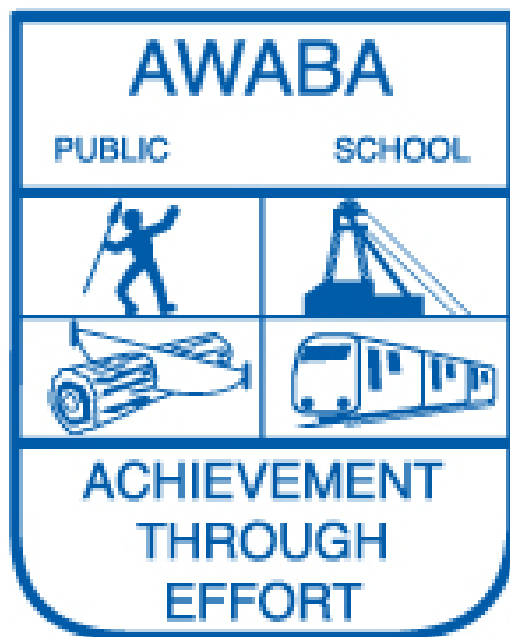


# 2022 Annual Report

## Awaba Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Awaba 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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Awaba Public School

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Narrabeen Stage 3 Camp 2022

## School vision

Awaba Public School strives for excellence in an inclusive environment. We value individuality, acceptance and tolerance. Every student is known, valued and cared for. We nurture students to be engaged citizens who confidently take their place in our dynamic society by maximising their potential - supported by strong community partnerships and a culture of high expectations. We are a small school, with big ideas!

## School context

Awaba Public School has a current enrolment of 27 students and is a semi-rural school located on the western side of Lake Macquarie. A great deal of the zoned area for Awaba Public School is part of the Watagan's National Park and not urbanised, which in turn cause enrolments to fluctuate.

Student enrolment has been reasonably stable, in the mid to high 30's for the last five years. We anticipate that this trend will continue in the future. Our Aboriginal student enrolment is currently four students. Numbers have ranged from one to four for the last eight years. We have no EAL/D students enrolled. Our FOEI is 132 and ICSEA is 965, which identifies us as a low socio-economic school.

As a result of our evaluations, we will review whole school data literacy, assessment and evidence systems to inform teaching and learning programs.

Our current situational analysis has identified a gap in student achievement between reading and numeracy. Teaching staff are committed to undertaking self-assessment and employing evidence-based initiatives to improve teaching and learning programs and student achievement in numeracy.

Collaboration and professional learning opportunities are a focus across our Small Schools Alliance of Fassifern, Argenton and Boolaroo Public Schools (FABA). Collaborative practice and feedback, professional learning and the sharing of expertise and innovation will improve teaching and learning programs and student achievement.

Evaluation of student achievement and survey data has identified that further work is required to build partnerships with parents and carers, support agencies and service providers. Meaningful partnerships will contribute to a shared high expectations culture, resulting in sustained whole school improvement.



K12 bushwalk

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning outcomes for every student, staff will use data to drive the learning needs of students and inform differentiated teaching for all students. Students will become self-directed learners, who plan their progress through goal-setting and are confident in working with teachers to help direct future learning.

### Initiatives

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

- Data Skills and Use
- Numeracy

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$30,114.00

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

**Socio-economic background:** \$28,091.16

**Per capita:** \$7,075.04

**QTSS release:** \$5,746.05

**Low level adjustment for disability:** \$5,219.43

**Integration funding support:** \$41,265.00

**Aboriginal background:** \$2,352.00

### Summary of progress

In 2022, our staff received professional learning from a comprehensive Collaborative Support in Unique Settings initiative. A team of Principal School Leadership and High Performance officers provided wrap around support for teachers and executives in Data Skills and Use and Numeracy improvement. We were guided through the use and implementation of the Department of Education data systems, PLAN2 and the numeracy assessment tool, Interview For Student Reasoning - Quantifying Number. Students were tested from Kindergarten to year 6. The student data from Quantifying Number was analysed for Teaching Sprints, where executives modeled lessons and guided teacher planning each week. Teacher knowledge and use of PLAN2 will drive Personalised Learning Support Plans, Personal Learning Pathways and COVID Intensive Learning Support Plans into 2023. The use of Teaching Sprints has had significant improvement on individual achievement in Quantifying Number across three data snapshots.

