

2022 Annual Report

Hargraves Public School



2136

Introduction

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

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

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School vision

At Hargraves Public School we strive to prepare all students to become lifelong learners and responsible citizens ready to meet the challenges of the future. In partnership with families and community, our goal is to deliver high quality, differentiated learning experiences that challenge all students to perform at their highest potential and develop the knowledge, critical thinking skills, and resilience necessary to succeed in a technologically advanced world.

School context

Hargraves Public School with a current enrolment of 13 students, is a small rural school situated 35 kilometres south-west of Mudgee in the Central West of N.S.W. Numbers have fallen significantly in 2021 due to a large Year 6 cohort in 2020. We anticipate that student enrolments will range from 10-15 in the next few years.

Our Aboriginal student population fluctuates and is currently 20% of our student enrolments.

Our F.O.E.I. (Family Occupation & Education Index) is 149 and I.C.S.E.A. (Index of Community Socio-Educational Advantage) is 881, identifying us as a low socio-economic rural school.

The school fosters a culture of high expectations and students have access to high levels of technology for learning and a wide range of extra-curricular opportunities.

Hargraves School has excellent facilities featuring three well-resourced classrooms and library and a spacious, attractive playground.

The school currently has 2 full time teachers, one part-time teacher, a part-time School Learning Support Officer, School Administrative Manager and General Assistant. As part of the Early Action for Success (EAFS) Strategy, we also have an Instructional Leader one day per week. A small but enthusiastic P&C support the staff and students.

Through our Situational Analysis we have identified two areas of focus for Strategic Improvement Plan 2021-2024:

1. Student Growth and Attainment

When analysis was conducted against the student outcome measures it was evident that although the number of students at or above expected growth in reading and numeracy overall is above the state average and above that of statistically similar schools, not every student makes the expected growth target for reading and numeracy. This will be an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include:

Reading: - reading, viewing and comprehension strategies in different media and technologies.

Numeracy: - whole number and measurement.

Our whole school focus to improve student growth and achievement in reading and numeracy is underpinned by the evidence base provided by What works best: 2020 update and What Works Best in Practice. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student.

2. Quality Teaching

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Our school focus will be on developing high impact teaching strategies, including learning intentions and success criteria as part of the quality teaching and learning cycle. This will become embedded practice across the school. Using high impact teaching strategies will provide opportunities for teachers to reflect and evaluate the effectiveness of current practices and use current research (What Works Best) to improve teacher practice.

Teaching staff will also focus on developing their skills and knowledge to use assessments strategically and effectively (for, of and as learning).

Through our situational analysis, we have also identified a need to use data driven practices in our teaching to ensure all students have access to stage appropriate learning. Teachers' data literacy and their capacity to use data in planning will be an area for professional development. The monitoring of student performance data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise learning outcomes for every student in reading and numeracy and to build strong foundations for academic success, all staff will use relevant and quality data to understand the learning needs of every student.

Our focus will be to deliver high quality learning experiences that enables student growth across all key learning areas. Students will demonstrate autonomy & initiative to identify their learning goals and become self-directed learners.

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.

- Effective Classroom Practice/Personalised Learning
- Data Skills and Use

Resources allocated to this strategic direction

Socio-economic background: \$34,476.00

Low level adjustment for disability: \$11,492.00

Location: \$9,306.59

Professional learning: \$3,800.00

Summary of progress

Effective Classroom Practice/Personalised Learning

As a staff we focused on collaboration and analysis of data to ensure that instruction was meeting the learning needs of students in K-2 and 3-6. Our focus has been on ensuring that we are able to utilise and analyse data to then design learning goals for students. Critical to our collaborative inquiry has been a shared understanding about what explicit quality instruction in reading and numeracy looks like and to engage in professional learning to strengthen this professional practice.

