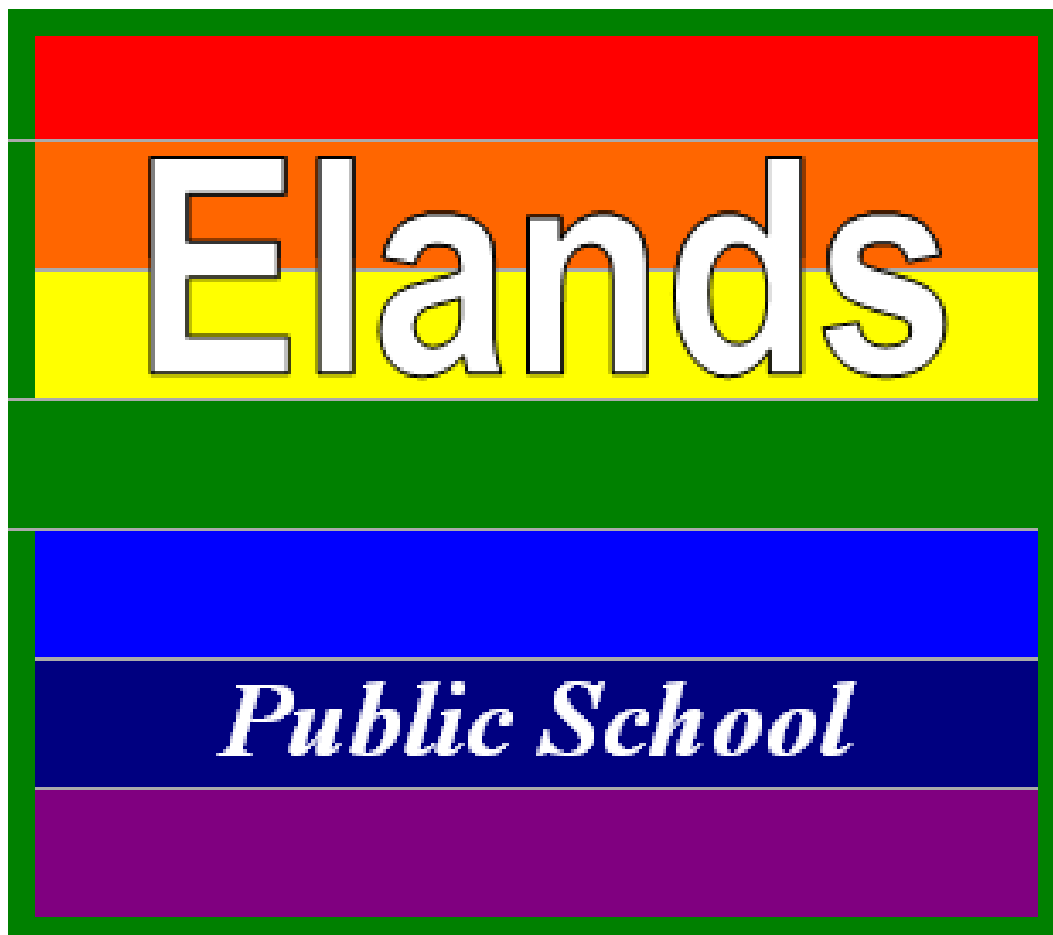


2022 Annual Report

Elands Public School



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Introduction

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

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

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School vision

At Elands School we are proud of our diverse and innovative learning community that encourages individual expression and growth through a nurturing learning environment. Students are supported to develop problem solving skills by encouraging creativity and creative thinking. Teachers, parents and students work together to foster; respect for oneself, others and life in all its forms, to be lifelong learners and to prepare young people to be engaged members of society.

School context

Elands Public School is a remote, small school serving a diverse rural community in the Upper Manning Valley, 40km west of Wingham.

The school has one K-6 class which utilises its Resource Allocation Model (RAM) allocation and equity funds to employ a second teacher six days per fortnight. This enables the school to split into two classes, K-2 and 3-6, Monday - Wednesday. This ensures students receive explicit teaching in literacy and numeracy, learning is personalised and differentiated to meet individual student requirements.

