

2022 Annual Report

Helensburgh Public School



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Introduction

The Annual Report for 2022 is provided to the community of Helensburgh 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

As a collaborative school community, Helensburgh Public School will strive to improve, excel and deliver outstanding and engaging learning.

Our mission is to provide an exceptional education which inspires students and prepares them for a rewarding future as successful and respected members of our community.

School context

Helensburgh Public School is located in the northern suburbs of Wollongong. Students, teachers and parents work together to promote school excellence. Helensburgh Public school provides opportunities for students to participate in performing arts groups, sport, kitchen garden, student decision making and other curricular and extra curricular activities.

There is a range of student learning needs at Helensburgh Public School. Funding is allocated to support personalised learning for students requiring additional learning support, and there are effective literacy intervention programs. At the end of 2020, a second Multi Categorical support class was approved and it has been operating from the beginning of 2021.

An Aboriginal education committee was established at the end of 2020 and developed a Reconciliation Action Plan (RAP). The aim of this strategy is to enhance knowledge and understanding of Aboriginal culture and history, and improve literacy and numeracy outcomes for Aboriginal students.

The situational analysis identified three areas of focus. The vision of the school builds upon the last school plan in using assessment to drive explicit teaching.

1. Student Growth and Attainment

Through a school inquiry into the School Excellence Framework elements of Data Skills and Use and Assessment, it was confirmed that teachers could further develop their skills in using assessment to plan explicit and differentiated lesson sequences in reading and numeracy. This will involve teachers undertaking professional learning in: data analysis and effective classroom practices such as explicit teaching, curriculum differentiation and feedback.

2. A Culture of Continuous Improvement

In reviewing the What Works Best literature on High Expectations and Collaboration, the school's next steps will be to have a shared understanding and responsibility for improving teaching, leading and learning. This will involve developing projects related to strengthening: high impact professional learning, leaders' skills and capabilities.

3. A Student Centred Curriculum

A range of evaluations identified student wellbeing and school community engagement as areas for further inquiry. Teachers will plan a whole school approach for implementing student wellbeing and student voice and jointly develop community engagement strategies to strengthen learning culture.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student growth and attainment in reading and numeracy, assessment practices will be connected to the curriculum, and used to inform next steps in teaching.

Initiatives

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

- Assessment for Teaching

Resources allocated to this strategic direction

Socio-economic background: \$42,326.00

Literacy and numeracy intervention: \$72,399.93

Low level adjustment for disability: \$57,427.00

English language proficiency: \$4,236.86

QTSS release: \$68,950.00

Professional learning: \$19,996.00

Per capita: \$21,250.00

Literacy and numeracy: \$14,250.00

Summary of progress

In 2022, our focus was on building teacher capacity to deliver high quality teaching and learning in Mathematics. The collaborative inquiry model of teaching sprint professional learning involved: implementing whole number and addition and subtraction teaching strategies, the use of specific NSW Department of Education assessments aligned to the numeracy progression and planning rich, challenging tasks. Data walls were used for targeted intervention, where teachers identified student need, implemented evidence based strategies and monitored student progress every 5 weeks. The professional learning resulted in teachers improving: formative assessment strategies aligned to numeracy progressions and jointly planning evidence based numeracy strategies under the guidance of the school funded instructional leader. Internal and NAPLAN results indicated improved student learning related to student growth and achievement. In 2023, data informed collaborative professional learning will continue with a focus on multiplication and division and supporting students with high potential.

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
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN Numeracy to be at or above the lower bound target of 35.8%	38.18% of students are now in the top two skill bands (NAPLAN) for Numeracy exceeding the system negotiated target.
Expected growth data not available in 2022 due to the suspension of the National Assessment Program in 2020.	Student achievement data for this progress measure is not available in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement in the percentage of students achieving in the top 2 bands in NAPLAN reading to be at or above the lower bound target of 46.1%.	52.73% of students are in the top two skill bands for NAPLAN reading exceeding the system negotiated target.
Expected growth data not available in 2022 due to the suspension of the National Assessment Program in 2020.	Student achievement data for this progress measure is not available in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Improvement as measured by the	Self-assessment against the School Excellence framework shows the

<p>School Excellence Framework:</p> <p>SEF Element: Assessment</p> <p>Focus Theme: Summative Assessment - Sustaining and Growing</p> <p>Focus Theme: Formative Assessment - Sustaining and Growing</p>	<p>themes of Summative Assessment and Formative Assessment to be Sustaining and Growing.</p>
<p>Improvement as measured by the School Excellence Framework</p> <p>SEF Element: Effective Classroom Practice</p> <p>Focus Theme: Explicit Teaching - Sustaining and Growing</p>	<p>Self-assessment against the School Excellence framework shows the theme Explicit Teaching to be Sustaining and Growing.</p>

Strategic Direction 2: A Culture of Continuous Improvement

Purpose

In order to achieve a culture of continuous improvement in teaching and leading, there will be a coordinated approach to implementing collaborative, high impact professional 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.

