

2022 Annual Report

Cessnock East Public School



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Introduction

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

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

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School vision

Cessnock East Public School fosters a sense of belonging for students, families and the school community where the cultures of all students are valued with the belief that all students will become successful global citizens.

School context

Cessnock East Public School is situated in the township of Cessnock, in the Hunter Valley. The school has an enrolment of 233 students divided into 11 classes. 34% of students identify as Aboriginal or Torres Strait Islander. The majority of families speak English at home, with only 7% of students using English as an Additional Language/Dialect at home.

The school Family Occupation and Education Index (FOEI) is 170 and ICSEA at 865, shows a socio economic spread with 74% in the lowest quartile and 1% in the highest.

Cessnock East Public School is committed to the philosophy of future focused learning and it is embedded in the quality teaching and learning experiences provided. Future focused learning is integral to our school. A 1-1 iPad scheme, computer lab and laptops throughout the school ensures students have access to, and interact with, a variety of technology. Our school is also actively involved in CASE- Cessnock Academy of STEM Excellence with its partner high school and primary schools.

Extra-curricular opportunities exist in sport, in particular basketball, where the school is represented by two school teams in the local competition.

Cessnock East Public School is a proud member of the Cessnock Community of Great Public Schools (CCGPS). The CCGPS comprises of 15 local schools, and continues to evolve as an important focus on both students and teachers learning through the sharing of resources, ideas, expertise and experiences.

Through our situational analysis, we have identified the need for a continued emphasis on explicit teaching in literacy and numeracy, using formative and summative assessments based on consistent teacher judgement and data analysis to identify where to next in student learning.

Improved communication with parents/carers is necessary to ensure high expectations for student achievement is a shared goal in the school community.

There will be a continued, strong focus on improving student attendance by working with parents/carers to make clear the link between attendance and student achievement.

Aligning wellbeing practices within the school community will be a priority in order to improve the sense of belonging and connectedness post Covid-19.

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	Excelling
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Excelling
LEARNING: Student performance measures	Excelling
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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy, all staff will develop the capacity to use accurate data to design explicit and differentiated teaching and learning programs for all students.

Initiatives

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

- Data Evidence Collection and Analysis
- Quality Teacher Practice

Resources allocated to this strategic direction

Aboriginal background: \$122,578.67
AP Curriculum & Instruction: \$210,799.40
Integration funding support: \$425,678.00
Socio-economic background: \$579,402.63
English language proficiency: \$2,400.00
Low level adjustment for disability: \$106,413.59
Professional learning: \$21,655.97

Summary of progress

In Numeracy, 31.15% of students achieved in the top two bands, which was just below the set target of 35.5%. It is important to note that participation levels were affected by student illness, which had a direct impact on the data. 92% of students in Year 2 were working within Additive Strategies 7 of the Learning Progressions, achieving and exceeding the target by 12%. This target was achieved through the continual analysis of APCIs and teaching staff using accurate data to form targeted teaching groups. This mentoring structure will continue in 2023. PAT data was not calculated, as Check In assessment data was found to be more purposeful, accurate and relevant. Using PAT to as a progress measure in Numeracy will be removed from the SiP going forward and be replaced by Check In data.

In Reading, the target of 44.2% of students achieving in the top two bands was achieved, with a result of 48.44%. The systems and structures put into place to achieve this result will continue into 2023. Dedicated weekly data analysis time with 3-6 APCIs and K-2 APCIs has proven to be successful both in terms of student learning outcomes and teacher capability.

The results for each year level achieving within the expected level for Understanding Texts in the Learning Progressions were:

Kindergarten Level 5 - 75%

Year 1 Level 5/6 - 80%

Year 2 Level 6/7 - 81%

Year 3 Level 6/7 - 88%

Year 4 Level 7/8 - 84%

Year 5 Level 8/9 - 84%

Year 6 Level 9/10 - 87%

Years 1-6 exceeded the set target of 80%, with the average being 82.71%. Kindergarten achieved 75% just below. To ensure this does not happen in 2023, the K-2 APCI will have greater flexibility in allocating support staff - both teachers and student learning support officers - when necessary, not just at the end of every 5 weekly data cycle.

