

2022 Annual Report

Bulli Public School



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Introduction

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

Bulli Public School

Haig Rd

Bulli, 2516

<https://bulli-p.schools.nsw.gov.au>

bulli-p.school@det.nsw.edu.au

4267 1723

School vision

Bulli Public School is an aspirational learning community where every student is known, valued and cared for. Teachers embed quality teaching pedagogies across their daily practice and work collegially to ensure students are empowered to be engaged and challenged learners within a safe and supportive environment. Excellence and equity for all is achieved in an environment that fosters confident and creative individuals, successful lifelong learners, and active informed members of the community.

School context

Bulli Public School is situated in the Dharawal nation and pays its respects to the Wadi Wadi people, the traditional custodians of the land on which the school is located. The school is nestled at the foot of the Illawarra escarpment in the northern Illawarra suburb of Bulli. In 2022 the school educates 315 students across 13 classes, 6% of our students identify as Aboriginal.

In recent years the school has undergone significant student enrolment growth.

All staff members are committed to providing students with quality educational experiences in a nurturing, caring and supportive learning environment. Comprehensive professional learning experiences driven by current and relevant quality teaching pedagogies underpin varied, differentiated and quality education programs.

Staff are committed to the belief that a sense of wellbeing underpins a child's potential to achieve academic success, and wellbeing is at the heart of our inclusive educational programs. We take a positive approach to equipping children with the social and emotional skills they will need to be happy and resilient citizens and leaders of the future.

Through deep reflection of our situational analysis, we identified the need for continued emphasis on explicit and evidence informed teaching practices. Embedding of the quality teaching framework will ensure students are provided with quality evidence based teaching practices.

The school has always fostered positive and active partnerships with parents and the community, this plan ensure parents and community have a robust role in the school. This collaborative and authentic approach to community engagement will permeate across all three strategic directions.

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>

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes and build strong foundations for academic success, we will ensure consistent use of data-informed, evidence-based teaching practices across the whole school to ensure student centered quality teaching, that meets the needs of all learners.

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.

- Evidence Informed Practice
- Data Skills & Use

Resources allocated to this strategic direction

Low level adjustment for disability: \$83,194.00

Socio-economic background: \$16,171.00

Literacy and numeracy: \$24,558.00

Professional learning: \$15,000.00

English language proficiency: \$6,175.00

Summary of progress

Throughout 2022, the school had again had a strategic focus on data-informed teaching practice, led by Curriculum Leader and Executive Team members. Staff worked shoulder-to-shoulder with specialist teachers to analyse student assessment information to inform fortnightly teaching and learning cycles. The capacity of staff was also developed to rigorously extrapolate teaching and learning focus areas from external assessment sources, such as check-in assessments and NAPLAN alongside internal measures.

The Department's Situational Analysis Tool was used to evaluate whole-school numeracy and literacy practices paying particular attention to early numeracy and literacy skills, with the analysis of multiple data sources (looking inward) providing the foundation of professional learning sessions (looking outward and forward). This sustained focus saw the development of consistent understanding of evidence informed teaching practice.

In 2023, we will continue to build the capacity of our teachers by engaging with research and delivering the new syllabus for Kindergarten to Year Two. Our Assistant Principal Curriculum Instruction together with the executive team, will lead all staff in planning and delivering of differentiated lessons in literacy and numeracy. In addition to this, we will establish systems and structures to collect meaningful data for the purpose of monitoring student progress and planning for targeted and explicit instruction.

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
NUMERACY 6.88% uplift in the percentage of students in Year 3 and Year 5 achieving in the top 2 bands of NAPLAN numeracy	<ul style="list-style-type: none">• Data indicates 37.04% of students are in the top two skill bands for numeracy, indicating the school did not achieve the system negotiated target.
No expected growth due to COVID-19, internal measures will be used.	<ul style="list-style-type: none">• Internal assessment data is in alignment with Check In data which indicates the majority of students in year 4 2022 are above state average in the area of Numeracy.
READING 6.14% uplift in the percentage of	<ul style="list-style-type: none">• Data indicates 67.41% of students are in the top two skill bands for reading, indicating the school did reach the system negotiated target.

students in Year 3 and Year 5 achieving in the top 2 bands of NAPLAN reading	
No expected growth due to COVID-19, internal measures will be used.	• Internal assessment data is in alignment with Check In data which indicates the majority of students in year 4 and year 6 2022 are above state average in the area of Reading.

