

2022 Annual Report

Glenmore Road Public School



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Introduction

The Annual Report for 2022 is provided to the community of Glenmore Road 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

Glenmore Road Public School

Glenmore Rd

Paddington, 2021

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School vision

Our school motto, *vitai lampada* or the torch of life, succinctly embodies our school vision.

At Glenmore Road Public School we strive to academically engage and challenge students in a learning environment that is friendly, tolerant and respectful. The school has a culture where students, staff and parents have shared values in taking responsibility for, and reflecting on, one's learning through determining high level goals.

School context

Glenmore Road Public School is an inner Sydney school with student enrolment numbers of approximately 321 students.

The philosophy of our school is to provide quality education in a nurturing, welcoming and inclusive environment, that promotes fairness and where respectful relationships are valued and students feel safe and happy. The welfare and social success of all students is prioritised and strongly supported by maintaining a focus on the enhancement of a positive school culture.

Our school is the hub of the community we serve, with committed teachers providing differentiated programs to develop skills in critical thinking, problem solving, communication, collaboration and technology and enabling all students to reach their full potential educationally, socially and emotionally.

The school benefits from active partnerships with its community, a supportive and engaged parent body and a professional and dedicated staff. All facets of the school community are integral in the school's ability to continue to access, develop and maintain quality 21st century learning experiences for our students..

In addition, Glenmore Road Public School promotes student participation and access to sporting endeavours, the performing arts and extracurricular programs.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	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	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and to build strong foundations for academic success, we will further develop and deliver consistent high quality teaching practice where learning is visible to students and responsive to the learning needs of all students.

Initiatives

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

- Quality Learning
- Collaborative Practices

Resources allocated to this strategic direction

Professional learning: \$24,744.00
Per capita: \$78,313.00
QTSS release: \$75,388.00
English language proficiency: \$3,483.00
Low level adjustment for disability: \$80,417.00
6101 Consol. carry forward: \$21,999.00
Literacy and numeracy: \$20,897.00
Literacy and numeracy intervention: \$22,984.00
Aboriginal background: \$1,060.00
Integration funding support: \$132,299.00
6100 Operational: \$7,143.00

Summary of progress

During 2022, teachers were focused on ensuring planning was collegial and productive towards implementing the new Kindergarten to Year 2 curriculum and improving the quality of programmed units of work in Years 3 to 6. Assessment rubrics were developed to support Consistent Teacher Judgement (CTJ). The assessment schedule was revised, producing a draft document with formative and summative assessment to capture standardised internal and external data. This will be refined and formalised in 2023. At the end of 2022 a new position titled Assistant Principal Curriculum and Instruction (AP C&I) was defined and filled. This position strengthens the executive of GRPS and defines a role for reviewing programs to support curriculum outcomes and evidenced based practice.

Teachers completed training courses to strengthen skills in writing assessment, data collection and use of data to inform practice. Teachers tracked and monitored student progress in writing against standardised writing criteria to improve and further develop high quality teaching and learning programs. Teachers highly valued opportunities to work with their grade teams to analyse student writing data through whole grade Consistent Teacher Judgement (CTJ) sessions.

Through weekly meetings, semester review meetings and small group meetings the Learning Support Team was pivotal in supporting students' well-being and learning needs through the implementation of individual learning plans and additional small group learning programs.

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 percentage of students achieving in the top 2 NAPLAN reading bands from 78.1% (baseline) to be above the school's target in reading of 83.9%	82.65% of students achieved in the top two bands in NAPLAN reading indicating progress toward the target.
• Increase the proportion of students achieving in the top 2 NAPLAN	The proportion of Year 3 and Year 5 students achieving in the top two bands in NAPLAN numeracy is 53.19%.

numeracy bands from 66.8% (baseline) to the school's target of 73.6%	
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN reading to be within 1% of the school's target of 73.1% (72.1%) 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • Increase the percentage of students achieving expected growth in NAPLAN numeracy to be within 2% of the school's target of 60.3% (58.3%) 	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<ul style="list-style-type: none"> • Improvement in quality instruction as measured by the School Excellence Framework Learning Domain: Curriculum element from Sustaining and Growing in the themes of Differentiation & Teaching/ Learning to Sustaining & Growing in all themes. 	<p>Self assessment against the School Excellence Framework shows the theme of Differentiation to be Sustaining and Growing.</p> <p>Self assessment against the School Excellence Framework shows the theme of Teaching & Learning to be Sustaining and Growing.</p>

Strategic Direction 2: Positive learning culture

Purpose

In order to provide future focused curriculum and quality practices that enable high levels of engagement and challenge, we will build a learning culture focused on deep knowledge and understanding and the provision of quality, relevant learning for all students and staff.

