

2022 Annual Report

Broadwater Public School



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Introduction

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

Broadwater Public School

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School vision

In our school, each child, regardless of their background or ability will be encouraged and challenged to do their personal best to be a successful learner. Every student will be known, valued and cared for.

Our staff will provide a personal approach to quality education in a safe, caring, respectful and supportive environment.

As a school community, we will inspire our students to develop a passion for learning and support them to reach their highest potential, thereby enabling them to become confident, active and informed individuals.

School context

Broadwater Public School is a small PP5 school located within the village of Broadwater in the Lennox Coast School Education Group. Our current enrolment is 54 students which has been the average over the past 5 years. Our Aboriginal student population is usually about 10%. Local land development suggests our enrolments will increase quite substantially in the next few years.

The school is staffed by a Teaching Principal, two full-time classroom teachers, a part-time teacher-librarian and a Learning and Support Teacher (0.1). Other staffing include a full time School Admin Manager position and a general assistant.

Our student body is recognised for their wonderful sense of values and commitment to achieve. Our value statement recognises three very important qualities: caring, achieving and respect.

The school and community partnership is strong with our core body of P&C helpers eager to promote our educational programs and student achievements. Our staff actively promote opportunities for parents to work as partners in our school.

The school has strong links with the surrounding small schools, known as Southern Cross Community of Small Schools. This group enables principals, teachers and SASS staff to work collaboratively to develop our professional practice and actively promotes opportunities to further inspire our collective of students and staff.

Our Situational Analysis has identified the need to continue our emphasis on embedding quality teaching practices in literacy and numeracy. With an emphasis on high impact teaching strategies, we will provide opportunities to improve teacher practice and students' growth and attainment. We will also move towards deeper reflective practices which will involve a stronger use of data.

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	Sustaining and Growing
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	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To maximise the learning outcomes for every student in Reading and Numeracy.

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy: \$5,954.00

Socio-economic background: \$26,558.00

Integration funding support: \$52,165.00

Low level adjustment for disability: \$15,749.00

Professional learning: \$4,651.00

Aboriginal background: \$3,888.00

Summary of progress

Our focus for 2022 was to improve reading and number understandings for identified students across our whole school. Staff used a triangulation of data to identify students who were performing below grade average. Using PLAN 2, differentiated programs were established to identify the point of need with student learning. Following the conclusion of the programs, staff analysed and used student data to plan and embed differentiated quality practices into their daily lessons and adapted their teaching and learning programs to ensure their lessons targeted students at their point of need. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. The program was highly successful in the younger years (K-2) with significant growth in Reading and Number results. The Stage 2 and 3 groups demonstrated identifiable improvement in their Numeracy understandings and skills, but less impact evidenced with Stage 3 Reading Groups. This initiative will continue in 2023 although a reduction in funds will impact on the duration and intensity of the program. We will continue to identify students who are under performing in Reading and Numeracy and provide small group differentiated instruction. Check In assessment data will be used as well as internal assessment data to determine students at risk for inclusion in this program.

Through Consistent Teacher Judgement and professional conversations 'Punctuation' was identified as a necessary learning sprint K-6. Staff developed consistent practices across the school and used short formative assessments to identify the point of need with student learning. All teachers implemented a specific punctuation program, targeting specific individual requirements in their class. Data was collected using the specifically designed pre and post assessments and triangulated with data collected from writing samples and classroom observations. All progress was recorded onto PLAN and using the Bump it Up walls. Every student showed growth in scores. In years 4-6, 60% of students increased their understanding by 10% or more. Years 2-3 on average improved by 14% and in K-2 100% of students achieved growth. Learning Sprints will now be included each year as focus areas are defined by staff. APC&I will assist in the identification and implementation process. Moving forward, staff will continue to improve their knowledge of PLAN to track, monitor and plan for individual student achievement.

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 Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN to be above the lower bound system-negotiated target .	The proportion of students achieving in the top 2 bands of NAPLAN Reading greatly exceeded the system negotiated upper bound target. 2022 data indicated that 55.6% of Year 3 students are in the top two skill bands for Reading which is above the lower bound system negotiated target of 52.9%. Our Year 5 cohort performed extremely well with 70% of students achieving in the Top 2 Bands which is also well above the lower bound system negotiated target of 52.9%.