Strategic Direction 2: Empowered Teaching

Purpose

In order to ensure that every student achieves their potential, teachers will engage in systematic, high level, evidence informed and collaborative practices to continue to deepen their professional knowledge.

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.

- Authentic Professional Learning
- Collaboration and Leadership in Action

Resources allocated to this strategic direction

QTSS release: \$57,000.00

Professional learning: \$6,000.00

Summary of progress

In 2022, we continued to develop the whole-school professional learning structure that was introduced in 2021, led by the new position of the Curriculum Leader. This structure comprised of three models of learning: Whole school (Involving whole staff), targeted (involving small groups of staff), and differentiated (at point of need). The three models were both varied and dependent on the subject matter of our Professional Learning.

Professional learning in Numeracy and the Quality Teaching Framework continued to be priorities in 2022, the school sustained focus through the implementation of a hybrid of online professional learning and face to face sessions in order to effectively manner time and differentiate content.

Our professional learning model and journey continued to be evaluated using the High Impact Professional Learning (HIPL) self-reflection tool and Guskey's Five Critical Levels of Professional Development Evaluation Tool. The engagement of a Curriculum Leader to lead the development of this school wide strategy and drive targeted professional learning to ensure relevant and comprehensive learning for all has significantly increased staff confidence and engagement.

In 2023, the current evidence-based practice will be continued development for both existing and emerging leaders will be planned and differentiated.

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 Teachers will develop a deep knowledge of the Quality Teaching Model and utilise this to structure extensive discussions, focusing on the improvement of teaching and learning. Teachers will have their teaching practice analysed during structured collegial discussions. Teachers will draw on their knowledge of the framework and coding system to observe, analyse, reflect on and refine their own practice and positively impact the teaching practice of others.	<ul style="list-style-type: none">• Teaching staff participated in professional learning to deepen their knowledge and understanding of the Quality Teaching Framework as a reflection and planning support.• Further targeted learning for beginning teachers was developed our Curriculum Leader worked shoulder to shoulder with staff in co teaching and classroom practice observations.• Staff have built their knowledge and skills in this area across the year, in 2023 a formalised Quality Teaching Rounds structure will be implemented to further embed this learning and support.
Improvement as measured by the	<ul style="list-style-type: none">• Self-assessment against the School Excellence framework shows the

<p>School Excellence Framework</p> <p>Teaching</p> <p>Professional Standards - Focus Theme:</p> <p>Literacy and numeracy focus: Sustaining and Growing with elements in Excelling .</p> <p>Learning & Development - Focus Themes:</p> <p>Collaborative practice and feedback. Sustaining and Growing with elements at Excelling .</p> <p>Coaching and Mentoring. <i>Delivering with a group of elements at Sustaining and Growing.</i></p> <p>Professional Learning: <i>Sustaining and Growing with elements at Excelling</i></p>	<p>theme of <i>Literacy and Numeracy</i> to be sustaining and growing.</p> <ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the theme of <i>Collaborative Practice</i> to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of <i>Coaching and Mentoring</i> to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of <i>Professional Learning</i> to be sustaining and growing.
<p>Leadership Capabilities</p> <p>Provide leadership development programs for existing and aspiring leaders. Drawing upon the leadership frameworks and other initiatives, current and aspiring school leaders will have support and guidance to build leadership capacity.</p>	<ul style="list-style-type: none"> • Executive staff engaged in 3 Rivers for Learning Professional Development program to further enhance the understanding of inquiry and increase of innovation and inspiration within Leadership teams. Two members of the group gained half Masters in Educational Leadership at The University of Wollongong. • A formalised coaching and mentoring program lead by our Assistant Principal Curriculum and Instruction has supported a small group of staff further enhance their skills in this area. Further development and broadening of this group will continue in 2023.

Strategic Direction 3: Empowered learning community.

Purpose

In order to enhance student learning outcomes, a learning culture will be developed that embraces challenge, empowers self-efficacy and values feedback and engagement in deep critical thinking and reflection.

