

2022 Annual Report

Cessnock West Public School



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Introduction

The Annual Report for 2022 is provided to the community of Cessnock West 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

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School vision

Cessnock West Public School empowers all students to embrace learning and high achievement, strengthen their emotional, social and physical wellbeing, and develop connections with their culture and community. Our vision is to provide a safe and inclusive environment of continual improvement that embraces student strength, resilience, wellbeing and a love of learning through a collaborative, contemporary lens.

School context

Cessnock West Public School is a large regional school in the town of Cessnock. The school caters for students from Kindergarten to Year 6 and has a student enrolment of 390, 23% of whom identify as Aboriginal and Torres Strait Islander. Students, staff, parents and the wider community work together to develop a culture of nurturing and empowering students to become resilient, engaged and successful contributors in an ever changing world. Students grow in a flexible, contemporary learning environment which is inclusive and sets high expectations. The school provides opportunities in sport, creative and performing arts and utilises state of the art technology. Our FOEI is 156 and ICSEA 920 identifying us as a low socio-economic regional school demographic.

The majority of the school's equity funding will be used to support initiatives developed in the 2022-2026 Strategic Improvement Plan. Some funds will be used to support other activities not embedded in this plan. Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan.

The school has identified a need for work to be undertaken around deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum. There will be a strong focus on numeracy and consistent quality programming across K-6. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

Our work in creating a school environment which encompasses the elements to develop student strength, resilience, emotional wellbeing and a love of learning in a safe and inclusive environment will be an area of focus. We will embed a whole school consistent approach, underpinned by evidence in best practice for Trauma Informed Schools, Student Voice and Transition.

The school will work with our school community to develop and strengthen family engagement in student learning. We will improve our partnerships with our Aboriginal and non Aboriginal families and the wider community to develop a sense of connection and belonging for all.



Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning in literacy and numeracy and to build strong foundations for academic success, establish and embed quality teaching practices in Numeracy and Literacy across K-6.

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.

- Literacy and Numeracy

Resources allocated to this strategic direction

Socio-economic background: \$553,255.88

Per capita: \$4,000.00

QTSS release: \$73,549.44

AP Curriculum & Instruction: \$210,799.40

Integration funding support: \$327,220.00

Low level adjustment for disability: \$262,617.53

English language proficiency: \$8,227.85

Aboriginal background: \$67,379.48

Summary of progress

Our focus for 2022 was on the use of evidence-informed pedagogies that support staff in delivering quality reading and numeracy practices. Development of staff knowledge and understanding of the new curriculums and capacity to differentiate was achieved through collaborative opportunities, supported by executive staff (including APCIs). Throughout the year, some learning support positions were unable to be filled. Evidence is yet to be seen in NAPLAN, however gains were demonstrated in students' phonological awareness, and flexibility and knowledge of additive strategies. Teachers have demonstrated increased confidence in their capacity to differentiate their programs to meet the needs of their students. Staff will continue to participate in ongoing DoE and NESA professional learning, and executive (including APCIs) timetables will reflect in class support for implementation of new curriculum and pedagogies.

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 portion of students achieving the top 2 NAPLAN Reading bands by 6% from the baseline.	2022 NAPLAN data indicates 18.18% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in progress in phonological awareness.
Increase the portion of Aboriginal students achieving the top 3 NAPLAN Reading bands by 6.2% from the baseline.	2022 NAPLAN data indicates 33.16% of students are in the top three skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target. Focus on this target has resulted in progress in phonological awareness.
Increase the portion of students achieving the top 2 NAPLAN Numeracy bands by 6.2% from the baseline.	2022 NAPLAN data indicates 12.24% of students are in the top three skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in progress in students demonstrating greater flexibility and knowledge of additive strategies.
Increase the portion of Aboriginal students achieving the top 3 NAPLAN Numeracy bands by 4.5% from the baseline.	2022 NAPLAN data indicates 5.26% of students are in the top three skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in progress in students demonstrating greater flexibility and knowledge of additive strategies.