- Building Teacher Capacity

Resources allocated to this strategic direction

Professional learning: \$10,500.00

QTSS release: \$20,000.00

Per capita: \$500.00

Summary of progress

In 2022, the focus of this initiative was on strengthening collaborative professional learning and leadership capacity building. Collaborative professional learning was enhanced by: strategically aligning professional standards to the school improvement plan and professional learning, and devising lesson observation systems involving reflecting on videos of practice. The leadership capacity building strategy involved: aspiring leaders and Assistant Principals aligning their professional standards to the highly accomplished accreditation level and planning a mentoring program for aspiring leaders and Assistant Principals with defined roles and responsibilities related to the school improvement plan. Teacher survey evaluations indicated a high level of professional engagement in collaborative professional learning sessions and lesson observations. All executive and aspiring leaders positively evaluated the leadership strategy. In 2023, collaborative professional learning processes will continue to be evaluated and further work will involve delivering effective lesson observation feedback. The leadership capacity building strategy will continue and a early career teacher mentoring program will be initiated.

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
Improvement as measured by the School Excellence Framework: SEF Element: Learning and Development Focus Theme: Collaborative Practice and Feedback - Sustaining and Growing Focus Theme: Professional Learning - Sustaining and Growing	Self-assessment against the School Excellence framework shows the themes of Collaborative Practice and Feedback and Professional Learning to be Sustaining and Growing.
Improvement as measured by the School Excellence Framework: SEF Element: Educational Leadership Theme: Instructional Leadership Sustaining and Growing Theme: Performance Management and	Self-assessment against the School Excellence framework shows the themes of Instructional Leadership and Performance Management and Development to be Sustaining and Growing.

Development

Sustaining and Growing

Strategic Direction 3: A Collaborative Student Centred Curriculum

Purpose

In order to increase the proportion of students reporting high expectations for success, advocacy and belonging there will be a planned approach to implementing student wellbeing and voice, attendance strategies and positive school community partnerships.

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.

- Student Voice and Wellbeing
- Building Whole School Expectations

Resources allocated to this strategic direction

Per capita: \$7,413.00

Summary of progress

In the Building Whole School Expectations initiative an evaluation tool was used to identify baseline information related to parent educational engagement. From the evaluation, the following work undertaken by teachers involved: purchasing a Seesaw licence and ensuring all parents were connected, staff professional learning in Seesaw, planning face-to-face parent workshops and filming maths activities for parents every fortnight. Evaluation from the Building Whole School Expectations initiative indicated that teachers are regularly posting on Seesaw and are using a variety of tools to showcase student learning with parents. In addition, teachers are regularly sharing maths home learning activities with parents. Next steps will involve embedding Seesaw and face to face parent workshops as part of the school's commitment to building high expectations for student learning.

In 2022, the focus of the Student Voice and Wellbeing Initiative was on evaluating and implementing student wellbeing practices. This involved implementing positive behaviour strategies, developing a definition of belonging and improving procedures for tracking and celebrating attendance. In regard to the Student Voice and Wellbeing initiative there was a positive impact in student wellbeing processes which included: implementing a consistent approach to rewarding positive classroom and playground expectations, planning a range of student rewards and extra-curricular activities and establishing new attendance rewards and strategies. The Tell Them From Me student survey data indicated an increased sense of student belonging from the 2021 level. In 2023, evidence based student wellbeing and attendance strategies will be implemented and evaluated.

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
An uplift in Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) to be above the 2021 level of attainment.	In 2022, Tell Them From Me Wellbeing data indicates 82.35% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school). This is an uplift from the 2021 level.
Improvement as measured by the School Excellence Framework: Wellbeing Focus Element: A planned approach to student wellbeing - Sustaining and Growing Internal data indicates improvements to school systems and processes related to planning, implementing and	Internal data indicated improvements to school systems and processes related to planning, implementing and evaluating positive behaviour strategies. Self Assessment against the School Excellence Framework shows the theme of: A planned approach to wellbeing to be Sustaining and Growing.

