

2022 Annual Report

Camden Public School



1482

Introduction

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

Camden Public School

John St

Camden, 2570

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

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

4655 8049

School vision

Our vision at Camden Public School is to develop excellence in student achievement, where every student is supported to improve their performance across the curriculum. We share with our community the responsibility for a well-rounded, inclusive education that supports students' cognitive, social, emotional and physical well-being. We aim to empower students to achieve their personal best in a supportive environment where challenges are embraced and effort is celebrated as a path to improvement. We are committed to inspiring our students to become respectful, inclusive, resilient, lifelong learners and responsible citizens who make valuable contributions to a sustainable society.

School context

Camden Public School has 320 students, including an inclusive support unit, consisting of IM, Hearing and Autism classes. Enrolment includes 5.5% of Aboriginal students and 11% of students who have a Non-English Speaking Background. Camden continues to serve the township that bears its name as well as the surrounding semi-rural community. The school community has a vision where students are empowered to discover their strengths and strive for excellence: academically, socially and emotionally.

Our students have a history of strong academic, sporting and cultural involvement. The school provides students with a range of extra-curricula activities. A strong and proactive approach to student well-being exists in a safe, respectful and supportive environment.

At Camden Public School, professional learning has a strong focus on student outcomes and building a school-wide consistency of quality teaching practice. There is a learning culture amongst staff where teachers and school learning support officers are committed to their professional learning and that of their colleagues and collaboratively evaluate the effect of their teaching on their students' achievement.

A key focus at Camden Public School is involving students in the learning process, where they: monitor their own learning, use self-assessment and teacher feedback to reflect on their learning and work towards learning goals. Camden Public School fosters a Growth Mindset, students: embrace challenges, are inspired by others, see effort as a pathway to achievement and are open to feedback.

Camden Public School prides itself on active community participation within all facets of school life. There is a strong partnership between students, parents and staff. A large percentage of parent volunteers and community members regularly participate in school-based activities.

The school is resourced through the annual NSW Department of Education's School Budget Allocation. In 2022, as part of the School Budget Allocation, Camden Public School received flexible equity funding of \$106, 027. The school is also expected to utilise community-based revenue of \$10,000, as well as gaining additional school resources through our highly effective P&C Association.

Camden Public School continues to strive to improve the way it delivers educational services to students. As a result of the recent school evaluation as part of the school's Situational Analysis, the following improvement focus areas have been identified.

- Implementation of the new High Potential and Gifted Education policy.
- Development of teaching practice in the areas of reading, spelling and numeracy.
- Effective implementation of the new English and Mathematics NSW syllabi in 2023.
- Increase student well-being through the introduction of dispositions of learning and the explicit teaching of social and emotional well-being strategies.

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	Excelling
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	Excelling
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To increase achievement and growth in reading and numeracy, we will further develop the school's collective understanding of evidence-based practices that supports each teacher's ability to use student learning data to monitor and inform explicit and differentiated teaching and 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.

- Growth and attainment in literacy
- Growth and attainment in numeracy

Resources allocated to this strategic direction

QTSS release: \$6,000.00

Professional learning: \$21,000.00

English language proficiency: \$15,000.00

Socio-economic background: \$15,000.00

Summary of progress

While there was a decrease in the Check-in Reading Assessment target, other reading and numeracy targets were positive. The school has had many successes in 2022 with the effective implementation of a range of reading and numeracy programs. This includes; the implementation of the K-2 Heggerty Phonemic Awareness program, the Sounds-Write Phonics program, the 3-6 direct instruction Spelling Mastery program and the K-6 Number Talk lessons. These new initiatives have led to positive internal student reading and numeracy data and staff have displayed a positive commitment to their professional learning as they collectively undertake these new initiatives. In 2023, the implementation of the SEEC model for vocabulary and explicit fluency instruction will continue to be a focus as part of the school's professional learning plan. In numeracy, there will be a focus on embedding mathematics proficiencies within teaching and learning programs and professional learning on the effective principles for mathematics 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
Increase of 3.3% of students achieving expected growth in reading.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled improved teacher practice in the areas of reading fluency and explicitly teaching vocabulary.
Increase of 5.9% of students achieving the top two bands in reading.	2022 NAPLAN data indicates 62.9% of students are in the top two skills bands for reading indicating the school exceeded the system negotiated target by 9.6%.
Increase of 5.8% of students achieving expected growth in numeracy.	Data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However focus on this target has enabled the development of quality, intentional talk in mathematics, with a strong focus on critical thinking through reasoning and the development of domain specific vocabulary in mathematics.
Increase of 7.1 % of students achieving the top two bands in numeracy.	2022 NAPLAN data indicates 38.16% of students are in the top two skills bands for numeracy indicating the school did not achieve the system negotiated targets, however the school improved students in the top two bands in numeracy by 6.76%.
An increase by 2% (67.3%) of answers correct from the students in the Year 3	Students in the Year 3 2021 cohort answered 50% of questions correctly when completing the Check-in Reading Assessment in 2022, indicating the

