

2022 Annual Report

Alstonville Public School



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Introduction

The Annual Report for 2022 is provided to the community of Alstonville 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

Alstonville Public School's vision is to foster a learning culture of high expectations, inclusivity and connectedness to the community. Our students develop skills to be flexible, adaptable and resilient learners who are capable of becoming leaders of their own learning.

School context

Alstonville Public School has an enrolment of 345 students, including 11% Aboriginal students. The school has 13 classes, including an opportunity class for high performing students with 30 teaching and support staff, including 3% Aboriginal staff. We acknowledge that our school is situated within the Bundjalung Nation and we are committed to working collaboratively with our local Aboriginal community and local Aboriginal Education Consultative Group to develop cultural learning and strong respectful relationships.

The school actively focuses on providing students with a balanced, progressive curriculum. Varied and extensive extra-curricular activities are offered to students resulting in learners that make independent and informed choices. These include; concert band, choir, public speaking, debating, and sports. Student leadership is promoted through active involvement in Student Parliament.

At Alstonville Public School teaching and learning is developed using Project Based Learning pedagogy to develop student agency in their learning through authentic projects that engage students. Students develop skills in collaboration, communication, creativity and critical thinking. Alstonville Public School is a Primary STEM Action School, mentoring primary schools in embedding STEM integrated curriculum. The school has a culture of enthusiasm, collaboration, sharing and support which produces a stimulating, innovative and rigorous learning environment.

Through the recent situational analysis process the school identified 3 strategic directions for the 2021-2024 School Improvement Plan. The school improvement plan will have a focus on improving student literacy and numeracy outcomes through the implementation of strategic direction 1: student growth and attainment. To further build on strategic direction 1 the school has identified quality pedagogical practice as the second strategic direction, focusing on high expectations in curriculum and quality pedagogical practice to improve student outcomes. To ensure success of the school improvement plan the third strategic direction will be focused on excellence in leadership. This will encompass the development of instructional leadership and teacher and student leadership.



School Leaders 2022

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student growth and attainment we will refine whole school analysis and use of data to inform explicit teaching.

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 use of data
- Explicit teaching

Resources allocated to this strategic direction

Professional learning: \$4,400.00

Literacy and numeracy intervention: \$10,000.00

Summary of progress

For both Literacy and Numeracy, Assistant Principal/Instructional Leaders and teachers developed and maintained data walls reflective of the Learning Progressions. These were updated regularly throughout the year and were strongly referred to when developing learning programs within classrooms.

The transition of focus to multiplicative strategies in Numeracy was appropriate, but this focus will need to continue going into 2023.

The Assistant Principal/Instructional Leaders have continued to work shoulder to shoulder with teachers in the planning and implementation of quality learning programs and have provided differentiated support to them, based on career stage and need.

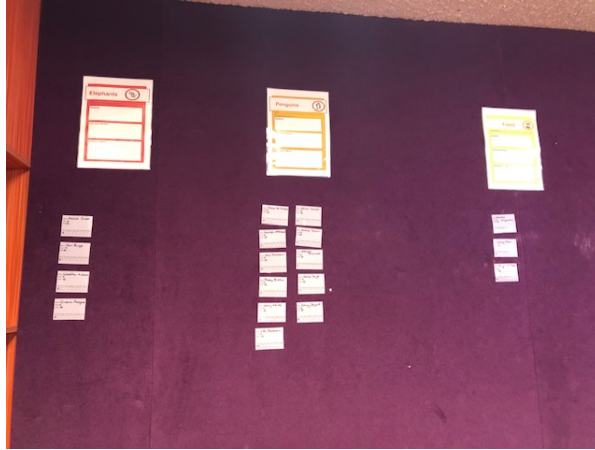
Progress towards achieving improvement measures

