

2022 Annual Report

Albion Park Public School



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Introduction

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

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

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School vision

At Albion Park Public School we are committed to developing successful, confident and creative problem-solvers who will have the skills to be life-long learners. We deliver innovative programs inclusive of Aboriginal and Torres Strait Islander perspectives which are embedded in visible learning and technological education. At Albion Park Public School, we highly value our community and always promote strong partnerships with all our educational endeavours.

We are a cutting edge school, dedicated to the delivery of high-level educational programs, extra-curricular activities and building leadership qualities in our students for a successful future.

School context

Albion Park Public School is part of a dynamic and growing community which is situated in the Albion Park township among shops, commercial properties and private houses and our parents and carers draw from tradespeople and essential workers who are highly involved in community sport and value parent and extended family connections. Our school has a student population of approximately 479 students with 18 mainstream classes and 4 special education classes in a support unit. The school was first established in 1872 and has a long and proud history within the area.

The school has a FOEI of 112 (2020) which has been steadily declining over the years.

Albion Park Public School has a mix of heritage buildings and immersive 21st century classrooms. Our school has a vast dedication to sporting opportunities, academic endeavours and participation in music festivals including choirs. We pride ourselves in our outstanding transition programs, building strong relationships within our Community of Schools and our local pre-schools. Technology is embedded throughout teaching and learning programs, with comprehensive K-6 robotics, coding and STEM designed programs.

Our diverse staff are dedicated, quality educators committed to ongoing growth and development of all students. Teaching programs encompass differentiated learning, to cater for all learning styles or learning abilities. We extend our students' learning and always promote high expectations in all key learning areas.

We have a dedicated P&C who coordinate and plan many events for all our students while building strong and long-lasting partnerships with all teachers and staff. Our staff consult with the AECG to ensure our ongoing commitment to our Aboriginal and Torres Strait Island programs.

The school has approximately 9% of students who identify as Aboriginal and Torres Strait Islander, whilst having a proud history in the community with students being valued and supported within a culture of high expectations. We provide a range of welfare programs catering for individual needs to ensure our students are known, valued and cared for.

Albion Park Public School completed a situational analysis that helped to spotlight three areas for the Strategic Improvement Plan in consultation with our community and AECG. As we reflected on the previous school planning cycle, we identified how teacher engagement, use of PLAN2, effective use of syllabus documents and explicit teaching were key facets moving forward. We identified the commitment of our teachers to engage students in the delivery of a differentiated curriculum with the use of different levels of assessment for, as and of learning. As a result of this, our three strategic directions are Student Growth and Attainment, Data Practices and Wellbeing Practices.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth in reading and numeracy we will further develop collaborative teaching practices, teaching and learning programs, and nurture high expectations for all 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.

- Quality Teaching and High Expectations
- Reading and Numeracy

Resources allocated to this strategic direction

Professional learning: \$36,336.02

AP Curriculum & Instruction: \$180,685.20

Per capita: \$126,577.36

Low level adjustment for disability: \$91,936.80

Summary of progress

The focus for 2022 was on the new NSW syllabus K-6. Professional learning was focused on developing teacher's familiarisation, preparation and understanding of the syllabus requirements. Exploring and trialing best evidence-based pedagogical practices were significant initiatives that demonstrated impact on teaching and learning.

K-2 and support unit teachers were involved in professional learning based on effective reading in action, with specific focus on phonics and phonological awareness. 3-6 and support unit teachers' professional learning was based on broadening mathematical knowledge language and literacy, with a focus on reasoning and quality questioning in mathematics, reasoning through productive discussions and talk moves, vocabulary and student discussion. Teachers participated in 3 weekly learning cycles with time between sessions for reflection and implementation of action. Assistant Principals, Curriculum and Instruction (AP, C&I) worked in classrooms alongside teachers on in-between session tasks, reflection of current practice and trialing of new teaching techniques.

As a result, implementation in K-2 classrooms was successful with teachers taking on new pedagogical practice aligned with the new K-2 syllabus. Stage teams refined their explicit and systematic teaching of phonics and phonological awareness. Decodable texts were introduced as reading texts and adjustments were made to other classroom teaching and learning opportunities and homework to align to new practices. Mentoring supported the implementation of Frayer thinkboards in Mathematics and were successful to extend and build student mathematical vocabulary. There was an increase of common mathematical language across staff and grades.

