

# 2022 Annual Report

## Green Hill Public School



2071

# Introduction

The Annual Report for 2022 is provided to the community of Green Hill 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

---

Green Hill Public School

196 River Street

West Kempsey, 2440

<https://greenhill-p.schools.nsw.gov.au>

[greenhill-p.school@det.nsw.edu.au](mailto:greenhill-p.school@det.nsw.edu.au)

6562 5591

## School vision

At Green Hill Public School we are committed to developing the potential of every student through a culturally inclusive and engaging environment. We foster strong connections with our whole school community to build open and trusting partnerships focused on maximising the achievements of our students. Our vision is to be partners in learning and collaboratively empower all students to become confident, resilient, self-directed and successful learners.

## School context

Green Hill Public School is a small school located on the lands of the Dunghutti people in Kempsey on the Mid North Coast. The school has a family-orientated atmosphere and a strong sense of community. The staff are committed to delivering high quality education with a focus on literacy and numeracy programs as part of the Early Action for Success strategy.

Our school has a current enrolment of 27 students, all of whom identify as Aboriginal. Our students are drawn from the community of Greenhill and areas of west Kempsey. The Family Occupation Education Index (FOEI) for 2020 was 200, identifying our low socio-economic demographic.

Our school is a proud member of the Macleay Public Schools Community, providing students with the opportunity to participate in a range of extracurricular activities including sport, public speaking, debating and creative and performing arts. The local Language and Culture nest provide weekly Dunghutti language lessons.

In developing our Situational Analysis and planning our Strategic Improvement Plan consultation was undertaken with staff, parents, the local AECG and the Macleay Public Schools Super Six small schools principals. Planning has been guided by the School Excellence Framework, The Wellbeing Framework for Schools, What Works Best (2020 Update-CESE), Student Wellbeing Literature Review (CESE), Aboriginal Education and Training Policy Turning Policy into Action, the Walking Together Working Together Partnership Agreement and the Alice Springs (Mparntwe) Education Declaration (December 2019).

Through our situational analysis, we have identified three key areas to improve student growth and attainment: assessment, data skills and use, and learning and development. The situational analysis also identified that effective wellbeing strategies need to be systematically embedded as whole school practices.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations are wellbeing and engagement. Engagement with the Wellbeing Framework self-assessment tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

## Self-assessment and school achievement

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

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

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

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

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

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to develop student agency and maximise learning outcomes, the systemic collection of data is used to identify and reflect on student achievement and progress to inform future teaching and learning.

### Initiatives

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

- Data Driven Decision Making in Literacy and Numeracy (DDDM)
- Developing Student Agency

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$32,460.52

**Aboriginal background:** \$10,000.00

**Socio-economic background:** \$64,844.47

**QTSS release:** \$5,401.29

**AP Curriculum & Instruction:** \$30,114.20

**Professional learning:** \$5,978.20

### Summary of progress

#### Data Driven Decision Making

Last year, our collective group of small schools identified that we needed to review our PLAN 2020 baseline internal data after professional learning was undertaken on how teachers track student learning progress along the progressions. This review was undertaken by our Assistant Principal Curriculum and Instruction (APC&I) who worked collaboratively with school executives to monitor consistent practices and protocols around the input of student achievement along the progressions in their school.

We have continued to develop our professional learning community (PLC) across the six schools, with staff feedback indicating stronger relational trust and collaboration among all staff. As evidenced by staff survey results, staff confidence to work collaboratively with colleagues and to be observed by colleagues has improved throughout the year. PLC evidence indicates professional learning in the Visible Learning Framework is being implemented and reflected in the classroom, with quality learning intentions evident in learning spaces. Embedded evaluative practices have helped us to narrow the focus of future professional learning, the purpose of our PLC and data collection protocols. There is a consistent approach to evaluating data and using it to improve teaching and learning. Guttman charts are now being used to reflect on where students need to have learning revisited and teachers are reflecting on their plan data to evaluate the practices that they use to improve student learning. Individual school monitoring sheets are used by teachers to monitor improvement and determine the next teaching steps. Students are becoming confident in using learning intentions and success criteria to inform their learning.