Maintain the percentage of students achieving expected growth in NAPLAN Reading to be above the system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Maintain the percentage of students achieving expected growth in NAPLAN Numeracy to be above the system negotiated target baseline.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Sustaining and Growing in the 'Literacy and numeracy focus' within the element 'Professional Standards.'	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of professional standards.
Move towards Excelling in the Learning Domain element 'Curriculum.'	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of curriculum.



Purpose

In order to embrace students' strength, resilience and emotional wellbeing we will establish student focused programs delivered in a calm, safe and consistent learning community to promote a sense of belonging and high expectation across all areas of school life.

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.

- Connected Students
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$95,145.26

Location: \$1,896.71

Professional learning: \$36,582.93

Aboriginal background: \$6,000.00

Per capita: \$18,312.66

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing. The cornerstone of this initiative was the school's engagement with Trauma Informed Practice. Through the implementation of High Impact Professional Learning, school teams were guided through the process of developing consistent evidence-informed practices across the school to increase student wellbeing as evidenced by a reduction in student suspensions. Improved practices for transition with an Assistant Principal Transition Support Early Years contributed to a strong and settled progression from preschool to kindergarten. Further initiatives such as social groups, Therapy dog and attendance priorities continue to build a strong foundation for the future. We anticipate gains in wellbeing data and student attendance will be achieved in 2023 as the strategies are embedded. Priority will be given to enhanced attendance strategies and a continuation of trauma informed practices.

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 percentage of students attending school 90% or more of the time by 4.9%.	The number of students attending greater than 90% of the time or more has decreased by 31.5%, however this figure was significantly affected by the public health orders.
Increase percentage of students with positive wellbeing by 6% from 2020 actual.	79.82% of students reporting positive wellbeing outcomes has decreased by 4.28% across the positive wellbeing measures.
Reduce the number of suspensions by 20% from the 2020 suspension baseline number. Maintain the reduction in the percentage of students suspended by 1% for the 2020 suspension baseline percentage.	The number of suspensions reduced by 1 from the 2020 suspension baseline number demonstrating achievement of our progress measure. The percentage of students suspended reduced by 0.2% demonstrating achievement of our progress measure.
Sustaining and growing in the theme 'A planned approach to wellbeing', 'Caring for students' and 'Behaviour' within the element 'Wellbeing'	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the themes 'A planned approach to well being', 'Caring for students' and 'Behaviour' within the element 'Wellbeing'.



Strategic Direction 3: Connected Community

Purpose

In order to build community partnerships, we will foster and promote a positive school culture that values all key stakeholders across our school community. Together as a community, we are committed to instilling the values of high expectations for all.

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.

- School Connections
- Community Connections

Resources allocated to this strategic direction

Socio-economic background: \$109,967.00

Per capita: \$74,969.00

Aboriginal background: \$59,709.04

Summary of progress

In 2022, the Learning Ecosystems Team implemented strategies to engage Aboriginal families in supporting learning at school. The AEO taught cultural lessons fortnightly, increasing student and staff knowledge of Aboriginal culture. Informal meetings to discuss issues relevant to Aboriginal students have been attended by a small group of families. Several initiatives were planned to build involvement and engagement of Aboriginal students' families, however, COVID lockdowns have caused some disruption to the relationship between families and school. The SASS team began engagement with the Enhancing Capacity Program and all SASS completed the initial training. This will continue into 2023. Whole school communication was streamlined with the introduction of Microsoft TEAMS as the main digital platform for staff communication.

