.
A minimum of 53.6% of Year 5 students achieve expected growth in NAPLAN <b>Reading</b> (lower bound system negotiated target ).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
A minimum of 47.5% of Year 5 students achieve expected growth in NAPLAN <b>Numeracy</b> (lower bound system negotiated target).	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<b>NAPLAN Value-Add</b> <ul style="list-style-type: none"> <li>Value Add maintains for K-3 at Sustaining and Growing</li> <li>Value Add moves for 3-5 and 5-7 to Sustaining and growing</li> </ul>	Value Add for K-3 is not available due to changes to the Best Start Assessment.  Value Add for 3-5 and 5-7 cannot be calculated for 2020/2022 as NAPLAN test was not run in 2020.
75% of <b>E/stage 1</b> students will achieve within the expected end of year progression for Phonological Awareness ( PhA5), Phonic Knowledge and Word Recognition (PKW5) in Literacy and Quantifying Number (QuN6)and Additive Strategies (AdS2) in Numeracy.	Early Stage 1 student achievement in Additive Strategies has exceeded set target, with strong progress being made towards achieving set targets in the three other Literacy and Numeracy focus areas for this measure.
75% of <b>Stage 1</b> students will achieve within the expected end of year progression for Understanding Texts (6) and Fluency (4) in Literacy and Quantifying Numbers (8) and Additive Strategies (7) in Numeracy	Stage 1 students demonstrated achievement of the set target in Quantifying Number and have made progress towards achievement of the Fluency target. Additive Strategies and Understanding Texts targets are yet to be met.
75% of <b>Stage 2</b> will achieve within the expected end of year progression for Understanding Texts (8) and Fluency (5) in Literacy and Quantifying Numbers (10) and Additive Strategies (8) in Numeracy	While progress has been made towards this Literacy and Numeracy measure, targets in all four focus areas are yet to be met. The strongest achievement was across Year 3 Fluency at 73%.
75% of <b>Stage 3</b> will achieve within the expected end of year progression for Understanding Texts (9) and Fluency ( 6) in Literacy and Quantifying Numbers (12) and Additive Strategies (8) in Numeracy	Progress has been made towards this measure, however set targets are yet to be met across all four focus areas.
Sustaining and Growing in Data Skills and Use as measured by the SEF  Sustaining and Growing in the element of Assessment as measured by the SEF  Sustaining and Growing in the element of Student Performance Measures	Self-assessment against the School Excellence Framework (SEF) at the end of 2022 indicated achievement in all three progress measures, with significant growth in the element of Assessment which has moved from Delivering to Sustaining and Growing.

## Strategic Direction 2: Effective Classroom Practice

### Purpose

To ensure that all teachers are committed to identifying, understanding and implementing the most effective explicit teaching methods, with the highest priority given to evidence-based teaching strategies.

### 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.

- Effective Classroom Practice

### Resources allocated to this strategic direction

QTSS release: \$51,370.00

Professional learning: \$14,023.00

### Summary of progress

Our focus in 2022 has been to continue to embed evidence-based practice supported by What Works Best research. Staff were able to deepen their understanding through weekly mentoring sessions with Instructional Leaders focused on Explicit Teaching. While these mentoring sessions remained flexible to support teachers at their point of need, they centered on the collaborative development of differentiated and effective learning programs to address the needs of all students. As a result, all teaching programs across the school reflect the inclusion of learning intentions and success criteria in English and Mathematics. Additionally, teaching staff across K - 2 took the opportunity in 2022 to trial teaching and reporting to the new syllabuses for Mathematics and English programming.

To enhance this initiative, the School Improvement Plan was amended in 2022 to reflect the school's engagement with the Quality Teaching (QT) Academy. All staff participated in training to develop their understanding of the QT framework and the QT rounds process. One QT round was conducted, with all participants reporting a positive impact on their teaching practice.