Next year the focus will be to continue the refined explicit and systematic teaching of phonics and phonological awareness across K-2 and trial the NSW DoE English units of work. AP, C&Is will work closely with Support Unit staff to interpret and contextualise new learning for their classrooms. A sample monitoring system with the aim to track student progress will begin and continue into 2024. Stage 2 and 3 staff, inclusive of the support unit, will begin familiarisation of the content and pedagogical practices within the new 3-6 English and Mathematics Syllabus. These practices will be trialed by staff through self-selection within their classrooms, through the framework of 'Spirals of Inquiry' or 'Teaching sprints' and supported by the AP, C&Is. It is intended this will support further improvement towards creating consistency of learning for students moving from year to year and even school to 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
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 43.9%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 32.5% indicating progress yet to be seen toward the lower-bound system negotiated target. Progress towards this target includes teachers using data to identify individual students needs in Reading.

Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 25.8%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 22.5% indicating progress yet to be seen toward the lower-bound system negotiated target. Progress towards this target includes teachers using data to identify individual students needs in Numeracy.
Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound system negotiated target of 66.7%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 67.9%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Share Learn and Grow-Data practices

Purpose

To further develop data practices within the school, we will build staff capacity in using data to inform teaching practice. We will also focus on effective assessment, quality feedback and consistency of teacher judgement in assessing student learning, so that students can be active participants in their own learning trajectories.

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.

- Quality Assessment and Feedback
- Data-Driven Practices

Resources allocated to this strategic direction

QTSS release: \$102,394.61

School support allocation (principal support): \$26,186.37

Low level adjustment for disability: \$42,333.63

Summary of progress

The focus for 2022 was on reviewing assessment schedules across the school and collaboratively synthesising a whole school assessment schedule aligned to NSW Department of Education evidence-based assessment tools and other staff identified purposeful tools so that data could be used to inform teaching and planning.

This involved reviewing all assessment schedules that were made available to AP, C&Is from stage leaders. Within this review executive team and stage teams discussed the relevance of particular assessment tools currently being used and sought out consistency across the school. From the identified 'must have assessments' they were cross-checked with the Department of Education assessments and identified for which purpose they serve teachers and students. Additionally, APC&Is worked with individual staff generally in a 3/4 week cycle. This cycle was structured using the 'Spiral of Inquiry' as a systematic process for investigating and improving learner outcomes through using data for consistent and comparable judgements of student learning and to develop plans and strategies for teaching and learning. For example - the Stage 2 teacher and APC&I worked together analysing the class Check-in assessment 2021 of which our data conversation revolved around the common thread for the class in Reading, in this case 'inferential comprehension'. Next, the 'Reading Stage 2 Snapshot' assessment tool was utilised to triangulate and confirm the validity of our decision to teach 'inferential comprehension' and assisted in identifying the outcomes and learning progressions to be observed. The Universal Resource Hub and support documents were used to develop a 3 week unit of work.

As a result the whole school assessment schedule remains in its trial form and is currently being used across the school. Mentoring of self-identified staff was successful in building their capacity to dive deeply into the data to inform their teaching and learning needs of the cohort of students at that point in time and that point of need. The mentored teachers continue to use data as their go-to information to inform their teaching.

Next year the focus will be to build executive capacity to effectively lead staff in data skills and use, data use in planning and data use in teaching which will support further improvement towards student learning outcomes.

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
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' shows the school currently performing at Delivering.
Self-assessment against the School	Self-assessment against the School Excellence Framework in the theme

Excellence Framework in the theme 'Data Use in Planning' will be maintained at Delivering with some themes at Sustaining and Growing.	'Data Use in Planning' shows the school currently performing at Delivering.
Self-assessment against the School Excellence Framework in the theme 'Data Use in Teaching' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the theme 'Data Use in Teaching' shows the school currently performing at Delivering.

Strategic Direction 3: Share Learn and Grow-Wellbeing practices

Purpose

To create effective welfare practices we will develop appropriate processes and systems within the Learning Support Team incorporating the use of outside agencies and Department led strategies to enhance student learning and wellbeing.

Initiatives

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

- Learning Support
- Welfare Systems and Practices

Resources allocated to this strategic direction

Integration funding support: \$113,340.00

Socio-economic background: \$275,349.65

Aboriginal background: \$46,772.25

English language proficiency: \$15,001.87

Summary of progress

The focus for 2022 was on continuing to streamline learning and support systemic processes and improve and align whole school universal practices with NSW Department of Education, Positive Behaviour for Learning framework.

