

2022 Annual Report

Homebush Public School



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Introduction

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

To be a school of excellence that empowers all students to embrace learning, achieve their highest potential and thrive through positive wellbeing.

School context

Homebush Public School has an enrolment of 516 students, including 98% of students from a non-English speaking background. Our school serves a diverse community and has a strong focus on teacher professional learning in visible learning using explicit teaching. All staff are committed professionals who place learning and wellbeing at the center of their teaching practice. Our teachers are motivated and work collaboratively in stage teams. Positive Behaviour for Learning (PBL) brings together our whole-school community to contribute to developing a positive, safe and supportive learning culture for our students. The school also has a strong sporting and creative arts tradition with an emphasis on inclusivity.

To inform this Strategic Improvement Plan, authentic community consultation with both the parent and staff community has occurred. The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. The school's high level areas for improvement in this School Improvement Plan are: student growth and attainment, effective classroom practice, Assessment data skills and analysis. It is important to note that this builds upon the work undertaken in the previous school planning cycle around teacher deep engagement with the syllabus and the quality implementation of explicit teaching using assessment data to differentiate the curriculum.

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 maximise student learning outcomes in reading and numeracy and to build strong foundations in academic success, we will further develop and refine data informed teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Shared understanding and responsibility for improvement in Reading
- Shared understanding and responsibility for improvement in Numeracy

Resources allocated to this strategic direction

Integration funding support: \$125,971.00
Literacy and numeracy: \$20,414.49
Socio-economic background: \$19,702.37
Low level adjustment for disability: \$133,577.39
New Arrivals Program: \$1,000.00
English language proficiency: \$65,038.32
Refugee Student Support: \$3,055.74
Professional learning: \$2,000.00

Summary of progress

Reading

The school executive led stage teams through a maintenance phase following Strategic School Support received in 2021. This involved ensuring that the weekly explicit instruction of vocabulary was included in all K-6 reading programs in yearly literacy programs. The SEEC framework was utilised to ensure tier 2 words connected to stage-based texts.

In addition to this maintenance, Stage 1 teachers were involved in the Accelerated Adopters program and engaged in the the development of vocabulary instruction using mentor texts throughout Terms 1 to 4.

Furthermore, the executive team delivered evidence-based practice professional development in reading in Term 2. Teachers were engaged in further learning about the Big 6 and Scarborough's Reading Rope. Staff explored activities to further support vocabulary development taken from 'Bringing Words to Life' and devised a list of vocabulary activities. These activities in conjunction with resources from the Literacy and Numeracy Hub were used to plan explicit vocabulary lessons.

Teachers of students in Kindergarten, Year 1 and Year 2 embedded vocabulary lessons through mentor texts using the suggested texts from the Accelerated Adopter program. Staff identified what did and didn't work, concluding that the context of the school requires contextual background to build vocabulary. Teachers also identified that some texts used in different stages were unsuitable.

Teachers of students in Years 3-6 embedded vocabulary lessons into literacy blocks. Using a focus text, teachers planned daily explicit vocabulary lessons.

Next year, in this strategic direction, a whole school focus on fluency will be implemented because staff indicated an interest and need in this area whilst revisiting Scarborough's Rope. It is a clear direction to move into improve results in reading.

Numeracy

Weekly targeted support in numeracy was provided to students in Years 3 and 5 in Terms 1-2.

Small groups were formed and received explicit instruction of focus areas identified as a need through PAT and Check-in assessments. Support teachers used resources from the numeracy hub and NSW DoE assessments.

Post data showed significant improvement for the students that participated in this targeted support.

Next year, in this strategic direction, stage teams will focus on collaborative planning numeracy using the Gradual Release of Responsibility model because it will give teachers a better understanding of outcomes and expectations, particularly when learning the new curriculum. Using the Gradual Release of Responsibility model will encourage stronger explicit teaching across the school and lift numeracy results.

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
Theme: Value-add - Excelling. Achievement of 2022 system-negotiated targets: Top 2 bands (or equivalent) NAPLAN numeracy increase (uplift) of 6.8%	From the baseline data of 47.17% there has been a decrease of 2.17%. The school will work towards continued uplift.
Theme: Value-add - Excelling. Achievement of 2022 system-negotiated targets: Top 2 bands (or equivalent) NAPLAN reading increase (uplift) of 8.9%.	From the baseline data of 45.46% there has been a increase of 5.59%. The school will work towards continued uplift.
School-determined growth targets in NAPLAN numeracy are identified and more than 79.4% are showing expected growth.	NAPLAN assessment was not administered in 2020, therefore growth in NAPLAN could not be measured from 2020 to 2022.
School-determined growth targets in NAPLAN numeracy are identified and more than 69.6% are showing expected growth.	NAPLAN assessment was not administered in 2020, therefore growth in NAPLAN could not be measured from 2020 to 2022.