2021 cohort the Check in Reading Assessment Tool by 2022.	school did not achieve the school-based target. Focus on this target has resulted in professional learning for teachers in the area of fluency and vocabulary which will be implemented in 2023.
A 4 point average increase in the Year 3 to Year 6 teacher 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework.'	Year 3 to Year 6 teachers demonstrated an 8 point average increase in the 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework' survey, which exceeds our school-based target by a 4 point average.

Strategic Direction 2: Students as positive, reflective and self-aware learners.

Purpose

To improve skill development and deeper understanding of content knowledge within all KLAs, students need to have increased engagement levels, positive relationships, a sense of belonging and motivation to challenge themselves in their learning. This will be achieved through empowering students to be active in their own learning and when managing their social and emotional well-being.

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.

- Students as Learners
- Self-regulation to increase well-being and improve student learning outcomes

Resources allocated to this strategic direction

Low level adjustment for disability: \$8,000.00

Professional learning: \$2,000.00

Summary of progress

While the attendance and well-being targets were not met in 2022, both sets of data remain positive and reflect the collective work of staff and the effective collaboration with families. Successes in 2022 which contributed to positive data included the effective implementation of the Zones of Regulation and Seven Dispositions initiatives to teach and foster emotional regulation of students and support students as learners. A key focus in 2023 will be to provide professional learning and data analysis opportunities to staff to develop and implement positive attendance strategies to ensure an increase in attendance rates.

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
A 2.7% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school.	The school did not have a 2.7% increase of the proportion of students reporting positive expectations of success, advocacy and a sense of belonging at school. While the school did not reach this target, the 2022 student well-being data was positive with 'Advocacy at school' and 'Expectations for success' higher than the average student well-being data for NSW DoE and Statistically Similar Schools around NSW. There was a decrease in 'Sense of belonging' data, however the school remains above NSW DoE data and this will be a focus in 2023 through the Learning and Support team.
A 4% increase of the proportion of students attending school 90% of the time in Semester 1.	The school did not have a 4% increase of the proportion of students attending school more than 90% of the time. While the school did not reach this target, the 2022 Semester 1 attendance data was above Statistically Similar Schools around NSW.

Strategic Direction 3: Building Strong Foundations

Purpose

To support the building of strong foundations to enable students to fulfil their potential, develop mastery of key skills and explore their creativity, the school will focus on the effective implementation of new NSW syllabi that improves student outcomes, including those who have high potential.

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 implementation of new NSW curriculum
- Meeting the needs of all students

Resources allocated to this strategic direction

Socio-economic background: \$11,500.00

Professional learning: \$6,790.00

QTSS release: \$9,000.00

Low level adjustment for disability: \$5,000.00

Aboriginal background: \$2,000.00

Summary of progress

All staff engaged in high-impact professional learning that supported their knowledge and ability to implement the new K-2 English and Mathematics syllabus. The school developed a K-2 Phonics and Phonological Awareness scope and sequence aligned to the new K-2 English syllabus and all K-2 staff successfully implemented the 'Sounds-Write' phonics program in preparation for the 2023 implementation of the new syllabus. The leadership team utilised professional learning modules, DoE resources and the expertise of the two Assistant Principal Curriculum and Instruction staff members to develop Mathematics scope and sequences in preparation for the implementation of the new syllabus in 2023. Well established High Potential and Gifted Education enrichment programs continued in 2022 and school wide professional learning and implementation of the Minds Wide Open Critical and Creative Thinking program commenced.