The school has recently completed a situational analysis and has identified three areas of focus for the school improvement plan. It should be noted that this builds upon the work undertaken from the previous school planning cycle and feedback from school community survey responses. After triangulation of data from the situational analysis it has become apparent the school needs to focus on attendance, learning support and use of data to inform practice. Analysis of student attendance indicated that while overall attendance has improved it was still below expected targets. Developing measures to improve student attendance and engagement will include embedding systematic processes for monitoring and improving attendance to ensure student absences do not impact on learning outcomes.

We also need to provide professional learning opportunities for teachers in effective use of and analysis of data, collaboration between schools to develop authentic learning tasks and assessments will enable teachers and students to have clarity of learning progress. Reflections of student wellbeing and parent feedback from annual surveys indicated we need to strengthen communication between the school and families particularly around learning support.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support.

Structures will be put in place to identify students who need intervention and students not showing growth will be referred for intensive intervention.

Continual monitoring of student performance data 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.

Elands Public School is associated with the Community of Wingham Schools and a broader network of small schools across the Manning and Camden Haven Valleys. These associations provide opportunities for collegial professional learning for staff and an increased range of educational and extra-curricular activities for students.

The Elands Public School Plan reflects our school mission statement and motto, "Living to Learn - Learning to Live".

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in reading and numeracy we will develop and sustain school processes for collecting and analysing data to ensure the provision of appropriate curriculum for every student.

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 Skills and Use
- Quality Teaching in literacy and numeracy

Resources allocated to this strategic direction

Professional learning: \$4,845.51

AP Curriculum & Instruction: \$30,114.20

Socio-economic background: \$11,492.10

Aboriginal background: \$4,102.30

Low level adjustment for disability: \$14,185.03

QTSS release: \$3,102.87

Location: \$10,651.72

Summary of progress

Data Skills and Use

Analysis, triangulation and interpretation of internal and external data has enabled teachers to plan, identify learning needs, adjust teaching practices and adapt individual learning programs.

Consistent monitoring, analysis and evaluation; teaching programs, students work samples, assessment data and PLAN2 Literacy and Numeracy Progressions, provided a sound basis for future planning.

NAPLAN results indicate that the majority of students in Years three and five are in the top two bands for reading and numeracy.

Quality Teaching in Literacy and Numeracy

The maintenance of split classes three days per week, K-2 and Years 3-6, provide students with intensive support and guidance appropriate for their age/stage level. All lessons are systematically planned, accommodations are made to suit needs as they arise and teachers are skilled at explicit teaching strategies to explain and breakdown knowledge.

A school-wide approach to effective and positive classroom measurement ensures optimum learning and student engagement.

Due to the support and guidance from the Assistant Principal, Curriculum and Learning all staff have participated in professional learning, mentoring opportunities and collegial discussions related to the implementation of the new K-2 Curriculum. K-2 English and Mathematics scope and sequences are up to date and teachers have sufficient resources to support them in their transition to the new curriculum in 2023.

Next Steps:

Internal and external data indicate that numeracy is an area of need with a particular focus on number sense and algebra. Teachers and Assistant Principal, Curriculum and Instruction work collaboratively in 2023 to identify and address areas for development in teacher expertise.

Small Schools' Network continue meeting once per term, with focus on professional development, analysis of whole

school writing tasks and opportunities to observe quality teaching strategies and methods.

Discovery Days to be established and implemented in 2023, between the Small Schools' Network, with a focus on addressing the needs of High Performing and Gifted Students. Students to participate in a variety of challenging and educational activities once per term. Students participating in the Aurora College Program will have opportunities to network with each other via Microsoft Teams.