The target for Aboriginal students achieving in the top three bands for Numeracy was 69.3%, with 33.33% of students meeting this target. With a difference of 36%, targeted teaching of numeracy for Aboriginal students will be a continued focus in 2023. In Reading, the target for Aboriginal students was 75.5%, with 68.75% of students achieving this target. This data was also directly affected student illness.

Expected growth in Numeracy and Reading was unable to be measured directly due to NAPLAN not being held in 2020.

In the School Excellence Framework, Value Add was unable to be measured due to a lack of NAPLAN data from 2020. Effective classroom practice was found to be Sustaining and Growing, with reasons being, staff felt that one more year of the current systems and structures of mentoring and coaching would consolidate gains made over the past years and would justify a statement of excellence. Data skills and use and Assessment also maintained at Sustaining and Growing, as again, staff felt one more year of consolidation was necessary to achieve a statement of excellence.

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: • At least 35.5% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN (system-negotiated target)	31.15% of students achieved in the top two bands of Numeracy for NAPLAN.
Numeracy: • At least 80% of students completing Year 2 will be working within Additive Strategies 7 element of the Learning Progressions • At least 75% of students in Years 2 to 6 will demonstrate a 0.4 growth (calculated through effect size formula) when comparing start of year to end of year scale scores in the Progressive Achievement Test (PAT) in Numeracy	92% of Year 2 students were working within Additive Strategies 7 of the Learning Progressions. PAT Maths data was not calculated as Check In assessment data found to be more useful.
Reading: • At least 44.2% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN (system-negotiated target)	48.44% of Year 3 and Year 5 students achieved in the top two bands of Reading for NAPLAN.
Reading: • At least 80% of students in Kindergarten through to Year 6 will have achieved within expected level for Understanding Texts in Learning Progressions Kindergarten Level 5 Year One Level 5/6 Year 2 Level 6 Year 3 Level 7/8 Year 4 Level 8 Year 5 Level 9 Year 6 Level 9/10	An average of 82.71% of students were working within the targeted level of Understanding Texts in the Learning Progressions, with Kindergarten achieving just below at 75%.
• At least 69.3% of Aboriginal students achieve in the top 3 bands in NAPLAN Numeracy	33.33% of Aboriginal students achieved in the top 3 bands for Numeracy.
School Excellence Framework: • Value add in K-3 continues to show	Value add for the School Excellence Framework was not able to be measured due to 2020 NAPLAN data missing.

<p>Excelling, Value add in 3-5 maintains at Sustaining and Growing and Value add in 5-7 maintains at Delivering</p> <ul style="list-style-type: none"> • Effective classroom practice maintains at Excelling • Data skills and use maintains at Excelling • Assessment maintains at Excelling 	<p>Effective classroom practice maintained at Sustaining and Growing.</p> <p>Data skills and use maintained at Sustaining and Growing.</p> <p>Assessment maintained at Sustaining and Growing.</p>
<ul style="list-style-type: none"> • At least 75.5% of Aboriginal students achieve in the top 3 bands in NAPLAN Reading 	<p>68.75% of Aboriginal students achieved in the top three bands for Reading.</p>
<p>Numeracy</p> <ul style="list-style-type: none"> • Between 32.1% and 48.4% of Year 5 students achieve expected growth in Numeracy (system-negotiated target) 	<p>Expected growth not able to be calculated due to NAPLAN 2020 not being held.</p>
<p>Reading</p> <ul style="list-style-type: none"> • Between 66.9% and 70.2% of Year 5 students achieve expected growth in Reading (system-negotiated target) 	<p>Expected growth not able to be calculated due to NAPLAN 2020 not being held.</p>

Strategic Direction 2: High Expectations and Attendance

Purpose

Improved attendance and engagement will lead to optimal learning opportunities for students and the school community will work together to build a culture of high expectations where students will aspire, believe and achieve in their potential, now and in the future.