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
70% of Year 1 students achieving 'on track' phonic knowledge by Term 3.	75% of Year 1 students achieved 'on track' phonic knowledge by Term 3, which exceeded the school-based targeted by 5%.
A 4 point average increase in the K-2 teachers 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework.'	Kindergarten to Year 2 teachers demonstrated a 4 point average increase in the 'Camden Public School High Impact Instructional Practice in Mathematics Self-assessment Framework', which meets our school-based target.
Camden Public School will continue to demonstrate improved practice in the focus areas of 'Identification and assessment', 'Curriculum', 'Teaching practice', 'Enrichment and extracurricular programs' and 'Partnerships' within the Camden Public School's High Potential and Gifted Education Framework.	The school continues to positively engage high potential and gifted students through extra-curricular programs and effective differentiated learning experiences in the classroom. Three staff members completed the High Potential and Gifted Education online course which will support the school in developing a 2023 High Potential and Gifted Education action plan to improve the outcomes for high potential and gifted students through the aspects of 'Identification and assessment', 'Curriculum' and 'Teaching practice' from the High Potential and Gifted Education Framework.
A 5% increase (from 2021 base line data) in the number of ES1 students achieving 'on track' phonemic	There was a 3% increase of Early Stage 1 students achieving 'on track' phonemic awareness knowledge, which did not reach the school-based target of 5%.

awareness skills by 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$49,284.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Camden 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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Targeted students with significant learning and behavioural challenges have been supported to positively engage in school life and successfully access the curriculum.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to access high quality School Learning Support Officers to ensure identified students are being well catered for to ensure success at school.</p>
<p>Socio-economic background</p> <p>\$40,351.07</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Camden 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"> • Growth and attainment in numeracy • Effective implementation of new NSW curriculum • Meeting the needs of all students • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional learning of staff in the areas of English and Mathematics through the supplementation of the Assistant Principal Instruction and Curriculum position • employment of additional staff to support the High Potential and Gifted Education program implementation <p>The allocation of this funding has resulted in the following impact: The supplementation of the Assistant Principal Curriculum and Instruction position allowed for the implementation of newly established literacy and numeracy programs and to continue to support teachers with their professional learning to strengthen teaching and learning practices to improve student outcomes in literacy and numeracy. The employment of additional staff to support the High Potential and Gifted Education program implementation was successful with a focus on supporting identified students in Stage 2 with learning experiences that developed skills in problem solving, creativity, critical analysis and communication.</p> <p>After evaluation, the next steps to support our students will be: In 2023, this funding will be used to employ additional Learning and Support Teacher allocation to improve student outcomes in literacy and numeracy, as well as supplementing the school's Assistant Principal Curriculum and Instruction position to support teacher professional learning.</p>
<p>Aboriginal background</p> <p>\$16,356.78</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Camden Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$16,356.78</p>	<p>Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Meeting the needs of all students • Other funded activities <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 • staffing release to support the development and implementation of Personalised Learning Plans. • funding to support the Aboriginal student group participation in Aboriginal Education experiences based on history and culture • teacher release time to support the initial implementation of the High Potential and Gifted Education policy for Aboriginal students <p>The allocation of this funding has resulted in the following impact: The use of funding to support the release of teachers to collaboratively develop Personalised Education Plans was successful, as was the employment of a School Learning and Support Officer to support the implementation of the Personalised Education Plans. Aboriginal students undertook a number of excursions that supported their growing knowledge of their history and culture and the Aboriginal Education Coordinator was provided with an opportunity to complete a High Potential and Gifted education professional learning course in readiness for the identification of Aboriginal students in relation to their high potential or giftedness in 2023.</p> <p>After evaluation, the next steps to support our students will be: In 2023, Aboriginal background flexible funding will be utilised to support Aboriginal students to regularly meet to strengthen knowledge and understanding of their Aboriginal culture and increase this knowledge and understanding within the wider school community. Funding will also be used to support additional staff to actively support Aboriginal students with their learning to ensure they are achieving at their maximum potential. Funding will also be used to increase staff knowledge and understanding of Aboriginal histories and cultures to ensure all our students feel known, valued and cared for through professional learning at the Term 2 School Development Day which has been dedicated to Aboriginal education.</p>
<p>English language proficiency</p> <p>\$23,119.93</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Camden 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"> • Growth and attainment in literacy • Other funded activities <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 • supplement the learning and Support program with the employment of additional Learning and Support teacher time with a literacy and numeracy focus <p>The allocation of this funding has resulted in the following impact: The supplementation of the Assistant Principal Curriculum and Instruction position allowed for the implementation of newly established literacy and numeracy programs including Heggerty, Sounds Write and Spelling Mastery and ensured their alignment to the new syllabus. The additional Learning and Support teacher time was successful in allowing an increased number of students to actively engage in learning and support programs that improved their literacy and numeracy skills.</p>