The Collaborative Schools Unique Settings (CSUS) project confirms that high expectations have been established by the leadership team across the six schools. Data about ongoing professional learning, feedback to inform teacher practice and evaluation of student learning is being used to inform decision making for teachers.

In 2023 we will focus on ensuring that our data collection analysis, subsequent planning, and teaching programs align to the new syllabus documents. There will be a continued focus on developing learning sprints that are informed by student data and delivered through explicit teaching practices.

#### Student Agency

In evaluating our teacher observation template, which is used to inform subsequent teacher feedback, we concluded that this process needs refining for 2023. Quantitative data suggests that self-assessment and feedback are underrepresented in the current template. Quantitative data suggests that teachers are using what they have learned through the Visible Learning programme, embedding learning intentions and success criteria into their lessons and that these are beginning to be known by their students. Teacher feedback tells us that teachers are embracing the concept of sharing pedagogy discussions that focus on what students are saying in response to teacher practice, with qualitative data telling us students are using the language of success criteria's when reflecting on their own learning. In 2023, the next step for our school will be improving teacher knowledge of the importance of feedback, how to give effective feedback, and teaching feedback strategies to our 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   |
|---|--|
| <b>System Negotiated Target- Top 2 Bands</b><br><br><b>Reading</b><br><br>Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 2.5% from baseline.   | <b>Reading</b> 22% of students achieved in the top 2 bands. There has been an uplift of 3.2% from the baseline measure.  |
| <b>Numeracy</b><br><br>Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 2.5% from baseline.   | <b>Numeracy</b> 18% of students achieved in the top 2 bands. There has been an uplift of 9.7% from the baseline measure.   |
| <b>System Negotiated Target- Growth</b><br><br><b>Reading:</b><br><br>Increased (uplift) percentage of students achieving expected growth in NAPLAN reading by 2% from baseline.  | Unable to measure due to NAPLAN not being undertaken in 2020.  |
| <b>Numeracy:</b><br><br>Increased (uplift) percentage of students achieving expected growth in NAPLAN numeracy by 2% from baseline.   | Unable to measure due to NAPLAN not being undertaken in 2020.  |
| <b>School Level Target</b><br><br><b>Reading</b><br><br><b>Early Stage 1:</b> Increase the percentage of students achieving levels 3-5 in the Understanding Texts sub-element of the literacy learning progressions by 4% from the 2020 baseline.<br><br><b>Stage 1:</b> Maintain the percentage of students achieving levels 4-6 in the Understanding Texts sub-element of the literacy learning progressions from the 2020 baseline.<br><br><b>Stage 2:</b> Increase the percentage of students achieving levels 6-8 in the Understanding Texts sub-element of the literacy learning progressions by 4% from the 2020 baseline.<br><br><b>Stage 3:</b> Increase the percentage of students achieving levels 8-9 in the Understanding Texts sub-element of the literacy learning progressions by 5% from the 2020 baseline.<br><br><b>Numeracy</b> | Our 2022 internal data against the Literacy and Numeracy progressions indicates:<br><br><b>Understanding Texts</b><br><br>Early Stage 1: Literacy Progression data indicates the percentage of students achieving between levels 3-5 has decreased by 3% from the baseline measure.<br><br>Stage 1: Literacy Progression data indicates the percentage of students achieving between levels 4-6 has increased by 9% from the baseline measure.<br><br>Stage 2: Literacy Progression data indicates the percentage of students achieving between levels 6-8 has decreased by 12% from the baseline measure.<br><br>Stage 3: Literacy Progression data indicates the percentage of students achieving between levels 8-9 has increased by 11% from the baseline measure.<br><br><b>Quantifying Number</b><br><br>Early Stage 1: Numeracy Progression data indicates the percentage of students achieving between levels 3-6 has increased by 29% from the baseline measure.<br><br>Stage 1: Numeracy Progression data indicates the percentage of students achieving between levels 6-8 has increased by 5% from the baseline measure. |