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.

- Embedding Information Communications Technology (ICT)
- Quality Teaching

Resources allocated to this strategic direction

Per capita: \$22,000.00

Summary of progress

During 2022, teachers were focused on creating a more formalised, well organised and better resourced school wide ICT program.

At the beginning of 2022 the position of ICT teacher was refilled as a 0.6 FTE RFF position. An ICT specialist was also employed weekly to assist with trouble shooting of school wide computer issues. This position strengthened the delivery of the program and supported full implementation of curriculum outcomes.

Establishing ICT as a semester-based RFF program K-6 allowed our school to trial a program that incorporated foundational ICT knowledge, skills and STEM learning outcomes. Our focus was two-fold; to develop a new whole school scope and sequence and create well developed quality of teaching programs. Identified areas of need in the area of hardware and storage were addressed. maintained resources available to ensure quality delivery of ICT and STEM in our school. This will be refined in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Resources element in the School Excellence Framework Leading Domain is Sustaining and Growing in the Technology theme.	Self assessment against the School Excellence Framework Leading Domain shows the school performing at Sustaining and Growing in the Technology theme. Teachers report that opportunities for enhancing student learning using technology has increased with the introduction of teacher allocated laptops and iPads.
Learning and Development element in the School Excellence Framework Teaching Domain is Sustaining and Growing in the Collaborative Practice and Feedback theme & Coaching and Mentoring theme.	Self assessment against the School Excellence Framework shows the school performing at Sustaining and Growing in the Collaborative Practice and Feedback theme. Self assessment against the School Excellence Framework also shows the school performing at Sustaining and Growing in the Coaching and Mentoring theme.

Strategic Direction 3: Responsible, respectful global citizens

Purpose

To create a school environment where students, teachers and families work together to promote the value of positive wellbeing and its capacity to maximise academic and social growth; allowing students to be active global citizens who are connected to their local community.

Initiatives

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

- Wellbeing
- Explore Propose Act for Sustainability

Resources allocated to this strategic direction

Socio-economic background: \$2,560.00

6100 Operational: \$2,857.00

6300 School and Community: \$1,000.00

Summary of progress

Positive wellbeing has continued to be a priority to maximise academic and social growth. Our school has focussed on the development and implementation of an array of programs to encourage the positive wellbeing and behaviour of our students and ensure programs are aligned with safe, respectful interactions in the classroom and the playground. Successful initiatives included the Smiling Mind program which strengthened student's self-awareness and strategies to manage their overall wellbeing, a cyber safety program which educated students about threats to children's safety and wellbeing using online devices, a PBL based reward program for students that displayed kind or helpful behaviour to others in the playground and 'You Can Sit With Me' for students that prefer to be less active in the playground by offering quieter activities and peer support in small groups.

Wellbeing programs initiated in previous years were assessed for their efficacy and were continued and expanded to improve their outcomes. These included the Personal Development curriculum, school welfare policy and monitoring of school attendance of all students.

Sustainability initiatives were expanded to include ideas from the wider school community. The student environment club met weekly to plan engaging environmental activities and lessons for all 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
Increase the percentage of students attending school, on average, more than 9 days per fortnight to the system negotiated target of 91.8%.	The number of students attending greater than 91.8% of the time or more has decreased to 71.24%, due COVID health orders.
Wellbeing element in the School Excellence Framework Learning Domain is Sustaining and Growing in all themes.	Self assessment of the Wellbeing element in the School Excellence Framework Learning Domain shows the school currently performing at Excelling in the themes of Caring for Students, A Planned Approach to Wellbeing and Individual Learning Needs and Sustaining and Growing in the theme of Behaviour.
Increase the percentage of student representatives, teachers and parents involved in regular sustainability meetings and supporting sustainability initiatives across the school.	<p>The coordinator of the Sustainability initiative reported that student engagement in regular environment club meetings increased to more than the two class elected representatives in 2022, as additional students attended voluntarily.</p> <p>The P&C also strongly supported environmental initiatives. A program to</p>

