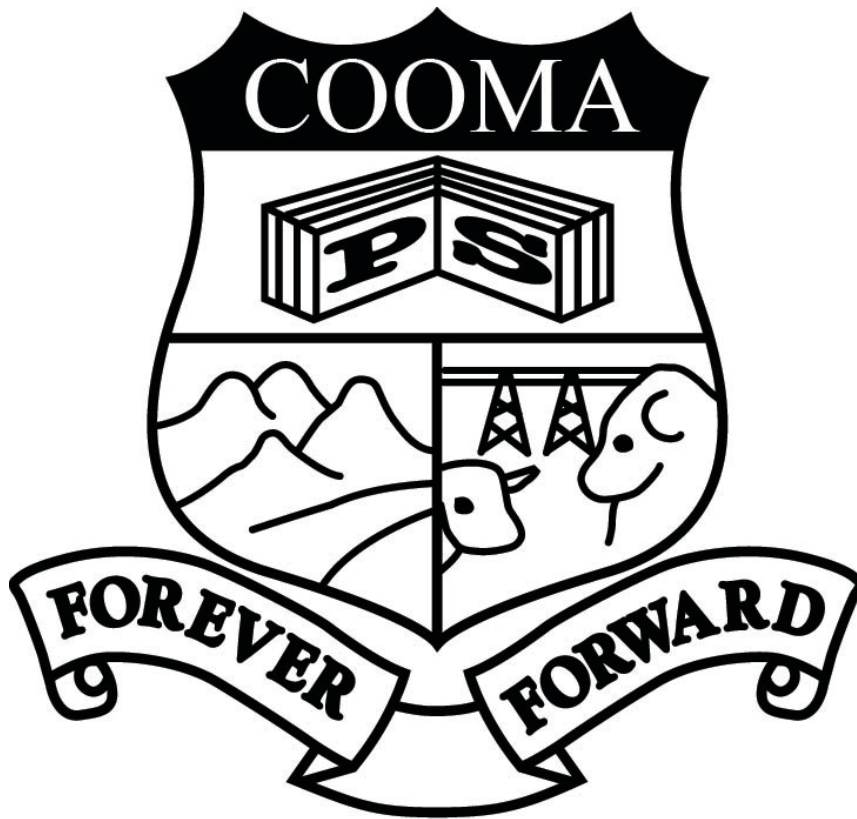# 2022 Annual Report

Cooma Public School

1628

Introduction

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

Cooma Public School
Commissioner St
Cooma, 2630
https://cooma-p.schools.nsw.gov.au
cooma-p.school@det.nsw.edu.au
6452 1933

School vision

Our school community works collaboratively to ensure each student is at the centre of an inclusive and supportive environment. At Cooma Public School, we celebrate diversity whilst providing challenging and enriching learning opportunities for every child to reach their learning goals in a high expectation learning environment. Every student will develop the skills required to be a resilient and creative problem solver, who is well equipped to engage with an ever changing world.

School context

Cooma Public School has an excellent location in the centre of Cooma, the gateway to the Snowy Mountains. The school has a proud history of providing quality education on the Monaro since 1863. We are a comprehensive public primary school which provides a range of learning experiences for our 234 students.

We are committed to preparing our students for life beyond school by providing challenging and enriching learning opportunities and supporting all students to achieve their best. We celebrate diversity and inclusivity, with 6% of students identifying as Aboriginal and 12% of our students have a language background other than English.

The staff work consistently to develop a deep understanding of the students and to instill a sense of pride in their efforts and achievements. We provide a safe, friendly environment that promotes creativity, collaboration and strong communication. Innovative and flexible teaching and learning programs allow us to meet the needs of all students. Our student wellbeing approach is based on the R.E.A.L. concept of Relationships, Engagement, Achievement and Learning.

At CPS we offer a variety of extracurricular activities including band, debating, public speaking, robotics, literacy and STEM extension programs. We have a highly supportive community which has high expectations of the educational programs provided for the students. We have an active P&C that contribute significantly to the success of educational programs and initiatives.