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.

- Attendance Improvement and Monitoring
- Culture of High Expectations

Resources allocated to this strategic direction

Aboriginal background: \$31,535.95

Socio-economic background: \$1,000.00

QTSS release: \$46,428.08

Summary of progress

Attendance Improvement and Monitoring

Our aim for 2022 was to increase the number of student attending school with over 90% daily attendance. Whilst we did not achieve this target, we maintained at the same rate as last year, with our 2022 results being above State, local network and SSSG school average. Initiatives such as a having a dedicated executive member to analyse weekly attendance data and to deliver staff professional learning in the implementation of the Attendance Improvement Plan has been both successful and imperative in 2022 and will continue in 2023. Achievement of Excelling in the School Excellence Framework is the result of consistent and systematic processes being installed to ensure learning outcomes are not affected by students absence.

Culture of High Expectations

The activities that the school undertook in this area were designed to build the capacity of staff to understand where students are at in their learning and set achievable expectations for success to work towards. Professional learning in syllabus documents, Learning Progressions and regular mentoring opportunities with APC&I's achieved the result of teachers having high expectations for student achievement. Regular conversations with students resulted in 100% of students being able to identify career aspirations, with 94% of students believing schooling would have a strong bearing on their future. **XX%** of parents/carers engaged with the schools through information sessions, Kindergarten Orientation programs, Seesaw app and teacher conferences with reports. Current processes will continue in 2023.

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
Attendance: <ul style="list-style-type: none">• At least 69.1% of students will achieve 90% or more in their daily attendance rate (system-negotiated target)	Whilst only 55.4% of students achieved 90% or more in their daily attendance rate, this result exceeded results from SSSG school, schools in the local network and the State average.
Student High Expectations: <ul style="list-style-type: none">• TTFM survey indicates 80% of students in Years 4, 5 and 6 can identify career interest areas for their future• TTFM survey indicates 80% of students believes that the teachers	<p>Whilst the TTFM survey did not show a result for identified career interest, 94% of students believed that schooling would have a strong bearing on their future and 100% of students could identify career interests for their future in a school-based survey.</p> <p>In the TTFM survey 80% of students believed their teachers had high expectations for their learning, achieving the set target.</p>

have high expectations for their learning	
Parent/Carer High Expectations: <ul style="list-style-type: none"> • At least 65% of Parents/carers are actively engaged in their child's learning 	An average of data collected showed that 71% of families engaged with the school through a variety of activities. This will be a continued focus in 2023 with the goal to improve this data even further.
School Excellence Framework: <ul style="list-style-type: none"> • High Expectations and Attendance improves from Sustaining and Growing to Excelling 	In the School Excellence Framework, High Expectations has maintained at sustaining and growing. Attendance has improved to Excelling, achieving the target.

Strategic Direction 3: Wellbeing

Purpose

At Cessnock East Public School, a well-rounded approach to wellbeing will look at the whole child and ensure they are exposed to wellbeing programs that will enhance their sense of belonging and connectedness and enable them to develop the skills of resilience and persistence.

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.

- Wellbeing Programs and Practice
- Student Voice and Choice

Resources allocated to this strategic direction

Socio-economic background: \$5,263.45

Location: \$1,501.33

Aboriginal background: \$3,286.98

Summary of progress

Wellbeing Programs and Practice

The school continued with the implementation of the Cessnock East Whole School Wellbeing Action Plan with the intention to maintain and improve on results without interruptions to learning as in previous years.

The TTFM survey indicated only 44.3% of students in Year 4-6 felt a sense of belonging at school in 2022 in comparison to the school based survey for 4-6 which showed a result of XX%. The difference in results could be based upon student interpretation of the question during the survey. A survey of the school K-6 resulted in xx% of children feeling a sense of belonging, indicating the whole school Wellbeing Action Plan is continuing to work in 2022.

In 2023, practices such as employment of a Student Support Officer, implementation of programs such as Chat with Your Champion will continue and the whole staff will be trained in Restorative Practices to complement the development of the new Student Management Plan for Student Behaviour.