<p>Increase the percentage of Year 3 & Year 5 students achieving in the top 2 bands of NAPLAN to be above the lower bound system-negotiated target.</p>	<p>The proportion of students achieving in the Top 2 bands of NAPLAN Numeracy exceeded the system negotiated upper bound target. 2022 data indicates that 20% of Year 3 students achieved in the top two bands for Numeracy, which is above the baseline target but below the lower bound system negotiated target of 30.1%, whilst 60% of our Year 5 students were placed in the top two skill bands for Numeracy which is well above the lower bound system negotiated target of 30.1%.</p>
<p>Progressions Reading</p> <ul style="list-style-type: none"> • 70% of students completing Kindergarten will have achieved within Level 5 of the Understanding Texts elements of the Literacy Progressions. • 70% of students completing Year 3 will have achieved within Level 7 of the Understanding Texts elements of the Literacy Progressions. 	<ul style="list-style-type: none"> • 80% of Kindergarten students were achieving elements within Level 5 of Understanding Texts of the Literacy Progressions exceeding the annual target by 10%. • 67% of students in Year 3 have achieved within Level 7 of the Understanding Texts elements of the Literacy Progressions which narrowly did not meet the school internal target for achievement.
<p>Progressions Numeracy</p> <ul style="list-style-type: none"> • 70% of students completing Kindergarten will have achieved within Level 5 of Quantifying Numbers element of the Numeracy Progressions. • A minimum of 70% of students completing Year 3 will have achieved the learning indicators within Level 8 of the Additive Strategies element of the Numeracy Progressions. 	<ul style="list-style-type: none"> • 80% of Kindergarten students were achieving elements within Level 5 of Quantifying Numbers of the Numeracy Progressions exceeding the annual target by 10%. • 89% of Year 3 students have achieved the learning indicators within Level 8 of the Additive Strategies element of the Numeracy Progressions which greatly exceeded the internal school target.
<p>Collect and analyse data to determine what measures need to be implemented to ensure students are on track to meet expected growth (60%) in Reading in 2023.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>However Check In Assessments indicates ongoing focus is required to improve student achievement in Reading as follows:</p> <p>Year 4 - Vocabulary in Reading</p> <p>Year 5 - Processes of Reading</p>
<p>Collect and analyse data to determine what measures need to be implemented to ensure students are on track to meet expected growth (60%) in Numeracy in 2023.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>However Check In Assessments indicate ongoing focus is required to improve student achievement in the Number Sense and Algebra strands of Numeracy.</p>

Strategic Direction 2: Effective classroom practice through quality teaching.

Purpose

To improve teacher practice and effectiveness through explicit teaching.

Initiatives

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

- Effective Classroom Practice
- Self-Directed Learning
- Every Day Counts

Resources allocated to this strategic direction

Professional learning: \$3,000.00
QTSS release: \$10,457.00
Location: \$3,496.00

Summary of progress

Our focus in 2022 was the continuation of Quality Teaching Rounds to embed the processes into daily practise for all staff. Staff implementation of this in Term 1 started well before the tumultuous flood events and loss of our school had a significant impact on our ability to implement this program effectively. When it was able to undertaken in term 4, professional dialogue and consistent teacher judgement occurred around the specific areas of the QT framework. Participating teachers demonstrated translation of the Quality Teaching Framework into their lesson planning, delivery and corresponding assessment for effectiveness. Next year we will embed a process where teachers undertake QT rounds twice a term with the assistance of APC&I. Data from these rounds will be collated and analysed to develop individual and whole school goals. This will support further improvements in teaching practise across the school.

A focus for us in 2022 was to embed the use of Learning Intentions (LI) and Success Criteria (SC) into our daily practise in Maths, reading and writing. All teaching staff focused on the development and communication of these into the three classrooms. As an Early Adopter School implementing the new units of work, highly effective and predetermined LI and SC were provided and this meant we were able to devise new ones based on modelled quality examples. In Term 3 the K-2 teacher undertook professional development focused on the use of effective feedback and its role in determining the effectiveness of the set LI and SC. The K-2 teacher ran workshops with staff introducing and evaluating ideas for implementation, ensuring teachers knew how and why we were implementing the program. Program support and training was provided by our Curriculum Advisor through the identification of PD and Professional Dialogue. The program has led to more consistent use of LI and SC across the school in reading, writing and maths lessons, students able to reflect on their achievement in each lesson using specific vocabulary and more in depth reflection provided by students at the conclusion of the lesson. Moving into next year we will be reimplementing the values program within our school where students set the success criteria for each week which will continue to develop the required language and reflective process. Staff will also continue development and training around effective feedback and links to LI and SC. To evaluate the program we will monitor the success of LI and Sc using student surveys and teacher reflection data.

The impact of the 2022 Flood Event was deeply impactful for our community. The focus on providing quality and authentic wellbeing support to families was the priority. Students were supported to return to school but in conjunction with the impacts of the flood, many students and staff experienced sickness from COVID, influenza and the malaise from the impact of the trauma experienced. As such, the proportion of students attending school more than 90% of the time was significantly affected, and it is expected that this data will stabilise in 2023 and return closer to pre-flood attendance levels.

