2022 Annual Report

Bolwarra Public School

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Introduction

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

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

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School vision

At Bolwarra Public School "every student matters every day" and our teachers are committed to the provision of high quality educational programs that foster growth academically, socially and emotionally.

Students at Bolwarra Public School are known, valued and cared for by all members of the school community. It is the goal of Bolwarra Public School that every student leaves Bolwarra with a quality education and ready to seek out success in the world around them.

School context

Bolwarra Public School has a student population of 430 students. The community of Bolwarra values the extra curricular and sporting opportunities offered, traditionally making it a school of choice for non-local enrolments. In 2019, a major capital works program was completed that included the construction of 10 classrooms, a multi-purpose room, library, administration building and courtyard. At the completion of the project the school was invited to participate in a 1:1 technology device trial and pedagogy trial. After extensive consultation and investigation the school decided to implement iPads throughout the school. The school's technology philosophy is "Create not consume", with students and staff using their iPads to enhance student learning.

Expectations for students are high at Bolwarra Public School and student performance regularly exceeds state averages, with the school committed to improving learning outcomes for all students. Through Explicit Instruction the school sets the goal of a year's growth for a year's learning for all students. There is a gap between performance in Literacy and Numeracy. School resources are being utilised to improve student performance in Numeracy, with professional learning for teachers and data analysis supporting this initiative. The successful model implemented for Literacy improvement will be mirrored for Numeracy through classroom EI practice, whole school assessment and intervention.

Students are supported with a wide range of extra curricular activities including the performing arts through dance and choir groups; sport through school PSSA teams, Sports in Schools coaching and SRC run competitions; gifted and talented programs through debating, public speaking, DaVinci Decathlon and Maths Olympiad. Student performance in these areas has been recognised through state level participation and success.

The school's pedagogy focus is built on Explicit Instruction, with the school part of two professional learning networks to support its implementation with other schools. As a result of the innovative and effect use of technology in 2020 the school was recognised as a T4L All Star school by the Department's Technology for Learning Directorate and continues to work closely with Apple Education Australia and Apple Specialist teachers.

A focus within the school is providing all students with support based on their level of need. "Fair is getting what you need to be successful not everyone getting the same", this statement drives intervention and support throughout the school. Significant professional learning and support for staff is provided to identify student need and develop plans of support. There has been a significant increase in students receiving individual funding support and the school works closely with Departmental personnel to access knowledge and resources to help students and staff. These funds provide for support for students within the classroom and playground, with plans developed in consultation with parents. Support for Indigenous students is offered through personalised learning plans, intervention programs where appropriate, cultural opportunities and extension opportunities. Increased consultation with our community is a key driver to supporting Indigenous students and a goal is to set up a Junior AECG in 2023. The percentage of ATSI students attending Bolwarra Public School has increased gradually in the last three years.

Resources provided to the school to support students are expended within the year. Key programs include Explicit Instruction, InitiaLit Program, Speaking in Colour cultural program, PAX (Peace, Productivity, Health, Happiness) and PBL (Positive Behaviour for Learning).

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	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Excelling
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

At Bolwarra Public School student assessment data is regularly used school-wide to identify student achievements and progress in order to reflect on teaching effectiveness and inform future school directions.

Initiatives

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

- Data Driven Practices
- Personalised Learning

Resources allocated to this strategic direction

Socio-economic background: $18,000.00
Professional learning: $25,000.00
Literacy and numeracy: $25,806.00
QTSS release: $30,000.00
Low level adjustment for disability: $10,000.00

Summary of progress

Data Driven Practices

Our focus in 2022 was on reading fluency. A key driver of this was staff professional development focusing on the Science of Reading in readiness for the implementation of the new K-2 Syllabus. This involved staff analysing summative and formative assessment to monitor student performance and implement teaching and learning programs to explicitly teach reading decoding and fluency skills.