Student Voice and Choice

The intent of the Student Voice and Choice initiatives is to ensure consistency in recognising and dealing with positive and negative behaviours across the school to maintain a positive learning environment.

90% of students were eligible for Celebration Days in Semester 2, 10% above target, indicating the school developed It's Your Choice wellbeing program is as successful in 2022 as in 2021. Planned revision of the program will continue during professional learning time in staff meetings to ensure a consistent implementation of the program as well as conformation to the new IER policy. Staff consistency in 2022 will also enhance this.

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
Wellbeing: <ul style="list-style-type: none">• TTFM survey results indicate 86.1% of students feel a sense of belonging at school, have expectations for success in their learning and advocate for the school	The wellbeing aggregate for 2022 was 72.10%. TTFM survey indicates 44.3% of students feel a sense of belonging at school, 88.46% have expectations for success in their learning and 84.21% advocate for the school. A school based survey of all student K-6 indicate 91% of students feel a sense of belonging at school.
Student Voice and Choice: <ul style="list-style-type: none">• At least 80% of students meet the	90% of students met the criteria to be eligible for the "It's Your Choice" Celebration Days each semester (school-based target) which exceeded the

criteria to be eligible for the "It's Your Choice" Celebration Days each semester (school-based target)	school-based target.
School Excellence Framework: A Planned Approach to Wellbeing will maintain at Sustaining And Growing	A Planned Approach to Wellbeing improved from Sustaining and Growing in 2021 to Excelling in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$425,678.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cessnock East 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"> • Data Evidence Collection and Analysis <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. <p>The allocation of this funding has resulted in the following impact: improved outcomes for all students requiring learning support in the areas of literacy and numeracy as evidenced by data from Check In assessments, PLAN2 and NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: continued implementation of Student Learning Support Officers to support student outcomes in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$21,655.97</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 Cessnock East 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"> • Quality Teacher Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning opportunities to improve teacher practice. <p>The allocation of this funding has resulted in the following impact: improved teacher practice in understanding formative assessment and quality teacher practice, with a specific improvement of data analysis skills for staff.</p> <p>After evaluation, the next steps to support our students will be: continued implementation of professional learning opportunities to support staff to improve teacher practice and data skills analysis resulting in improved learning outcomes for students.</p>
<p>Socio-economic background</p> <p>\$585,666.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cessnock East 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"> • Data Evidence Collection and Analysis • Quality Teacher Practice • Attendance Improvement and Monitoring • Wellbeing Programs and Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students with economic support for educational materials, uniform, equipment and other items • employment of additional staff to support program implementation. • additional staffing to implement targeted learning to support students