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
Quality Teaching Rounds <ul style="list-style-type: none">• 50% of staff have participated in at least one set of Quality Teaching	All staff participated in explicit professional learning in alignment with the Quality Teaching Rounds.

<p>Rounds in PLCs that cross stage and subject areas.</p> <ul style="list-style-type: none"> • 50% of staff have improved their teaching practice as demonstrated by the Quality Teaching Model (QTM). • 50% of teachers collaboratively develop teaching and learning programs incorporating QTM. 	<p>All staff could demonstrate improved teaching practice in alignment with the Quality Teaching Model.</p> <p>All teachers developed their teaching and learning programs in alignment with the Quality Teaching Framework but did not collaboratively build these due to the stage specific requirements of our school organisational model.</p>
<p>Self -Directed Learning</p> <p>70% of teachers are embedding Learning Intentions in all classrooms with students engaging in self-assessment using Success Criteria for their literacy and numeracy goals.</p>	<p>All teachers are embedding Learning Intentions and Success Criteria into their teaching practice in Literacy and Numeracy, with students engaging in self-assessment aligned to the LISC, but this was not measured for other curriculum areas.</p>
<p>Attendance</p> <p>The percentage of all students attending school for 90% of the time or more will be moving towards the Upper Bound Target of 100%.</p>	<p>The proportion of students attending school more than 90% of the time did not move towards achieving the system negotiated lower bound target and actually reduced in percentage by nearly 38% from 2021 figures.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$52,165.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Broadwater 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"> • Reading <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Targeted students were provided with individual learning plans created by a consultative approach which connected their unique identified learning needs with appropriate strategies. Individual plans were reviewed and revised each term by their class teacher with all students demonstrating achievement of some / all goals by the years end.</p> <p>After evaluation, the next steps to support our students will be: Individual Plans will continue to be created and reviewed as appropriate to ensure all students are supported to meet their academic and well-being needs.</p>
<p>Socio-economic background</p> <p>\$26,558.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Broadwater 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"> • 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 well-being and learning support program implementation. <p>The allocation of this funding has resulted in the following impact: Staff to support individual and small groups of students academically and behaviourally through the implementation of individual learning and behaviour plans. This includes academic learning programs and classroom and behaviour support. Following a review of data on School Bytes and assessment data collected through whole school assessment processes, teachers are then able to evaluate and refine individual plans. Despite this, the individual learning growth did not meet our target as the impacts of the flood event disrupted continuity of the learning programs.</p> <p>After evaluation, the next steps to support our students will be: Continued use of staff to support the implementation of targeted plans to ensure all students are achieving success.</p>
<p>Aboriginal background</p> <p>\$3,888.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Broadwater 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>

<p>Aboriginal background</p> <p>\$3,888.00</p>	<ul style="list-style-type: none"> • Numeracy <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 literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Staff to support individual and small groups of students academically and behaviourally through the implementation of individual learning and behaviour plans. This includes academic learning programs and classroom and behaviour support. Following a review of data on School Bytes and assessment data collected through whole school assessment processes, teachers are then able to evaluate and refine individual plans. Despite this, the individual learning growth did not meet our target as the impacts of the flood event disrupted continuity of the learning programs.</p> <p>After evaluation, the next steps to support our students will be: To ensure consistent delivery of effective learning programs and review of PLAN data to increase our progress towards each target.</p>
<p>Low level adjustment for disability</p> <p>\$15,749.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Broadwater Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Targeted support programs being created by Learning Support Teacher and then implemented on a regular basis by School Learning Support Officers that are focused on the development of English and Numeracy skills for specific students. These include Sight Word recognition and consolidation of individualised learning strategies as developed by the Learning Support Team or classroom teacher.</p> <p>After evaluation, the next steps to support our students will be: A continued focus on the recording and review of data through whole school and class assessments to identify students and their specific points of need, and the development of programs to support each student.</p>
<p>Location</p> <p>\$3,496.00</p>	<p>The location funding allocation is provided to Broadwater 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"> • Every Day Counts <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • student assistance to support incursions and excursions • resource acquisition to support families in need post flood event... eg.. Food Program <p>The allocation of this funding has resulted in the following impact: Every student was support and enabled to return to school in as normal a way as possible, after the flood event. A focus on equipment acquisition to ensure every child had learning and extra-curricular activities was a priority.</p>