Through our situational analysis we identified a need to focus further on collaborative practices within school as well as with the wider school community and increased communication channels. Further work will also need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. We also identified the need to continue to drive high expectation accountability measures to ensure we cater for the individual needs of students living with disabilities, students where English is an additional language or dialect (EALD) and Aboriginal and Torres Strait Islander students.

Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. Work will be done to ensure increased evaluative practice and continue to develop staff's capacity to confidently use data informed practice to direct explicit teaching instruction and differentiation. Work will take place on developing quality summative and formative assessment tasks and consistent data collection practices and monitoring across the school. Effective feedback underpinned by the What Works Best in Practice document will also remain a focus moving forward to continue our success with the increase in student ownership of learning.

The staff will work to continue to improve wellbeing measures to promote improved student wellbeing and a sense of belonging after a traumatic year in 2020. Systems will be reviewed and attendance monitoring will be improved. Ensuring student voice is evident in our planning and implementation of whole school initiatives will be a focus moving forward.

Continual monitoring of student performance data and evaluative practice will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in numeracy and reading we will embed whole school collaborative processes to ensure explicit, differentiated and effective teaching practices that are underpinned by evidence based teaching strategies and informed by structured, sustained and rigorous data collection and analysis.

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.

- Enhancing our culture of high expectations
- Effective data skills and use

Resources allocated to this strategic direction

Socio-economic background: $94,263.00
Literacy and numeracy: $6,971.00
Aboriginal background: $10,688.00
English language proficiency: $23,353.00
Integration funding support: $97,268.00
QTSS release: $51,714.00
Low level adjustment for disability: $153,378.78
Professional learning: $27,119.00
Literacy and numeracy intervention: $48,266.82
Per capita: $25,571.00

Summary of progress

Enhancing our culture of high expectations

Whole school evaluation and enhanced classroom management systems were implemented in 2022 to create learning environments that minimise disruptions and maximise instruction time. Data analysis over a series of weeks took place to ensure all classrooms and teachers had an opportunity for observation and feedback. This was possible through allowing additional release time for executive staff to develop an observation proforma specific to the school context, as well as release time to conduct observation. Through analysis of observational data, Sentral data and teacher feedback, professional learning needs for staff and systems that required change to support whole school growth were identified. Through the year staff undertook professional learning in 'Cognitive Load Theory' which emphasised that teachers are more effective when they provide explicit guidance accompanied by practice and feedback when teaching students new content and skills. The overall impact of this initiative has had a positive impact of student learning, directly relating to increased performance of students. These changes have created a school-wide instructional model that promotes clear expectations, addressing how students can improve which has increased engagement and minimised disruptive behaviour. Difficulties in maintaining staffing caused existing workloads to increase to ensure implementation occurred. Whilst benefits to students have been seen, the impact on staff wellbeing needs to be considered in future initiatives.

In 2023, in this initiative we will continue to refine our practice to drive high expectations taking into consideration best application within staffing constraints.

Effective data skills and use

Targeted collaboration time was introduced to develop, and use embedded and explicit systems to facilitate professional dialogue, collaboration, classroom observation, modelling of effective practice and provision of specific and timely feedback between teachers. A culture of ongoing improvement was created, where time was allocated to ensure evidence was collected to understand student learning needs and how best to adjust teaching, whether students are working at, below or above stage outcomes. Conditions for sharing success and implementing solutions that improve the learning of all students was created as a planned approach to implementing strong systems. Professional learning was at the centre of the school's focus to increase teacher effectiveness and regular reflection points were established to ensure staff were targeting teaching and learning to student need. A sustained focus on improving student learning outcomes in numeracy and reading through the use of the K-2 and Years 3-8 Reading and Numeracy Guides has led to embedded collaborative processes to ensure explicit, differentiated and effective teaching practices take place. Processes were developed to regularly collect data on student learning to inform next steps in teaching and learning that is tailored to every student. Due to the success of it's implementation in Term 1, dedicated collaboration time was sustained for the remained of 2022.

