

# 2022 Annual Report

## Bundanoon Public School



1414

# Introduction

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

---

Bundanoon Public School

Church St

Bundanoon, 2578

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

[bundanoon-p.school@det.nsw.edu.au](mailto:bundanoon-p.school@det.nsw.edu.au)

4883 6192

## School vision

Students at Bundanoon Public School are challenged to continually improve as respectful citizens and learners within a culture of inclusivity and high expectations. We are a resilient community, respecting and caring for our environment. Working in partnership with parents and the broader community, we ensure every student is known, valued and cared for, maintaining a focus on student attainment and wellbeing.

## School context

Bundanoon Public School sits adjacent to the Morton National Park which borders the township of Bundanoon, Gundungurra Country. The close ties with the natural environment surrounding the school, and the multi-faceted outdoor spaces promote the school motto of *Creativity and Imagination* and allow for student engagement in the arts.

The school is an integral part of the Bundanoon community, a relationship that allows for student participation in all aspects of community life within the township. It has an active and supportive P&C association and benefits from its ties with the Goulburn, Wollondilly and Illawarra Network of Schools.

The school maintains high expectations of success for all students, with quality learning programs delivered by experienced and committed professionals who collaboratively plan, implement and evaluate teaching and learning programs to meet the diverse needs of students. In a highly connected world of ever-increasing educational possibilities, students enjoy future-focused learning opportunities through sustainability programs and technology. The school promotes leadership of senior students through the Student Leadership and House Captain teams.

Bundanoon Public School is a Positive Behaviour for Learning school and the core values of safe, respectful learners underpin all student wellbeing procedures. Bundanoon Public School recognises the importance of balanced human development and strives to ensure that all students can become life-long learners and problem-solvers with the capabilities, confidence and compassion to make a positive contribution to our ever-changing world.

## 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

To achieve student improvement and growth in reading and numeracy through evidence-based, data-driven, explicit teaching practices with a consistent approach for assessment and tracking, responding to and planning for differentiated learning.

### Initiatives

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

- Targeting Literacy and Numeracy
- Data informed Practice

### Resources allocated to this strategic direction

**QTSS release:** \$29,189.93

**Aboriginal background:** \$2,985.55

**Low level adjustment for disability:** \$73,273.21

**English language proficiency:** \$2,400.00

**Integration funding support:** \$104,405.00

**Literacy and numeracy:** \$17,943.85

### Summary of progress

**The focus for 2022 was on** further embedding quality teacher practice in vocabulary and creating texts. An additional focus centred on building teacher capacity in data collection and analysis in order to inform planning for teaching and learning at point of student need. The interventions successfully built teacher capacity and ensured consistent pedagogical practice across all grades. Staff commitment to professional learning and implementation enabled exceptional student learning opportunities. Some challenges were encountered when accessing professional learning opportunities due to staff shortages when releasing teachers from face-to-face classroom commitments. The support from school delivery services enabled quality professional learning and resources to be effectively communicated and utilised.

The results of our initiatives include improved student learning data in the areas of vocabulary and creating text. Improved teacher capacity in data collection and analysis has allowed for targeted planning for student learning at point of need. Teacher programming and classroom observations indicate a commitment to ongoing differentiation of the curriculum in response to student learning.

### Next year the focus will be to:

- implement the new K-2 syllabus and align programming practises, with consistency across all grades.
- trial 3-6 syllabus
- further embed quality vocabulary pedagogy in the classroom

### 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 proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 64.3%.	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 proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 55.6%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Self-assessment against the School Excellence Framework in the element 'Curriculum' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Curriculum shows the school currently performing at Sustaining and Growing.
---	--

## Strategic Direction 2: A Planned Approach to Wellbeing

### Purpose

To maximise student learning outcomes and build strong foundations for academic success further developing whole school student wellbeing programs and practices in a planned and targeted approach that is responsive to the learning and wellbeing needs of students, staff and 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.

- High Expectations and Engagement

### Resources allocated to this strategic direction

**Professional learning:** \$13,631.03

### Summary of progress

**The focus for 2022 was on** building planned and targeted wellbeing practices to support the learning and wellbeing needs of students, staff and the school community. These practices included initiatives that specifically met the social, emotional, cognitive, physical and spiritual wellbeing needs of all stakeholders. NSW Dept Education priorities, including the *Inclusive, Engaging and Respectful Schools Policy* were implemented within the school as reflected in the adjustment to school-based strategies and processes.