A great deal of combined small schools professional learning was undertaken in numeracy to support the implementation of the K-2 Numeracy Curriculum in 2023. A spin off from the combined professional learning has been the enrollment of teachers in Quality Teaching Rounds and Big Ideas; Starting Strong to support numeracy improvement in 2023.

### 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>Reading</b> <ul style="list-style-type: none"><li>• 54.6% Year 3 and 5 students achieve in the top 2 bands in NAPLAN reading.</li><li>• 80% K-2 students will achieve the expected reading level by 2022 as evidenced by PM Reading Assessment Benchmarks.</li></ul>	<ul style="list-style-type: none"><li>• The percentage of students in the top two bands in year 3 and 5 in 2022 was 33%. The year prior was 50%. Teaching and learning programs are designed to target individual needs, based on NAPLAN results, internal testing and student assessments. Learning support is delivered in varying forms to meet individual student needs. Teachers team teach, implement small group instruction and individual teaching to optimise achievement for all students. As students are in cohorts less than ten, the data demonstrates a disadvantage when measuring in percentages.</li><li>• The K-2 cohort engaged in specific COVID Individual Learning Support Plans, Personalised Learning Support Plans, reading fluency and explicit decodable phonics instruction, along with teacher expert instruction, to record 81% of students achieving at or above expected reading levels in 2022.</li></ul>

<p><b>Numeracy</b></p> <ul style="list-style-type: none"> <li>• 50.1% Year 3 and 5 students achieve in the top 2 bands in NAPLAN numeracy.</li> <li>• Testing demonstrates student growth equal to or higher than expected stage levels using SENA.</li> </ul>	<p>The percentage of students who scored in the top two bands in year 5 numeracy in 2022 was 33%. There were no students who scored in the top two bands in year 3. Teachers work closely with the Assistant Principal of Curriculum and Instruction to target student learning needs. Teachers implement Teaching Sprints to aid attainment and mastery. Students receive individualised support through COVID Intensive Learning Support Plans (ILSPs), small group instruction and explicit classroom instruction.</p> <p>SENA testing demonstrated that 78% of students K-6 were achieving equal to or higher than expected stage levels. Teachers used student needs from the data to formulate student learning goals for Personalised Learning Support Plans and COVID ILSPs.</p>
<ul style="list-style-type: none"> <li>• 60% of students will achieve expected growth NAPLAN in reading.</li> </ul>	<p>The student growth target in reading is unable to be calculated due to NAPLAN being cancelled in 2020. The year 5 student cohort did not sit NAPLAN in year 3, 2020.</p>
<ul style="list-style-type: none"> <li>• Professional learning is undertaken to gain expert knowledge of internal and external data sources, in relation to syllabus outcomes.</li> <li>• Teachers analyse a student's retrospective data to determine whether internal and external data sources are consistent.</li> </ul>	<p>Staff completed professional learning in Teaching Sprints and the process of prepare, sprint and review to successfully meet student needs. We engaged with the What Works Best document in Explicit Teaching and Use of Data. Teachers implemented evidenced-based, explicit instruction in number sense, algebra and mathematical vocabulary and identified the components of a quality numeracy sessions. PAT testing and NAPLAN results were examined against the data of the learning progressions to target syllabus outcomes for individual students. We engaged with the new NSW K-2 Mathematics Syllabus and current Syllabus to identify links with specific focus areas from Early Stage 1 to Stage 3. Staff collaborated to develop a series of lessons targeting the focus areas, guided by the Universal Resources Hub. External and internal data was consistent for students and goal setting was conducted with parent and carers.</p>



Year 3 Book Week 2022

## Strategic Direction 2: Engaging Communities

### Purpose

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff collaborate effectively to embed evidence-based explicit teaching practice into their pedagogy. We will establish a high expectation, positive and cohesive school community that is purposeful, flexible and dynamic.

### 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.

- Professional Learning Communities
- Community Engagement

### Resources allocated to this strategic direction

Professional learning: \$2,000.00

### Summary of progress

In 2022, our staff attended combined Staff Development Days to share expertise across small schools. The development days were successful in providing meaningful professional learning, unpacking the K-2 English and mathematics syllabus and building coaching and mentoring relationships. In 2023, we will extend the collegial collaboration to include Quality Teaching Rounds and prepare for the 3-6 new English and mathematics syllabus in 2024.

