

# 2022 Annual Report

## Dungay Public School



1791

# Introduction

The Annual Report for 2022 is provided to the community of Dungay 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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Dungay Public School

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## School vision

At Dungay PS, our community values the whole child and is committed to improving the education of all students. Our vision is to be partners in learning and collaboratively empower all students to become resilient, confident, self-directed and successful learners at school and in the wider community.

## School context

Situated 5km north of Murwillumbah, Dungay Public School's motto is 'Seek, See and Achieve.' The school culture is that of inclusion and belonging, with students, staff, parents and the community working together to support each student to reach their full potential.

In 2022, student enrolment held steady at 85 students, which meant we were able to sustain our 4 classes. We had 6% of students identifying as having an Aboriginal or Torres Strait Islander (ATSI) background and we had 2 students who have English as an Additional Language or Dialect (EALD).

The staff at Dungay Public School are experienced, passionate and committed to providing quality educational opportunities that meet student needs and develop the talents of each individual child in a safe and nurturing environment. Extra-curricular opportunities in Sport, outdoor Science, and Creative and Performing Arts, enable our students to excel through diverse experiences.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation with students, staff, parents and the local AECG. Through our situational analysis, we have identified a need to use the majority of the school's equity funding to support a range of initiatives.

Our school has identified two areas of focus for this Strategic Improvement Plan - 'Student Growth and Attainment & Learning that Lasts'. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student growth and attainment in reading and numeracy we will refine whole school analysis and use of data to inform explicit teaching.

### 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 driven practices
- Explicit Teaching

### Resources allocated to this strategic direction

**Literacy and numeracy:** \$8,169.30

**Per capita:** \$21,148.68

**Socio-economic background:** \$45,830.10

**QTSS release:** \$14,088.94

**Low level adjustment for disability:** \$31,736.09

**Integration funding support:** \$142,067.00

**Aboriginal background:** \$5,157.89

### Summary of progress

Our 2022 focus was to uplift student achievement in the top 2 bands of numeracy and reading and those meeting and exceeding expected growth. We focussed deeply on the areas of Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy.

This has involved staff using school wide assessment programs including Essential Assessment, Renaissance Reading, NAPLAN, check-in assessments, and PLAN2 Data. A school wide, K-6 assessment schedule was further enhanced and improved. Student cohorts were levelled, and numeracy classes structured to meet the needs of individual students.

Extensive professional learning was undertaken to improve the use of data with Essential Assessment and PLAN2 to enhance student learning and progress. Further professional learning in the 2023 K-2 Curriculum Reform for English and Mathematics as well as multiplicative strategies were also undertaken by staff.

Teachers collaborated to analyse data in the areas of Year 3 & 5 Reading and Numeracy which allowed teachers to target teaching to areas of need for student growth and improvement. Student learning outcomes have been tracked through the collection and analysis of assessment data.

As a result, improvement has been evident across the board, and we have shown to be on track to achieving our progress measures.

Next year, the consistent use of data collection will be refined. We will continue to enhance the school wide assessment schedule to ensure the data we collect is high impact and gives us the information we need. We will also continue to refine how we use the data collected to target learning for all students for increased growth.

### 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
Uplift of 6.3% of students achieving in the <b>top 2 bands</b> of numeracy to be at or above the school's lower bound system negotiated target.	2022 NAPLAN data indicates 22% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target. A further uplift of 9% is needed to meet the lower bound system negotiated target.
Uplift of 3.2% of students achieving in the <b>top 2 bands</b> of reading to be at or	2022 NAPLAN data indicates 48% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated