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
Demonstrate progress towards Sustaining and Growing in the theme 'Administrative systems and processes' and 'Service delivery' within the element 'Management Practices and Processes.'	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the theme 'Administrative systems and processes' and Sustaining and Growing in 'Service delivery' within the element 'Management Practices and Processes.'
TTFM Communication -Staff- Whole school data increases in agree/strongly agree response by 10% from 2020 baseline (60%). TTFM Communication - Executive to staff data increases by 5% from 2020 baseline (79%).	<ul style="list-style-type: none">• TTFM Communication - Staff - Whole school data demonstrated progress towards the annual progress measure.• TTFM Communication - Executive to Staff data demonstrated progress towards the annual progress measure.
TTFM Two-Way Communication with parents data increases to be above NSW Govt norm by a measure of 0.5.	TTFM Two-Way Communication with parents data increased to be at NSW Govt norm achieving our annual progress measure.
Parent engagement in Aboriginal student learning plans increases by 20% from 2020 baseline.	Parent engagement in Aboriginal student learning plans demonstrates progress towards the annual progress measure.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$327,220.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Cessnock West 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy and numeracy, evidence by internal school data.</p> <p>After evaluation, the next steps to support our students will be: Continued implementation of programs supported by the IFS funds to support student outcomes in literacy, numeracy and engagement.</p>
<p>Socio-economic background</p> <p>\$758,368.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Cessnock West 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"> • Literacy and Numeracy • Connected Students • Attendance • School Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staff release to increase community engagement • employment of additional staff to support wellbeing program implementation. • professional development of staff through literacy, numeracy and Berry Street programs to support student learning • additional classes formed to support student learning environment. <p>The allocation of this funding has resulted in the following impact: improved outcomes for students from a low socioeconomic background in the areas of literacy, numeracy, wellbeing and engagement.</p> <p>After evaluation, the next steps to support our students will be: continue to employ additional staff to support students to provide explicit support in wellbeing, engagement and in the teaching and learning of literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$133,088.52</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cessnock West Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Aboriginal background</p> <p>\$133,088.52</p>	<ul style="list-style-type: none"> • Literacy and Numeracy • Connected Students • Community Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students • engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process <p>The allocation of this funding has resulted in the following impact: improved outcomes for Aboriginal students in the areas of literacy and numeracy and improved engagement for Aboriginal families.</p> <p>After evaluation, the next steps to support our students will be: continue to employ an AEO and CLO to support Aboriginal students to provide explicit support in wellbeing, engagement and in the teaching and learning of literacy and numeracy. Employ an Aboriginal SLSO to work directly with Aboriginal students in the classroom to support literacy and numeracy programs.</p>
<p>English language proficiency</p> <p>\$8,227.85</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Cessnock West 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provide EAL/D Progression levelling PL to staff • 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 for EAL/D students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue to provide explicit individual support for students in the teaching and learning of literacy and numeracy.</p>
<p>Low level adjustment for disability</p> <p>\$262,617.53</p>	<p>Low level adjustment for disability equity loading provides support for students at Cessnock West 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"> • Literacy and Numeracy <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 • targeted students are provided with an evidence-based intervention minilit and multilit to increase learning outcomes • 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 • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$262,617.53</p>	<p>and in a case management role within the classroom/whole school setting</p> <p>The allocation of this funding has resulted in the following impact: improved outcomes for students with additional needs in the areas of literacy and numeracy and wellbeing.</p> <p>After evaluation, the next steps to support our students will be: continue to allocate funds to support students with additional learning needs in the area of literacy, numeracy and wellbeing.</p>
<p>Location</p> <p>\$1,896.71</p>	<p>The location funding allocation is provided to Cessnock West 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"> • Connected Students <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: improved transition process for students moving from P-K, 2-3 and 6-7.</p> <p>After evaluation, the next steps to support our students will be: continue to allocate funding to support students to engage in transition.</p>
<p>Professional learning</p> <p>\$36,582.93</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 West 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"> • Connected Students <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional learning for staff in Berry Street. • professional learning for teachers in current, evidence based literacy and numeracy approaches. <p>The allocation of this funding has resulted in the following impact: improved outcomes for students in the areas of literacy and numeracy. improved knowledge and skills of teachers in effective classroom practice to support student wellbeing and engagement.</p> <p>After evaluation, the next steps to support our students will be: continue to allocate funds for professional learning in the area of literacy, numeracy, student engagement and wellbeing.</p>
<p>QTSS release</p> <p>\$73,549.44</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cessnock West 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff

