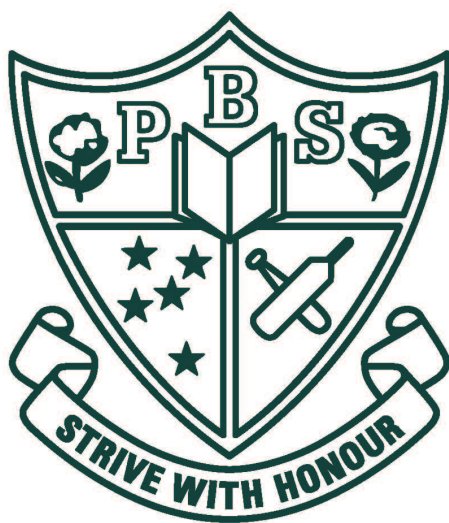


2022 Annual Report

Blackheath Public School



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Introduction

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

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

School contact details

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School vision

Blackheath Public School is committed to developing individual strengths through a culture of high expectations, excellence in teaching and respect for self, others and the environment. Students are highly engaged and motivated to achieve their goals and reach their potential. Our vision is to be partners in learning and to collaboratively empower all students to become confident, resilient, self-directed and successful learners and citizens.

School context

Blackheath Public School is located in the Upper Blue Mountains and has an enrolment of 304 students. Enrolment of EAL/D students (beginning & emerging) is currently <1% of students and enrolment of students with Aboriginal background is currently <5%. The school's FOEI is 49. The school has 13 students enrolled who receive Integration Funding Support.

The school community is active and committed to supporting the school vision. Strong, positive relationships exist with parents, carers and the wider school community upholding the school's reputation for high quality education, evidenced through the high level of parent and community engagement.

The school provides a foundation for students' intellectual, physical, social, creative, emotional and spiritual development in a secure and engaging learning environment in which students develop the necessary knowledge, skills, understandings, attitudes and values for a productive and rewarding life in an educated, just and open society.

The school is highly regarded for band, choir, recorder, dance, sport, drama, performance, coding, debating and STEM. There is a strong commitment to intensive learning support, enrichment opportunities, transition and wellbeing initiatives.

Aboriginal Education is embedded in school programs and the celebration of Aboriginal culture is a priority. The school totem, the crimson rosella, represents connection to Country and community.

The active Parents and Citizens Association operates the exemplary Wholesome Kids Cafe as a part of the Healthy Schools Canteen Initiative.

The school has completed a situational analysis which identified three areas of improvement for the Strategic Improvement Plan. These include student growth and attainment, improvement in teacher instruction and pedagogy and improvement in student wellbeing practices.

The school is an active member of the Upper Blue Mountains Learning Community and the Hub at the Top. To support the strong focus on supporting children's mental health the school is a member of BeYou. The school is accredited Asthma Friendly, SunSafe and participates in Sporting Schools programs.

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	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy through a culture of high expectations, differentiated curriculum, high quality teaching and learning and analysis of student performance that is underpinned by evidence-informed strategies and a reflective practice.

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.

- Explicit teaching in Reading
- Explicit teaching in Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$30,382.19

Aboriginal background: \$8,114.27

Low level adjustment for disability: \$106,405.56

Location: \$8,156.87

Professional learning: \$12,000.00

QTSS release: \$64,700.52

Literacy and numeracy: \$17,574.55

Summary of progress

In 2022 the school had a strong focus on building teacher capacity in the explicit teaching of reading and numeracy. A critical analysis of current practice in the teaching of reading including assessment strategies used was conducted to inform professional learning needs. In the area of Mathematics a specialist teacher mentored and worked alongside teachers to build a shared understanding in the explicit teaching of numeracy. As a result, teachers have developed evidence-informed skills in the use of some of The Big 6 Components of Reading and are demonstrating a deeper understanding. Teachers have also undergone rigorous professional learning in the new English K-2 Syllabus and Maths K-2 Syllabus. Teachers have acknowledged a positive shift in confidence in teaching and differentiating in numeracy. In 2023 the focus on the explicit teaching of reading and numeracy will continue as teachers consolidate their practice and implement the new curriculum.