We were a part of The Early Years Network for pre-schools and infants teachers, attending Zoom sessions which focused on transition activities and student readiness. The network did not continue as a group after term 2, however we have planned activities with our local pre-schools in 2023. A Tuesday morning play group was established at our school and two attendees have enrolled for Kinder 2023.

Parent information sessions were conducted for the new K-6 syllabus and parent feedback on the content delivered was favourable. We plan to conduct further sessions in 2023 for the 3-6 syllabus.

Stay and Play sessions were well attended and the community at large look forward to attending in 2023.

### 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>Professional Learning Communities</b> <ul style="list-style-type: none"><li>• Maintain regular meetings with staff from the Small Schools Alliance each per term.</li><li>• The school is a part of a successful learning alliance with external partners including the University of Newcastle. and offers a transition program with Little Miracles.</li></ul>	<p>Principals from the four allied small schools attend scheduled meetings in weeks 5 and 9 each term. The meetings focus around shared sporting responsibilities, teaching principal accountabilities and staff professional learning opportunities.</p> <p>Staff from Boolaroo Public School and Awaba attended three combined Staff Development Days in 2022, focusing on vocabulary, the new K-2 English and mathematics syllabus release and team building activities. Staff built relationships, which have set the groundwork for teacher collaboration. In 2023, professional learning will be undertaken for the new 3-6 syllabus and Quality Teaching Rounds in partnership with the University of Newcastle's NSW Schools Partnership Project.</p> <p>Our Student Learning Support Officer and classroom teachers, have worked closely with Occupational Therapists, Speech Pathologists and parents to support individual programs and drive learning outcomes. The professional learning support from external agencies has up skilled staff and provided a meaningful link between home and school. Out of Home Care agencies held regular review meetings and worked with teachers to provide in-school support for student management.</p>

### Professional Learning Communities

- Maintain regular meetings with staff from the Small Schools Alliance each per term.
- The school is a part of a successful learning alliance with external partners including the University of Newcastle. and offers a transition program with Little Miracles.

Our commitment to the University of Newcastle teacher training was upheld and a third year student worked with our K-2 class in term 3. The student worked successfully with our teacher and utilised whole school lesson opportunities.

We were a part of the Early Years Network, linking with local pre-schools and day care centres to build a working party, catering for the successful transition of students to Kindergarten. Visits to the sites and sharing meetings provided a platform for teachers to identify students and targeted families needing extra support around transitions for students with special needs. Activities are planned for 2023.

### Community Engagement

- Maintain regular Stay and Play/Meet and Greet sessions for teachers, student and parents.
- Individual education programs planned with parents/carers, students and teachers and considering agency professionals.
- Establish regular parental information sessions in student goal-setting processes.
- The school maintains a regular schedule of parent/carer and student satisfaction surveys.
- The school attendance policy is closely monitored and parents are informed of student attendance in five weekly intervals.
- TTFM and school-based surveys follow up on data analysis and evaluate wellbeing interventions.

Stay and Play sessions were attended from term 3 as restrictions were limiting our contact in terms 1 and 2. The sessions were successful in fostering parent/teacher communication in an informal setting. The local community were also invited to share the space and many ex-students attended. The events were so successful that the P&C changed their meeting schedule to coincide with the sessions.

Student Personalised Learning Support Plans, Personal Learning Pathways and COVID Intensive Learning Support Plans were devised by working with agencies, where applicable and in consultation with parents and carers. Plans were reviewed each term and formal parent meetings were held in semester 1 and 2. Parents reported that they are well informed in the Tell Them From Me Survey with a score of 8.8 and this satisfaction can be compared to the state norm of 6.6.

Parents are surveyed regularly to gauge satisfaction and target areas for improvement. Surveys are analysed by staff to pinpoint actions that address the data. Surveys are tabled at P&C meetings, where staff and parents discuss ways to meet needs. In 2022, parents requested that texts be the preferred form of communication above emails, when asked about how to address their communication needs.

Attendance is monitored daily and contact is made to ensure student safety. Parents are informed twice a term of their child's attendance through attendance graphs. Meetings are scheduled to target student and family needs.