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.

- Deepening Student Understanding of Learning and Self Efficacy
- Connecting to Culture

Resources allocated to this strategic direction

Aboriginal background: \$22,625.80

Summary of progress

Our whole school music program was established responding to increased community voice for enhancements in this area, the implementation of a full time music teacher ensured all students were provided with musical opportunities. Further developments in this area including the establishment of a School Band in 2023 will further support this focus. Our students engaged in various sporting opportunities including participating in PSSA events across multiple sporting disciplines.

Targeted students were supported through SLSO and specialist teacher engagement, by both Integration Funding and Flexible Funding sources.

Aboriginal Education has continued to be a major focus throughout 2022, students are supported within our now embedded Koori Club and sharing and learning journey of our community developed Acknowledgement of Country. Our Aboriginal Education Coordinator continues and supports our developed and deep connection with our local AECG.

In 2023, we will again maintain focus and continue to work alongside our AECG partners and Community to further deepen connections for our students. Our music program and band will remain a focus area for growth and development.

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-Evaluation against the School Excellence Framework in the domain of Wellbeing is at Delivering with some elements in Sustaining and growing. . School Self-Evaluation against the School Excellence Framework in the domain of Learning Culture is maintained and built upon at Sustaining and Growing.	School Self-evaluation and Self-assessment against the School Excellence framework in the domain of Wellbeing remains at Sustaining and Growing. School Self-Evaluation and Self-assessment against the School Excellence Framework in the domain of Learning Culture remains at Sustaining and Growing.
WELLBEING Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift of 4.5%	Tell them from me survey data was not collected from the student group in 2022, this data will be collected in 2023.
ATTENDANCE	Data is below system negotiated baseline target. However is above state

8.76% uplift in the percentage of student attending greater than 90% of the time.

and network groups and these figures are significantly impacted by public health orders.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$160,164.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bulli Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all identified students have established, monitored and evaluated individual learning plans and goals for achievement in 2022 with sight for goals beyond. - all identified students have been supported within the classroom and across our playgrounds with small group and one on one sessions with SLSO staff to achieve their social and academic goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to further enhance the support provided by engaging classroom teachers to work alongside our SLSO staff to support our identified students. - to continue to employ SLSO staff to provide quality support for our students.
<p>Socio-economic background</p> <p>\$16,171.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bulli 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"> • Evidence Informed Practice <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 teacher professional development • professional development of staff to support student learning <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - additional and further support has engaged staff in professional mentoring and coaching and has increased the quality teaching practices K-6 as demonstrated in teaching and learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - scope & sequences across the school are reviewed to deliver effective quality pedagogy to improve student outcomes. - continued staffing of executive roles to further engage in mentoring and coaching process with all staff to positively impact student learning outcomes. - PAT assessments will be implemented to ensure we are able to triangulate external and internal data to relevantly review student knowledge.
<p>Aboriginal background</p> <p>\$22,625.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bulli 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>Aboriginal background</p> <p>\$22,625.80</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"> • Connecting to Culture <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Pathways <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all identified students have established, monitored and evaluated personalised learning pathways which identify specific learning goals. - identified students have succeeded in meeting their learning and well-being goals across 2022. - a targeted staff member role to track, monitor and support social, emotional and academic progress of our Aboriginal students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued enhancement of our Koori Club to engage students within the school and to ensure that Aboriginal culture is recognised, celebrated and shared. - continued targeted staff member to track, monitor and support social, emotional and academic progress of our Aboriginal students with a focus on increased attendance.
<p>English language proficiency</p> <p>\$6,175.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bulli 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"> • Data Skills & Use <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 delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - students provided with intensive support through a combination of withdrawal lessons for small group and individual support - additional staffing to implement Individual Educational Plans for all EAL/D students to further support quality differentiation in the classroom <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continued focus on differentiated learning goals. - new classroom teachers being upskilled in this area.
<p>Low level adjustment for disability</p> <p>\$83,194.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Bulli 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"> • Evidence Informed Practice • Data Skills & Use <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