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
NAPLAN top two bands Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN reading from 40.0% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 45.4 %.	The proportion of Years 3 and 5 students achieving the top two bands in NAPLAN reading is 80% and has exceeded the Taree Small Schools Network target baseline of 40.0%.
Improvement in the percentage of students in the Taree Small Schools Network achieving in the top 2 bands of NAPLAN numeracy from 34.6% to be at or above the Taree Small Schools Network lower bound system negotiated target in reading of 39.5 %.	The proportion of Years 3 and 5 students achieving the top two bands in Numeracy is 20% which has fallen short of the expected target.
Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however, individual student progress is reported directly to parents and carers throughout the year.
Expected growth data unavailable due to Covid 19. Internal assessment measures used to monitor progress.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however, individual student progress is reported directly to parents and carers throughout the year.
School Based Improvement Measures Numeracy <ul style="list-style-type: none"> At least 70% of students will have achieved their end of year milestones for Quantifying Numbers in the Numeracy Progressions. For example, Kindergarten = Level 6, Year 1 = Level 7, Year 2 = Level 8, Year 3 = Level 9, Year 4 = Level 10, Year 5 = Level 11 & Year 6 = Level 12. At least 85% of students in Year 2-6 will demonstrate a 0.4 growth (1 year growth - calculated through effect size formula) when comparing start of year to end year internal school data in numeracy. 	The percentage of students achieving end of year milestones for Quantifying numbers is at or above the annual numeracy progress target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers.
Reading <ul style="list-style-type: none"> At least 70% of students will have achieved their end of year milestones for Understanding Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 	The percentage of students achieving end of year milestones for reading is at or above the annual literacy progress target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers.

<p>5, Year 2 = Level 7, Year 3 = Level 8, Year 4 = Level 9, Year 5 = Level 10 & Year 6 = Level 11.</p> <ul style="list-style-type: none"> • At least 85% of students in Year 2-6 will demonstrate a 0.4 growth when comparing start year to end year internal school data in reading . 	
<p>Writing</p> <ul style="list-style-type: none"> • At least 60% of students will have achieved their end of year milestones for Creating Texts in the Literacy Progressions. For example, Kindergarten = Level 4, Year 1 = Level 6, Year 2 = Level 7, Year 3 = Level 8, Year 4 = Level 9, Year 5 = Level 10 & Year 6 = Level 11. 	<p>The percentage of students achieving end of year milestones for creative writing above the annual literacy progress target. Due to the small size of the cohort, actual percentages cannot be reported. Individual student progress is reported directly to parents and carers.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>Element: Learning Culture (S&G)</p> <p>Focus theme: High Expectations (S&G)</p> <p>Focus theme: Transitions and continuity of learning (S&G)</p> <p>Element: Data Skills and Use (S&G)</p> <p>Focus theme: Data use in teaching (S&G)</p> <p>Focus theme: Data use in planning (S&G)</p>	<p>The Self Assessment and Evaluation of the school plan's progress measured against the School Excellence Framework indicated that the school's <i>Learning Culture of High Expectations</i> continues to sustain and grow. There is a demonstrated commitment within the school community that all students make learning progress. Partnerships with parents and carers continues to strengthen due to increasing opportunities for communication and collaboration between the school and families. Resulting in increased partnerships supporting clear improvement aims and planning for learning.</p> <p><i>Transitions and Continuity of Learning</i> continues to grow due to effective planning with families of students whose continuity of learning needs support or is at risk.</p> <p><i>Data Skills and Use continue to sustain and grow.</i> With the support and guidance from the APC&I, the learning support team's capacity to effectively gather and analyse data has increased. Resulting in consistent judgement of student learning and identification of skill gaps for improvement and areas for extension.</p>

Strategic Direction 2: Wellbeing

Purpose

Learning is informed by a holistic approach that caters to student wellbeing and learning needs in an environment that engages and supports.

Initiatives

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

- Attendance
- Learning Support

Resources allocated to this strategic direction

Per capita: \$4,042.88

RNW Reading & Numeracy Support: \$2,000.00

Integration funding support: \$58,116.00

Summary of progress

Attendance

The school has continued to be proactive by informing families of mandatory attendance requirements and the benefits for children's education, of regular attendance at school. Various strategies and methods include; newsletter items, P&C meetings and personal contact with families of students who are identified at risk for low attendance. Staff are informed and conversant with Elands Public School's Attendance Policy and roll marking procedures. Unexplained absences are followed through promptly either by direct contact or letter home requesting information regarding absences. Attendance reports are generated twice per term and students with <90% attendance are contacted and attendance rate is discussed and continually monitored. Personalised Learning Plans (PLP) have a focus on attendance improvement when required.