As a result, teachers completed professional learning in data analysis, the science of reading and intervention strategies. Reading intervention groups were successfully implemented for MiniLit (Year 1 and 2) and MacqLit (Years 3-6) providing Tier 2 intervention for 50 students.

In 2023 our focus will be on the implementation of the new K-2 Syllabus for K-2 staff and a focus of comprehension strategies for students for years 3 to 6. The development and monitoring of school systems to effectively use data to monitor and drive student improvement in English. will be a schoolwide focus.

Personalised Learning

Our focus in 2022 was on the differentiation of learning for students across the Key Learning Areas of English and Mathematics. This involved staff implementation of Explicit Teaching practices to plan and implement teaching and learning programs that catered for a range of student ability within the classroom.

As a result, student activities were provided at an "Everybody" (stage expectation), "Mini" (extension and enrichment) and "Super" (application of knowledge to higher order tasks) level, that provided students choice and ownership of their learning.

In 2023 our focus will be on teachers modelling exemplary practice, with the high expectations of students reflected across the school community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students achieving in the top 2 NAPLAN bands for Reading to be trending upwards towards the system negotiated upper	2022 NAPLAN data indicates 43.75% of students are in the top two skill bands for reading, indicating the school did not achieve the system negotiated target. Focus on this target has resulted in student performance in Check-In Assessments for Reading across Years 3-6 demonstrating that

bound target of 61.3% from the baseline.	the school is slightly below the state average. In-school data for tracking reading fluency demonstrates that 60% of students' reading fluency is at the expected level.
Increase the percentage of students achieving in the top 2 NAPLAN bands for Numeracy to be trending upwards towards the system negotiated upper bound target of 48.9% .	2022 NAPLAN data indicates 26.45% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in student performance for Check-In Assessments for Numeracy across Years 3-6 indicating the school is performing at the state average.
Increase the percentage of students achieving expected growth in NAPLAN for Reading to be trending upwards of 75% from the baseline of 72.2%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students achieving the expected growth in NAPLAN for Numeracy to be trending upwards of 67% from the baseline of 63.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Focus on the Whole Child

Purpose

At Bolwarra Public School there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students so that they can connect, succeed, thrive and learn.

Initiatives

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

- Positive Classrooms
- Focussing on the Whole Child

Resources allocated to this strategic direction

Integration funding support: $247,925.00
Socio-economic background: $1,000.00
Aboriginal background: $32,354.00
Low level adjustment for disability: $132,249.00
English language proficiency: $2,400.00
QTSS release: $30,000.00
Professional learning: $7,000.00
Literacy and numeracy intervention: $22,984.00

Summary of progress

Positive Classrooms - Aboriginal Education

Our focus in 2022 was on engaging with our community to support Aboriginal Education throughout the school.

This involved consulting with our Aboriginal students and families, initially through a PLP BBQ and then regularly throughout the year. A key initiative was the implementation of a Leadership project in conjunction with Youth Express for our Aboriginal students in Years 4-6.

As a result 90% of student families engaged in the PLP process with 100% of Aboriginal students setting personalised learning goals through their PLP. The Leadership project success was measured through student and staff feedback. Student feedback highlighted the success of student driven activities during NAIDOC Week and throughout the year.

In 2023 our focus will be on the implementation of a Junior AECG in conjunction with our partner high school and the expansion of our Aboriginal Leadership project to include a cultural understanding aspect. With support from our Aboriginal families and community we have highlighted a mural and bush tucker garden as two priority projects.

Positive Classrooms - PAX: Good Behaviour Game

Our focus in 2022 was on the implementation of the PAX Good Behaviour Game to strengthen student social and competencies within the classroom.

This involved professional learning for teachers to enable them to implement the PAX Good Behaviour Games across the school. PAX Leaders supported staff to create a class vision, expected behaviours and self monitoring skills. The implementation of the PAX Game led to an increase in student engagement and on task behaviour, as evident in behaviour notification records, PBL Awards and the achievement of in class rewards.