Strategic Direction 2: Effective Classroom Practice

Purpose

Teachers will maintain high expectations of their students, know their students well, value them as learners, and use evidence-based effective teaching practices that challenge their students to achieve continuous improvement.

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.

- High Expectations
- Explicit Teaching

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$48,266.82

Professional learning: \$34,881.15

Literacy and numeracy: \$1,177.00

QTSS release: \$100,670.80

Summary of progress

Explicit Teaching

In 2022, teachers began the 'Engage' phase of curriculum reform. All teachers participated in NESA professional learning about the K-2 English and mathematics syllabuses. Pre and post data shows a growth in knowledge and understanding around most aspects of the new syllabuses, particularly in the areas of reading fluency and working mathematically. The K-2 and specialist teams engaged in the microlearning modules within the NSW Department of Education (DoE) professional learning suite about aspects of the new curriculum for students in K-2. Year 1 students and teachers were a part of the Accelerated Adopters initiative, trialing the DoE K - 2 English and mathematics units.

To capture curriculum knowledge, teachers were surveyed before and after the implementation of both English and mathematics professional learning sessions. The surveys indicated a growth in teacher understanding of the new evidence-based practices that are embedded in the new syllabuses, including the Big 6 in English and the connectionist approach in mathematics. Teachers indicated that further development in implementing the Gradual Release of Responsibility model across English in mathematics lessons is required.

Following the professional learning, the K-2 team began preparing scope and sequences, programs and resources for curriculum, embedding evidence-based practices in preparation for the 'Enact' phase in 2023.

High Expectations

Professional learning in High Potential & Gifted Education was undertaken by all teachers to up-skill them in the implementation of the DoE High Potential Gifted Education (HPGE) policy in order to meet the needs of all learners.

Pre and post data demonstrated an increase in teachers' understanding of the policy requirements in meeting the needs of HPG learners.

Teachers applied their knowledge of HPG policies into programs and learning plans for identified HPG students during collaborative planning meetings. Teachers collaborated to design and use new activities particularly with a vocabulary focus and is evident in teaching programs.

As a result of improvement in teachers' understanding of the policy, classroom practice enrichment activities and a Stage 2 integrated STEM project were implemented in 2022.

Whilst teachers have collective understanding of the requirements and need to adjust teaching and learning programs for our HPG learners, further professional development will be implemented to address how students are supported in numeracy.

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>Theme: High expectations - a move towards Excelling</p> <p>The whole school community demonstrates aspirational expectations of learning progress and achievement for all students, and is committed to the pursuit of excellence.</p> <p>Teaching and learning programs across show some evidence that they are adjusted to address individual student needs, ensuring that all students are challenged and all adjustments lead to improved learning in reading and numeracy.</p> <p>Uplift of 3.5% from 2021 of students stating that they are able to apply high skill and high challenge in their learning from Tell Them From data.</p>	<p>Self-assessment against the School Excellence Framework (SEF) shows the school is currently performing at Sustaining and Growing in the theme of High Expectations.</p> <p>An increased number of students indicated that they are able to apply high skill and high challenge in their learning. We are working towards reaching an uplift of 3.5%.</p>
<p>Theme: Explicit teaching - a move towards Excelling</p> <p>A whole school approach ensures the most effective evidence-based teaching methods optimise learning progress for all students, across the full range of abilities.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the theme of High Expectations.</p>

Strategic Direction 3: Assessment, Data Skills and Analysis

Purpose

To enhance teacher knowledge in using systematic and reliable assessment information to evaluate student learning and implement change in teaching that leads to measurable improvement.

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.

- School Wide Assessment Practices and Protocols
- Data Skills and Use

Resources allocated to this strategic direction

: \$37,281.00

Professional learning: \$400.00

Summary of progress

School Wide Assessment Practices and Protocols

In semester 1, executive staff worked collaboratively to develop a straightforward reporting format for K-2 teachers that was more accessible for parents.

Executive collaborated with stage teams to identify indicators for the report and key assessment opportunities incorporating clear parent friendly language for the new reports.

The report was received well by both staff and parents. Staff indicated that this new streamlined approach to assessment and reporting made it more conducive to make consistent onboard judgement across grades. The new report format was implemented in Years 3-6 in semester 2. In 2023, we will continue using the new reporting format and will create a new assessment schedule in line with curriculum reform.

Data Skills and Use

In semester 2, staff engaged in data talks. These stage meetings were scheduled twice a term with a focus on either a component of literacy or numeracy.