Learning and Support

A Student Learning Support Officer (SLSO) was employed full-time to support targeted students. This ensured students felt confident in their learning environment, were supported and progressed towards achieving learning outcomes.

Student learning support plans were in place for students requiring, additional support, extension programs or receiving Integration Funding. Families were actively encouraged to participate in the Personalised Learning Plan process to ensure students' well-being and learning needs were collaboratively developed, resulting in most families being actively engaged in the PLP process and gaining a clearer understanding of their child's learning requirements.

Additional literacy and numeracy resources were purchased to support teaching and learning programs for targeted students.

Teachers and students collaboratively develop student learning goals and strategies to achieve their objective and to plan for future learning goals. All teaching staff have been trained in the Principles of High Potential and Gifted Education Policy (HPGE) and Framework. High Potential and Gifted students have opportunities to develop their talent through differentiated teaching and learning practices, resulting in specific learning needs being met.

Next Steps:

The school will continue to be proactive in lifting attendance rates through regular newsletter items, updating the Preferred Method of Contact to ensure two way communication about the importance of regular attendance on student learning outcomes is maintained. Student successes and work samples included in fortnightly newsletters or directly with families will be acknowledged and celebrated.

Personalised Learning Plans will continue to be a focus in 2023, the school will be proactive in encouraging input from families and students. High Potential and Gifted (HPGE) students needs will be addressed through implementation of extensions programs and HPGE Discovery Days will be developed and implemented each term through the Small Schools' Network. Paraprofessionals from Royal Far West will be working in partnership with the school throughout 2023 as part of their Fire Recovery Program with a focus on the health and well being of school children, their families and communities to improve resilience and decrease the likelihood of long term adverse impacts resulting from

catastrophic events.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Attendance Increase the percentage of students attending school 90% of time or more to be above the system negotiated lower bound target of 70%.	<p>The attendance target was not met this year due to circumstances beyond the school's control. Attendance restrictions regarding symptoms similar to COVID-19 have affected attendance rates due to families following NSW Health advice when their children were unwell.</p> <p>Lifting attendance rates will continue to be a focus in 2023.</p>
Learning Support 60% of students will have individual learning plans with learning goals in areas of literacy and numeracy. All students will demonstrate progress of at least two levels for each year in the learning progressions in the areas of; Understanding Text, Additive Strategies and quantifying numbers annually.	<p>External and internal assessments indicate that most students are achieving targeted outcomes. All students have literacy and numeracy learning goals in place and most are able to articulate 'where to next' goals and strategies to achieve personal targets.</p> <p>PLPs for students requiring additional support or extension programs, with input from families will continue to be a focus for 2023. The APC&I and the Small Schools' Network will collaboratively plan and implement programs for HPGE students.</p>
Improvement as measured by the School Excellence Framework Element: Learning Culture (S&G) Focus theme: Attendance (S&G) Element: Wellbeing Focus theme: A planned approach to wellbeing (S&G) Focus theme: Individual learning needs (S&G)	<p>The Self Assessment and Evaluation of the school's progress measured against the School Excellence Framework indicated the school's <i>Learning Culture</i> focus on <i>Attendance</i> continues to sustain and grow.</p> <p>In the element of <i>Well-being</i> the school's growth against the School Excellence Framework of <i>A Planned Approach to Well-being</i> and <i>Individual Learning Needs</i> has continued to sustain and grow.</p> <p>In 2023 the school will continue to reach out to families and the wider to community to ensure collective partnerships are strengthened and students' well-being and individual learning needs are catered for.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,116.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Elands 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"> • Learning Support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Students received personalised instruction to meet identified needs. This resulted in making progress towards achieving targeted learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Maintaining SLSO support in the learning environment to provide additional support to students as required.</p>
<p>Socio-economic background</p> <p>\$11,492.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Elands 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"> • Quality Teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • socio-economic background allocation combined with other funding to assist in employing the second teacher an additional two days per fortnight. <p>The allocation of this funding has resulted in the following impact: Students achieving literacy and numeracy learning outcomes through the maintenance of split classrooms, ensuring they receive educational instruction in an environment appropriate for their age.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding allocations where appropriate to ensure students receive quality instruction that is personalised and differentiated in an environment conducive to the age/stage development.</p>
<p>Low level adjustment for disability</p> <p>\$14,185.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Elands 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"> • Quality Teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the Full-time Staff Equivalent (FTE) and the flexible component were utilised to employ the second teacher an additional two day per fortnight. <p>The allocation of this funding has resulted in the following impact: Learning environments of the K-2 and 3-6 classrooms have quality differentiated teaching and learning programs that meet the educational level of all students.</p>