|  |  |
|--|--|
| <p><b>Early Stage 1:</b> Maintain the percentage of students achieving levels 3-6 in the Quantifying Number sub-element of the numeracy learning progressions from the 2020 baseline.</p> <p><b>Stage 1:</b> Increase the percentage of students achieving levels 6-8 in the Quantifying Number sub-element of the numeracy learning progressions by 5.5% from the 2020 baseline.</p> <p><b>Stage 2:</b> Increase the percentage of students achieving levels 8-10 in the Quantifying Number sub-element of the numeracy learning progressions by 3% from the 2020 baseline.</p> <p><b>Stage 3:</b> Increase the percentage of students achieving levels 11-12 in the Quantifying Number sub-element of the numeracy learning progressions by 5% from the 2020 baseline.</p> | <p>Stage 2: Numeracy Progression data indicates the percentage of students achieving between levels 3-6 has decreased by 13% from the baseline measure.</p> <p>Stage 3: Numeracy Progression data indicates the percentage of students achieving between levels 3-6 has increased by 8% from the baseline measure.</p>   |
| <p><b>School Excellence Framework</b></p> <p><b>Assessment:</b> The PLC is working at sustaining and growing at all four themes in Assessment</p> <p><b>Data Skills and Use:</b> The PLC is working at sustaining and growing in the areas of Data Use in Teaching and Data Use in Planning</p> <p><b>Learning and Development:</b> The PLC is working at sustaining and growing at all four themes in Learning and Development</p>  | <p><b>School Excellence Framework</b></p> <p>Self-assessment against the School Excellence Framework shows all four themes in Assessment to be sustaining and growing.</p> <p>Self-assessment against the School Excellence Framework shows the themes of Data Use in Teaching and Data Use in Planning to be sustaining and growing.</p> <p>Self-assessment against the School Excellence Framework shows all four themes in Learning and Development to be sustaining and growing.</p> |

## Strategic Direction 2: Culturally Connected Wellbeing

### Purpose

---

In order to embed a culture of high expectations, where students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement. Strong consultative relationships will be built between school, families and community to ensure that the cognitive, emotional, social, physical and spiritual wellbeing of all students is supported in a culturally safe context.

### 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.

- Whole School Wellbeing Processes
- Responsive Partnerships - Belonging and Purpose

### Resources allocated to this strategic direction

---

**Aboriginal background:** \$91,631.23

**Socio-economic background:** \$15,955.70

**Location:** \$979.98

**Per capita:** \$6,064.32

### Summary of progress

---

Our main focus for 2022 was on supporting the emotional and social wellbeing of our students.

Our aim was to increase measurable improvement in wellbeing and, as a result, support improved student achievement. In partnership with the NSW Department of Health the Getting on Track In Time (Got It) program which supports the social and emotional wellbeing of children was delivered at our school. The delivery of this program was unique in that the existing model was tailored to meet the needs of our students and their families. An extensive planning process was undertaken to ensure that the program was culturally safe and respectful of the protocols of the local community.

The program was offered universally, and all families were invited to participate. Throughout Term 2, a number of school events and barbecues were held to give parents and families the opportunity to meet the Got It team who they would be working with. Family participation in these lead-up events was consistently high, with an average attendance of over 85% on each occasion. This level of participation continued throughout the delivery of the programme in Term 3, which contributed significantly to the outstanding success of the programme.

The pre and post questionnaires that were completed by teachers and by parents were analysed and showed that a significant number of students had shown a decrease in negative social behaviours and an increase in positive behaviours. There has been a noticeable increase in students interacting positively with each other and a decrease in serious incidents in the class and playground. The social skills and emotional regulation strategies that were taught to our students have been incorporated into behaviour support processes and have created a positive narrative for managing student behaviour across the school.