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 % of students achieving in the Top 2 Bands in NAPLAN Reading from 59.2% (baseline) to 64.7% - 69.7% (system negotiated target)	2022 NAPLAN data indicates 57.83 % of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
Increase the % of students achieving in the Top 2 Bands in NAPLAN Numeracy from 34.9% (baseline) to 43.4% - 48.4% (system negotiated target)	2022 NAPLAN data indicates 30.95% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
The number of students maintaining expected growth in NAPLAN Reading improves from the previous year	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The number of students maintaining expected growth in NAPLAN Numeracy improves from the previous year	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
93% of students are assessed as 'on	83% of students are assessed as 'on track' in the Year 1 phonics screening

track' in the Year 1 phonics screening check, with a decrease in the percentage of students assessed at 'carefully monitor' and 'support required'.	check, indicating the school did not meet this target.
70% of students in Years 1 - 6 will demonstrate growth in the Progressive Achievement Test in Reading from year to year	77.7% of students in Years 1 - 6 demonstrated growth in the Progressive Achievement Test in Reading from 2021 to 2022, exceeding this target.
60% of students in Years 2 - 6 will demonstrate growth in the Progressive Achievement Test in numeracy from year to year	81.2% of students in Years 2 - 6 demonstrated growth in the Progressive Achievement Test in numeracy from 2021 to 2022, exceeding this target.
At least 95% of students in Kindergarten achieve a reading level of 10 or above by end of Term 4.	93% of students in Kindergarten are reading at level 8 or above and 75% of students in Kindergarten are reading at level 10 or above.
All students average score in Reading Check-in assessment is above State average.	All students average score in Reading Check-in assessment is above State average.
All students average score in Numeracy Check-in assessment is above State average.	All students average score in Numeracy Check-in assessment is above State average, except year 5 which was 3% below.

Strategic Direction 2: Improvement in teacher instruction and pedagogy

Purpose

To improve teacher instruction and pedagogy in the explicit teaching of reading and numeracy, with a focus on extending teachers' skills to promote student engagement and improve performance.

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.

- Knowledge of pedagogy and Data Skills and Use
- Assessment and Effective Feedback

Resources allocated to this strategic direction

Professional learning: \$7,000.00

Summary of progress

In 2022, Executive staff continued to engage in the Blue Mountains network Data Wall project meetings. A data wall was installed and in response to staff feedback from surveys and meetings, a privacy blind was also installed. Stage 2 engaged in the Data Wall pilot and allocated time at stage meetings to discuss the progress of targeted students and respond through a targeted approach. Stages 2 and 3 engaged in the analysis and triangulation of data using SCOUT and PAT data. Though progress was made in 2022, we did experience setbacks in terms of allocation of PL time, in order to complete necessary PL on curriculum. Staff had also indicated during meetings and surveys that time was one of the primary barriers to the data wall succeeding. The impact of the initiatives has been minimal due to setbacks, though feedback from most staff is encouraging. Next year, in this strategic direction, we will resource staff with time to participate in data analysis and data discussion and allocate regular time in whole staff meetings and executive meetings to focus on engaging with the work of Lyn Sharratt.

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 % of students achieving in the Top 2 Bands in NAPLAN Reading from 59.2% (baseline) to 64.7% - 69.7% (system negotiated target)	2022 NAPLAN data indicates 57.83 % of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
Increase the % of students achieving in the Top 2 Bands in NAPLAN Numeracy from 34.9% (baseline) to 43.4% - 48.4% (system negotiated target)	2022 NAPLAN data indicates 30.12% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
The number of students achieving expected growth in NAPLAN Reading improves from the previous year	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
The number of students achieving expected growth in NAPLAN Numeracy improves from the previous year	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Assessment against the theme of 'Value-Add' in the School Excellence Framework will increase from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of value add.
Assessment against the focus theme of Data Analysis in the element of 'Data Skills and Use' in the School	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the theme of data skills and use.

Excellence Framework will increase
from Sustaining and Growing to
Excelling

Strategic Direction 3: Improvement in Student Wellbeing Practices

Purpose

To improve students' interest in and motivation for learning, as well as their positive sense of belonging, with a focus on increasing meaningful student voice in the school and improved student attendance.

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.