Classroom teachers in K-2 and 3-6 met frequently to discuss individual learning needs in both reading and numeracy, and develop personalised learning plans which include learning goals based on areas of identified need. Teachers then focused on the design of teaching and learning activities which addressed the identified goals within the classroom.

All students will have goals documented in their plan.

Collaboration was supported by our Assistant Principal Curriculum and Instruction and the Principal as Instructional Leader.

All staff will continue to collaborate in order to achieve the common goal of sharing evidence-informed practices, knowledge and problem solving to effect change in student learning. The success of our collaborative inquiry will be the disciplined approach and ongoing reflection and evaluation against the teaching and learning cycle, supported by curriculum implementation. We will continue to ensure professional learning is at the centre of the school's focus on increased teacher effectiveness. We will establish regular reflection points that ensure staff are setting realistic targets for students.

Data Skills and Use

As a staff we continued to build our capacity to implement effective data practices, including engaging in collaborative data analysis to determine evidence of learning by individual students, classes, years and stage groups. As a multi-stage class(es) this is very important. Our focus in the area of data was to ensure there was a common understanding of PLAN 2 and the language of the Learning Progressions. The use of the data walls was a practice that was continually refined to ensure consistent teacher judgement and shared understanding about the pedagogical approach to reading and numeracy instruction.

The Collaborative Support for Schools In Unique Settings (CSUS) guided our improvement journey in Numeracy. The Principal School Leadership (PSL) and the Instructional Leader were pivotal in ensuring fidelity of implementation in the design of a theory of action and the associated learning sprint to effect change in professional practice and improved student learning.

As a school we were able to determine consistent and reliable student assessment data in reading and numeracy , evidenced in teaching and learning programs. A commitment by all teachers to PLAN 2 has seen consistent monitoring of student progress. There were times when limitations in staffing directly impacted the process of implementation.

NEXT STEPS

In 2023, staff will invest time and professional learning opportunities into developing a whole school approach to Literacy and Numeracy in line with new curriculum pathways and expectations. Staff will collaboratively work to reestablish school wide expectations to support student learning through the quality teaching and learning cycle, pausing and reflecting at timely intervals to determine impact. There will be a concentrated focus on formative assessment strategies and authentic data collection to determine where to next for student and school programs. essential to success in this area will be the need for the timetabling of collaboration.

In 2023, staff will work closely with the Assistant Principal Curriculum and Instruction (APC&I) to ensure our commitment to tracking student learning via PLAN 2 is consistent. Careful use of CSUS data and Learning Progressions will allow for personalised tracking of student achievement and progress. Progression data suggests that improvement is being made, and the use of PLAN2 will support consistent teacher judgement to improve student achievement. To promote consistent and comparable judgement of student progress as well identify gaps in learning and areas for extension we will develop a whole school approach to assessment. We will ensure the collection and analysis of data is a component of our Implementation and Progress Monitoring, ensuring a focus on point of need instruction, clear learning intentions and success criteria, effective questioning and feedback as part of explicit quality instruction in Reading and Numeracy.

In 2023, with additive and multiplicative strategies as our focus areas in Numeracy, we will ensure that professional learning supports the strengthening of practice in explicit quality instruction of these areas. Through the implementation of data responsive teaching sprints, teachers will deliver quality lessons and determine success through appropriate assessment strategies such as work samples, observable behaviours, student reflections and data collection(IfSA). Collaborative analysis of data will inform future directions and address student need and any equity disadvantage. We will continue to collaborate and share data more broadly across the Community of Practice.