To promote and encourage parent participation in the Got It program, parent and family engagement was identified as an important issue that became a second focus for our school. As well as developing school activities and events to engage families, our staff worked very closely with individual families over a period of months to support them in becoming involved. School procedures and practices were reviewed and modified where necessary. Clear lines of communication were established, with consistent messaging across the whole school community. A community garden was established throughout the year to develop a community-based project, with families taking control of decision-making processes.

The positive engagement, parent voice and sense of ownership that evolved had a flow-on effect across other aspects of wellbeing. This included improved student attendance in Term 4, more frequent parent-teacher conversations about student learning and increasing parent involvement at subsequent school events. The Tell Them From Me survey also demonstrated the student's sense of belonging, with extremely high positive results. Throughout Term 4, 75% of families attended every school event which was a significant increase.

Next year, we will continue to focus on growing positive relationships and collaborative parent engagement to review, modify and improve our Personalised Learning Pathway process. We will undertake professional learning in supporting student behaviour and in implementing the Inclusive, Engaging and Respectful Schools policies and procedures in our school.



## 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   |
|---|--|
| <b>System Negotiated Target - Attendance</b><br><br>Achieve an uplift in the number of students attending more than 90% of the time by 8% from the 2020 baseline.   | In 2022, there was a decline of 4.7% in the number of students attending more than 90% of the time from the baseline measure.  |
| <b>School Level Target</b><br><br>TTFM Wellbeing data (advocacy, belonging, expectations) increases 2% from the 2021 baseline survey data.  | The 2022 TTFM survey showed that in the element of 'Advocacy at School' the school maintained the 2021 baseline measure of 100%.<br><br>The 2022 TTFM survey showed that in the element of 'Expectations of Success' the school maintained the 2021 baseline measure of 100%.<br><br>The 2022 TTFM survey showed that in the element of 'Sense of Belonging' there was an uplift of 3% from the 2021 baseline measure. |
| <b>School Excellence Framework</b><br><br>In the element of <b>Wellbeing</b> in the <b>Learning Domain</b> we demonstrate sustaining and growing in <b>A Planned Approach to Wellbeing</b> and <b>Individual Learning Needs</b> .<br><br>In the element of <b>Educational Leadership</b> in the <b>Leading Domain</b> we demonstrate sustaining & growing in the theme of <b>Community Engagement</b> . | <b>School Excellence Framework</b><br><br>Self-assessment against the School Excellence Framework shows the themes of A Planned Approach to Wellbeing and Individual Learning Needs to be sustaining and growing.<br><br>Self-assessment against the School Excellence Framework shows the theme of Community Engagement to be sustaining and growing.   |

| Funding sources                                     | Impact achieved this year   |
|---|---|
| <p>Socio-economic background</p> <p>\$80,800.17</p> | <p>Socio-economic background equity loading is used to meet the additional learning needs of students at Green Hill Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Decision Making in Literacy and Numeracy (DDDM)</li> <li>• Developing Student Agency</li> <li>• Whole School Wellbeing Processes</li> <li>• Responsive Partnerships - Belonging and Purpose</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support Got It program implementation.</li> <li>• staff release to increase community engagement</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* Staff were able to work closely with families and community to successfully achieve increased student and family engagement.</li> <li>* Increased staffing and extra release of staff ensured that teachers were able to participate in professional learning and collaborative practice across the small school network.</li> <li>* Financial support ensured access to school for students, and equitable access to school and extra curricular activities.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>To continue to engage extra staff to support student progress in literacy and numeracy.</p> <p>To develop effective resourcing that will promote and support family and community engagement.</p> |
| <p>Aboriginal background</p> <p>\$101,631.23</p>    | <p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Green Hill Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Decision Making in Literacy and Numeracy (DDDM)</li> <li>• Whole School Wellbeing Processes</li> <li>• Responsive Partnerships - Belonging and Purpose</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul>   |