- Positive sense of wellbeing
- Connection with school

Resources allocated to this strategic direction

Professional learning: \$3,451.72

Summary of progress

In 2022 there was strong focus on communication and attendance, as well as strengthening relationships within and beyond the school. A draft communications procedure was written and COMPASS was rolled out as the school's digital platform for communication. Clear attendance procedures were written and communicated to staff. An audit of the school's wellbeing practices commenced using the Wellbeing Framework Self-Assessment Tool. Communication between the school and families has been strengthened as a result and accuracy around attendance procedures has improved. The communication strategy will be discussed with the P&C in 2023 and the audit of wellbeing practices will be completed. A focus on strategies to improve students positive sense of wellbeing and belonging, and their interest and motivation in learning, will be a focus 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
Increase percentage of students attending >90% of the time from 81.9% to 83.9% (system negotiated target)	The percentage of students attending >90% of the time is 73.34%.
Increase percentage of students with a positive sense of wellbeing from 84.4% to 90.4% (system negotiated target)	Data from the Tell Them from Me surveys indicate that the percentage of students with a positive sense of wellbeing is 78.67%.
TTFM survey indicates students interest and motivation in learning has improved by an uplift of 10% from 2021	TTFM survey results indicate the students interest and motivation in learning has improved by an uplift of 1%.
TTFM survey indicates students sense of belonging has improved by an uplift of 5% from 2021	TTFM survey results indicate that students with a positive sense of belonging has remained the same as 2021.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$360,805.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Blackheath 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 • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: All students who have received targeted integration funding support have worked extensively with SLSOs to support their learning and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: Students who attract integration funding will continue to be supported by SLSO staff through individual and small group instruction opportunities in 2023.</p>
<p>Socio-economic background</p> <p>\$30,382.19</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Blackheath 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"> • Explicit teaching in Reading <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 MiniLit program implementation. • additional LaST employed for Term 1 to provide targeted instruction for small reading groups. <p>The allocation of this funding has resulted in the following impact: All children who participated have made strong progress, not only in reading level achieved but in confidence and ability to decode unknown words using MiniLit strategies. Having 3 MiniLit groups allowed the SLSO to regroup students at the mid-way point according to progress.</p> <p>After evaluation, the next steps to support our students will be: The data shows that MiniLit is an effective program for carefully selected students for whom a direct instruction and systematic approach best meets their learning needs and will be continued to be implemented in 2023.</p>
<p>Aboriginal background</p> <p>\$8,114.27</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Blackheath 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"> • Explicit teaching in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$8,114.27</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: All students who participated in small group intervention made positive gains.</p> <p>After evaluation, the next steps to support our students will be: Continuation of literacy support will be provided in 2023.</p>
<p>English language proficiency</p> <p>\$3,605.95</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Blackheath 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"> • P/T teacher employed to support new arrivals student who did not qualify for NAP funding <p>The allocation of this funding has resulted in the following impact: Student has made steady progress through the EAL/D intervention this year. They have progressed from Beginning to Emerging Level for Speaking, Listening, Reading and Writing in the ACARA EAL/D Learning Progression.</p> <p>After evaluation, the next steps to support our students will be: 2023 funding will be used to continue to support the learning of EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$106,405.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Blackheath 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"> • Explicit teaching in Reading <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 <p>The allocation of this funding has resulted in the following impact: Students were supported in phonological awareness, reading and reading fluency, writing, fine motor skills and Zones of Regulation, the Got It program, a sensory lunch club, behaviour, support and risk management.</p> <p>After evaluation, the next steps to support our students will be: LaST program will continue in 2023.</p>
<p>Location</p> <p>\$8,156.87</p>	<p>The location funding allocation is provided to Blackheath Public School to 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"> • Explicit teaching in Reading <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Reading materials to support implementation of new syllabus and to provide for differentiation in the teaching of reading.

<p>Location</p> <p>\$8,156.87</p>	<p>The allocation of this funding has resulted in the following impact: Students have access to relevant resources to support their learning and the school is resourced for the implementation of curriculum reform in 2023.</p> <p>After evaluation, the next steps to support our students will be: Funding use will be determined in 2023 with a view to purchasing decodables and teaching resources to support the new English K-2 Syllabus.</p>
<p>Professional learning</p> <p>\$22,451.72</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 Blackheath 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"> • Explicit teaching in Reading • Explicit teaching in Numeracy • Knowledge of pedagogy and Data Skills and Use • Assessment and Effective Feedback • Connection with school <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging with the Department and NESA resources and professional learning to prepare for the implementation of new curriculum. <p>The allocation of this funding has resulted in the following impact: Increased capacity of K-2 teachers to embed effective practices in the teaching of InitialLit, and the increased capacity for all teachers to implement the new syllabus. Teachers have participated in collegial discussion and collaboration to create a data wall to track student progress and inform future directions. Increased understanding for teachers in the use of behaviour strategies.</p> <p>After evaluation, the next steps to support our students will be: Further professional learning in the implementation of the new curriculum will continue in 2023. Data walls project will continue in 2023 to inform teaching and learning planning.</p>
<p>Literacy and numeracy</p> <p>\$17,574.55</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Blackheath 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"> • Explicit teaching in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Specialist mathematics teacher withdrawal of small groups of students • Staff training and support in numeracy <p>The allocation of this funding has resulted in the following impact: All teachers who received specialist support found it beneficial to have the specialist teacher in their classrooms. Teachers reported that demonstration lessons and discussions about strategies provided them with useful ideas to implement in their classrooms.</p> <p>After evaluation, the next steps to support our students will be: This funding will cease in 2023 due to the commencement of APCI.</p>
<p>QTSS release</p> <p>\$64,700.52</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Blackheath Public School.</p>