In 2023 our focus will be to embed the school's PAX vision and language across the school and community. The linking of PAX and PBL will be a focus for the school wellbeing team.

Focussing on the Whole Child

Our focus in 2022 was on supporting student mental health and wellbeing through the development of a holistic approach to student wellbeing and learning needs driven by collaboration amongst all stakeholders, implementation of transition programs to support students from one year to the next and the development of attendance programs to encourage student attendance.

This involved staff professional learning on individualised plans to support the academic, social and emotional needs of

students; implementation of school systems to plan, implement and review student plans; staff participation in professional learning to support regular attendance and develop positive relationships with families; student driven lunch time activities to support engagement and interests; and the reintroduction of extra curricular opportunities for students across a wide range of sporting, cultural, performing arts and academics.

As a result, individual student plans reflected teacher understanding of student needs and a shared responsibility between the school and home; time was allocated for teachers and families to meet and evaluate student plans; and student participation in PSSA sport, public speaking and academic challenges created positive experiences for students throughout the school and community.

In 2023 our focus will be on delivering inclusive programs that support the development of the whole child, including trauma informed practice and to working in a collaborative manner with all stakeholders and local schools. Attendance plans and initiatives will be implemented to continue to support student attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of student attendance to be trending upwards towards the system negotiated upper bound target of 89.3%.	The number of students attending greater than 90% of the time was 64.17% which has decreased by 12.41% from 2021. However this figure was significantly affected by the large number of students who were unable to attend school due to illness directly related to Covid.
Increase the percentage of students reporting expectations for success, advocacy, and sense of belonging at school to be trending upwards towards the system negotiated upper bound target of 94.7%.	Tell Them From Me data indicates 80.96% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
School self-assessment as measured against the School Excellence Framework will be validated at sustaining and growing in the elements of Wellbeing and theme of Behaviour.	Self-assessment against the School Excellence framework shows the school currently performing at excelling in the element of Wellbeing while the theme of Behaviour has remained at sustaining and growing.

Strategic Direction 3: Future Ready - Ready to Thrive

Purpose

At Bolwarra Public School the school culture is strongly focused on learning, the building of educational aspiration and ongoing performance improvement throughout the school community.

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.

- Innovation in Teaching & Learning

Resources allocated to this strategic direction

QTSS release: $19,985.00
Socio-economic background: $32,717.00
Professional learning: $2,911.00

Summary of progress

Innovation in Teaching & Learning

Our focus in 2022 was on building collaboration between staff both within and outside their stages and the efficient use of technology to support teaching and learning programs.

This involved professional learning for staff to develop technology and collaboration skills across online software platforms and iPad applications. Time was dedicated to teachers to work in teams to develop programs, review student performance and plan for future needs.

As a result, all stages now plan and collaborate using online platforms; teaching and learning programs, school policies, assessment data and reports are stored electronically and are readily accessible to staff. All staff have access to the required technology to support them in their work.

In 2023 our focus will be on evaluating the school iPad program, auditing student technology skills and continuing the development of 21st Century learning skills amongst staff and students.

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
School self-assessment as measured against the School Excellence Framework will demonstrate uplift towards sustaining and growing in the element of Learning and Development and the themes of Coaching & Mentoring and Expertise & Innovation.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Coaching and Mentoring and is currently performing at Excelling in the element of Expertise and Innovation.
Tell Them From Me survey results for Intellectual Engagement - "students that are interested and motivated" trends upwards of 65 towards the State average of 78.	Tell Them From Me data indicates that 52% of students report being interested and motivated, indicating an increase from 2021 and progress toward the annual progress measure.
Staff response in the Tell Them From Me survey in relation to Technology increases from the baseline of 6.2 to the school negotiated target of 7.5	Tell Them From Me survey results indicated a staff score of 8.6 in Technology indicating achievement of the system-negotiated target.