|   |   |
|---|---|
| <p>Aboriginal background</p> <p>\$101,631.23</p>              | <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>* The employment of an Aboriginal Education Officer and an additional SLSO has facilitated an increase in family and community engagement, with 100% of families engaging in the Personalised Learning Pathway process, either through planned meetings or informal conversations.</li> <li>* The employment of an additional SLSO to mentor and support students. This has led to a significant decrease in negative behaviour incidents.</li> <li>* An increased sense of belonging for our students. Tell Them From Me data indicates that 86% of students feel that their culture is valued at our school.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to employ extra SLSOs to support student wellbeing and achievement in literacy and numeracy.</p>  |
| <p>Low level adjustment for disability</p> <p>\$32,460.52</p> | <p>Low level adjustment for disability equity loading provides support for students at Green Hill Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Decision Making in Literacy and Numeracy (DDDM)</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>*Employing an additional teacher has ensured a more consistent approach to student learning support and the implementation of planned interventions.</li> <li>* Collaborative learning support activities have been implemented across the school. We utilise student data to inform decision making for learning support, ensuring a consistent approach.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to enhance our learning support and intervention processes which will maintain consistency for all students across the school.</p> |
| <p>Location</p> <p>\$979.98</p>                               | <p>The location funding allocation is provided to Green Hill Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Responsive Partnerships - Belonging and Purpose</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Location funding was used to contribute to the cost of purchasing of technology resources, including Blue Bots and Lego Spike, as a means of engaging students and promoting attendance.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Delivering further technology or extra curricular activities to promote student engagement and attendance.</p>  |
| <p>Professional learning</p> <p>\$5,978.20</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 Green Hill</p>  |

|  |   |
|--|---|
| <p>Professional learning</p> <p>\$5,978.20</p> | <p>Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Decision Making in Literacy and Numeracy (DDDM)</li> <li>• Developing Student Agency</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Teachers have a greater understanding of the importance of teaching specific skills through learning sprints that make use of data to provide a starting point and the expected result at the end of each sprint. Through collaborative professional learning, teachers have increased their knowledge of the specific literacy and numeracy skills being taught to students and how to assess and enter data against the progressions. This has created a shared dialogue between staff within the school and across the small schools in regard to improving teacher knowledge and student achievement.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>Continued professional learning through the small schools group, with a regular staff PL meeting every second Wednesday held on Teams. This meeting will focus on supporting teachers with the implementation of the new curriculum and improving the teaching of literacy and numeracy using evidence based practices. Additional school based professional learning will also be provided to support new curriculum implementation.</p> |
| <p>QTSS release</p> <p>\$5,401.29</p>          | <p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Green Hill Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Decision Making in Literacy and Numeracy (DDDM)</li> <li>• Developing Student Agency</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Ensuring that classroom teachers can participate in each of the Professional Learning Community walkthroughs at the other small schools in our network. Teachers were able to work collaboratively with peers to improve their syllabus knowledge and classroom practice. They analysed and reflected upon school data and used this to drive future planning for teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>To continue to use these funds to ensure teachers have the opportunity to work with their peers to embed evidence based, high impact pedagogy in their classroom.</p>   |
| <p>COVID ILSP</p> <p>\$30,813.00</p>           | <p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students</b></p>  |

|                                      |  |
|--------------------------------------|--|
| <p>COVID ILSP</p> <p>\$30,813.00</p> | <p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of a teacher to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b><br/>Students work within smaller groups to access stage appropriate outcomes and learning content. Student achievement, which is measured by the progression elements of Quantifying Numbers and Understanding Texts, has shown steady and consistent progress throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b><br/>There will be a continued focus on improving student achievement in Number and Place Value in numeracy. In literacy, Understanding Texts will be addressed through a continued focus on vocabulary and a new focus on inferential comprehension skills.</p> |
|--------------------------------------|--|

## Student information

### Student enrolment profile

|          | Enrolments |      |      |      |
|----------|------------|------|------|------|
| Students | 2019       | 2020 | 2021 | 2022 |
| Boys     | 17         | 15   | 12   | 10   |
| Girls    | 12         | 12   | 12   | 15   |