All those in the school community function as a positive, proactive unit, reflecting the impact of our wellbeing programs and initiatives. In addition, community involvement with school events and student learning has shown measurable improvement throughout the year.

### Next year the focus will be to:

- facilitate additional opportunities for the school community to engage with their child's learning at strategic points throughout the year.
- further refine school procedures to reflect the NSW Dept Education *Inclusive, Engaging and Respectful Schools Policy*
- further build cultural awareness across the school and broader 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
Improvement in the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy, and Sense of Belonging) at school to the lower bound system negotiated target of 89.3%.	Tell Them From Me data shows 84.52% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.
Increase the proportion of students attending school 90% or more of the time to the lower bound system negotiated target of 85%	The number of students attending greater than 90% or more of the time is 74.6% indicating progress is yet to be seen toward the lower bound target.
Tell them From Me Student Survey indicates an increased score in the measure "students with a positive growth orientation".	Tell Them From Me Student Survey data shows a score of 71 in the measure "students with a positive growth orientation". The NSW Government Norm is 79.

## Strategic Direction 3: Strategically Planned Teaching and Learning

### Purpose

Consistent school-wide practices will be developed for planned teaching and learning where teacher professional learning is responsive to student attainment and teacher need.

### 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.

- High Impact Professional Learning

### Resources allocated to this strategic direction

**Professional learning:** \$2,083.56

**Per capita:** \$37,396.59

**Socio-economic background:** \$20,341.30

**Location:** \$5,934.06

### Summary of progress

**The focus for 2022 was on school-wide** consistent, professional learning, and planned practices that are also responsive to student need. K-2 syllabus implementation modules were completed and Additive and Multiplicative mathematical strategies were undertaken through School Delivery Support. Curriculum Reform professional learning communities supported the online learning modules.

Whilst every effort was made to complete high impact professional learning and implement this within classrooms, several challenges were encountered. Access to face-to-face professional learning was limited and follow-up sessions to embed learning difficult to complete due to staffing shortages across the board. Staff commitment, however, ensured a measure of success within this initiative.

### Next year the focus will be to:

- utilise the skills of the APCI across the school to design, deliver and model professional learning and classroom pedagogical practices.
- develop systems that ensure all staff have access to professional learning which aligns to NSW DoE priorities, school SIP and individual professional learning needs

### 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
Self assessment against the against the School Excellence Framework in the element 'Learning and Development' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Learning and Development shows the school currently performing at <b>Sustaining and Growing</b> .
Self assessment against the against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at <b>Sustaining and Growing</b>
An increased percentage of staff actively collaborate to reflect and improve on teaching practice.	Staff surveys indicate a decrease of 4 members of staff having actively collaborated with practitioners from other schools to reflect and improve upon teaching practice.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,405.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bundanoon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeting Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs.</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</li> <li>• additional staffing to assist students with additional learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$20,341.30</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bundanoon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Professional development of staff through multiliteracy to support student learning.</li> <li>• Professional learning targeting the lifting of attendance rates.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> After evaluation, the next steps to support our students with this funding will be: continue to engage the learning support teacher and Student Learning Support Officers to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the attendance team to focus on improving our attendance rates</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continued focus on quality tier 2 and 3 interventions, with professional learning delivered by the Learning Support Teacher. The attendance committee will focus on lifting attendance rates of students in this equity cohort.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning</p>

<p>\$2,985.55</p>	<p>needs of Aboriginal students at Bundanoon Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeting Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding local language and culture</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased engagement of Aboriginal students in local language and culture. Greater cultural awareness of all staff and students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> maintaining a focus on cultural awareness across the school community.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bundanoon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeting Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$73,273.21</p>	<p>Low level adjustment for disability equity loading provides support for students at Bundanoon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeting Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul>

<p>Low level adjustment for disability</p> <p>\$73,273.21</p>	<ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> After evaluation, the next steps to support our students with this funding will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$5,934.06</p>	<p>The location funding allocation is provided to Bundanoon Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• incursion expenses</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased opportunities and choices for students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$15,714.59</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 Bundanoon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Expectations and Engagement</li> <li>• High Impact Professional Learning</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p>
<p>Literacy and numeracy</p> <p>\$17,943.85</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bundanoon Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>