Funding sources	Impact achieved this year
Integration funding support $247,935.00	Integration funding support (IFS) allocations support eligible students at Bolwarra Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Classrooms • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning supporting inclusive practices • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around behaviour intervention and curriculum adjustments • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** all eligible students demonstrating progress to their personalised learning goals as identified through collaboration in student Individual Education Plans. All IEPS were regularly updated and responsive to student learning needs and changing circumstances ensuring that students received support at the appropriate level. **After evaluation, the next steps to support our students will be:** to ensure that the school Learning Support Team meets regularly to review student plans and provide support to both staff and students at point of need. The use of integration support will be adjusted throughout the year to provide assistance at the most valuable times, allow staff to access professional learning and allocate time for the review of IEPs in collaboration with families.
Socio-economic background $51,717.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Bolwarra Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Positive Classrooms • Innovation in Teaching & Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support MiniLit and MacqLit reading program implementation. • professional development of staff through PAX to support student wellbeing and learning • resourcing to increase equitability of resources and services • providing for students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** whole school implementation of the PAX program to support student wellbeing and high expectations throughout the school. Student participation in reading intervention programs provided support for 50 students. School resources utilised to support student inclusion in a range of in-school activities, excursions and learning experiences.

Socio-economic background $51,717.00	**After evaluation, the next steps to support our students will be:** the implementation of an Assistant Principal - Curriculum and Instruction, to support staff and students in the implementation of the new K-2 Syllabus for English and Maths and the implementation of a whole school assessment and tracking system to monitor student performance in English and Maths.
Aboriginal background $32,354.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bolwarra 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Classrooms **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans **The allocation of this funding has resulted in the following impact:** 90% of Aboriginal families engaged in the PLP process, resulting in an authentic dialogue that identified school initiatives to support Aboriginal students and the whole school community. Students in Years 4-6 participated in a Mentoring and Leadership program that developed cultural understanding and developed links with our partner high school. Whole school participation in an increasing range of events developed understanding of Aboriginal culture. Successful nomination of a student in the Galawa Scholarship program. **After evaluation, the next steps to support our students will be:** to continue to develop and strengthen the authentic relationship between Aboriginal students, their families and the school through community based activities and the establishment of a Junior AECG through the support of our partner high school. To further develop staff understanding and knowledge through professional learning and to review the PLP process to ensure optimum outcomes for Aboriginal students.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Bolwarra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Classrooms **Overview of activities partially or fully funded with this equity loading include:** • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in the following impact:** EAL/D students are more confident and prepared to take risks with their learning and language use, as noted in teacher observations and student work samples. **After evaluation, the next steps to support our students will be:**

English language proficiency $2,400.00	the provision of needs-based professional learning for staff to implement EAL/D programs to support student engagement and improvement and to support the identification of students with EAL/D.
Low level adjustment for disability $142,249.00	Low level adjustment for disability equity loading provides support for students at Bolwarra Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Positive Classrooms **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention (MiniLit and MacqLit), to increase learning outcomes • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** the continued positive impact on student reading outcomes through evidence based intervention programs and professional support for teachers. The allocation of resources, support programs and interventions were implemented on a needs basis and supported students in a tailored manner based on their current level of need. SLSO inclusion in school professional learning, learning support team meetings and transition programs led to a deeper understanding of student need and resulted in improved learning outcomes for students. **After evaluation, the next steps to support our students will be:** a review of school learning support systems to ensure that they continue to best meet the needs of students by supporting staff and families through dynamic, evidence based programs. The establishment of a MC class within the school and the development of staff knowledge and understanding of supporting students with special needs.
Professional learning $34,911.00	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 Bolwarra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Positive Classrooms • Innovation in Teaching & Learning **Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engaging with professional networks to develop staff understanding of trauma informed practice and student wellbeing **The allocation of this funding has resulted in the following impact:**