This involved professional development of staff in learning support and attendance processes although this was significantly impacted due to unforeseen circumstances. The Positive Behaviour for Learning team was created, and they began the process of evaluation, surveys and staff professional learning with consideration to the Inclusive, Engaging and Respectful Schools reform.

As a result, learning support and positive behaviour for learning tracked slowly due to prioritisation of new curriculum professional learning and implementation. A learning support review was enacted in term 4 and produced a number of recommendations.

Next year the focus will be on the learning support review recommendations that have been prioritised over a 3-year period. The review will support further improvement towards the Inclusive, Engaging and Respectful Schools reform.

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 proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 80.7%.	The number of students attending greater than 90% or more of the time is 41.91% indicating progress yet to be seen toward the lower bound target 80.7%
Self-assessment against the School Excellence Framework in the element 'Wellbeing' will be maintained at Delivering with some themes at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element 'Wellbeing' shows the school currently performing at Delivering.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system negotiated target of 89.4%.	Tell Them From Me data shows 80.00% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the lower bound target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$113,340.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albion Park Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around • staffing release to build teacher capacity around behaviour intervention to set up systemic learning and support practices <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to continue to formally incorporate integration funding decision making into the learning and support team meetings. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is tailored to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$275,349.65</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albion Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staff to implement literacy and numeracy programs to support identified students with additional needs • professional development of staff through literacy and numeracy programs to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: assistant principal curriculum and instruction supporting and mentoring teachers in effective research based practices to support student learning across the school. Professional learning was directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage teachers in instructional learning opportunities. A focus will be to support learning that is personalised for individual students, student cohorts and groups of students at their point of need. A regular and rigorous analysis of data will be evident to review and modify target groups of students performing at and below expected levels with differentiated and inclusive teaching strategies.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$46,772.25</p>	<p>needs of Aboriginal students at Albion Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: continued refinement and development of personalised learning pathways that best met the needs of the students that were supported and actioned by the school staff and school community. Our students continued to grow in both literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: to continue targeted literacy and numeracy support for Aboriginal students that set high aspirations, with improved cultural competencies of our teachers.</p>
<p>English language proficiency</p> <p>\$15,001.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albion Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: students being more confident and willing to take risks with their language use as noted in work samples.</p> <p>After evaluation, the next steps to support our students will be: to capitalise on EAL/D teacher expertise within the school to build capacity of teachers to design teaching and learning activities that reflect the needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$134,270.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Albion Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading and Numeracy • Data-Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the

<p>Low level adjustment for disability</p> <p>\$134,270.43</p>	<p>employment of School Learning and Support Officers</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: structured programs to enable learning that was personalised for students, student cohorts and groups of students to engage with the curriculum at their point of need. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional targeted and strategic learning and support for identified students. This will be evaluated termly in consultation with executive.</p>
<p>Professional learning</p> <p>\$36,336.02</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 Albion Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • access to professional learning that focuses on literacy and numeracy • collaborative professional practices with high impact professional learning <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective evidence based practices with opportunities for all staff to attend targeted professional learning experiences at home, school and off site provided throughout the year.</p> <p>After evaluation, the next steps to support our students will be: to continue to build capacity and enhance curriculum knowledge with a focus on the implementation of the new English and Mathematics K-6 syllabuses.</p>
<p>QTSS release</p> <p>\$102,394.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albion Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Assessment and Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff confidence and practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice. Strengthening quality teaching practices through the analysis of student data to drive ongoing, school-wide improvement in teaching practice and student results.</p> <p>After evaluation, the next steps to support our students will be: ensuring the leadership team prioritise improvement in areas where teachers require further support, such as literacy or numeracy. Teachers will</p>

<p>QTSS release</p> <p>\$102,394.61</p>	<p>be supported to trial innovative or evidence-based practices aligned with the new curriculum.</p>
<p>COVID ILSP</p> <p>\$263,816.00</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>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - phonic knowledge, spelling, comprehension, quantifying numbers and additive strategies • employing/releasing staff to coordinate the program • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: the majority of students in the program achieving significant progress towards their learning goals. Data collected was used regularly to identify student cohorts to plan, implement and monitor precise intervention strategies and to improve outcomes for all students.</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching and High Expectations <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Assistant Principal Curriculum and Instruction facilitates ongoing teacher professional learning and development • Teachers to participate and engage in disciplined dialogue, accountability and evidence based planning with knowledge of the Professional Standards for Teachers • A supportive and collaborative professional environment is maintained with APCI to coordinate and implement evidence-based programs/pedagogy in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: a whole school coordinated approach to developing professional practice, informed by research. Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages or for particular student groups.</p> <p>After evaluation, the next steps to support our students will be: continue to build executive capacity to mentor and coach to improve teaching.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	258	254	262	254
Girls	229	215	214	213