Moving forward, creating teachers who expertly embed evidence based, explicit teaching strategies as a part of their daily practice will continue to be a focus. Questioning techniques and delivering quality feedback will become the focus of Professional Learning in early 2023. To ensure a seamless transition to the new syllabuses, staff across Stage 2 and 3 will trial teaching to the newly released 3 - 10 English and Mathematics syllabuses. Engagement with the QT Rounds process will continue, with the intention of involving all teaching staff in at least one QT Round by the end of 2023. Each of these initiatives for 2023 will support further improvement in teaching practice across the school.

### 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
<i>Explicit teaching in Reading, Writing and Numeracy is evident in all teaching and learning programming and lesson observations.</i>	All teaching and learning programs and lesson observations reflect explicit teaching strategies in one focus area in both Reading and Numeracy.
<i>PLAN data indicates 75% of students have made progress against the school Learning Progressions focuses in both literacy and numeracy.</i>	The school demonstrated achievement in this progress measure making gains beyond 2020 baseline.
<i>Aboriginal student data indicates expected growth for 75% of students against the Learning Progressions elements of Understanding Texts and Fluency, in Literacy and Quantifying Numbers and Additive Strategies in</i>	K-2 Aboriginal students are exceeding set measures in Numeracy however targets across other school focus areas are yet to be met.

<p><i>Numeracy.</i></p>	
<p><i>65% of students indicate through the Tell Them From Me (TTFM) survey that they feel challenged in English and Mathematics and feel confident of their skills in these subjects.</i></p>	<p>2022 saw 39% of students in the school having scores that placed them in the desirable quadrant with high skills and high challenge, indicating progress towards set target.</p>
<p><i>Teacher Tell Them From Me (TTFM) survey data indicates that staff self-reflection sees school scoring above NSW Govt Norm across six drivers of student learning and the three dimensions of classroom practice.</i></p>	<p>Tell Them from Me (TTFM) staff self reflection survey saw staff assess against the Eight Drivers of Student learning, with 6 out of 8 drivers sitting at or above NSW State Norms.</p> <p>The same data capture saw staff reflect on the Four Dimensions of Classroom Practice . "Challenging and Visible Goals , Planned learning Opportunities and Overcoming Obstacles to Learning " all sat at or above NSW State Norms. Quality Feedback sat at 7.1 against State Norm of 7.3.</p>
<p><b>School Excellence Framework (SEF) measures;</b></p> <p><i>Within the element of Effective Classroom Practice the school will be Sustaining and Growing as measured by the SEF in the themes of Explicit Teaching and Feedback</i></p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework indicates that the school is currently performing at Delivering in the themes of Explicit Teaching and Feedback.</li> </ul>



## Strategic Direction 3: Wellbeing and Engagement

### Purpose

To embed a strategic and planned approach to developing whole school processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

### 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.

- Wellbeing and Engagement
- Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$87,605.00

**Aboriginal background:** \$29,090.00

**Per capita:** \$9,000.00

**Professional learning:** \$2,000.00

**Low level adjustment for disability:** \$48,036.00

### Summary of progress

Our focus for 2022 was to continue to enhance and embed a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning, success and attendance.

Whole school wellbeing processes were current and effective; a process of monitoring, analysis, evaluating and responding to student behaviour, attendance, learning and engagement data was essential. There was a shared responsibility for effectively managing classrooms, creating an environment that maximises instruction time and encourages students to engage in learning. Respectful and positive relationships are evident throughout the school as a result of explicit teaching and reflection of the school's values and expectations. A continued focus on Trauma Informed Practice saw teacher expertise in teaching students with behaviour difficulties and complex trauma deepen. Self-evaluation against the School Excellence Framework at the end of 2022, saw a judgement of Excelling in the element of Wellbeing. Inclusive, Engaging and Respectful Schools policies underpinned decision making.

Moving forward there will be a continued focus on ensuring systems and practices remain in place to support student wellbeing through the review and analysis of student data. The continued implementation of the Student Behaviour Strategy will see staff deepen their understanding of policy and the embedded strategies.