<p>Increase the percentage of student representatives, teachers and parents involved in regular sustainability meetings and supporting sustainability initiatives across the school.</p>	<p>recycle old uniforms diverted 81 kg of textiles from landfill and 283.5kg greenhouse gases were prevented.</p> <p>There is an effective school wide approach to communicating sustainability initiatives to the teachers, students and school community.</p> <p>Further opportunities to profile the environment club such as involving local council will be sought in 2023..</p>
<p>Increase the number of students reporting positive Wellbeing in the Tell Them From Me surveys to 92.5%.</p>	<p>The number of students indicating a positive sense of wellbeing has slightly decreased to 87.03% for this school based progress measure.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$132,299.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Glenmore Road 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"> • Quality Learning <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • additional staffing to assist students with additional learning needs and student access to differentiated learning • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: The employment of staff to provide additional support for students who have high-level learning needs supported students to access relevant curriculum. Release time for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP) ensured all support systems were in place for students. The allocation of this funding has resulted in all eligible students demonstrating progress towards their personalised learning goals. All individualised learning plans (ILPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms. Teachers differentiating instruction and lesson activities for learning support needs with the LaST mentoring in the development of relevant ILPs supported individual student needs.</p> <p>After evaluation, the next steps to support our students will be: Consolidate school practices to maintain integration funding decision making as part of 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 ILP reviews to ensure funding is used to specifically address each student's support needs. Continue existing level of support, subject to available funding.</p>
<p>Socio-economic background</p> <p>\$2,560.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Glenmore Road 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the miniLit program to support student learning. • engage with external providers to support student engagement and retention • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Professional development of teachers in student wellbeing has resulted in a consistent approach to recognising positive student behaviour. All students</p>

<p>Socio-economic background</p> <p>\$2,560.00</p>	<p>also have access to activities with peer support in a quiet area of the playground during lunch and recess. Documentation of new initiatives were made to update the school Welfare Policy with all students having access to all learning experiences.</p> <p>After evaluation, the next steps to support our students will be: Continue existing level of support for all students.</p>
<p>Aboriginal background</p> <p>\$1,060.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Glenmore Road 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 Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Development of personalised learning plans ensured that Aboriginal students and their families have an authentic voice and agency in their learning.</p> <p>After evaluation, the next steps to support our students will be: Continue existing level of student and family support. Liaise with Aboriginal Education Officer to facilitate improved community awareness and greater engagement to support Aboriginal students.</p>
<p>English language proficiency</p> <p>\$3,483.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Glenmore Road 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"> • Collaborative Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Individual Educational Plans for all EAL/D students • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Additional teachers with expertise in teaching EAL/D supported the development of English language proficiency in students from a diverse range of language backgrounds through small group and in class support.</p> <p>After evaluation, the next steps to support our students will be: Continue the existing level of program support</p>
<p>Professional learning</p> <p>\$24,744.00</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 Glenmore Road 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"> • Collaborative Practices

<p>Professional learning</p> <p>\$24,744.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • School executive led teachers to collaboratively develop a grade/stage approach to termly teaching programs. <p>The allocation of this funding has resulted in the following impact: Grade and stage teachers developed and documented a common understanding of target learning outcomes, learning intentions and success criteria. This led to the development of a core team learning program that teachers differentiated to meet individual student learning needs. Grade and stage teachers also developed and implemented a consistent assessment schedule that outlined grade assessment that informed future teaching. School executive also accessed new English and mathematics K-2 curriculum professional learning with the CoSiES network.</p> <p>After evaluation, the next steps to support our students will be: Expand the number of team planning days and utilise APC&I expertise to incorporate additional professional learning in data analysis of student progress and future teaching.</p>
<p>Literacy and numeracy</p> <p>\$20,897.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Glenmore Road Public School from Kindergarten to Year 6.</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 Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: Expanding the LaST timetable to maximise student access to Multilit, Minilit and co-teaching programs.</p> <p>After evaluation, the next steps to support our students will be: Maintain existing programs with funding available.</p>
<p>QTSS release</p> <p>\$75,388.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Glenmore Road 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"> • Collaborative Practices • Quality Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives such as Minilit, Multilit and co-teaching programs. <p>The allocation of this funding has resulted in the following impact: The Learning & Support teachers worked as part of the Learning Support Team and implemented evidence based learning programs to support student learning across the school. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and a more inclusive connection with families.</p> <p>After evaluation, the next steps to support our students will be: Maintain the existing level of support.</p>