In 2023 in this initiative we will be broadening opportunities for collaboration to support curriculum reform.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading by 8% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase of 0.2% in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy by 7.5% from baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a decrease of 6.2% in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data demonstrating the school did not achieve the system-negotiated target.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading by 4.25% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Individual student progress has been directly reported to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy by 2.55% from baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Individual student progress has been directly reported to parents and carers throughout the year.

Cooma Public School 1628 (2022)

Strategic Direction 2: Student wellbeing and attendance

Purpose

To improve overall student wellbeing and build a whole school culture of belonging within the school whilst increasing the percentage of students attending >90% of the time, we will use evidence based wellbeing initiatives guided by The Wellbeing Framework for schools and underpinned by trauma informed practice. Embedded processes to empower student voice throughout all aspects of learning and engagement within the school will be evident.

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.

- Building a whole school culture of belonging
- Enhancing student voice

Resources allocated to this strategic direction

Location: $17,632.00

Summary of progress

Building a whole school culture of belonging

Revision of school wellbeing programs was undertaken to refine programs and processes to support student wellbeing and belonging. Upon revision a whole school approach to student wellbeing was adopted that has been integrated into; the learning environment, our policies and procedures and whole school vision. This has started to create a school culture that promotes the importance of wellbeing, supported through explicit teaching that develops a common language. Teaching and learning programs are still developing to consistently reflect application of 'Grow Your Mind', and as such whole school focus lessons were developed and implemented on a fortnightly basis, driven by student data in Sentral. Student survey data in 'Tell Them From Me (TTFM)' indicated that surveyed students had an understanding of the interconnection of their brain (neuro science) and its impact on their decisions and behaviour. In Term 4 the Wellbeing team attended professional learning in the 'PAX Good Behaviour Game', to further develop flexible strategies for classroom management and promotion of student engagement and wellbeing.

In 2023, in this initiative we will continue to embed the 'PAX Good Behaviour Game' strategy into classrooms and review implementation.

Enhancing student voice

Student-Led Conferences as a school-wide practice were trialled to provide students with an opportunity to demonstrate growth and learning, reflect on their progress, as well as to set goals for their future. Parents and carers were surveyed after interviews with mixed feedback on the experience. Survey results indicated that staff training in conducting Student-Led Conferences may be required, as well as giving parents and option to opt for a more traditional Parent-Teacher Interview if needed. Student wellbeing and whole school culture of belonging is still being developed within the school with a focus on increasing the percentage of students attending >90% of the time post COVID. Evidenced-based programs have been introduced over 2022 to support student wellbeing and engagement in an effort to continue supporting student belonging and attendance across the entire school.

In 2023, in this initiative we will offer choice to parents and carers in how they wish to discuss their child's learning in both Term 1 and Term 3, as opposed to once a year. Student attendance will remain an area of focus and improvement.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) by	Tell them from Me (TTFM) data indicates a decrease in the proportion of students reporting a positive sense of wellbeing. Expectations for Success a decrease of 0.6 points, Advocacy a decrease of 0.3 points, and Sense of Belonging at School an uplift of 2% from 2021 data indicating progress is

2.25% from baseline data towards the system-negotiated target.	yet to be seen toward the system-negotiated target.
Increase the proportion of students attending school 90% of the time or more by 2.95% from baseline data towards the system-negotiated target	Attendance data indicates a decrease of 21.14% in the proportion of students attending school 90% of the time or more from baseline data indicating progress is yet to be seen toward the system negotiated target.

Purpose

In order to increase whole school collaboration and communication systems including increasing community engagement and connections, we will foster partnerships, embed effective and genuine collaborative practices and ongoing consultative processes with all facets of the school community, whilst ensuring clear 2 way communication systems are enhanced and systematically evaluated.

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.