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 achieving in the top 2 bands in NAPLAN reading bands by 7.9% points from the baseline of the system negotiated targets.	48.3% of students achieved in the top 2 bands in NAPLAN reading - an increase of 10.51%. This exceeded the system-negotiated lower bound target and reflects the highest achievement data since 2014.
Increase the proportion of students achieving in the top 2 bands in NAPLAN numeracy bands by 8.6% points from the baseline of 2019 system negotiated targets.	26% of students achieved in the top 2 bands in NAPLAN numeracy - an increase of 1.02% from the agreed baseline. This also reflected an increase of 3% on 2021 performance. This did not meet the system-negotiated lower bound target, yet reflected the highest achievement data since 2015.
Increase the percentage of students achieving the expected growth in NAPLAN reading by 5% points from the baseline of 2019 system negotiated targets.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data as a result of the 2020 cancellation of NAPLAN. However Check-in Assessment data for Years 4-6 indicates expected growth in Reading.
Increase the percentage of students achieving the expected growth in NAPLAN Numeracy by 6.2% points from the baseline of 2019 system negotiated targets.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data as a result of the 2020 cancellation of NAPLAN. However Check-in Assessment data for Years 4-6 indicates expected growth in Numeracy.

Increased percentage of students attending school over 90% by 5.8% points from the baseline of 2019 system negotiated targets.

32.79% of students are attending school over 90% of the time - a significant decrease from the 2019 baseline of 77.5%. Whilst the COVID pandemic and flood emergency have significantly impacted student attendance, addressing this will be a major focus for 2023.



Data Wall - Additive Strategies

Strategic Direction 2: Quality pedagogical practice

Purpose

To provide quality teaching practices that ensure every student improves every year.

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 teaching practice
- Collaborative practice

Resources allocated to this strategic direction

Literacy and numeracy: \$8,664.11

Literacy and numeracy intervention: \$62,400.23

Professional learning: \$10,000.00

Location: \$3,708.75

Per capita: \$54,703.86

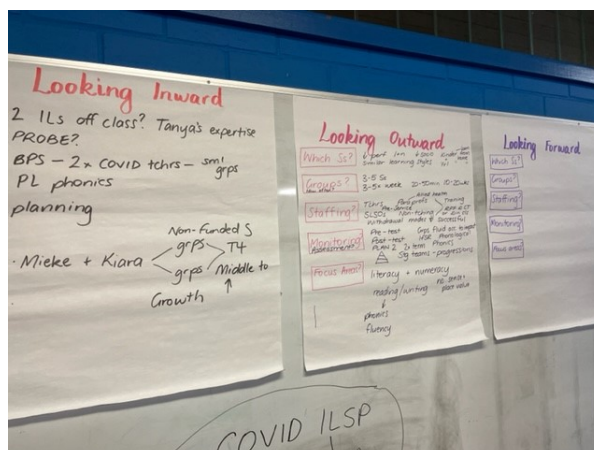
Summary of progress

The Assistant Principal/Instructional Leaders have continued to work shoulder to shoulder with teachers in the planning and implementation of quality learning programs and have provided differentiated support to them, based on career stage and need.

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
All teachers demonstrate evidence of an 'evolving level' in using effective teaching strategies in daily practice (Effective teaching practice continuum).	There is significant evidence of teachers demonstrating effective teaching strategies in daily practice (as measured by the Effective Teaching Practice Continuum). Obviously, enhancing the pedagogical practice of staff will continue to be a focus. A major component of this in 2023 will be implementing Quality Teaching Rounds across the school.
School self assessment of collaborative practice demonstrates evidence of evolving in all aspects (Collaborative Practice Matrix).	School self assessment reflects significant levels of collaborative practice in all aspects of staff performance. This includes staff satisfaction feedback where 100% of teachers agreed with the statement "teachers collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement, so as to meet the needs of all students".



Looking Inward, Looking Outward, Looking Forward

Strategic Direction 3: Leadership – Expertise and innovation

Purpose

To establish a professional learning community focused on the identification and development of leaders within and beyond the school.