<p>Low level adjustment for disability</p> <p>\$83,194.00</p>	<p>employment of School Learning and Support Officers</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - teachers supported to differentiate for all students through evidence based professional learning and data informed practice. - identified students provided with additional support to achieve their individual learning goals. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue the school wide focus on evidence informed practice through the use of authentic data conversations and support.
<p>Professional learning</p> <p>\$21,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Bulli 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"> • Evidence Informed Practice • Collaboration and Leadership in Action <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased staff knowledge in the areas of Quality Teaching Practice addressed and continued to be developed and deepened across 2022. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the continuation of the Assistant Principal Curriculum and Instruction in 2023 to work shoulder to shoulder and coach staff. - a strategical plan embeded across the school for professional learning to further enhance the learning for students.
<p>Literacy and numeracy</p> <p>\$24,558.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bulli 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"> • Evidence Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to engage staff in collaboration an planning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - all students in early stage one and stage one were supported in daily TEN strategies, numeracy progressions. - new curriculum documentation were used meaningfully to inform future learning as evidenced in teaching and learning programs. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - to continue to align the HIPL & PDP goals with future directions and SIP. - continued daily practice of quality numeracy instruction in the early years with the support of TEN strategies. - continue to develop staff understanding and application in using the literacy and numeracy learning progressions and the new curriculum in 2023.

<p>QTSS release</p> <p>\$57,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bulli 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"> • Authentic Professional Learning • Collaboration and Leadership in Action <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • 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:</p> <ul style="list-style-type: none"> - classroom teachers being further supported in their practice by specialist support and assistant principals. - coaching and mentoring sessions being timetabled to ensure a culture of collaboration is fostered. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - the Curriculum Leader role is developed to further support teachers within the classroom and work collaboratively shoulder to shoulder. - further engagement with the Quality Teaching Framework to ensure teachers are supported to build collaborative teams through a structured professional learning framework. Quality Teaching Rounds are developed in 2023.
<p>COVID ILSP</p> <p>\$48,773.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy. • employing staff to provide online tuition to student groups in literacy/numeracy. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - consistent targeted intervention students, families and teachers reported increased engagement both in small group tuition and on return to the classroom environment. - classrooms teachers were supported by program to further differentiate for student learning with the increased and accurate learning data and feedback provided. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - plan for frequent analysis of student assessment and recording of data on PLAN 2. - enable and encourage classroom teachers to access and use PLAN 2 providing opportunities for PL in this area. - further PL to focus on embedding the use of analysis from PLAN 2 in creating new tuition cycles.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	125	146	163	167
Girls	102	109	129	153

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	92.0	92.0	89.6
1	93.4	90.1	92.6	88.9
2	91.5	90.3	93.5	89.2
3	93.8	89.7	93.6	87.0
4	91.0	89.1	92.8	89.1
5	93.4	88.6	93.2	87.3
6	87.9	88.1	90.1	87.1
All Years	92.7	90.0	92.6	88.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3
Classroom Teacher(s)	11.53
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.72

*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	155,939
Revenue	3,144,014
Appropriation	3,035,531
Sale of Goods and Services	9,245
Grants and contributions	97,813
Investment income	1,425
Expenses	-3,063,979
Employee related	-2,656,709
Operating expenses	-407,271
Surplus / deficit for the year	80,035
Closing Balance	235,974

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	160,164
Equity Total	125,148
Equity - Aboriginal	22,626
Equity - Socio-economic	16,171
Equity - Language	6,175
Equity - Disability	80,177
Base Total	2,447,236
Base - Per Capita	73,782
Base - Location	0
Base - Other	2,373,454
Other Total	138,579
Grand Total	2,871,127

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

In 2022, Bulli Public School analysed the areas of focus identified by parents, staff and students through internal data and feedback and took the following action.

2022 data showed that parent engagement with the school alongside increased communication remains a future focus. In 2023, a greater focus on capturing a wide section of our communities voice will be demonstrated.

A Communication role was established within the administration team to ensure timely, clear and professional communication was used across the school. SeeSaw was launched as a way of celebrating the student achievements and engaging the community in their childrens learning experiences.

A whole school values program was introduced and lead by Student Leadership group to further develop the positive recognition of achievement and sense of belonging to school and peers.

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.