<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Glenmore Road Public School who may be at risk of not meeting minimum standards.</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 Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: Regular review of student progress using evidence based data and reporting student progress to relevant teachers and parents. Annotating and updating student progress in PLAN2 in the area of Creating Texts K-6.</p> <p>After evaluation, the next steps to support our students will be: Continue to resource additional LaST staffing with this allocation.</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"> • providing intensive small group tuition for identified students in literacy. <p>The allocation of this funding has resulted in the following impact: Students identified as working below targeted level have been supported in small group and individual sessions focused on foundational literacy skills.</p> <p>After evaluation, the next steps to support our students will be: Maintain the Intensive COVID ILSP teacher position to maximise student access to small group and individualised learning programs.</p>
<p>Low level adjustment for disability</p> <p>\$80,417.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Glenmore Road 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 Learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention programs such as minilit and multilit to increase learning outcomes • employment of LaST and interventionist teacher • devise and implement NCCD professional learning to enhance teacher skills in developing, implementing and updating student IEPs. <p>The allocation of this funding has resulted in the following impact: Specialist teachers collaborated with classroom teachers to build capability in meeting the literacy needs of identified learning support needs for students and support teachers in differentiating curriculum, developing</p>

<p>Low level adjustment for disability</p> <p>\$80,417.00</p>	<p>support resources and classroom activities. Student progress was tracked using PLAN2 and promoted students being active participants in their own learning through self assessment.</p> <p>The 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 student learning support needs. The allocation of this funding has resulted in: an increase of students achieving expected growth in NAPLAN results. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities and a more inclusive connection with families.</p> <p>After evaluation, the next steps to support our students will be: To build the capacity of teachers to co-teach and deliver differentiated learning programs to best meet the learning needs of all students. Further expand the impact on student learning of the Learning Support Team by working more closely with external service providers and parents in Learning Support discussions.</p>
<p>Per capita</p> <p>\$100,313.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Glenmore Road 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"> • Collaborative Practices • Quality Learning • Embedding Information Communications Technology (ICT) <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of LaST and interventionist to support targeted students and provide evidence-based intervention programs such as minilit and multilit to increase learning outcomes • School executive lead teachers collaboratively to develop a grade/stage approach to termly teaching programs. • External provider contract to maintain ICT across the school, upgrade systems and hardware as required. <p>The allocation of this funding has resulted in the following impact: These funds supported a number of initiatives. Collaborative team planning days supported all team member to develop a common understanding of target learning outcomes, indicators, their clear documentation and ongoing formative assessment that informed future teaching. Specialist teachers collaborated with classroom teachers to build capability in meeting the literacy needs of identified learning support needs for students and support teachers in differentiating curriculum, developing support resources and classroom activities. Student progress was tracked using PLAN2 and promoted students being active participants in their own learning through self assessment. ICT services supported full teacher and student access to technologies to ensure the implementation of engaging, 21st century learning.</p> <p>After evaluation, the next steps to support our students will be: Expand collaborative team planning days to include more data analysis and draw on teacher expertise on site and APC&I. Expand professional learning for teachers to track student progress on PLAN 2. in mathematics and creative writing. Maintain current ICT support and professional learning for teachers and other staff.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	172	183	196	179
Girls	192	194	201	166

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	97.3	96.0	92.6
1	95.7	96.6	96.3	92.6
2	95.3	95.8	95.4	92.4
3	94.8	97.5	95.4	92.9
4	95.4	96.1	96.1	92.0
5	94.2	95.8	94.1	91.4
6	95.2	96.8	93.9	90.0
All Years	95.2	96.6	95.4	92.0
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)	3
Classroom Teacher(s)	12.84
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.8
School Administration and Support Staff	2.82

*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	207,696
Revenue	3,484,014
Appropriation	3,123,542
Sale of Goods and Services	-250
Grants and contributions	357,748
Investment income	2,674
Other revenue	300
Expenses	-3,536,481
Employee related	-2,927,323
Operating expenses	-609,158
Surplus / deficit for the year	-52,467
Closing Balance	155,229

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	132,299
Equity Total	87,500
Equity - Aboriginal	1,060
Equity - Socio-economic	2,538
Equity - Language	3,483
Equity - Disability	80,418
Base Total	2,642,951
Base - Per Capita	100,314
Base - Location	0
Base - Other	2,542,637
Other Total	193,633
Grand Total	3,056,383

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 the school is required to seek the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data. Strategies may include interview schedules, focus groups, the school council and survey instruments (e.g. Tell Them from Me survey data).

Parent Satisfaction

In October 2022 parents and carers responded to a 'Partners in learning' Parent Survey. This gauged the level of parent/caregiver satisfaction within the school.