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.

- Instructional leadership
- Development of leaders

Resources allocated to this strategic direction

QTSS release: \$66,079.58

Professional learning: \$10,927.08

Socio-economic background: \$6,015.36

Summary of progress

Assistant Principals have continued to provide instructional leadership to all teachers across K-6. This includes data analysis, evidence-informed practice demonstrations and feedback regarding elements of the Quality Teaching Framework, teaching elements of the School Excellence Framework and the Australian Professional Standards for Teachers.

Participation in "Measuring What we Value" online learning led to:

- enhanced knowledge and skills in assessment and data literacy;
- increased confidence in measuring what we value, beyond external assessment protocols; and
- enhanced capacity to develop and apply assessment strategies that reflect research and enable effective evidence-informed decision making.

Elements of student leadership development included:

- the establishment of the Jarjum Dreaming Stage 3 students' leadership group. This led to the "Ministers for Indigenous Affairs" being appointed and elected within the Alstonville PS Student Parliament.
- enhanced protocols regarding student feedback via regular meetings between the school executive and senior leaders of the student parliament.

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
25% of teachers and executive staff demonstrating evidence of highly accomplished or lead level practice against the Australian Professional Standards for Teachers.	With the high turnover of teaching and executive staff in 2022, coupled with a strategic decision to employ a significant number of early-career teachers, this progress measure is not relevant currently. However, it is clear that all teachers show performance reflective of the Australian Professional Standards for Teachers at their stage of career. Executive staff consistently reflect the highly accomplished or lead elements of the standards.
40% of Year 6 students demonstrate an active level of foundational leadership qualities within the Halogen student leadership development framework.	Student leadership continues to thrive at Alstonville PS. Based on qualitative data and observations, it was deemed that 72% of Year 6 students demonstrated an active level of foundational leadership qualities within the Halogen student leadership development framework.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$98,876.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Alstonville Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - enhanced support for students within classrooms. This has included learning adjustments and modified programs and has led to increased engagement and performance in targeted students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ongoing monitoring of the academic progress of students so as to inform learning adjustments within class programs.
<p>Socio-economic background</p> <p>\$62,042.36</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Alstonville 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"> • Development of leaders • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • 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:</p> <ul style="list-style-type: none"> - higher levels of explicit teaching that targets student need. - enhanced curriculum delivery and pedagogy through instructional leadership. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - further leadership and staffing supplementation. - enhanced school and student resourcing.
<p>Aboriginal background</p> <p>\$34,365.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Alstonville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal

<p>Aboriginal background</p> <p>\$34,365.22</p>	<p>students</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • significant cultural enhancements at the school, including the development of K-2 and 3-6 Acknowledgements of Country and school yarning circle. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - targeted curriculum and wellbeing support leading to improved outcomes for Aboriginal students. - enhanced cultural practices across the school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - enhancing the school's personalised learning plan processes for the school's Aboriginal students, particularly in regards to parental input and collaboration.
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Alstonville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 3.0 FTE SLSOs for students with targeted IFS & additional needs to support development of skills and understanding and student wellbeing in all KLAs. - See "Integration Funding Support" <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - those students who attracted English language proficiency funding were provided with targeted instruction in English and this lead to appropriate gains in this area. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued targeted instruction reflective of their need.
<p>Low level adjustment for disability</p> <p>\$198,137.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Alstonville 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • A program of support for students requiring low-level adjustments (disability) led by the Learning and Support Team. This included the employment of 3.0 FTE SLSOs for students with targeted IFS & additional needs to support development of skills and understanding and student wellbeing in all KLAs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - enhanced support for students within classrooms. This has included learning adjustments and modified programs and has led to increased engagement and performance in targeted students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ongoing monitoring of the academic progress of students so as to inform learning adjustments and to provide accommodations within class programs.
<p>Location</p>	<p>The location funding allocation is provided to Alstonville Public School to</p>