Professional learning $34,911.00	increased capacity of all staff to embed effective practices in the explicit teaching of reading resulted in sustained student growth in reading fluency. The implementation of trauma informed practices to support all students and develop regulation strategies in students. **After evaluation, the next steps to support our students will be:** targeted and personalised professional learning to support staff in the implementation of school plan initiatives and the achievement of school targets.
Literacy and numeracy $25,806.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bolwarra Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices **Overview of activities partially or fully funded with this initiative funding include:** • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • employment of an additional Learning and Support intervention teacher • resources to support the quality teaching of literacy and numeracy **The allocation of this funding has resulted in the following impact:** the implementation of the explicit teaching program, Initialit, across Early Stage 1 and Stage 1 resulted in 80% of students exceeding the expected reading fluency norm for their year. School resources were updated to support the implementation of this program as well as intervention resources to support primary students. **After evaluation, the next steps to support our students will be:** the continued implementation of Initialit and review of its success, professional learning to support staff to analyse student work samples and to develop differentiated programs to close gaps in reading skills in a systematic manner to develop student capacity.
QTSS release $79,985.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bolwarra Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Driven Practices • Positive Classrooms • Innovation in Teaching & Learning **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** improved delivery of high impact evidence based teaching pedagogy across the school. Teachers utilised planning time to collaborate and develop high quality teaching and learning programs and evaluate their effectiveness. Executive prepared for implementation of new K-2 syllabus in 2023. **After evaluation, the next steps to support our students will be:** to continue to embed evidence based explicit teaching programs across the school, focussing on English and Mathematics. Strategically utilise QTSS release to support stage teams to collaboratively plan lessons and evaluate

QTSS release $79,985.00	student data to drive student improvement.
Literacy and numeracy intervention $22,984.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Bolwarra Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Positive Classrooms **Overview of activities partially or fully funded with this initiative funding include:** • employment of a classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan **The allocation of this funding has resulted in the following impact:** student reading fluency consistently monitored throughout the year, identified students supported through intervention programs and students supported in the classroom through differentiated lessons that address the gaps in their understanding. A review of whole school data was utilised to identify focus areas and student performance measures. **After evaluation, the next steps to support our students will be:** continuation of successful intervention programs with an increase in support for classroom teachers to implement new syllabus. Implementation of a whole school assessment schedule to identify target areas in Literacy and Numeracy.
COVID ILSP $88,522.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - number skills • providing targeted, explicit instruction for student groups in literacy/numeracy - reading fluency and comprehension • development of resources and planning of small group tuition **The allocation of this funding has resulted in the following impact:** 90% of students participating in reading intervention program achieved significant progress towards their personal learning goals. Staff expertise increased through professional learning in the Science of Reading and explicit instruction pedagogy. **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy intervention through small group tuition using data sources to identify specific student need. LaST and intervention teachers working closely with classroom teachers to support students as they transition in and out of programs and provide ongoing support in classes. The development of strategies to maintain the programs' implementation in the future.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	222	222	218	218
Girls	210	210	206	208

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.5	94.0	94.9	91.6
1	93.6	92.5	92.8	91.3
2	94.2	93.4	93.1	89.4
3	93.2	93.7	94.1	91.0
4	92.4	94.3	92.5	89.3
5	92.4	91.3	93.5	88.1
6	90.7	92.6	91.3	89.5
All Years	92.8	93.1	93.1	90.0
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)	5
Classroom Teacher(s)	17.8
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.8
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.22

*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	97,431
Revenue	4,737,968
Appropriation	4,591,646
Sale of Goods and Services	17,715
Grants and contributions	137,671
Investment income	756
Other revenue	-9,820
Expenses	-4,758,286
Employee related	-4,320,793
Operating expenses	-437,494
Surplus / deficit for the year	-20,319
Closing Balance	77,113

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	247,935
Equity Total	228,771
Equity - Aboriginal	32,354
Equity - Socio-economic	51,717
Equity - Language	2,400
Equity - Disability	142,300
Base Total	3,045,663
Base - Per Capita	107,136
Base - Location	0
Base - Other	2,938,527
Other Total	893,058
Grand Total	4,415,427

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.