<p>Socio-economic background</p> <p>\$585,666.08</p>	<p>identified by APC&I.</p> <p>The allocation of this funding has resulted in the following impact: improved outcomes for students requiring additional support, improved teaching and learning programs as a result of APC&I mentoring and all students being able to access student assistance for any required areas of their schooling.</p> <p>After evaluation, the next steps to support our students will be: continued implementation of employing additional staff to support student learning needs and the employment of staff to provide time for mentoring opportunities for teachers. Student assistance will continue to assist students and families impacted by socio-economic disadvantage.</p>
<p>Aboriginal background</p> <p>\$157,401.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cessnock East Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Evidence Collection and Analysis • Attendance Improvement and Monitoring • Culture of High Expectations • Wellbeing Programs and Practice • Student Voice and Choice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: improved outcomes for Aboriginal students in literacy and numeracy as evidenced by results in Check In Assessment data and NAPLAN results.</p> <p>After evaluation, the next steps to support our students will be: continued implementation of Student Learning Support Officers to provide small group and/or individual learning support as needed.</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 Cessnock East 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 Evidence Collection and Analysis <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: improved outcomes in New Arrivals students in all areas of learning as evidence by literacy and numeracy results.</p> <p>After evaluation, the next steps to support our students will be: This funding will not continue in 2023.</p>
<p>Low level adjustment for disability</p> <p>\$106,413.59</p>	<p>Low level adjustment for disability equity loading provides support for students at Cessnock East Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$106,413.59</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 Evidence Collection and Analysis • Quality Teacher Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: engagement of multiple Student Learning Support Officers to ensure each classroom has an SLSO to deliver teacher-directed or APCI-directed support and/or intervention programs to identified students or small groups, resulting in improved outcomes for students.</p> <p>After evaluation, the next steps to support our students will be: continued employment of Student Learning Support Officers in 2023 to maintain support for identified students.</p>
<p>Location</p> <p>\$1,501.33</p>	<p>The location funding allocation is provided to Cessnock East Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing Programs and Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: families being subsidised to assist their children to attend excursions.</p> <p>After evaluation, the next steps to support our students will be: to continue to support families using location and socio-economic funding.</p>
<p>QTSS release</p> <p>\$46,428.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cessnock East 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"> • Culture of High Expectations <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: improved staff capacity to identify where students are at in their learning as evidence by increased accuracy in PLAN2 data entry.</p> <p>After evaluation, the next steps to support our students will be: continued implementation of building staff data skills through mentoring with APC&Is.</p>
<p>COVID ILSP</p> <p>\$253,067.00</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>COVID ILSP</p> <p>\$253,067.00</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 - [focus area] <p>The allocation of this funding has resulted in the following impact: improved outcomes for targeted students in literacy and numeracy as evidenced by Check In Assessments results, PLAN 2 data analysis and NAPLAN results.</p> <p>After evaluation, the next steps to support our students will be: continued employment of educators to provide small group tuition.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	123	121	123	118
Girls	126	117	123	112

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.2	88.3	91.5	87.1
1	88.8	88.8	86.0	85.6
2	89.8	88.7	91.0	81.9
3	89.7	90.5	89.0	87.3
4	91.2	88.5	89.5	83.3
5	85.0	93.1	87.0	83.2
6	83.3	89.5	88.4	83.3
All Years	88.3	89.6	89.0	84.5
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)	4.4
Classroom Teacher(s)	7.48
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Administration and Support Staff	2.32

*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	139,320
Revenue	3,939,418
Appropriation	3,890,613
Sale of Goods and Services	3,313
Grants and contributions	44,444
Investment income	1,048
Expenses	-3,795,626
Employee related	-3,399,436
Operating expenses	-396,190
Surplus / deficit for the year	143,793
Closing Balance	283,113

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	425,678
Equity Total	851,881
Equity - Aboriginal	157,402
Equity - Socio-economic	585,666
Equity - Language	2,400
Equity - Disability	106,414
Base Total	1,865,176
Base - Per Capita	62,159
Base - Location	1,501
Base - Other	1,801,515
Other Total	335,709
Grand Total	3,478,444

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

Parent satisfaction -

Parent/carer participation in three way conferencing for reports was over 75% with feedback indicating families found value in a face to face meeting or telephone call to discuss their child's progress. 100% of families surveyed enjoyed having their children present during report conferences, with 75% of families approving of the new report format and being able to book conference times on the Sentral app. Over 95% of kindergarten parents/carers attended Best Start interviews, showing a keen interest in the education of their children.

Student satisfaction -

Over 90% of students have conversations with their teachers about the importance of attendance at school. The majority of students -91% - feel valued by their peers at school and over 92% feel valued by their teacher. When asked how do students feel when coming to school, almost 92% felt happy and excited coming to school each day.

Teacher satisfaction -

Data from 2022 highlights 100% of staff continue to enjoy working at Cessnock East Public School and feel supported in the workplace. 100% of staff are confident in their ability to deliver the syllabus to the class they are teaching, including new syllabus documents K-2. Over 88% of staff felt the teaching workload was sustainable with approximately 12% of staff feeling that more teacher preparation time was needed. A survey of teacher experience showed:

- 1-5 years experience is 35.3%
- 6-10 years experience is 29.4%
- 10-15 years experience and beyond is 35.2%

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.