<p>above the school's lower bound system negotiated target.</p>	<p>target. A further uplift of 8% is needed to meet the lower bound system negotiated target.</p>
<p>60% of K-2 students will achieve within the expected end of year progression for Understanding Texts in Literacy and Quantifying Numbers and Additive Strategies in Numeracy.</p>	<p>2022 PLAN2 data indicates:</p> <p>In the area of Understanding Texts, 72% of K-2 students achieved the expected end of year progression level.</p> <p>In the area of Quantifying Number, 80% of K-2 students achieved the expected end of year progression level.</p> <p>In the area of Additive Strategies, 76% of K-2 students achieved the expected end of year progression level.</p>
<p>Uplift of 12% of students from our baseline data achieving or succeeding expected growth in Numeracy.</p>	<p>Student growth could not be calculated in 2022 as the NAPLAN test was not run in 2020.</p>

## Strategic Direction 2: Learning that lasts

### Purpose

To maximise student engagement, staff will develop high quality, project-based programs that promote deeper learning. Curriculum materials and lesson plans ensure that students are consistently engaged in learning that requires critical thinking, problem-solving, collaboration, and self-directed learning.

### Initiatives

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

- Project-Based literacy
- Deeper Learning competencies

### Resources allocated to this strategic direction

**Professional learning:** \$9,390.89

**Socio-economic background:** \$2,000.00

**QTSS release:** \$2,000.00

**Location:** \$1,780.01

**Per capita:** \$329.10

### Summary of progress

Our 2022 focus was to have an uplift of 5% of students attending above 90% as well as to align ourselves on the SEF as 'Sustaining and Growing' in both Curriculum and Learning Culture. Due to the impact of floods and COVID-19 in 2022, the attendance data showed a decline rather than the anticipated increase. 2022 was not a true reflection on normal attendance circumstances. However, as the year progressed, attendance did begin to improve with more consistent school routines and additional attendance reminders and incentives. Consequently, we will continue working towards this goal in 2023 when floods and COVID-19 will no longer be contributing factors.

In terms of the SEF elements of Curriculum and Learning Culture, the school was on track to achieving our annual progress measures of 'Sustaining and Growing'. However, due to the interruptions to consistent regular systems and processes we assessed ourselves at 'Delivering' in the element of Curriculum for 2022. A more consistent year ahead where processes can be successfully resumed and refined will see Dungay PS back on track to achieve 'Sustaining and Growing' in 2023.

Dungay PS staff members eagerly participated in Professional Learning opportunities and improved their professional growth as much as possible in this tumultuous year and have vision of a more consistent approach in 2023. Teachers collaborated with each other and had opportunities with Expeditionary Learning (EL) Instructional Leader Erin Sciscione, to refine curriculum design processes for high quality project-based learning. Professional Learning Sessions were planned to support teachers in designing and implementing high-quality deeper learning in their classrooms. However, this was modified to focus on project-based learning in response to the extenuating circumstances that unfolded in 2022.

The next steps for Dungay PS will be for units of work to be critiqued and refined by the EL Instructional leader and additional professional learning opportunities be provided to upskill new staff on EL practices. The school will also work with the EL Instructional Leader to build a high-quality whole school project in 2023. This will also be the future focus to build learning that lasts in Dungay PS students.

### 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
Uplift of 5% of students attending 90% of the time or more.	The number of students attending at least 90% of the time has decreased by 6% from the previous reporting period. A further uplift of 22% is needed to meet the lower bound system negotiated target.
School self-assessment using the School Excellence Framework (SEF) in	Self-assessment against the School Excellence Framework shows the school currently performing at 'delivering' in the element of Curriculum.