- Fostering Partnerships
- Clear Communication

Resources allocated to this strategic direction

Per capita: $3,000.00
Location: $4,000.00

Summary of progress

Fostering Partnerships

Stronger communication, with a narrow focus on supporting Kindergarten transitions was a planned focus in 2022. This led to the development of new communication channels through a tailored Kindy Start website, social stories and parent information sessions. Additional transition days were held compared to previous years to support parent confidence and student familiarity. Employment of additional staff to release Kindergarten teachers for 2023 enabled the fostering of partnerships from the outset. This process saw an increase in Kindergarten enrolments by 30.76%. from 2022.

In 2023 we will continue to build upon developing new partnerships with incoming parents and carers as we further develop and refine a transition program that is best-practice.

Clear Communication

A review with an adapted whole school communication procedures took place in 2022 to ensure that a streamlined effective system was in place enabling more time for teaching and learning. This resulted in multiple communication platforms being removed and Sentral being used for all aspects of whole school communications. Initially there was difficulty in making a change during Term 4, as staff and parents/carers had to orient themselves to a new system. However, at the conclusion of 2022 all stakeholders were familiar in using Sentral, and a clearer path has been established.

In 2023, we will complete further consultation with staff and the wider school community to ensure our communications are delivered in an accessible and agreed format and with ease. We will build upon using Sentral to support parent input through surveys and feedback mechanisms.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the proportion of parents participating in feedback opportunities through the TTFM survey by 3.22% from 2020 baseline data towards the school-based target.	Tell Them From Me data indicates that we maintained our % in the proportion of parents participating in feedback opportunities from baseline data indicating progress is yet to be seen toward the school-based target.
Increase the proportion of teachers reporting 'Collaboration' in the TTFM survey by 0.45 points from 2021	Due to time restraints the Tell Them from Me survey was not utilised and an internal school survey was conducted with the same questions.

baseline data towards the school-based target. Increase the proportion of teachers reporting 'School Leaders Leading Improvement and Change' in the TTFM survey by 4.25% from 2021 baseline data towards the school-based target.	Internal survey data indicates an increase in the proportion of teachers reporting effectiveness of collaborative practices from baseline data indicating progress toward the school-based target. Internal survey data indicates an increase in the proportion of teachers reporting that school leaders are leading for improvement and change from baseline data indicating progress toward the school-based target.

Funding sources	Impact achieved this year
Integration funding support $97,268.00	Integration funding support (IFS) allocations support eligible students at Cooma Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs **The allocation of this funding has resulted in the following impact:** Students were engaged in targeted learning that was tailored to their individual needs, with SLSO's providing support to enable students with disability or additional needs to participate in education program on the same basis as their peers. **After evaluation, the next steps to support our students will be:** To continue to support equitable education outcomes for all student with a disability and additional needs during their attendance at school through quality teaching and supports.
Socio-economic background $94,263.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Cooma Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support the implementation of Collaborative Practices school-wide. • resourcing to increase equity of resources across all stages in relation to student need. • staffing release for targeted professional learning in collaboration time. • employment of APCI's to address literacy and numeracy learning needs to support the implementation of differentiated and personalised intervention for students. **The allocation of this funding has resulted in the following impact:** There has been an increase in teacher confidence in programming, teaching and assessment (the quality teaching cycle) through access to expertise to improve teacher efficiency and practice. This is noted in teaching and learning programs, staff internal surveys and professional learning feedback. **After evaluation, the next steps to support our students will be:** Continued collaboration time in 2023 to drive teaching practice that ensures every student, every teacher, every leader and our school as a whole grows every year.
Aboriginal background $10,688.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Cooma 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.