In 2023, to identify, support, engage, organise and apply personal approaches to learning of our Aboriginal and Torres Strait Islander students, we will develop a Personalised Learning Pathway(PLP) process. In consultation with parents and caregivers we aim to support improved learning outcomes and educational aspirations for our students. The PLP process will be customised to meet academic, social and cultural needs of 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
Increase % of students achieving expected growth in reading towards the lower bound of 60%	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase % of students achieving expected growth in numeracy towards the lower bound of 60%	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
80% of students will achieve or exceed expected growth in Literacy & Numeracy using the progressions, PLAN 2 data and syllabus indicators.	<ul style="list-style-type: none"> • Review of student progress against the learning progressions indicates 80% of students have achieved or exceeded learning goals in Quantifying Number and Additive Strategies.
Value add for 3-5 is Sustaining & Growing Value add for K-2 is trending toward Excelling	<ul style="list-style-type: none"> • Value Add (VA) is not available due to changes to the Best Start Kindergarten Assessment. • Value Add (VA) 3-5 and 5-7 cannot be calculated for 2020 2022 as the NAPLAN test was not conducted in 2020.
Increase the percentage of students attending school for more than 90% of the time to be above the current level of 95.6%	<ul style="list-style-type: none"> • The number of students attending school 90% of the time or more has decreased, mainly due to Covid isolation. 7 of 13 students (>50%) have attendance >90%. 11 out of 13 students (85%) attended 85% of the time.

<p>Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be above the Lithgow Network lower bound system-negotiated target in reading of 49.2%.</p>	<p>As a school small we have contributed to the uplift in the Lithgow Network Target.</p>
<p>Improvement in the percentage of students in the Lithgow Network achieving in the top 2 bands to be above the Lithgow Network lower bound system-negotiated target in numeracy of 25.9%.</p>	<p>As a school small we have contributed to the uplift in the Lithgow Network Target.</p>

Strategic Direction 2: Quality Teaching

Purpose

To ensure teaching and learning programs are dynamic, differentiated and show evidence of revisions based on feedback, teaching effectiveness, consistent & reliable student assessment data & continuous tracking of student progress & achievement.

All teachers will understand and implement the most effective, explicit teaching methods with the highest priority given to evidence-based teaching strategies.

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.

- Assessment Practices
- Quality Learning Environment - Classroom Management

Resources allocated to this strategic direction

QTSS release: \$2,873.03

Summary of progress

Assessment Practices

As a school our focus was on ensuring a consistent approach to assessment for, of and as learning. We needed to review our current assessment overview to ensure that data collected was relevant to our expected progress and achievement related to reading and numeracy instruction.

Our engagement in the suite of resources in ALAN (Assessing Literacy and Numeracy) indicated that there was diversity in professional understanding and professional practice. The staff were able to develop a shared understanding of baseline data from the Best Start Kindergarten Assessment and PLAN 2. to then inform the explicit strategies required to address the areas of student need.

Our progress was limited due to changes in personnel which has meant that the engagement in assessment for, of and as learning has not been embedded as a whole school approach. and further professional learning is required to ensure consistency and integration as part of classroom practice for 2023.

NEXT STEPS

In 2023, professional learning time will be dedicated to collaboratively using data to inform planning, identify interventions and modify teaching practice. Working with the APC&I, we will reestablish a whole school assessment schedule inclusive of PLAN2 and other summative assessments that allow staff to plan for future learning. We will reestablish the use of a data wall, personal learning plans and progression plotting to ensure we are tailoring teaching and learning programs that meet the needs of our students.

In 2023, teachers will embed explicit formative assessment as part of the teaching-learning-assessment cycle in everyday practice. The development of a whole school assessment framework will support the development of student learning goals, inform explicit instruction and reflect research on best practice, including ongoing monitoring of success.

Quality Learning Environment - Classroom Management

Our whole school approach to classroom management and student behaviour had FISH philosophy as the foundation. This philosophy focuses on the key principles of being there, play and creativity, make your day and choose your attitude.

Survey analysis showed students found FISH philosophy ambiguous and weren't sure of what it looked like in practice.

4 clear concise school wide expectations were developed, in line with current FiSH principles, to promote positive student engagement.

The school community held 'traditional' views of discipline and have needed education around the rationale behind the IER reforms. Informal parental feedback showed a need for developing a deeper understanding of inclusive education and the student behaviour policy as it relates to school wide expectations and management of student behaviour.