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	94.9	90.9	88.6
1	91.7	81.7	93.1	85.0
2	91.1	83.3	91.6	87.6
3	92.7	90.3	91.3	88.1
4	93.8	87.9	89.1	88.0
5	89.2	90.3	89.9	84.6
6	92.3	89.8	87.7	85.5
All Years	92.2	88.1	90.5	86.7
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

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)	6.2
Classroom Teacher(s)	19.83
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	7.58
Other Positions	1

*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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
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 (\$)
Opening Balance	521,587
Revenue	6,259,902
Appropriation	6,138,397
Sale of Goods and Services	2,109
Grants and contributions	116,529
Investment income	2,766
Other revenue	100
Expenses	-6,201,054
Employee related	-5,470,965
Operating expenses	-730,089
Surplus / deficit for the year	58,847
Closing Balance	580,435

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.

	2022 SBAR Adjustments (\$)
Targeted Total	114,183
Equity Total	473,023
Equity - Aboriginal	46,772
Equity - Socio-economic	275,350
Equity - Language	15,002
Equity - Disability	135,899
Base Total	4,195,424
Base - Per Capita	126,577
Base - Location	0
Base - Other	4,068,846
Other Total	688,271
Grand Total	5,470,901

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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 to access the school data.

Parent/caregiver, student, teacher satisfaction

STUDENTS

The Tell Them from Me student survey in Years 4, 5 and 6 elicited responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category. Students indicated the following:

- * 64% of students indicated they had a positive sense of belonging at school.
- * 87% of students reported they demonstrate positive behaviour at school.
- * 65 % of students reported they know where to seek help if bullied.
- * 78% of students feel they have someone at school who consistently provides encouragement and can be turned to for advice.
- * The percentage of students who set challenging learning goals for themselves in their school-work and aim to do their best was at the NSW Government Norm across the three grades.
- * The percentage of students who indicated that staff emphasise academic skills and hold high expectations for all students to succeed was below the NSW Government Norm across the three grades.

TEACHERS

The Tell Them from Me teacher survey used a 10-point rating scale for different elements within 12 broad categories. In the 2022 survey there were 30 respondents. Teachers indicated the following:

- * Teachers feel we are an inclusive school that address and respond to the diversity of needs of all learners (8.5).
- * Leadership involves reciprocal and meaningful learning with leaders influencing all individuals (7.2).
- * Parental involvement as they participate in the educational process and experiences (6.8).
- * Teaching strategies cover a wide range of techniques and include preplanning, criteria for success and, consistent feedback (8.0).
- * Challenging and visible goals are critical for enhancing performance and effective when students are both committed to and engaged by the goal. (7.5).
- * Data informs practice through summative and formative assessments (7.6).
- * Planned learning opportunities with a high degree of flexibility (7.6).
- * Quality feedback has a powerful impact on student achievement (7.3)
- * Overcoming obstacles to learning by providing students with equal opportunities to succeed and, thus, address barriers to teaching and learning (7.9)
- * Technology is included to create new opportunities for student learning and new challenges for educators (6.3)

PARENTS AND CARERS

The Tell Them from Me parent and carer survey used a 10-point rating scale for different elements within 7 broad categories. In the 2022 survey there were 29 respondents. Parents and carers indicated the following:

- * Parents feel welcome and that effective two-way communication exists between home and school and written information from the school is in clear, plain language (6.4).
- * Parents feel they are informed and involved in their child's education through Enews, Facebook, report cards, and parent-teacher interviews (5.6)
- * Parents support learning at home by helping their children with homework activities or by encouraging academic success (7.2)

- * School supports learning by adapting to student needs and having high expectations (7.0)
- * School supports positive behaviour and their children have a clear understanding about the rules for school behaviour (7.4)
- * Safety at school helps establish fair and supportive learning environments that allow the students to develop their full potential (6.6).
- * Parents feel inclusion at school that provides enough resources to support children with special needs and helps students with disability or special needs to feel welcome (5.8).

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.