The first focus was on phonics where teachers shared student work samples in stage data talks. Following this, stage 1 teachers engaged in professional learning and conducted the Phonics Screener assessment. Students in Year 1 were identified and groups were created. The Learning and Support Teacher worked directly with these students over a semester. Students were retested after the support which demonstrated improvement.

Each stage began collecting writing samples as part of these data talks. Using consistent teacher judgement, teachers identified a range of work samples to use as a guide when reporting on writing outcomes and also to use as examples for 'bump it up' work.

Regular data talks on one set of evidence at a time will be scheduled into the assessment schedule in 2023. However, both executive and teachers have identified a need for further training in analysing data to inform practice. Further professional development will be scheduled in 2023.

NSW Education Standards Authority (NESA) professional development has been scheduled for 2023 to develop teacher knowledge in allocating grades consistently.

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
<i>Element: Assessment - a move</i>	A whole school assessment schedule has been developed collaboratively

<p>towards Excelling.</p> <p>Assessment is used flexibly and responsively as an integral part of daily classroom instruction. Formative assessment is practised expertly by teachers.</p> <p>The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels.</p>	<p>by each stage. The implementation of these schedules has begun and will be monitored in 2022. Self-assessment against the School Excellence framework shows the school is currently performing at sustaining and growing in the element of assessment.</p>
<p>Element: Data skills and use: moving towards Excelling.</p> <p>Teachers review assessment data and compare results from external assessments (NAPLAN, PAT, Renaissance STAR assessments, check-in assessments) with internal measures to build consistent and comparable judgement of student learning.</p>	<p>Self-assessment against the School Excellence Framework shows the school is currently performing at sustaining and growing in the element of Data Skills and Use.</p>
<p>Uplift of 3.5% of students attending greater than 90% of the time.</p>	<p>Attendance data is regularly analysed and is used to inform planning. The number of students attending greater than 90% of the time or more has decreased by 8.6%.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,055.74</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Shared understanding and responsibility for improvement in Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support • additional staffing for targeted interventions to support student learning • intensive English language and learning support to increase educational outcomes for students • professional development for staff around impact of trauma, learning and wellbeing needs of refugee students <p>The allocation of this funding has resulted in the following impact: Refugee student support funding resulted in students assimilating into the community easily, as they were supported by extra one EAL/D funding, which improved their English skills and was seen in their assessment results.</p> <p>After evaluation, the next steps to support our students will be: The students will continue to be monitored and supported in class and with SLSO's and supported with uniforms, sport and excursions.</p>
<p>Integration funding support</p> <p>\$125,971.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Homebush 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"> • Shared understanding and responsibility for improvement in Reading • Shared understanding and responsibility for improvement in Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: Students with additional visual and mobility needs received direct in class support by specialist teachers and SLSO staff. This resulted in students receiving targeted and specific support at the point of need to further enhance their learning experiences.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to receive high quality targeted support and learning resources both within the classroom context and playground environment.</p>
<p>Socio-economic background</p> <p>\$19,702.37</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Homebush 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"> • Shared understanding and responsibility for improvement in Reading

<p>Socio-economic background</p> <p>\$19,702.37</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through [program] to support student learning • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Teacher professional knowledge and expertise to support students with specific learning requirements had enhanced though engagement in professional learning and development.</p> <p>After evaluation, the next steps to support our students will be: To continue supporting students in need through the acquisition of funding sources relating to supporting students in need.</p>
<p>English language proficiency</p> <p>\$248,911.92</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Homebush 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"> • Shared understanding and responsibility for improvement in Numeracy • 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 delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Increased EAL/D in-class support through the employment of additional EAL/D teachers.</p> <p>After evaluation, the next steps to support our students will be: Students will continue to receive direct in class support by specialised staff in relation to their literacy needs and to increase curriculum access.</p>
<p>Low level adjustment for disability</p> <p>\$133,577.39</p>	<p>Low level adjustment for disability equity loading provides support for students at Homebush 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"> • Shared understanding and responsibility for improvement in Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Specialist staff collaborated with classroom teachers and built capability in meeting the literacy needs of identified students.</p> <p>After evaluation, the next steps to support our students will be: Continued opportunities for collaboration between specialise and classroom teachers to support students with various learning needs.</p>
<p>Professional learning</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</p>