<p>Location</p> <p>\$3,496.00</p>	<p>Student attendance increased steadily as the year went on reflecting the engagement that our community felt with the school.</p> <p>After evaluation, the next steps to support our students will be: to continue to implement strategies for the students which minimise the impact for being off site at another location for the whole year.</p>
<p>Professional learning</p> <p>\$7,651.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Broadwater 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"> • Numeracy • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional time for teachers to collaborate against the latest curriculum information and research. <p>The allocation of this funding has resulted in the following impact: K-2 teachers undertook extensive professional learning around the new Literacy and Numeracy curriculum. As a Self Selected Accelerator Adopter School, we implemented the new curriculum into practice and it's associated teaching methodologies. Professional capacity of staff was lifted incrementally with the school well placed to meet system curriculum implementation requirements in 2023.</p> <p>After evaluation, the next steps to support our students will be: Implement the new k_2 Literacy and Numeracy curriculum and prepare all 3-6 teachers for implementation in 2024.</p>
<p>Literacy and numeracy</p> <p>\$5,954.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Broadwater 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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Targeted teaching and additional learning support strategies led to strong results in specific areas. A Numeracy focus of quantifying numbers for our younger students and additive strategies for our older students saw measurable improvement in progress for all students. A Literacy focus on Reading saw most students achieve the expected reading growth.</p> <p>After evaluation, the next steps to support our students will be: Support staff will help implement individualised programs in Fluency in Reading and Whole Number in Numeracy.</p>
<p>QTSS release</p> <p>\$10,457.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Broadwater 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>

<p>QTSS release</p> <p>\$10,457.00</p>	<ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: All staff can confidently review and reflect on their practice using the Quality Teaching Framework and use this to ensure they are planning and delivering effective and relevant classroom programs.</p> <p>After evaluation, the next steps to support our students will be: Continued use of the QTM Model and upskilling of new staff to ensure QTM remains a whole school model for effective planning and delivery of quality lessons and programs.</p>
<p>COVID ILSP</p> <p>\$26,747.00</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: Students across K-6 were identified by their class teacher against learning progression plotting data for additional explicit support from our learning support teachers. The focus for this was across Literacy and Numeracy with every child participating on the program making measurable learning progress. The strategy however was more effective with our early years learners and this will analysed further for leadership consideration.</p> <p>After evaluation, the next steps to support our students will be: The support strategy will be implemented in a similar way in 2023 with a narrower focus in Semester 1 on Number Sense and Fluency.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	27	31	34	33
Girls	24	23	19	22

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	94.6	92.0	81.9
1	94.9	96.5	92.3	83.6
2	94.1	97.4	91.8	84.1
3	93.3	93.9	93.5	78.5
4	91.8	94.9	89.7	92.2
5	96.9	97.0	89.0	84.1
6	96.8	94.4	91.4	77.5
All Years	94.2	95.5	91.4	83.2
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
Classroom Teacher(s)	2.39
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	182,718
Revenue	997,283
Appropriation	958,653
Sale of Goods and Services	2,220
Grants and contributions	34,361
Investment income	1,475
Other revenue	574
Expenses	-915,692
Employee related	-815,597
Operating expenses	-100,096
Surplus / deficit for the year	81,591
Closing Balance	264,309

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	52,165
Equity Total	46,197
Equity - Aboriginal	3,888
Equity - Socio-economic	26,559
Equity - Language	0
Equity - Disability	15,750
Base Total	695,058
Base - Per Capita	13,392
Base - Location	3,496
Base - Other	678,170
Other Total	31,381
Grand Total	824,802

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

Our school saw some massive changes as a result of the flood in 2002. Temporarily relocating to a pop up school brought with it some challenges for parents and students. Once we had relocated and set up our school, we sent home a survey to gauge how parents were feeling and to ask for any suggestions they may have that we could implement whilst located in Evans Head. Some of their responses highlighted the difficulty and or challenges their families were facing. Overall, families were positive and appreciated the support provided by the school in difficult circumstances. The suggestions that were provided were helpful in giving staff a direction for planning and catering for support and positive experiences for the students and their families. It was fantastic to see many of these come through to fruition including a new vegetable garden, visiting art (macrame) activities, use of local facilities and planning is underway for a Colour Fun Run in Term 2.

The students were asked to complete a survey in class to enable staff to identify areas to focus on moving forward. As part of this survey, students were asked to respond to questions to indicate what they liked about their new school, what would make it better and what types of resources they would like to see purchased for our classrooms and playgrounds. They were also asked to identify what they were finding difficult and challenging about our new school site. Many students expressed challenges around the number of students they were now around, the noise levels and feelings of not being able to have our own playground or space. Some comments indicated students felt like "nothing was the same" and I 'don't feel like I belong.' On a more positive note some students reported that they enjoyed having more friends to play with that they enjoyed the canteen. Many of the items and ideas suggested by students have been followed up including purchasing of more sports and classroom equipment, lunchtime play adventures to the Pirate Park and our own playground space.

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.