evaluating positive behaviour strategies.	
Continued uplift in the percentage of students attending school greater than 90% of the time to be above the 2021 rate.	The number of students attending greater than 90% of the time or more has decreased by 29.9%, however this figure was significantly affected by public health orders.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$152,391.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Helensburgh 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around individual learning and behaviour planning • 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: School learning support officers worked collaboratively with teachers, students and parents to support students with a disability. Review of Personalised Learning and Support Plans indicated individual support strategies had a positive impact on student learning and behaviour.</p> <p>After evaluation, the next steps to support our students will be: to continue to use school learning support officers to assist students with a disability. In addition, it will involve upskilling the learning support team, teachers and school learning support officers in their understanding of how to plan, implement and evaluate effective personalised learning and support plans.</p>
<p>Socio-economic background</p> <p>\$42,326.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Helensburgh 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"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of the school funded instructional leader to deliver evidence based literacy and numeracy professional learning. <p>The allocation of this funding has resulted in the following impact: Teachers have improved their use of assessment to plan literacy and numeracy lessons at students' point of need, including those students from a disadvantaged socio-economic background from the on-going professional learning led by the instructional leader. This has included teachers using NSW Department of Education assessment resources to plan learning goals related to literacy and numeracy progressions and in turn implementing evidence based teaching strategies.</p> <p>After evaluation, the next steps to support our students will be: to use the socio-economic funds to increase the staffing allocation of the Assistant Principal Curriculum and Instruction to a full time position. This will ensure that high impact professional learning will continue and in turn support students from a socio-economic background in making expected growth in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$12,350.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Helensburgh Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$12,350.00</p>	<p>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"> • staffing release to support development and implementation of Personalised Learning Plans • organising a high quality K-6 incursion to support knowledge of Aboriginal history and culture • releasing staff to plan, implement and evaluate the Reconciliation Action Plan. <p>The allocation of this funding has resulted in the following impact: planning, implementing and evaluating strategies from Helensburgh Public School's Aboriginal Reconciliation Action Plan. This included teachers working in collaboration with students and parents to plan and monitor Personalised Learning Pathway goals which has led to student engagement. Also, there is a planned approach to integrating Aboriginal culture and history into the K-6 curriculum.</p> <p>After evaluation, the next steps to support our students will be: to devise effective strategies in collaboration with all stakeholders including the Aboriginal Education Consultative Group to enhance student learning and engagement, foster community partnerships and improve knowledge and understanding of Aboriginal culture and history.</p>
<p>English language proficiency</p> <p>\$4,236.86</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Helensburgh 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"> • Assessment for Teaching <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 delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: planning evidence based reading and writing teaching strategies for EALD students, leading to improved growth and achievement as measured through internal and external assessment.</p> <p>After evaluation, the next steps to support our students will be: to employ additional staffing to implement early intervention literacy initiatives that will benefit students from all 4 phases of English language learning.</p>
<p>Low level adjustment for disability</p> <p>\$183,840.10</p>	<p>Low level adjustment for disability equity loading provides support for students at Helensburgh 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"> • Assessment for Teaching • 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 the instructional leader to coordinate learning and support

<p>Low level adjustment for disability</p> <p>\$183,840.10</p>	<p>teachers, assist teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>The allocation of this funding has resulted in the following impact: Teachers have improved their skill in being able to differentiate the curriculum in literacy and numeracy for those students requiring a low level adjustment for disability. Teachers have gained skills in using assessment to identify students strengths and gaps in their learning and planning teaching strategies that make a positive impact on student learning.</p> <p>After evaluation, the next steps to support our students will be: to support professional learning in curriculum differentiation and to plan, implement and resource targeted literacy and numeracy interventions that support students who require a low level adjustment for their disability.</p>
<p>Professional learning</p> <p>\$30,496.00</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 Helensburgh 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"> • Assessment for Teaching • Building Teacher Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teachers participating in collaborative stage professional learning in additive and multiplicative thinking with the school funded instructional leader. • implementing a leadership capacity building strategy where extra release from face to face teaching was allocated to support aspiring leaders lead projects within the school improvement plan <p>The allocation of this funding has resulted in the following impact: Teachers have demonstrated improved knowledge, confidence and practice in teaching number strategies. From internal and external assessment, students from Kindergarten to Year 6 have demonstrated growth and achievement in number concepts.</p> <p>After evaluation, the next steps to support our students will be: to use professional learning funds to plan and implement collaborative professional learning in Mathematics based on student need. This will involve identifying student need based on numeracy progressions, implementing evidence based strategies and regularly evaluating the impact on student learning.</p>
<p>Literacy and numeracy</p> <p>\$14,250.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Helensburgh 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"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in collaborative Mathematics professional learning • executive and teachers release to analyse external and internal literacy and numeracy assessment and plan the direction of literacy and numeracy professional learning <p>The allocation of this funding has resulted in the following impact: Planning of spelling, reading, grammar and numeracy teaching and</p>