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

Parent/caregiver Satisfaction

Parents and caregivers where provided with the opportunity to provide feedback to the school through the Tell Them From Me survey. A small percentage of responses were received with the school investigating ways to increase this participation rate for future surveys. The survey responses indicated:

Strengths:
- Written information from the school is in clear, plain language (Parents feel welcome)
- The school administration staff are helpful when I have a question or problem (Parents feel welcome)
- Reports on my child's progress are written in terms I understand (Parents are informed)
- Encourage your child to do well at school (Parents support learning at home)
- Praise your child for doing well at school (Parents support learning at home)
- My child is encouraged to do his or her best work (School supports learning)
- My child is clear about the rules for school behaviour (School supports positive behaviour)
- Teachers expect my child to pay attention in class (School supports positive behaviour

Areas for Development
- I am well informed about school activities (Parents feel welcome)
- I am informed about my child's social and emotional development (Parents are informed)
- Talk about how important schoolwork is (Parents support learning at home)
- Teachers take account of my child's needs, abilities and interests (School supports learning)
- Teachers help students develop positive friendships (Inclusive school)

Future Planning

The school is reviewing its communication platforms with the view to streamlining communication sources and simplifying processes for excursions and school events. School social and emotional programs will be implemented at various points to support students throughout the school, these include Cool Kids and Seasons for Growth, the provision of parent feedback will be embedded into these programs. School support systems including learning support meetings will be reviewed to provide an increase in student input and advocacy.

Student Satisfaction

Student satisfaction was measured through the Tell Them From Me survey for students in Year 4-6, a 96% completion rate was achieved for this survey. Student engagement was measured across a variety of areas:

Social engagement - students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or extracurricular activities.

School Mean: 74% State Mean: 85%

Institutional engagement - students who value schooling outcomes and meet the formal rules of schooling are considered 'institutionally' engaged. These students feel what they are learning at school is directly related to their long-term success, and this view is reflected in their classroom and school behaviour and their effort in doing homework.

School Mean: 62% State Mean: 80%

Intellectual engagement - entails a serious emotional and cognitive investment in learning, using higher-order thinking skills to increase understanding, solve complex problems, and construct new knowledge.

School mean: 69% State Mean: 84%

Future Planning

Key initiatives to drive student engagement in 2023 include an increase in the role of the School Representative Council and their input into school activities; the establishment of a Junior AECG; and the continuation of extra curricular activities across a variety of academic, sporting and performing arts activities. A consistent finding across all three stakeholder surveys was student application and participation in homework activities as an area for development. The school will trial a variety of homework initiatives to support and encourage homework.

Teacher Satisfaction

Teachers were provided with the opportunity to provide feedback to the school through the Tell Them From Me survey.

The survey responses indicated:

Strengths:
- I work with school leaders to create a safe and orderly school environment (Leadership)
- I work with other teachers in developing cross-curricular or common learning opportunities (Collaboration)
- I discuss learning problems of particular students with other teachers (Collaboration)
- In most of my classes I discuss the learning goals for the lesson (Learning Culture)
- I set high expectations for student learning (Learning Culture)
- I use results from formal assessment tasks to inform my lesson planning (Data informs practice)
- My students are very clear about what they are expected to learn (Teaching strategies)
- Students have opportunities to use computers or interactive technology for describing relationships among ideas or concepts (Technology)
- I strive to understand the learning needs of students with special learning needs (Inclusive school)
- I work with parents to help solve problems interfering with their child's progress (Parent Involvement)

Areas for Development
- School leaders have been taken time to observe my teaching (Leadership)
- Teachers have given me helpful feedback about my teaching (Collaboration)
- Students become fully engaged in class activities (Learning Culture)
- I share student learning goals with their parents (Parent involvement)

Future Planning

The commencement of the Assistant Principal - C&I will provide all staff with the opportunity to receive intensive support within the classroom including observation of teaching practice, feedback, collaboration and team teaching. School systems will continue to support collaboration amongst teachers both within their stage and across the whole school.

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.