### Student attendance profile

| School    |      |      |      |      |
|-----------|------|------|------|------|
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 84.6 | 80.3 | 72.8 | 63.4 |
| 1         | 80.8 | 80.3 | 78.5 | 62.3 |
| 2         | 77.1 | 75.0 | 71.1 | 63.5 |
| 3         | 83.3 | 80.4 | 73.9 | 67.4 |
| 4         | 87.6 | 81.0 | 76.4 | 66.7 |
| 5         | 52.1 | 83.1 | 44.3 | 78.5 |
| 6         | 37.3 | 66.7 | 68.2 | 52.4 |
| All Years | 78.2 | 78.6 | 69.4 | 64.9 |
| State DoE |      |      |      |      |
| Year      | 2019 | 2020 | 2021 | 2022 |
| K         | 93.1 | 92.4 | 92.8 | 87.9 |
| 1         | 92.7 | 91.7 | 92.7 | 87.4 |
| 2         | 93.0 | 92.0 | 92.6 | 87.8 |
| 3         | 93.0 | 92.1 | 92.7 | 87.6 |
| 4         | 92.9 | 92.0 | 92.5 | 87.4 |
| 5         | 92.8 | 92.0 | 92.1 | 87.2 |
| 6         | 92.1 | 91.8 | 91.5 | 86.3 |
| All Years | 92.8 | 92.0 | 92.4 | 87.4 |

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

---

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

## Workforce information

### Workforce composition

| Position                                | FTE* |
|---|------|
| Principal(s)                            | 1    |
| Assistant Principal(s)                  | 0.2  |
| Classroom Teacher(s)                    | 1.4  |
| Learning and Support Teacher(s)         | 0.2  |
| Teacher Librarian                       | 0.08 |
| School Administration and Support Staff | 1.9  |

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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



## Financial information

### Financial summary

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

|                                       | 2022 <b>Actual</b> (\$) |
|---------------------------------------|-------------------------|
| <b>Opening Balance</b>                | 93,697                  |
| <b>Revenue</b>                        | 909,302                 |
| Appropriation                         | 901,472                 |
| Sale of Goods and Services            | 112                     |
| Grants and contributions              | 7,530                   |
| Investment income                     | 188                     |
| <b>Expenses</b>                       | -891,451                |
| Employee related                      | -772,815                |
| Operating expenses                    | -118,636                |
| <b>Surplus / deficit for the year</b> | 17,851                  |
| <b>Closing Balance</b>                | 111,547                 |

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 <b>SBAR Adjustments</b> (\$) |
|-------------------------|-----------------------------------|
| <b>Targeted Total</b>   | 0                                 |
| <b>Equity Total</b>     | 214,892                           |
| Equity - Aboriginal     | 101,631                           |
| Equity - Socio-economic | 80,800                            |
| Equity - Language       | 0                                 |
| Equity - Disability     | 32,461                            |
| <b>Base Total</b>       | 504,482                           |
| Base - Per Capita       | 6,064                             |
| Base - Location         | 980                               |
| Base - Other            | 497,437                           |
| <b>Other Total</b>      | 60,909                            |
| <b>Grand Total</b>      | 780,283                           |

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

The Tell Them From Me (TTFM) survey data in 2022 shows that student satisfaction remains high. In the elements of Advocacy at School and Expectations for Success there was a student response of 100%. The element of Sense of Belonging saw an uplift from 83% to 86% which reflects the positive, trusting relationships that exist between staff and students.

Parent and family engagement was at a consistently high level in 2022 with over 85% of families attending all sessions required of them in the Got It program. The community garden project saw 75% of families regularly involved throughout semester two, and this level of attendance was also present in most school events.

Informal parent feedback at school events showed that there is a very positive attitude towards the school and a clear desire to continue to be involved in all aspects of school life. The parent group are moving towards forming a Parents and Citizens Association during 2023 to formalise their role as partners in education.

Through staff meetings and informal feedback opportunities, staff have also identified a high level of job satisfaction within our school and take great pride in the achievements made by our students. Staff participation in the Professional Learning Community and the teacher feedback processes from the PLC demonstrates that our staff feel confident contributing to the professional learning and collective efficacy available to them.

# 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.