### 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 the percentage of <b>ALL</b> students attending > 90% to be at or above the lower bound system negotiated target of 73.1%	This progress measure is yet to be met.
Tell Them From Me (TTFM) Wellbeing data (advocacy, belonging, expectations) increases to be at or above the lower bound system-negotiated target of 85%	Tell Them from Me (TTFM) Student Wellbeing Survey Data reflected 80.6% against the lower bound system-negotiated target of 85%, indicating positive progress towards the measure.  The three measures of Wellbeing Data; Advocacy at School (87.3%), Expectations of Success (90.4%) and Sense of Belonging (63.8%)
Decrease negative recorded behaviours and suspensions for <b>ALL</b> students by a minimum of 15%	The impact of well-being strategies implemented has seen a 58% reduction in formal notifications and a 61% reduction in suspension data.

determined by a two year baseline of incident reports as at year end 2020.

**School Excellence Framework (SEF) measures:**

Maintaining Sustaining and Growing in Well-being as measured by the SEF

Maintaining Sustaining and Growing in Learning Culture as measured by the SEF

Self assessment against the SEF at the end of 2022 indicates achievement of both measures, as Wellbeing currently assessed at Excelling and Learning Culture at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$127,448.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Abermain Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices (Reading and Numeracy)</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• staffing release to build teacher capacity around either behaviour intervention/ curriculum adjustments</li> <li>• consultation with external providers for the implementation of individualised plans</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students have demonstrated improved outcomes (students who require moderate high levels of adjustment) in the areas of literacy, numeracy and well-being.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued implementation and refinement of current practices to support all eligible students across all areas of learning. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$23,775.00</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 Abermain Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Wellbeing and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning opportunities</li> <li>• Using Learning Progressions to Develop Student Learning Goals</li> <li>• Check in Assessment Professional Learning</li> <li>• Explicit Teaching/ Effective Feedback Strategies (What Works Best Research 2020)</li> <li>• Additive Strategies and New Syllabus ( Modules ) / English and Mathematics</li> <li>• Trauma Informed Practice</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of teachers to embed explicit teaching strategies, trauma informed practices, the Quality Teaching Framework elements and deeper understanding of Syllabus.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation of providing opportunities for personalised and targeted</p>

Professional learning \$23,775.00	professional learning for all staff.
Socio-economic background \$459,684.00	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Abermain Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices (Reading and Numeracy)</li> <li>• Wellbeing and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• establishment of two additional Instructional Leadership positions K-6</li> <li>• above establishment employment of LAST and SLSOs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• additional staffing of Youth Outreach Officer</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved student outcomes in literacy, numeracy and wellbeing in students from low-socio-economic backgrounds.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to ensure that students experience opportunities to develop their skill and understanding in a challenging engaging environment.</p>
English language proficiency \$2,400.00	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Abermain Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> student outcomes improved across literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation of a review and refinement of practices to ensure student learning goals are met.</p>
Low level adjustment for disability \$172,957.00	<p>Low level adjustment for disability equity loading provides support for students at Abermain Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices (Reading and Numeracy)</li> <li>• Wellbeing and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in</li> </ul>

<p>Low level adjustment for disability</p> <p>\$172,957.00</p>	<p>improvement for students with additional learning needs</p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> literacy, numeracy and wellbeing outcomes for students identified with a disability improved.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to ensure Learning and Support systems and practices identify students and then embed differentiation needs.</p>
<p>QTSS release</p> <p>\$51,370.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Abermain Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> collaborative practices and systems have been embedded.</p> <p><b>After evaluation, the next steps to support our students will be:</b> a continued focus on ensuring staff are embedding explicit teaching practices within classrooms in line with What Works Best Research.</p>
<p>COVID ILSP</p> <p>\$219,852.00</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 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers and educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy in line with school priority areas of Understanding Texts, Fluency, Quantifying Number and Additive Strategies</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students in the program feeling supported with all achieving personal success of their learning goals, 33% of Stage 1 students working beyond the National Literacy Progression (NLP) for Fluency and 80% of Stage 1 students working at or above the NLP for Understanding Texts.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the continuation and implementation of data driven small group tuition in literacy and numeracy, underpinned by best practice initiatives. A revision of program implementation will see an analysis of support structures and timetabling in order to support students across consecutive sessions in a mixture of in class and withdrawal delivery.</p>