Aboriginal background $10,688.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Pathways **The allocation of this funding has resulted in the following impact:** All Aboriginal students have a PLP and have been involved in the development of local story telling into text, using Ngarigo language. **After evaluation, the next steps to support our students will be:** A continued committed to improving the educational outcomes and wellbeing of Aboriginal and Torres Strait Islander students so that they excel and achieve in every aspect of their education through targeted teaching programs and embedding Aboriginal Histories and Cultures into daily teaching.
English language proficiency $23,353.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Cooma Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives **The allocation of this funding has resulted in the following impact:** Students were supported through targeted literacy programs against the EALD progressions as they were unfamiliar with the sounds of English. Students began to take cues from speakers around them and participate in simple classroom routines. Responses began to be mimicked in both behaviour and simple language cues and at times show comprehension through action and gesture. **After evaluation, the next steps to support our students will be:** Continued intensive support in Language and staff training in 'Language Lift' to support next steps in learning against the EALD progressions.
Low level adjustment for disability $153,378.78	Low level adjustment for disability equity loading provides support for students at Cooma Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this equity loading include:** • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students

| Low level adjustment for disability

$153,378.78 | **The allocation of this funding has resulted in the following impact:** Student learning has been supported K-6 through the delivery of differentiated content with student progress showing growth against the literacy and numeracy progressions. Students are developing reading fluency and flexibility in number as noted in teacher observations, assessments and work samples.

After evaluation, the next steps to support our students will be: Providing continued support for the inclusion of students with identified support needs using school based systems that effectively track their learning and support needs through evidence-based practices. |
|---|---|
| Location

$21,632.00 | The location funding allocation is provided to Cooma Public School to address school needs associated with remoteness and/or isolation.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Building a whole school culture of belonging
 • Clear Communication

Overview of activities partially or fully funded with this operational funding include:
 • purchase of digital resources to support whole school wellbeing programs.

The allocation of this funding has resulted in the following impact: Sentral Data has shown positive trends in behaviour with incidents of physical aggression decreasing by 13% since implementing new wellbeing initiatives.

After evaluation, the next steps to support our students will be: To have a continued focus on wellbeing that goes beyond welfare needs and aims for all students to be healthy, happy, successful and productive individuals who are active and positive contributors to the school. |
| Professional learning

$27,119.00 | 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 Cooma Public School.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
 • Effective data skills and use

Overview of activities partially or fully funded with this initiative funding include:
 • providing professional learning to all teaching staff to develop evidenced-based approaches to teaching reading.

The allocation of this funding has resulted in the following impact: All staff being trained in evidenced-based reading instruction with programming reflecting application through registration and annotations.

After evaluation, the next steps to support our students will be: Anchor change in practice to allow changes to become embedded practice. We will make continuous efforts to ensure that the change is present across all aspects of teaching. The School leadership team will continue to support this change in practice through mentoring new and existing staff in best practice throughout 2023. |
| Literacy and numeracy

$6,971.00 | The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Cooma Public School from Kindergarten to Year 6.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan |

Literacy and numeracy $6,971.00	**including:** • Effective data skills and use **Overview of activities partially or fully funded with this initiative funding include:** • teacher release to engage staff in supporting understanding of the Reading and Numeracy Guides, as well as new K-2 Syllabus'. • targeted professional learning to improve literacy and numeracy • staff training and support in literacy and numeracy **The allocation of this funding has resulted in the following impact:** An increase in staff confidence in implementing the new K-2 Syllabus as reflected in staff surveys, and teaching and learning programs.. This activity was jointly funded through QTSS funding to facilitate additional teacher release time. **After evaluation, the next steps to support our students will be:** Collaboration will be a continued into 2023 through drawing internal and external expertise to identify and implement best-practice models as well as planning,reflection and peer coaching being an embedded practice in everyday school life.
QTSS release $51,714.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Cooma Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this initiative funding include:** • 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 **The allocation of this funding has resulted in the following impact:** Improved teacher quality and professional practice through the delivering differentiated content through the guidance of APCI's as demonstrated in teaching and learning plans, teacher annotations and student assessment data. **After evaluation, the next steps to support our students will be:** Collaboration will be a continued into 2023 through drawing internal and external expertise to identify and implement best-practice models as well as planning, reflection and peer coaching being an embedded practice in everyday school life.
Literacy and numeracy intervention $48,266.82	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Cooma Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Effective data skills and use **Overview of activities partially or fully funded with this initiative funding include:** • employment of interventionist to support the delivery of evidence-based literacy and programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy. **The allocation of this funding has resulted in the following impact:**