<p>\$37,281.15</p>	<p>Professional Learning for Teachers and School Staff Policy at Homebush 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"> • Shared understanding and responsibility for improvement in Numeracy • High Expectations • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Teachers meet in stage teams to unpack evidence-based approaches to teaching measurement. <p>The allocation of this funding has resulted in the following impact: A consistent approach was developed to assess, analyse and interpret data resulting in the implementation of evidence-based teaching and learning experiences.</p> <p>After evaluation, the next steps to support our students will be: Purchasing more resources to support the teaching of measurement across all grades.</p>
<p>Literacy and numeracy</p> <p>\$21,591.49</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Homebush 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"> • Shared understanding and responsibility for improvement in Reading • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: Staff professional learning has enhanced in relation to the implementation of the K-2 English syllabus.</p> <p>After evaluation, the next steps to support our students will be: Students will be engaged in evidence based teaching and learning experiences in line with the new curriculum.</p>
<p>QTSS release</p> <p>\$100,670.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Homebush 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • 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:</p>

<p>QTSS release</p> <p>\$100,670.80</p>	<p>Teachers in K-2 completed a series of professional learning related to curriculum reform and the new syllabi, as part of the early adopter school initiative.</p> <p>After evaluation, the next steps to support our students will be: Teachers will continue their professional learning in the new NSW curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Homebush 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"> • High Expectations <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students with specific learning needs received specific learning support to cater for their individual requirements.</p> <p>After evaluation, the next steps to support our students will be: The learning and Support team will continue to identify emerging needs throughout the school and devise a plan to best support the needs of these students.</p>
<p>COVID ILSP</p> <p>\$62,186.00</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/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: Data collected has demonstrated improvement in Literacy and Numeracy for students targeted for the intensive support program.</p> <p>After evaluation, the next steps to support our students will be: To continue to utilise additional funding in 2023 to further support students in 2023 identified by the learning and support team.</p>
<p>New Arrivals Program</p> <p>\$1,000.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Homebush Public School.</p>

<p>New Arrivals Program</p> <p>\$1,000.00</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"> • Shared understanding and responsibility for improvement in Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students newly arrived in the country, were supported to engage with the NSW Curriculum and develop their English language proficiency.</p> <p>After evaluation, the next steps to support our students will be: To continue with tailored support</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	262	265	256	254
Girls	257	253	252	253

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.8	95.9	94.8	87.6
1	93.9	93.0	95.1	86.4
2	93.8	93.4	93.2	87.9
3	95.6	93.1	93.7	87.6
4	95.0	91.4	95.5	87.8
5	94.5	95.0	95.2	90.0
6	95.2	94.8	93.1	87.2
All Years	94.5	93.7	94.4	87.8
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.52
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	1.6
School Administration and Support Staff	3.96
Other Positions	3.2

*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	516,846
Revenue	5,717,761
Appropriation	5,415,810
Sale of Goods and Services	47,634
Grants and contributions	242,636
Investment income	6,995
Other revenue	4,686
Expenses	-5,758,476
Employee related	-4,985,702
Operating expenses	-772,775
Surplus / deficit for the year	-40,715
Closing Balance	476,131

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	129,027
Equity Total	402,192
Equity - Aboriginal	0
Equity - Socio-economic	19,702
Equity - Language	248,912
Equity - Disability	133,577
Base Total	3,689,208
Base - Per Capita	128,361
Base - Location	0
Base - Other	3,560,847
Other Total	682,023
Grand Total	4,902,449

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 survey includes responses to questions which were scored on a ten-point scale. The scores for the Likert-format questions (i.e., strongly agree to strongly disagree) have been converted to a 10-point scale, then averaged and reported by question and by topic. A score of 0 indicates strong disagreement; 10 indicates strong agreement; 5 is a neutral position (neither agree nor disagree).

Parent/Carer Survey

In 2022, 38 parents completed the TTFM survey.

Parents/carers rated 7.9/10 in relation to feeling welcome when they visit the school.

Parents/carers rated 7.4/10 stating the reports on their child's progress are written in terms they understand.

Parents/carers rated 6.2/10 in relation to teachers informing them if their child was not making adequate progress in school subjects.

In 2023 will focus on improving community engagement by increasing communication between teachers and families at the point of need.

Teacher Survey

In 2022, 8 teachers completed the TTFM survey.

Teachers rated 9.1/10 I work with other teachers in developing cross-curricular or common learning opportunities.

Teachers rated 10/10 in relation to setting high expectations for student learning.

Teachers rated 4.7/10 in relation to asking parents to review and comment on students' work.

In 2023 we will create opportunities for parents to provide feedback in relation to their child's work.

Student Survey

In 2022, 174 students completed the TTFM survey.

Students rated 8.2/10 in relation to important concepts being taught well, class time is used efficiently, and homework and evaluations support class objectives.

Students rated 7.7/10 which is above state average, indicating that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

78% of students agreed that they feel proud of their school.

In 2023 we will continue to refine and enhance our whole school well-being initiatives, to increase students' sense of belonging and school pride.

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.