<p>English language proficiency</p> <p>\$23,119.93</p>	<p>After evaluation, the next steps to support our students will be: In 2023, this funding will be used to employ additional Learning and Support Teacher allocation to improve student outcomes in literacy and numeracy, supplementing the school's Assistant Principal Curriculum and Instruction position to support teacher professional learning, as well as providing opportunities for teachers to collaboratively plan for the implementation of the new syllabus.</p>
<p>Low level adjustment for disability</p> <p>\$106,554.22</p>	<p>Low level adjustment for disability equity loading provides support for students at Camden 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"> • Students as Learners • Self-regulation to increase well-being and improve student learning outcomes • Effective implementation of new NSW curriculum • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist teacher • professional learning for teachers to implement the Zones of Regulation Framework. • professional learning related to the new K-2 Mathematics and English syllabus through the supplementation of the Assistant Principal Instruction and Curriculum position <p>The allocation of this funding has resulted in the following impact: Staff with an increased understanding, knowledge and ability to implement the Zones of Regulation Framework to improve targeted students' capacity to self and co-regulate their emotions. Teachers with a developing understanding of the new K-2 English and Mathematics syllabus and the creation of teaching and learning resources to support the new syllabus implementation in 2023.</p> <p>After evaluation, the next steps to support our students will be: Funding in 2023 will be targeted to support professional learning in Mathematics and English by supplementing the Assistant Principal Curriculum and Instruction position. Funding will also be used to supplement the Learning and Support Teacher school allocation to improve literacy and numeracy outcomes.</p>
<p>Professional learning</p> <p>\$29,790.00</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 Camden 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"> • Growth and attainment in literacy • Growth and attainment in numeracy • Students as Learners • Effective implementation of new NSW curriculum • Meeting the needs of all students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher professional learning to support the successful implementation of initiatives within the School Improvement Plan <p>The allocation of this funding has resulted in the following impact: Improved teacher practice in the areas of phonological awareness, phonics,</p>

<p>Professional learning</p> <p>\$29,790.00</p>	<p>Mathematics literacy and language and learning dispositions. Teachers with a clear understanding of the components of the new English and Mathematics syllabus. Targeted staff with a clear understanding of the new High Potential and Gifted Education Policy and a plan to successfully implement the policy in 2023.</p> <p>After evaluation, the next steps to support our students will be: Continued high-impact teacher professional learning in the areas of High Potential and Gifted Education and the new English and Mathematics syllabus implementation.</p>
<p>QTSS release</p> <p>\$67,228.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Camden 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"> • Growth and attainment in literacy • Effective implementation of new NSW curriculum • Other funded activities <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 • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Professional support for teachers and Assistant Principals to improve teaching and learning within English and Mathematics through professional learning, collaborative planning and increased access with the Assistant Principal Curriculum and Instruction staff.</p> <p>After evaluation, the next steps to support our students will be: QTSS release funding will be used to continue to improve the quality of collaborative planning for each team by providing opportunities for team leaders to have regular conversation with the Assistant Principal Curriculum and Instruction to plan and implement collaborative planning sessions, along with providing teacher release time to increase opportunities for teams to collaborative plan for quality teaching and learning.</p>
<p>COVID ILSP</p> <p>\$83,544.00</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: Employment of an additional Learning and Support Teacher to implement small group literacy and numeracy intervention. This successful initiative had a positive impact on students' literacy and numeracy skills and their wellbeing as they experienced success with their learning.</p> <p>After evaluation, the next steps to support our students will be: The school has been allocated \$65,658 for 2023 and will employ an additional Learning and Support Teacher (part-time) to improve students' literacy and numeracy outcomes through targeted small group tuition.</p>