<p>Literacy and numeracy</p> <p>\$17,943.85</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-an increase in the average Year 1 benchmark level from 17 to 21</li> <li>-a 30% increase in Stage 1 students participating regularly (weekly) in the home reading program.</li> <li>-Positive feedback from parents regarding student engagement in the home reading program.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>further expansion of our home reading program resources and teacher release to present home reading workshops for Early Stage 1/ Stage 1 parents to increase participation in the home reading program.</p>
<p>QTSS release</p> <p>\$29,189.93</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bundanoon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Targeting Literacy and Numeracy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>-improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>the next steps to support our students with this funding will be: employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.</p>
<p>COVID ILSP</p> <p>\$75,520.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy- Minitlit program</li> <li>• providing targeted, explicit instruction for student groups in literacy - Pause Prompt Praise 1:1 reading program</li> <li>• employment of teachers/educators to deliver small group tuition - Minilit</li> <li>• providing targeted, explicit instruction for student groups in numeracy</li> </ul>

<p>COVID ILSP</p> <p>\$75,520.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>The allocation of this funding has resulted in:</p> <ul style="list-style-type: none"> <li>- the majority of the students in the program achieving significant progress towards their personal learning goals</li> <li>- x% of students answered all questions in the learning progressions sub-elements of phonological awareness and understanding texts correctly and captured in PLAN2</li> <li>- x% of students answered all additive and multiplicative questions correctly in the Term 4 Check-in assessment.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will continue to involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</li> </ul>
--------------------------------------	---

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	85	89	84	74
Girls	65	71	64	62

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.3	91.8	94.4	91.2
1	93.4	93.8	93.5	86.9
2	95.8	89.2	94.5	88.9
3	92.4	93.4	94.3	89.4
4	94.4	90.9	95.5	89.2
5	90.2	90.6	91.8	90.5
6	92.7	91.9	90.0	86.1
All Years	93.4	91.4	93.0	88.8
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)	2
Classroom Teacher(s)	5.85
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.4
School Administration and Support Staff	2.01

\*Full Time Equivalent

### Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

### Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

### Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

### Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

### Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



## Financial information

### Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	116,223
<b>Revenue</b>	1,958,039
Appropriation	1,896,846
Sale of Goods and Services	58
Grants and contributions	60,441
Investment income	694
<b>Expenses</b>	-1,811,651
Employee related	-1,656,281
Operating expenses	-155,370
<b>Surplus / deficit for the year</b>	146,388
<b>Closing Balance</b>	262,612

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	104,405
<b>Equity Total</b>	99,000
Equity - Aboriginal	2,986
Equity - Socio-economic	20,341
Equity - Language	2,400
Equity - Disability	73,273
<b>Base Total</b>	1,481,790
Base - Per Capita	37,397
Base - Location	5,934
Base - Other	1,438,459
<b>Other Total</b>	80,065
<b>Grand Total</b>	1,765,260

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

## Parent/caregiver, student, teacher satisfaction

Each year the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data, including survey instruments, such as the Tell Them From Me survey (TTFM).

Although small in number, quality and informative suggestions and comments were gathered from the parent surveys. Parents feel welcome, appreciate the openness with the staff in formal and informal meetings, believe that the quality of information on academic reports has improved, that the school truly cares about their child/ren's wellbeing, value providing strategies for children to manage their behaviours and supporting them to build relationships.

Surveys are routinely held seeking feedback from students regarding well-being and student engagement. Our Year 6 Student Leadership Team (SLT) begin each year with a school-wide survey. Each SLT member is responsible for collecting data by surveying one class and encouraging all students to participate. This survey is analysed to find what our student body deems a pressing need around the school that will assist in making students more comfortable at school or aid with the delivery of our learning programs. The use of this data allows our student leaders, during our weekly SLT meetings, to select worthwhile goals for fundraising throughout the year and organise fundraising activities with the entire Stage 3 cohort and provides a meaningful context for these activities. Student leaders have also responded to student survey data by routinely providing activities during break times. As a result, student wellbeing is routinely assessed and acted upon by students to ensure continual improvements are made to support their own learning and engagement. This promotes a sense of ownership and belonging and is evident in the self-pride displayed by our students, particularly our Stage 3 cohort.

Teacher surveys indicate high expectations of student learning are maintained, lessons are differentiated to accommodate the inclusion of all students' abilities and learning needs. Areas of improvement include greater opportunities for feedback on lessons through collegial observation and feedback and assistance with the setting and sharing of student learning goals

# 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.