NEXT STEPS

In 2023, there will be a whole school strengthening of systems and structures to support teaching and learning. Our focus as we will develop a whole school understanding of the new policies and system-wide supports on inclusive education for students with disability, student behaviour and restrictive practices, to ensure all students can reach their potential. As a team we are reviewing the current Student Behaviour Policy and School-wide expectations to ensure alignment with the new policy. We will build our behaviour policy and processes around 4 school wide expectations - Be Safe, Be Responsible, Be Respectful and Be An Active Learner. We will implement an evidence-based framework that brings together the whole-school community to contribute to developing a positive, safe and supportive learning culture. The framework will support social, emotional, behavioural and academic outcomes for our students.

In 2023, staff will engage closely with students and parents to plan strategic, integrated whole-school behaviour management approaches in line with the Inclusive, Engaging and Respectful School policies. Professional Learning will focus on building teacher and SLSO capacity to reduce the occurrences of inappropriate behaviours, encourage positive behaviour and teach social and emotional skills. Staff will explicitly teach expected behaviours, collaboratively design intervention strategies to address academic supports, behavioural, and social/emotional competencies to reengage students in learning and give frequent and meaningful rewards for students demonstrating expectations.

In 2023, we will enhance communication with the wider community and promote our proactive strategies through the reporting of student success and achievement in a range of positive ways including the weekly newsletter, school Facebook page and the local Nugget News magazine. Through P&C Meetings, parents will become partners in the development of the whole school structures and processes being implemented. Individual student adjustments will be communicated with parents when developing individual learning and behaviour plans as needed.

Our systems, processes and procedures for Student Behaviour will be communicated in the School Student Behaviour Management Plan to be finalised by the end of Term 1, 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
<p>In the Learning domain Assessment - Sustaining and Growing</p> <p>In the Teaching domain Data Skills and Use - Sustaining and Growing</p> <p>In the Teaching domain Professional Standards- trending towards Excelling</p> <p>In the Teaching domain Effective Classroom Practice - trending towards Excelling</p> <p>In the Learning domain Wellbeing - Sustaining and Growing</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the element of assessment to be Delivering. • Self-assessment against the School Excellence framework shows the element of Data Skills and Use to be Delivering. • Self-assessment against the School Excellence framework shows the element of Professional Standards to be Delivering. • Self-assessment against the School Excellence framework shows the element of Effective Classroom Practice to be Sustaining and Growing. • Self-assessment against the School Excellence framework shows the element of Wellbeing to be Sustaining and Growing.
<p>In the Leading domain Educational Leadership - trending towards Excelling</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence framework shows the element of Educational leadership to be Delivering.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$39,976.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Hargraves 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"> • Effective Classroom Practice/Personalised Learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support student learning • employment of external providers to support students with speech pathology <p>The allocation of this funding has resulted in the following impact: Students have been able to progress in reading and numeracy due to the intensive support with goals clearly articulated and learning intentions and success criteria supporting student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage a speech pathologist half a day per week to work with targeted students with speech and language needs. With a change of staff in 2023, high impact professional learning to build teacher capabilities, knowledge and understanding of data literacy, data analysis and data use may again be needed to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$17,451.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Hargraves 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: * An SLSO/Occupational Therapist supporting Aboriginal students in the classroom..</p> <p>After evaluation, the next steps to support our students will be: * Continue to employ a full time SLSO/OT to deliver differentiated and personalised support to Aboriginal students.</p>
<p>Low level adjustment for disability</p> <p>\$11,492.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Hargraves 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"> • Effective Classroom Practice/Personalised Learning <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$11,492.00</p>	<p>include:</p> <ul style="list-style-type: none"> • 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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * Teachers collaborating to share student data, curriculum knowledge and effective teaching strategies to enhance student learning. * Teachers collecting quality, reliable and meaningful data from all stages of the learning process to use as evidence of where to next for student learning. * Student improvement evidenced by speech pathologist testing results, internal assessment data, PLAN2 data and Year 5 NAPLAN results achieving above state and statistically similar school groups (SSSG) in all areas. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * Continue to staff the school to allow collaboration and analysis of PLAN2 data
<p>Location</p> <p>\$9,306.59</p>	<p>The location funding allocation is provided to Hargraves Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice/Personalised Learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact:</p> <p>Students were given learning experiences Sydney and Canberra to support syllabus outcomes</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to subsidise excursions to allow all students to participate in these valuable learning opportunities</p>
<p>Professional learning</p> <p>\$3,800.00</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 Hargraves Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employ casual teacher to release classroom teachers weeks 5 and 10 to discuss and unpack student assessment and next steps via PLAN2 and progressions <p>The allocation of this funding has resulted in the following impact:</p> <p>Updated and accurate data walls to support teaching and learning cycle</p> <p>After evaluation, the next steps to support our students will be:</p> <p>Continue to fund the release of classroom teachers to support the upkeep and consistent judgement of the data walls</p>
<p>QTSS release</p> <p>\$2,873.03</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Hargraves Public School.</p> <p>Funds have been targeted to provide additional support to students</p>