Curriculum provision and Teaching and learning programs demonstrate 'Growing'.	
School self-assessment using the School Excellence Framework demonstrates learning culture as 'Sustaining & Growing' by 2023	Self-assessment against the School Excellence Framework shows the school currently performing at 'sustaining and growing' in the element of Learning Culture.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$142,067.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dungay Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs.</li> <li>• sataffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs).</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• all eligible students demonstrating progress towards their personalised learning goals.</li> <li>• all Personalised Learning and Support Plans (PLSPs) were regularly updated in consultation with the students and their parent/caregiver ensuring students receive personalised learning and support within their own classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews, to ensure funding is used to specifically address each student's support needs.</li> </ul>
<p>Socio-economic background</p> <p>\$47,830.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dungay Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> <li>• Explicit Teaching</li> <li>• Project-Based literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through EL Education to support student learning and engagement.</li> <li>• staff released through additional allocation to allow teachers to effectively use data driven practices to drive student learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• Year 3 Reading above Statistically Similar School Group (SSSG).</li> <li>• Year 3 Numeracy above SSSG.</li> <li>• teaching programs utilising purchased online literacy and numeracy programs.</li> <li>• teachers increasing their confidence using the Literacy and Numeracy Progressions to tack student achievement and where to next measures.</li> <li>• teachers using PLAN2 to record assessment and drive individualise instruction.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to replace the Renaissance Reading Program. Teachers report that the data extracted from the program was not effective and this data can be collected through other methods. Students reported a lack of engagement. It is also reported that being an American program, it was not conducive with</li> </ul>

<p>Socio-economic background</p> <p>\$47,830.10</p>	<p>our culture.</p> <ul style="list-style-type: none"> <li>to further develop the use of the whole school assessment schedule that was drafted. Teachers have begun to use the schedule, routinely collecting sources of data in literacy and numeracy to inform teaching direction.</li> <li>to work shoulder to shoulder with the Assistant Principal Curriculum and Instruction to improve teaching practice in literacy and numeracy.</li> </ul>
<p>Aboriginal background</p> <p>\$5,157.89</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dungay Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to deliver personalised support for Aboriginal students.</li> <li>staffing release to support development and implementation of Personalised Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>an increase in Aboriginal families engaging with the PLP process.</li> <li>Aboriginal students making growth in literacy and numeracy, evidenced by PLAN2 data and reaching goals set in PLSP's.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue connecting with our Aboriginal students and families.</li> <li>to continue providing differentiation and personalised support for Aboriginal students.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$31,736.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Dungay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs.</li> <li>employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>students with additional needs being well supported in their classrooms.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue to support students with additional needs in the classroom by identifying individual student needs and catering for them accordingly.</li> <li>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</li> </ul>
<p>Location</p>	<p>The location funding allocation is provided to Dungay Public School to</p>

<p>\$1,780.01</p>	<p>address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Deeper Learning competencies</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• engage in Professional Learning with Erin Sciscione from EL Education to support staff in refining high impact teaching strategies and in the designing of high quality units of work.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• teachers designed and implemented high quality deeper learning criteria and lesson model plans. They analysed professional growth and self-critiqued units of work that have been taught.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue to implement one unit of work a year that supports the explicit teaching and student use of deeper learning competencies.</li> </ul>
<p>Professional learning</p> <p>\$9,390.89</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 Dungay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Project-Based literacy</li> <li>• Deeper Learning competencies</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching.</li> <li>• engage in Professional Learning with Erin Sciscione from EL Education to support staff in refining high impact teaching strategies and in the designing of high quality units of work.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>• teachers designed and implemented high quality deeper learning criteria and lesson model plans. They analysed professional growth and self-critiqued units of work that have been taught.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>• to continue to implement one unit of work a year that supports the explicit teaching and student use of deeper learning competencies.</li> </ul>
<p>Literacy and numeracy</p> <p>\$8,169.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Dungay Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data driven practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy.</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment.</li> <li>• targeted professional learning to improve literacy and numeracy.</li> <li>• teacher release to engage staff in the learning progressions and PLAN2.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Literacy and numeracy</p> <p>\$8,169.30</p>	<ul style="list-style-type: none"> <li>differentiated teaching through on-going formative and summative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</li> <li>development of a whole school assessment schedule.</li> <li>student growth in performance in reading and numeracy has been evident in PLAN2. with the following percentages of students in K-2 attaining at or above stage expectations: <ul style="list-style-type: none"> <li>- Understanding Texts at/above end of year expectations = 72%</li> <li>- Quantifying Number at/above end of year expectations = 80%</li> <li>- Additive Strategies at/above end of year expectations = 76%</li> </ul> </li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue to develop whole school assessment schedule and practices to ensure we are tracking student progress and levels to target support.</li> <li>to continue to develop teacher skills in the use of the learning progressions and PLAN2.</li> </ul>
<p>QTSS release</p> <p>\$16,088.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dungay Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Data driven practices</li> <li>Explicit Teaching</li> <li>Project-Based literacy</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>through additional release, teaching staff have had the time to focus on literacy and numeracy development. With staff using with Essential Assessment, we have granular data on student numeracy skills. This allows teacher to explicitly target teaching to suit students' abilities and fill gaps.</li> <li>staff are effectively using PLAN2 to track progress and next steps in literacy and numeracy.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>to continue to use Essential Assessment and PLAN2 to assess and track student learning.</li> </ul>
<p>COVID ILSP</p> <p>\$49,693.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>employment of teachers/educators to deliver small group tuition.</li> <li>providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>100% of students in the small group tuition sessions made positive growth in the learning progression areas of Phonic Knowledge and Word Recognition, Quantifying Number and Additive Strategies.</li> <li>18% of students made enough growth to meet expected stage learning levels and move out of the small group tuition model.</li> </ul>