<p>\$5,083.75</p>	<p>address school needs associated with remoteness and/or isolation.</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"> • Collaborative practice • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Employment of Technology Support Officer 0.4. This position provided technical support to classroom teachers and administrative staff as well as the development and implementation of the Digital Action Plan as a part of the Rural Access Gap program. • Technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a significant improvement to technological provisions within the school. - increased engagement and access from students and staff. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the continuing implementation of the DAP in 2023, including a Digital Classroom Officer role, will further drive technology across the school.
<p>Professional learning</p> <p>\$25,327.08</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 Alstonville Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of data • Effective teaching practice • Instructional leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional Learning to develop teacher skills and understanding in effective teaching strategies, including use of data and assessment to plan for student learning. • Professional learning focused on a student wellbeing model that provides strategies for teaching and learning that enables teachers to increase engagement of students with complex, unmet learning needs and to successfully improve all students' self-regulation, relationships, wellbeing, growth and academic achievement. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - enhanced teacher self-identification as to development needs reflective of stage of career, school & student needs and the Professional teaching Standards. - an enhanced understanding of a model of student wellbeing that better meets their needs and sets them up for enhanced learning and improved school culture. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - a continuation of student wellbeing practices and targeted professional learning for staff.
<p>Literacy and numeracy</p> <p>\$8,664.11</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Alstonville Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective teaching practice

<p>Literacy and numeracy</p> <p>\$8,664.11</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leaders modelled effective collaboration and create a safe environment where teachers are given timely and constructive feedback. • Teachers participated in structured lesson observations focusing on the impact of explicit teaching practices in phonics and reading instruction, with feedback and coaching conversations provided by instructional leaders. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a culture of improvement where teachers were comfortable giving and receiving feedback on elements of their performance. - improved classroom practice, leading to a high performance culture and improved student outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - a continuation of this role, coupled with Assistant Principal, Curriculum & Instruction leadership and support.
<p>QTSS release</p> <p>\$66,079.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Alstonville 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"> • Instructional leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Instructional leaders modelled effective collaboration and create a safe environment where teachers are given timely and constructive feedback. Teachers participated in structured lesson observations focusing on the impact of explicit teaching practices in phonics and reading instruction, with feedback and coaching conversations provided by instructional leaders. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - a culture of improvement where teachers were comfortable giving and receiving feedback on elements of their performance. - improved classroom practice, leading to a high performance culture and improved student outcomes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - targeted support for those teachers in their first years of teaching.
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Alstonville Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective use of data • Effective teaching practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of instructional leaders K-2 and 3-6 to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students. • Release from Face to Face Teaching timetable created so that teachers met regularly, facilitating collaboration and feedback. • Instructional Leaders reintroduced the Effective Teaching Strategies Continuum of Practice in Professional Learning. They targeted levels from Emerging through to Evolving, Embedding and Excelling. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>- teachers were able to adapt learning programs more strongly, leading to more targeted support and explicit instruction.</p> <p>- teachers participate in structured lesson observations focusing on the impact of explicit teaching practices in Literacy and Numeracy, with feedback and coaching conversations provided by instructional leaders. This was within a culture of safety and support, and provided an excellent pathway for feedback and reflection.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- a continuation of targeted support and leadership, both through the new Assistant Principal, Curriculum & Instruction role, and through participation in Quality Teaching Rounds.</p>
<p>COVID ILSP</p> <p>\$104,233.00</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"> • Covid ILSP funds were used to fund key SLSOs to target Literacy & Numeracy instruction for particular students and cohorts. <p>The allocation of this funding has resulted in the following impact:</p> <p>The Covid ILSP program proved to be vital in supporting our students and their needs. This was particularly the case for students who followed formal and informal Individual Learning Plans. Targeted support in Literacy led to significant growth in NAPLAN and Check-in Assessment student data.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>It is hoped that the Covid ILSP program continues into 2023.</p>
<p>Per capita</p> <p>\$87,679.86</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Alstonville 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"> • Collaborative practice • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • General Assistant funding topped up so as to ensure a continuity of support and service. • Complete RAG Digital Action Plan and have it inform the Strategic Improvement Plan and professional learning PL activities 2022-2023. <p>The allocation of this funding has resulted in the following impact:</p> <p>- in follow-up to the Digital Action Plan development, and in preparation for implementation in 2023, significant technology resources were purchased. The appointment of a Technical Support Officer has had significant impact on technology support at Alstonville PS.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>- the implementation of the DAP in 2023 will drive technology provision and instruction across the school into the future.</p>