<p>Low level adjustment for disability</p> <p>\$14,185.03</p>	<p>After evaluation, the next steps to support our students will be: To continue to combine funding allocations where appropriate, to ensure students receive quality instruction that is personalised and differentiate in a learning environment that is conducive to their age/stage developmental levels..</p>
<p>Location</p> <p>\$10,651.72</p>	<p>The location funding allocation is provided to Elands 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"> • Quality Teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Location funding being combined with other funds to assist in employing the second teacher an additional two days per fortnight. Classes are split (K-2 and 3-6) three days per week for literacy and numeracy to ensure all students receive quality instruction and is differentiated to meet their needs. <p>The allocation of this funding has resulted in the following impact: Student well-being and engagement is high, due to being in split classrooms and receiving quality teaching instruction that is differentiated to meet similar aged cohorts.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding allocations to ensure all students receive quality teaching instruction that is personalised and differentiated.</p>
<p>QTSS release</p> <p>\$3,102.87</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Elands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • QTSS funding being used to assist employment of an additional teacher two days per fortnight. <p>The allocation of this funding has resulted in the following impact: Students having higher engagement in split classrooms and achieving learning outcomes in an age appropriate environment.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding allocations where appropriate to ensure students receive quality teaching that is personalised and differentiated and is conducive to their age/stage development.</p>
<p>COVID ILSP</p> <p>\$8,970.00</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 a teacher to deliver individual tuition. Six students were targeted for additional support.

<p>COVID ILSP</p> <p>\$8,970.00</p>	<ul style="list-style-type: none"> • Providing explicit instruction in literacy - reading comprehension, spelling and writing. <p>The allocation of this funding has resulted in the following impact: Most students achieving significant progress towards achieving teaching and learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue to monitor students' progress through analysis of assessment data and provision of additional in-class support for students to continue to meet personalised learning goals.</p>
<p>Professional learning</p> <p>\$4,845.51</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 Elands Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use • Quality Teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teaching Principal (TP) and the APC&I attend HPGE policy training. - two day course. • all staff from the Small Schools Network complete HPGE Attitudes and Teaching Practices Survey. TP and APC&I analyse data of survey results, plan and provide professional learning for teaching staff. • all teaching staff to complete HPGE Tier 1 courses. • planning meeting with APC&I and principals of the Small School Network to discuss focus areas in the HPGE policy, professional development and student opportunities days for 2023 and HPGE timeline. • creative Writing network days Terms 1-3- teaching staff from the three small schools collaboratively analysed and plotted student work samples of specific writing tasks on PLAN2. • K-2 curriculum reform professional learning embed into Small Schools' Network term meetings - focus on professional readings, discussions and K-2 Scope and Sequences. <p>The allocation of this funding has resulted in the following impact: The leadership team completed the HPGE evaluation and planning tool to select a whole school focus. Small Schools HPGE Policy Focus areas are; assessment and data used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social-emotional and physical. Engagement with quality research and ongoing professional learning to build teacher and leadership capacity to improve growth and achievement for all high potential and gifted students.</p> <p>Connections between the three small schools will strengthen the opportunities for the teaching staff to share experiences and expertise when working with HPGE students.</p> <p>All K-2 teaching staff have a sound understanding of the expectations for teaching the new English and Mathematics Curriculum and scope and sequences. Resources for the English and Mathematics units of work for example materials and quality text, have been audited and purchased where needed.</p> <p>All staff are updating PLAN 2 termly and analysing assessment data to inform teaching and learning. Small Schools' Network writing analysis identities focus areas for further development - small group , whole school and/or small school network targets.</p> <p>After evaluation, the next steps to support our students will be: Small Schools' Network to hold Discovery Days, terms 1-4, with a focus on</p>