January Kiwanis TERRIFIC Kid, Ivy.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$41,265.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Awaba 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>• Numeracy</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 staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The Integration Funding Support has been used to employ a Student Learning Support Officer (SLSO) to provide individual support for specific student needs. The SLSO works closely with allied agencies, the classroom teachers and parents, to implement agreed strategies and achieve student goals. The support in 2022, provided successful transition from a support class to a mainstream class.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the model will continue to best support the transition from the infants class to the primary classroom .</p>
<p>Socio-economic background</p> <p>\$28,091.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Awaba 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>• Numeracy</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>• professional development of staff through CSUS to support student learning</li> <li>• provision of a classroom teacher on the infants classroom, to support the teaching principal in the Learning and Support Teacher role.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff took part in thorough and rigorous professional learning. The Collaborative Support for Unique Settings (CSUS) delivered wrap around support from an external team of mentors. Student data was collected in Interview For Student Reasoning in Quantifying Number. A baseline was established and students were marked on the learning progressions. Collaborative lesson planning, including demonstration lessons were undertaken with the support of the Assistant Principal of Curriculum and Instruction. Teachers delivered Teaching Sprints, designed to target needs and reassessed at five week intervals. Data was taken in the form of three snapshots and found the students overwhelmingly achieved growth K-6. The provision of a temporary 1.0 classroom teacher on the infants class allowed the teaching principal to perform in the role as the Learning and Support Teacher and also complimented principal duties.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Student outcomes have been targeted for support in 2023 through COVID Intensive Learning Support Plans, Personalised Learning Support Plans, Personal Learning Pathways and Teaching Sprints, utilising the learning progressions.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$2,352.00</p>	<p>needs of Aboriginal students at Awaba 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>• Numeracy</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students received optimal support in 2022. All students had three, 30 minute, one to one sessions per week with the Learning and Support Teacher, focusing on Personal Learning Pathways and driving cultural goals. 75% of students exceeded stage level in reading and 50% exceeded in numeracy. 100% of students were also included in COVID ILSP instruction for numeracy and reading.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The support model was successful and will continue in 2023. Links with local primary schools such as Biraban PS and Coal Point PS will be re-established post COVID, to support the rich cultural needs of our students and professional learning for teachers.</p>
<p>Low level adjustment for disability</p> <p>\$5,219.43</p>	<p>Low level adjustment for disability equity loading provides support for students at Awaba 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>• Numeracy</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 SLSO to improve the development of students by implementing speech and OT programs developed by specialists</li> <li>• 0.1 teacher employed to deliver consistent classroom instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A Student Learning and Support Officer successfully implemented recommendations from Occupational Therapists and Speech Pathologists to deliver wrap around support in the classroom setting. As a result, student growth and achievement on agreed markers was successful and transition from a support class setting to mainstream school was achieved. Pooled funds retain a 0.1 teacher on the K12 class, thus avoiding consistent interruption from a teaching principal role.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, funding will be utilised to ensure success for transition processes and providing consistency between classroom settings.</p>
<p>Professional learning</p> <p>\$4,000.00</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 Awaba 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>• Numeracy</li> </ul>

<p>Professional learning</p> <p>\$4,000.00</p>	<ul style="list-style-type: none"> <li>• Professional Learning Communities</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>• Inclusion in the Collaborative Support for Unique Settings initiative.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  In 2022, teachers transitioned from existing data sources to recording student achievement against the progressions in Quantifying Number, in PLAN2 . Teachers planned, taught and reviewed student progress in 5 week intervals and used the progressions to plan for student outcomes. Three snapshots of data collection in Quantifying number were analysed with 96% of students reaching target markers for their stages.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, teachers will undertake professional learning in Quality Teaching Rounds with the University of Newcastle Project and complete Big Ideas; Starting Strong, to continue to address targets in Strategic Direction 1, Numeracy improvement.</p>
<p>QTSS release</p> <p>\$5,746.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Awaba 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>• Numeracy</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>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  The Assistant Principal Curriculum and Instruction (AP C&amp;I) scheduled time each week to guide teachers with Teaching Sprints, model new curriculum lessons and review student progression. The leadership opportunity has provided teachers with a scaffold for implementation and has driven successful student outcomes.  Teachers have also utilised a scaffold to share how their teaching addressed improvements in the Strategic Improvement Plan. Staff shared snapshots of their teaching and learning programs as evidence towards the implementation of strategic directions and evidence of impact for their students.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  In 2023, The AP C&amp;I will oversee teacher teaching and learning programs and Professional Development Plans, furthering the support available for teachers.</p>
<p>COVID ILSP</p> <p>\$19,667.00</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/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - Quantifying Number and Reading Fluency and phonics.</li> </ul>