<p>QTSS release</p> <p>\$2,873.03</p>	<p>enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Assessment Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Funding principal release to support the implementation of quality teaching</p> <p>After evaluation, the next steps to support our students will be: Continue to employ a staff member to support teaching principal release</p>
<p>COVID ILSP</p> <p>\$21,240.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: IFsR completed for all students, PLAN2 data current and up to date, supporting the planning phase of the teaching and learning cycle</p> <p>After evaluation, the next steps to support our students will be: Employ a dedicated staff member to continue CILSP in 2023</p>
<p>AP Curriculum & Instruction</p> <p>\$30,114.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • The Assistant Principal, Curriculum and Instruction provides high support and guidance to enhance teacher growth and development in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: High support and guidance to enhance teacher growth and development in literacy and numeracy has been provided one day a week</p> <p>After evaluation, the next steps to support our students will be: Engage APC&I to provide high support and guidance to enhance teacher growth and development in literacy and numeracy</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	9	12	10	9
Girls	18	17	7	4

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	96.2	77.7	87.2
1	99.0	96.2	94.1	70.2
2	95.7	97.9	88.9	92.2
3	98.4	95.5	75.6	88.0
4	93.0	81.1	93.6	84.0
5	95.8	83.7	95.6	84.0
6	97.7	93.6	93.1	89.4
All Years	95.7	92.5	90.8	87.0
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)	0.2
Classroom Teacher(s)	0.25
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.7

*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	84,839
Revenue	516,648
Appropriation	509,819
Sale of Goods and Services	-150
Grants and contributions	6,584
Investment income	395
Expenses	-473,417
Employee related	-433,303
Operating expenses	-40,114
Surplus / deficit for the year	43,231
Closing Balance	128,070

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	0
Equity Total	80,822
Equity - Aboriginal	16,454
Equity - Socio-economic	48,946
Equity - Language	0
Equity - Disability	15,422
Base Total	347,130
Base - Per Capita	4,296
Base - Location	9,307
Base - Other	333,528
Other Total	42,843
Grand Total	470,795

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

At scheduled P&C meetings, feedback from parents has been that there has been an improved approach to the school and community partnership that has resulted in enhanced communication and community confidence. Parents have shared anecdotally that they are very happy with the progress being made at the school. Parents are invited to be and welcomed as partners in the learning journey of the children.

In 2023, we will continue to seek parent feedback both informally, and formally through surveys to ensure we are inclusive and meeting the needs of our families. We will also seek student voice through authentic opportunities for feedback and reflection, including surveys and collaborative decision-making experiences.

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.