COVID ILSP

\$49,693.00

**After evaluation, the next steps to support our students will be:**

- to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	45	43	47	39
Girls	43	39	38	37

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	91.2	88.2	84.7
1	93.9	93.0	93.7	87.1
2	93.7	93.7	92.1	88.4
3	93.6	95.9	91.7	86.4
4	93.6	93.0	91.2	91.9
5	94.7	91.1	90.3	84.9
6	94.7	93.9	91.7	84.2
All Years	94.1	93.2	90.9	86.4
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

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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
Classroom Teacher(s)	3.58
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.51

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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



# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	3,545
<b>Revenue</b>	1,398,402
Appropriation	1,302,286
Sale of Goods and Services	15,633
Grants and contributions	56,484
Investment income	172
Other revenue	23,827
<b>Expenses</b>	-1,357,968
Employee related	-1,211,664
Operating expenses	-146,304
<b>Surplus / deficit for the year</b>	40,434
<b>Closing Balance</b>	43,979

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

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	142,067
<b>Equity Total</b>	84,724
Equity - Aboriginal	5,158
Equity - Socio-economic	47,830
Equity - Language	0
Equity - Disability	31,736
<b>Base Total</b>	838,985
Base - Per Capita	21,478
Base - Location	1,780
Base - Other	815,727
<b>Other Total</b>	43,593
<b>Grand Total</b>	1,109,369

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

## School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

### Student satisfaction:

The Tell Them from Me survey was used to gain feedback from students in Years 4, 5 & 6. The results indicated that:

- \* 78% of students try hard to succeed in their learning.
- \* 78% of students value our school outcomes.
- \* 70% of students have friends at school they can trust and who encourage them to make positive choices.
- \* Positive student / teacher relations was scored at 7.8 / 10.
- \* School staff hold high expectations for success was scored at 8.1/10.0.

### Teacher satisfaction:

All staff completed the Tell Them from Me survey in 2022.

The results indicated:

- \* Leadership at the school has been rated 6.9 / 10 by the teaching staff, with 'School leaders have supported me through stressful times' rated at 9.6 and collaboration with school leaders scoring 8.3.
- \* Teachers rated the learning culture of the school 7.9/10. The highest are being high expectations set scoring 8.8 and monitoring student progress scoring 8.3.
- \* Teaching staff rated 'Being an inclusive school' high with a score of 8.3/10.

### Parent satisfaction:

19 parents / carers completed the Tell Them from Me survey in 2022.

The results indicated:

- \* 80% of parents stated that they felt welcomed at the school.
- \* 69% of parents stated they were involved in school activities at some time during 2022.
- \* 75% of parents and carers state that the school supports positive behaviour from students.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.