Whole School Photo - Reconciliation Week

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	215	189	174	140
Girls	192	186	173	154

The school's declining enrolment numbers are reflective of larger cohorts of students leaving the school at the end of Year 6, coupled with smaller Kindergarten intakes. This will continue in 2023 then will remain steady.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	93.9	89.6	86.7
1	91.8	90.1	91.6	85.7
2	93.2	90.9	89.8	85.2
3	93.0	88.9	90.6	84.5
4	92.9	91.3	89.5	82.7
5	92.6	87.3	90.1	84.5
6	93.0	90.9	90.0	82.6
All Years	93.0	90.2	90.1	84.3
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

The school regularly monitors attendance and as well as implementing universal attendance strategies, takes action to address issues with individual students. Attendance data is regularly analysed and is used to inform planning. However, as the school and community emerges from the pandemic, it is envisaged that attendance rates will improve in 2023.

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.



Quality work from 1Platypuses

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	12.62
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	2.92

*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	436,884
Revenue	3,732,917
Appropriation	3,501,168
Sale of Goods and Services	103,693
Grants and contributions	126,364
Investment income	1,615
Other revenue	76
Expenses	-3,933,514
Employee related	-3,267,517
Operating expenses	-665,997
Surplus / deficit for the year	-200,596
Closing Balance	236,288

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	98,876
Equity Total	296,945
Equity - Aboriginal	34,365
Equity - Socio-economic	62,042
Equity - Language	2,400
Equity - Disability	198,137
Base Total	2,499,921
Base - Per Capita	87,680
Base - Location	5,084
Base - Other	2,407,158
Other Total	362,278
Grand Total	3,258,020

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 to access the school data.

There were some significant and positive outcomes regarding the school's performance in NAPLAN in 2022. Regarding the number of students in the top two bands of Literacy and Numeracy, 37.8% of Year 3 and 5 students scored in the top two bands - a significant uplift over recent years and above the targeted levels within the Premier's priorities. Regarding expected growth, over 60% of students in Years 3 and 5 garnered greater than expected growth - well above the targeted levels within the Premier's priorities.

Parent/caregiver, student, teacher satisfaction

In 2022 an extensive range of feedback strategies were used to garner levels of parent/carer, staff and student satisfaction. Response rates were excellent, demonstrating that there is a school-wide approach to improving service delivery and customer experience.

Community satisfaction surveys indicated a strong level of support. Questions regarding a high-performance culture, partnerships and relationships were met favourably by parents/carers, and them strongly agreeing that the educational wellbeing needs of students are the focus of school decision making. Some responses to "what the school is doing well?" included supporting students in their learning and wellbeing, improved culture, communication and great atmosphere.

Staff satisfaction was also positive. Staff supported the notion of there being high expectations and effective partnerships within the school. A question regarding meeting the needs of students received a combined score of 4.8 out of 5. Key elements of staff satisfaction included its team approach, the sense of community, collegial relationships and the opportunities for staff to grow.

Student satisfaction surveys found that students enjoyed coming to school and that they felt happy and safe. They felt that the school programs and environment helped them learn and that the teachers and staff cared for them. They would like more access to technology and more opportunities to compete with other schools.

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.