<p>Literacy and numeracy</p> <p>\$14,250.00</p>	<p>assessment strategies based on the analysis of triangulated internal and external data. This involved analysing historical NAPLAN, Check-in and PAT literacy and numeracy data to identify school trends and develop an action plan for 2023.</p> <p>After evaluation, the next steps to support our students will be: to implement a consistent approach to teaching and assessing spelling, reading, grammar and numeracy lessons based on whole school trends. This will involve all teaching staff in the data analysis, action plans and also the development of reading and numeracy daily reviews and spelling and grammar stage programs and assessments.</p>
<p>QTSS release</p> <p>\$88,950.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Helensburgh 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"> • Assessment for Teaching • Building Teacher Capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Teachers have made measurable improvements to their Mathematics teaching in relation to explicit and differentiated lesson planning and practice. The collaborative professional learning had a positive impact on student learning outcomes which was evaluated using internal and external assessment.</p> <p>After evaluation, the next steps to support our students will be: for the Assistant Principal Curriculum and Instruction to continue to plan and deliver collaborative stage professional learning aligned to the school improvement plan.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,399.93</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Helensburgh 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"> • Assessment for Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of school funded instructional leader to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: The instructional leader has delivered high quality professional learning. K-2 teachers have made progress in their planning, teaching and evaluating of evidence based phonics and phonological lessons and K-6 teachers have improved their use of student assessment data in planning explicit and differentiated mathematics lessons.</p> <p>After evaluation, the next steps to support our students will be: to continue for the Assistant Principal Curriculum and Instruction to plan evidence based professional development in literacy and numeracy.</p>
<p>COVID ILSP</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</p>

\$81,813.00	<p>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 • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: The implementation of literacy and numeracy intervention in small group tuition had a positive impact on student learning outcomes as measured by internal assessment and tracking student growth on literacy and numeracy progressions.</p> <p>After evaluation, the next steps to support our students will be: to continue to devise small group intensive learning support in literacy and numeracy to ensure that students can make expected levels of literacy and numeracy progress.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	227	228	242	240
Girls	211	214	207	205

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.8	96.0	93.4	91.0
1	94.1	96.1	94.7	88.9
2	94.6	94.7	93.7	89.2
3	93.2	95.7	93.0	90.5
4	91.6	95.0	94.0	85.2
5	91.8	94.5	92.4	89.0
6	95.0	95.2	91.5	86.4
All Years	93.6	95.3	93.3	88.5
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)	4
Classroom Teacher(s)	17.46
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.32

*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	246,863
Revenue	4,820,735
Appropriation	4,640,296
Sale of Goods and Services	8,061
Grants and contributions	170,043
Investment income	2,235
Other revenue	100
Expenses	-4,870,161
Employee related	-4,472,591
Operating expenses	-397,571
Surplus / deficit for the year	-49,426
Closing Balance	197,437

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	152,391
Equity Total	242,758
Equity - Aboriginal	12,355
Equity - Socio-economic	42,326
Equity - Language	4,237
Equity - Disability	183,840
Base Total	3,549,803
Base - Per Capita	116,495
Base - Location	0
Base - Other	3,433,308
Other Total	410,643
Grand Total	4,355,595

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

The Tell Them From Me parent survey was conducted in November 2022 and had 64 responses. The survey includes seven separate measures, which were scored on a ten-point scale. The seven separate measures were put into several categories and the average scores ranged from 6 to above 7. Areas of strength identified from the survey included: School Supports Positive Behaviour, Safety at School and School Supports Learning. Areas for further development identified from the survey included: Parents are Informed and Parents Support Learning at Home. Between November 2021 and November 2022, average scores for Safety at School increased from 6.8 to 7.1 and scores for Parents are Informed increased from 6.1 to 6.3.

There were two Tell Them from Me student surveys conducted at the middle and end of the year in 2022. Students from Years 4 to 6 completed these surveys and they contained topics related to social and emotional wellbeing and drivers of student learning. In relation to questions aligned to social and emotional outcomes, the school had strengths in the categories: Students with Positive Relationships, Student Participation in School Sports and Students with Positive Behaviour at School. An area for further evaluation included: Students with Positive Homework Behaviours. Scores for Students with a Positive Sense of Belonging increased at the mid-way point through the year, but regressed slightly by the end of the year. Between November 2021 and November 2022, the average score for Students with Positive Relationships increased by 6% and the score for Students who are Interested and Motivated increased by 6% also. In questions about drivers of student learning outcomes, strengths identified were: Anti Bullying and Positive Teacher-Student Relations. Areas for further evaluation included: Positive Learning Climate and Expectations for Success.

The Tell Them From Me teacher survey was conducted in November 2022. Questions were grouped into the eight drivers of student learning which include: Collaboration, Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice and Learning Culture and the four dimensions of classroom and school practices which include: Planned Learning Opportunities, Challenging and Visible Goals, Overcoming Obstacles to Learning and Quality Feedback. For seven out of the eight drivers of student learning, teachers had an average score of 8 or above out of 10, all above the NSW government norm scores. Technology was the lowest area, with an average score of 6.2. For all four of the dimensions of classroom and school practices, teachers had an average score of 8 out of 10, all above the NSW government average.

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.