<p>QTSS release</p> <p>\$73,549.44</p>	<ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: improved outcomes for all students in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue to fund the employment of additional teachers, off class Assistant Principals and provide collaborative planning time.</p>
<p>COVID ILSP</p> <p>\$333,898.00</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 to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy • releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups <p>The allocation of this funding has resulted in the following impact: improved outcomes for students who were identified as not meeting benchmarks in Kindergarten to Year 6 in the areas of literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue to allocate funds to employ teachers to provide small group tuition for students in literacy and numeracy.</p>



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	206	207	212	203
Girls	190	178	173	176

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	91.7	92.0	84.5
1	91.9	92.4	91.0	85.7
2	89.0	92.5	89.9	85.0
3	88.9	90.7	90.0	84.4
4	93.0	88.9	89.2	83.5
5	89.7	92.7	85.9	80.3
6	91.3	90.3	91.4	79.2
All Years	91.0	91.3	90.0	83.3
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)	5.4
Classroom Teacher(s)	15.71
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	2.92

*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	1,228,386
Revenue	5,819,412
Appropriation	5,745,837
Sale of Goods and Services	-2,008
Grants and contributions	71,279
Investment income	2,028
Other revenue	2,277
Expenses	-5,650,144
Employee related	-5,021,707
Operating expenses	-628,437
Surplus / deficit for the year	169,268
Closing Balance	1,397,653

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	327,220
Equity Total	1,162,302
Equity - Aboriginal	133,089
Equity - Socio-economic	758,368
Equity - Language	8,228
Equity - Disability	262,618
Base Total	2,818,355
Base - Per Capita	97,282
Base - Location	1,897
Base - Other	2,719,177
Other Total	798,129
Grand Total	5,106,006

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



School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.



Parent/caregiver, student, teacher satisfaction

In 2022, the school used the Tell Them From Me surveys, school designed surveys and People Matter surveys to seek the opinions of parents, students and teachers about our school. Their responses are presented below:

The 2022 TTFM parent survey trends showed some changes from the 2021 TTFM survey. The following areas remained the same or within one point - safety at school, parents feel welcome, inclusive school, parents are informed, the school supports learning and parents supporting learning at home. There was an increase in the positive responses from parents in the area of supporting positive behaviour. There was an increase of 3% to 89% of parents who had spoken with their child's teacher three or more times and 75% of parents have attended a parent meeting. Parents indicated that online platforms to share student work were the most useful type of communication followed by informal meetings to discuss their child at school and school reports. 89% of parents indicated that the school is a culturally safe place for all students and the remaining 11% neither agreed nor disagreed with this statement. Parents indicated that they would like more communication about their child's progress at school and would like student reports to provide more information on how to support their child. 89% of parents said that they would recommend the school, an increase of 4% from 2021.

The 2022 TTFM teacher survey trends showed some changes from the 2021 TTFM survey. The following areas showed an increase in positive responses - inclusive school, collaboration, learning culture, data informs practice, technology, teaching strategies, planned opportunities for learning, quality feedback, parent involvement, challenging & visible goals, overcoming obstacles to learning and leadership. Teachers were surveyed on aspects of report writing and the implementation of the new behaviour policy. Teachers indicated that they would like to see a more concise student report developed and more consistent processes to support the implementation of the new behaviour procedures.

The 2022 TTFM student survey trends showed small changes from the March to November TTFM survey. The following areas saw a decline: extra curricula activities, and sense of belonging. There was an increase in the positive responses from students in effort and the same responses in participation in positive relationships and positive behaviour at school, sport, interest and motivation, value school outcomes and homework behaviour. 86% of students value school outcomes, 72% of students try hard to succeed and 82% of students expect to go to university. 90% of students indicated that they feel proud of their school. An increase of 5% to 85% of Aboriginal students feel good about their culture and an increase of 6% to 88% feel their teachers understand their culture. The trends over each year in the survey show an increase in positive responses from November to March the following year and then a decline from the March to November responses in the same year. As a school we will focus on these areas for the whole year but particularly in Semester Two.



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.