COVID ILSP

\$19,667.00

**The allocation of this funding has resulted in the following impact:**  
The COVID ILSP funding provided small group and individual instruction, delivered by teachers, targeting reading fluency, phonics and numeracy outcomes in Quantifying Number. The model was an integral component of student achievement in 2022.

**After evaluation, the next steps to support our students will be:**  
In 2023, the intervention will continue as the same model, combined with further COVID ILSP funding and school self-funding.



Awaba Bushfire Brigade Display

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	23	23	16	15
Girls	14	17	12	12

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	96.4	95.7	75.6
1	91.1	91.2	97.0	84.4
2	96.1	88.8	92.5	75.8
3	92.6	89.2	93.6	75.2
4	91.8	87.6	96.1	85.4
5	91.4	86.5	90.1	83.4
6	89.5	89.2	92.7	88.9
All Years	91.8	89.4	93.3	81.9
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.



Lilah with her sand procedure.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	1.4
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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>	42,767
<b>Revenue</b>	724,269
Appropriation	705,144
Sale of Goods and Services	1,033
Grants and contributions	17,737
Investment income	355
<b>Expenses</b>	-726,832
Employee related	-694,307
Operating expenses	-32,525
<b>Surplus / deficit for the year</b>	-2,563
<b>Closing Balance</b>	40,204

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.



Mayson practicing the recorder.

## 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>	63,230
<b>Equity Total</b>	48,054
Equity - Aboriginal	3,252
Equity - Socio-economic	28,091
Equity - Language	0
Equity - Disability	16,712
<b>Base Total</b>	500,091
Base - Per Capita	7,075
Base - Location	0
Base - Other	493,016
<b>Other Total</b>	42,432
<b>Grand Total</b>	653,807

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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](https://myschool.edu.au) to access the school data.



Stage 3 Touch Football

# Parent/caregiver, student, teacher satisfaction

## Parent Satisfaction

Parents who took part in the parent information sessions on the New Curriculum reform and the stay and play indicated they were 100% satisfied with what was offered.

### Tell Them From Me Parent Snapshot 2022

- The school community demonstrates aspirational expectations of learning progress.
- Effective partnerships in learning motivate students to improve.
- Students and parents understand assessment and the benefits for learning.

Results show that 27% of parents surveyed have engaged with teachers about their child's progress two or three times and 45% have engaged more than three times in 2022. Goal setting activities, 3-way conferences each semester and school activities ensure that parents work in a collaborative partnership with school staff and teachers. Seeking parental input is very important. When parents were asked to rate areas they have been consulted on, the two areas of School Reporting Procedures and School Planning stood out above curriculum delivery and policy development. Communication about student progress and planning for achievement of goals, with parents and carers, drives students' motivation to achieve. There is data to support that Parents Support Learning at Home, which recorded higher than the state norm at 6.7 compared to 6.3. However, the data around time spent on homework shows that parents want less time allocated to it. 82% of parents support the completion of year 12 and 45% support University entry.

## Teacher Satisfaction

Teachers were surveyed after the combined Staff Development Days (SDD) combined with Boolaroo Public School. The professional learning was aligned with the Strategic Improvement Plan. 67% of teachers indicated before the SDD that they were somewhat confident in using different strategies for explicit feedback and after the SDD, 100% were confident at using explicit feedback strategies.

Staff were asked to identify their strengths and areas for improvement with teaching numeracy, referring to the What Works Best in Practice document and indicate where your current practice is overall on a scale of 1 to 5. (1=minimal practice, 5=best practice). All teachers rated themselves as a 4 in setting High Expectations with their students. The teachers ratings varied from 1-4 in assessment, this will be a focus for 2023.



Staff Mr Men theme 2022 Book Week.

# 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.