Literacy and numeracy intervention $48,266.82	From Term 3 students K-6 received targeted and explicit teaching to point in time need that has driven improvement in reading. A focus on phonological awareness, decoding and sight recognition has supported increased fluency in word recognition and comprehension. **After evaluation, the next steps to support our students will be:** Continuation of evidenced-based teaching to increase automaticity in reading with teaching and learning, moving students towards language comprehension and skilled reading.
COVID ILSP $121,933.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were identified as needing support in place value. **The allocation of this funding has resulted in the following impact:** Targeted students were supported in small group tuition to consolidate gaps in place value. Assessment data reflected students on average made growth of 0.55 effect size from assessed point in need, with 0.4 being reflective of a years growth. **After evaluation, the next steps to support our students will be:** Targeted intervention for identified students will continue into 2023 to address gaps in learning post pandemic.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	151	132	134	125
Girls	100	99	95	90

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.2	94.3	88.9	84.7
1	93.2	93.0	90.7	87.5
2	93.4	94.0	89.9	88.0
3	88.9	93.6	90.7	87.2
4	94.0	91.5	90.8	88.1
5	87.6	92.8	86.4	88.0
6	90.1	92.0	87.0	84.7
All Years	91.4	93.0	88.9	86.9
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
Classroom Teacher(s)	10.56
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	5.52
Other Positions	1

*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	346,974
Revenue	4,000,269
Appropriation	3,878,711
Sale of Goods and Services	1,209
Grants and contributions	112,277
Investment income	4,071
Other revenue	4,000
Expenses	-3,849,393
Employee related	-3,197,866
Operating expenses	-651,528
Surplus / deficit for the year	150,875
Closing Balance	497,849

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	97,268
Equity Total	281,656
Equity - Aboriginal	10,688
Equity - Socio-economic	94,236
Equity - Language	23,353
Equity - Disability	153,379
Base Total	2,676,929
Base - Per Capita	61,558
Base - Location	21,632
Base - Other	2,593,739
Other Total	318,442
Grand Total	3,374,295

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

Each year schools are required to seek the opinions of students, parents/ caregivers and staff. Throughout the year, communication and consultation took place with community regarding the school's direction and achievements. This was completed through surveys, bi-termly Parents & Citizen Principal reports, newsletter distribution and social media posts. This year our school sought the opinions of students, parents/ caregivers and staff using the 'Tell Them from Me' online and internally created school surveys.

Parent/caregivers

Our focus for 2022 was increased parent communication, as we returned to school operations post COVID lock downs and parents being allowed back through the physical school gate. Parent survey responses in 'Partners in Learning' Parent Survey Report (TTFM) indicated that parents felt welcome and there was good communication with a score of 7.7, sitting 0.3 points above state average. Next steps will be to work on parent engagement in TTFM survey to have a stronger response rate so we can better capture parent and carer voice.

Students

Students surveyed through Tell Them From Me reflected that 88% of students felt changes to teaching instruction supported learning progress and achievement for all students that is committed to the pursuit of excellence and 92% of surveyed students reflected evidenced-based change to whole school practice in school-wide wellbeing programs

Teachers

Internal survey systems were completed at the conclusion of Twilight Professional Learning throughout the school year. These surveys captured staff voice on school-wide planning, consultation and evidenced-based changes. Staff responses reflected that 92% of the changes they had been implemented were having a positive impact on day-to-day teaching and learning, and that additional collaboration time to support professional practice and development had translated into positive growth in staff and students, through the introduction of collaborative practice, refined systems and clear whole school direction.

A comprehensive list of all findings can be accessed by contacting the school for all results of reviews.

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.