Professional learning \$4,845.51	HPGE activities. APCI to work with K-2 teacher to assist with the implementation of the new curriculum and create a progress plan for the 3-6 new curriculum implementation for 2024. The Small Schools' Network writing sample days to continue with a different text type focus each term.
Aboriginal background \$4,102.30	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Elands Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Quality Teaching in literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Aboriginal background funding was combined with other funds to assist in employing an additional teacher two days per fortnight. Classes were split (K-2 and 3-6) three days per week for literacy and numeracy to ensure all students receive quality instruction and differentiated to meet their needs. <p>The allocation of this funding has resulted in the following impact: Students who identify as Aboriginal or Torres Strait Islander are achieving at or above their age/stage levels.</p> <p>After evaluation, the next steps to support our students will be: To continue to combine funding allocations to ensure all students receive quality instruction in an environment that is personalised and differentiated while meeting their age/stage development and cultural needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	7	9	11
Girls	6	5	7	6

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.3		88.1	87.2
1	91.4	85.9	83.7	84.7
2	92.7	86.3	90.8	77.4
3	97.9	86.0	83.0	89.3
4	85.5	95.3	86.4	86.5
5	78.4	66.3	92.0	84.5
6	85.5	90.3	78.2	90.0
All Years	89.2	84.6	86.5	86.2
State DoE				
Year	2019	2020	2021	2022
K	93.1		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	91.9	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)	0.2
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.82

*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	37,242
Revenue	498,048
Appropriation	491,476
Sale of Goods and Services	-8
Grants and contributions	6,140
Investment income	440
Expenses	-469,752
Employee related	-433,990
Operating expenses	-35,762
Surplus / deficit for the year	28,296
Closing Balance	65,538

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	58,116
Equity Total	29,779
Equity - Aboriginal	4,102
Equity - Socio-economic	11,492
Equity - Language	0
Equity - Disability	14,185
Base Total	326,147
Base - Per Capita	4,043
Base - Location	10,652
Base - Other	311,452
Other Total	49,540
Grand Total	463,583

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

An important aspect of the school's annual self-evaluation is to seek the opinions of the school community; staff, parents and students. This year families were asked to provide feedback about how students were taught Personal Development, Health and Physical Education (PDHPE). The majority of parents indicated that Personal Development was taught through a variety of ways and children were usually given opportunities to participate in discussions regarding their well-being. Some parents suggested that their children usually enjoyed coming to school, healthy lifestyles and eating were encouraged and opportunities to participate in sporting activities with other schools were provided.

Student responses were varied, feedback suggested; majority of students indicated that Personal Development, Sport and PE were taught through a variety of lessons. All students indicated that healthy eating and lifestyles were usually encouraged. Majority of students suggested that they were usually encouraged to ask questions to clarify understanding of content being taught and were given opportunities to participate in small groups, class or whole discussions regarding their well-being. Most students indicated that they usually enjoyed coming to school, however the majority of students suggested that the school only sometimes recognised and celebrated their achievements.

Areas for improvement were; increased opportunities for inter-school activities across all PDHPE areas and sporting challenges or skills development for older students. Recognising and celebrating individual/class or whole school achievements on a regular basis in newsletters, achievement awards and personal contact with families.

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.