<p>Aboriginal background</p> <p>\$98,115.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Abermain 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices (Reading and Numeracy)</li> <li>• Wellbeing and Engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes for Aboriginal students in the areas of literacy, numeracy and wellbeing. 29.4 % of Year 3 and Year 5 Aboriginal students achieved in the top three bands in NAPLAN Reading and 26.3% of Year 3 and Year 5 Aboriginal students achieved in the top three bands in NAPLAN Numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> ensuring the continued implementation and refinement of systems and practices that support and ensure Aboriginal student success.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	138	139	140	140
Girls	141	131	133	125

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	95.2	93.5	89.4
1	91.7	94.5	91.0	87.8
2	92.0	93.8	88.8	87.0
3	88.3	94.8	88.1	85.7
4	91.0	92.4	91.1	84.1
5	88.5	93.2	88.7	85.0
6	90.3	92.1	87.0	81.7
All Years	90.8	93.7	89.8	85.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## 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 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.

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4.4
Classroom Teacher(s)	9.71
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## 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 2022, 4.6% 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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	337,538
<b>Revenue</b>	3,847,425
Appropriation	3,788,276
Sale of Goods and Services	-1,485
Grants and contributions	58,731
Investment income	1,904
<b>Expenses</b>	-3,747,735
Employee related	-3,353,794
Operating expenses	-393,940
<b>Surplus / deficit for the year</b>	99,690
<b>Closing Balance</b>	437,229

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	127,448
<b>Equity Total</b>	733,157
Equity - Aboriginal	98,115
Equity - Socio-economic	459,684
Equity - Language	2,400
Equity - Disability	172,957
<b>Base Total</b>	2,161,843
Base - Per Capita	68,982
Base - Location	0
Base - Other	2,092,862
<b>Other Total</b>	357,541
<b>Grand Total</b>	3,379,989

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

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Students, staff and parents/carers were given the opportunity throughout the year to reflect on current systems and practices through the Tell Them From Me (TTFM ) surveying tool.

"Partners in Learning Parent Survey" is based on a comprehensive questionnaire covering several aspects of parents' perceptions of their children's experiences at home and at school". As a school we will continue to foster communication with parents while encouraging parental involvement in their child's learning. In 2022, parents reflected positively on the school's ability to promote a safe and inclusive learning environment and indicated that they aim to support their child's learning at home. 60% of parents indicated that they expect their child to complete Year 12.

Teaching staff self- assessed against the Eight Drivers of Student Learning and the Four Dimensions of Classroom and School Practices through the TTFM survey. Within the Eight Drivers of Student Learning Leadership was scored at 8.9 against NSW Gov Norm of 7.1 and Collaboration at 8.4 against NSW Gov Norm of 7.8. Teachers assessed six out of Eight Drivers at or above NSW Gov Norms. Three of the "Four Dimensions of Classroom Practice" were scored at or above NSW Gov Norms with Quality Feedback sitting 0.2 below NSW Gov Norms at 7.1 against 7.3.

The student TTFM survey reflects on Social- Emotional Outcomes and the Drivers of Student Outcomes. Students reflected on Explicit Teaching Practices and Feedback scoring 7.9 which is above the NSW Govt Norm of 7.5. Teachers setting clear goals for learning, establishing expectations, checking for understanding and providing feedback led to this reflection. Students scored Advocacy at School at 7.7 equivalent with the State Norm, feeling they have someone at school who consistently provides encouragement and that they can be turn to for advice.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.