<p>AP Curriculum & Instruction</p> <p>\$120,456.80</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Provide high quality support and guidance to enhance teacher growth and development in literacy and numeracy and strengthen schoolwide instructional capabilities across the curriculum. <p>The allocation of this funding has resulted in the following impact: The allocation of an Assistant Principal Curriculum and Instruction has resulted in improved differentiated, high-impact professional learning which has seen continued growth in teacher expertise in the teaching of literacy and numeracy across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the Assistant Principal Curriculum and Instruction will continue to provide high-impact professional learning in literacy and numeracy. The Assistant Principal Curriculum and Instruction will also continue to work with colleagues to plan, teach and evaluate the impact of evidence-informed teaching strategies for improved student outcomes in 2023.</p>
--	---

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	156	173	173	180
Girls	148	145	140	143

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	93.8	94.7	91.1
1	93.0	94.1	94.4	88.7
2	93.7	93.2	94.9	87.9
3	94.7	91.8	92.6	91.1
4	93.0	92.0	92.9	87.0
5	93.1	92.2	92.0	88.0
6	92.8	92.6	90.6	86.7
All Years	93.7	92.8	93.2	88.6
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)	4.8
Classroom Teacher(s)	15.41
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	7.87

*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	202,022
Revenue	4,483,086
Appropriation	4,297,482
Sale of Goods and Services	10,128
Grants and contributions	172,671
Investment income	2,805
Expenses	-4,481,674
Employee related	-4,096,343
Operating expenses	-385,331
Surplus / deficit for the year	1,412
Closing Balance	203,434

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	49,284
Equity Total	186,382
Equity - Aboriginal	16,357
Equity - Socio-economic	40,351
Equity - Language	23,120
Equity - Disability	106,554
Base Total	3,268,454
Base - Per Capita	87,781
Base - Location	0
Base - Other	3,180,673
Other Total	617,118
Grand Total	4,121,238

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

Students in Years 4 to 6 participated in the Tell Them from Me Student survey. The survey measures 20 indicators based on the most recent research on school and classroom effectiveness. The data below is based on 105 students who participated in the survey in 2022. Year 4: 36, Year 5: 38 and Year 6: 31.

Tell Them from Me student data continues to reflect positive school and classroom environments, where students have the opportunity to succeed. While rates of participation in sport and extracurricular activities remain above NSW DoE norms, there has been a decline in students sense of belonging and their interest and motivation towards their schoolwork. Positive student behaviour and reduced levels of bullying are both aspects of the student survey that remain positive compared to NSW DoE norms. To continue to improve the effectiveness of school and classroom effectiveness for students, there will be a focus on identifying and planning for the individual wellbeing needs of students through the Learning and Support team that focuses on student success in learning and making positive connections with peers and staff members.

Parents and caregivers participated in the Tell Them from Me 'Partners in Learning' parent survey. The survey is designed to provide feedback to the school on seven separate measures which were scored on a ten-point scale. The seven measures included:

- * Parents feel welcome (8.4)
- * Parents are informed (7.8)
- * Parents support learning at home (7.1)
- * School supports learning (8.1)
- * School supports positive behaviour (8.7)
- * Safety at school (7.9)
- * Inclusive school (8.0)

All seven measures had scores above the average NSW Government Primary scores. Areas of particular strength highlighted from parent feedback included:

- * The positive availability of class teachers and the school principal.
- * Reports on my child's progress are written in terms I understand.
- * My child is encouraged to do his or her best work.
- * My child is clear about the rules for school behaviour.
- * My child feels safe at school.
- * Teachers help students who need extra support.

While effective communication continues to be a strength between home and school, there will be an increased focus on supporting families to regularly communicate attendance matters to support positive student attendance.

Teachers participated in the Tell Them from Me 'Focus on Learning' teacher survey. The survey is designed to gain feedback on eight of the most important aspects of student learning. The research on classroom and school effectiveness has consistently shown these factors to have a strong correlation with student achievement. The eight aspects of student learning were scored on a ten-point scale. The eight aspects included:

- * Leadership (8.4)
- * Collaboration (8.6)
- * Learning Culture (8.7)
- * Data Informs Practice (8.2)
- * Teaching Strategies (8.6)

* Technology (6.8)

* Inclusive School (9.0)

* Parent Involvement (7.7)

Tell Them from Me survey teacher data continues to reflect a positive learning culture where teachers indicated that there is a highly collaborative workplace that allows for high impact explicit teaching that focuses on effective feedback, high expectations and quality assessment practices that allow for the differentiation of the curriculum. To continue to maintain this positive data, the school leadership team will continue to focus on these eight drivers of success with a particular emphasis on collaborative professional learning and instructional leadership.

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.