In response to survey questions relating to parents feeling welcome at the school, parent's mean score was 7.1/10 which was slightly below the state mean of 7.4.

In response to survey questions relating to parents being informed, parent's mean score was 6.5/10 which was equivalent to the state mean of 6.6.

In response to survey questions relating to parents supporting learning at home, parent's mean score was 7.1/10 which was well above the state mean of 6.3.

In response to survey questions relating to how well the school supports learning, parent's mean score was 7.2/10 which was equivalent to the state mean of 7.3.

In response to survey questions relating to the school supporting positive behaviour, parent's mean score was 7.7/10 which was equivalent to the state mean of 7.7.

In response to survey questions relating to the school being inclusive, parent's mean score was 6.9/10 which was equivalent to the state mean of 6.7.

In other survey questions, 86% of parents agreed or strongly agreed that the school's reports provide them with information on how best to support their child in their learning and 80% of parents agreed or strongly agreed that they would recommend the school to other parents.

In addition, the survey contained Department of Education Custom Measures of Useful Communication Types at school.

Informal meetings, interim reports and school reports were found to be useful or very useful (100%) by parents. *Formal interviews* were also found to be useful (100%) with 80% saying they were very useful and 20% saying they were somewhat useful. *Online platforms to share student's work and three way conferences* were also reported to be useful (20%) or very useful (40%) when discussing students with the school.

School emails (80%) were both found to be a useful (80%) or very useful (20%) way of communicating about school news. Similarly, newsletters were found to be a useful (60%) or very useful (40%) way of communicating about school news.

The introduction of a school app for school communications has been researched and preparations for a full launch in 2023 were completed Term 4 2022. This new form of communication and the new role of a school communications officer are both strongly supported by the School Council and Parents & Citizens Association representatives for the school community. It is acknowledged that parents/carers are enthusiastic to support teachers and student learning in classrooms in 2023.

Student Satisfaction

In May 2022 and again in October 2022, students in Years 4, 5 and 6 completed the Tell Them From Me survey, which reports on Student Outcomes and School Climate. The following data represents the average scores for the two surveys.

In relation to social-emotional outcomes: 97% of students reported a high rate of participation in school sports and 67% reported a high rate of participation in extracurricular school activities.

71% of students reported a positive sense of belonging and 87% reported positive relationships with peers.

90% of students believe that that schooling is useful in their everyday lives and will have a strong bearing on their future.

89% of students reported that they did not get into trouble at school for disruptive or inappropriate behaviour while 81% of students tried hard to succeed in their learning.

In relation to drivers of student outcomes: students mean scores for finding classroom instruction relevant were 7.2/10 which was below the state norm of 7.9.

The mean score for teachers using explicit teaching practices and feedback was 7.1/10 which was slightly below the state norm of 7.5.

The mean score for students feeling that they have an advocate at school was 7.7/10, equivalent to the state norm of 7.7. The mean response from students to questions about positive teacher-student relations was 8.0/10, which was slightly below the state norm of 8.4.

69% of students either agreed or strongly agreed that they felt proud of their school, while a further 20% neither agreed nor disagreed.

70% of students reported that they set challenging goals for themselves in their schoolwork and aim to do their best. This was below the state norm 79%

Teacher Satisfaction

In November 2022 teachers completed the 'Focus on Learning' survey.

In response to survey questions relating to school leadership, teacher's mean score was 6.1/10 which was below the state mean of 7.1.

In response to survey questions relating to staff collaboration, teacher's mean score was 7.0/10 which was below the state mean of 7.8.

In response to survey questions relating to developing a learning culture at the school, teacher's mean score was 7.8/10 which was equivalent to the state mean of 8.0.

In response to survey questions relating to data informing teaching practice, teacher's mean score was 7.6/10 which was equivalent to the state mean of 7.8.

In response to survey questions relating to teaching strategies, teacher's mean score was 7.8/10 which was equivalent to the state mean of 7.9.

In response to survey questions relating to the use of technology, teacher's mean score was 6.2/10 which was below the state mean of 6.7.

In response to survey questions relating to our school being inclusive, teacher's mean score was 7.9/10 which was slightly below the state mean of 8.2.

In response to survey questions relating to parental involvement in the school, teacher's mean score was 7.3/10 which was above the state mean of 6.8.

In other survey questions, 83% of teachers agreed or strongly agreed that students retain what they have learned after they have been tested and 95% of teachers agreed or strongly agreed that they have the skills and confidence to meet the needs of students with disabilities.

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.