<p>QTSS release</p> <p>\$64,700.52</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"> • Explicit teaching in Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Specialist mathematics teacher employed to mentor teachers through modelled lessons, team teaching and collegial discussions to explore different teaching strategies. <p>The allocation of this funding has resulted in the following impact: All teachers who received specialist support found it beneficial to have the specialist teacher in their classrooms. Teachers reported that demonstration lessons and discussions about strategies provided them with useful ideas to implement in their classrooms.</p> <p>After evaluation, the next steps to support our students will be: Specialist maths teacher to continue working with classroom teachers in 2023.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Blackheath 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: All students supported by the LaST made positive personal gains with their learning and or social skills development.</p> <p>After evaluation, the next steps to support our students will be: LaST will continue to work with identified students through small group intervention programs.</p>
<p>COVID ILSP</p> <p>\$61,753.00</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 <p>The allocation of this funding has resulted in the following impact: Analysis of assessment data showed that small group tuition has been very effective in improving literacy outcomes for K-6 students in this program. After Semester One, 35% of students targeted in this program reached their goals and needed no further intervention. 35% of students were on track to achieve their goals with some additional intervention. 30% of students required further intensive support, however a large percentage of students have other factors that require consideration including school attendance, concentration and behavioural issues. All students have made significant progress through the program. A small number of students making slower</p>

<p>COVID ILSP</p> <p>\$61,753.00</p>	<p>progress despite being engaged in the learning process will require additional assessments to identify specific learning difficulties, and this has been communicated to their parents/caregivers.</p> <p>After evaluation, the next steps to support our students will be: Regular small-group literacy tuition has extremely beneficial outcomes, both in measurable progress towards literacy goals, as well as increased confidence and motivation. Teaching and learning strategies should be constantly refined in the light of assessment data and current research. Continue to communicate with classroom teachers about students' progress and monitor the point where students are able to transfer skills learnt in small-group tuition to the classroom environment. Ensure students who require support in addition to the ILSP are referred to the LaST.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	170	174	183	162
Girls	167	168	151	154

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.7	94.7	94.5	88.7
1	93.1	92.0	92.1	89.6
2	91.0	93.5	89.4	87.5
3	92.9	91.9	93.4	85.7
4	92.0	93.5	91.1	87.9
5	92.9	93.0	92.9	85.0
6	90.8	92.5	91.0	86.7
All Years	92.2	93.0	92.0	87.3
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

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)	3
Classroom Teacher(s)	11.61
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	344,759
Revenue	3,621,570
Appropriation	3,467,548
Sale of Goods and Services	-20
Grants and contributions	152,172
Investment income	1,535
Other revenue	335
Expenses	-3,530,820
Employee related	-3,218,338
Operating expenses	-312,482
Surplus / deficit for the year	90,751
Closing Balance	435,510

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	360,805
Equity Total	148,508
Equity - Aboriginal	8,114
Equity - Socio-economic	30,382
Equity - Language	3,606
Equity - Disability	106,406
Base Total	2,489,784
Base - Per Capita	84,395
Base - Location	8,157
Base - Other	2,397,232
Other Total	175,043
Grand Total	3,174,140

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.

Parent/caregiver, student, teacher satisfaction

The school has been participating in the Tell Them From Me (TTFM) surveys since 2015. Teachers, students (in years 4 to 6) and parents were given the opportunity to provide feedback through the completion of the TTFM. Both formal and informal meetings (face to face and online) allowed parents to add to this feedback.

In the 'Student Outcomes and School Climate' Survey Report 82% of students feel that they have friends at school they can trust and who encourage them to make positive choices. They also feel they have many opportunities to participate in sports with an instructor at school and that they have many opportunities to participate in art, drama, or music groups and extra curricular activities. 81% of students value schooling outcomes and 87% of students reported Positive behaviour at school which is above NSW Government Norm by 4%.

In the 'Focus on Learning' Teacher Survey Report, solid results were returned in the eight drivers of student learning (leadership, parental involvement, inclusive school, technology, teaching strategies, data informed practice, learning culture and collaboration). In the areas of learning culture, collaboration, inclusive school and parent involvement scores were on par or above the NSW Govt Norm.

In the 'Focus on Learning' Teacher Survey Report, in the four dimensions of classroom and school practices (challenging and visible goals, overcoming obstacles to learning, quality feedback and planned learning opportunities) the results were higher than NSW Govt Norm in the areas of overcoming obstacles to learning and challenging and visible learning goals.

In the 'Partners in Learning' Parent Survey Report, in the seven dimensions of parents feel welcome, parents are informed, parents support learning at home, school supports learning, school supports positive behaviour, safety at school and inclusive school, our parent community scored the school higher than in 2021 in every domain. These results were also above the NSW Govt Norm in the areas of school supports positive behaviour, safety at school, inclusivity at school and parents supporting learning at home.

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.