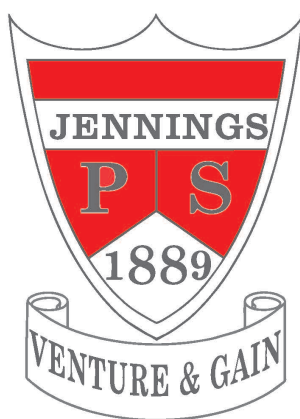


2022 Annual Report

Jennings Public School



2223

Introduction

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

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

School contact details

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School vision

At Jennings Public School every student and teacher will be challenged to continue to learn and improve every year. We strive to achieve academic excellence and prepare students for further education using inquiry based learning and explicit teaching strategies to build strong foundations in literacy, numeracy and deep content knowledge.

Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

School context

Jennings Public School is a small school with 20 students. It is located 18 km north of Tenterfield on the New England Highway on the NSW and QLD border. Jennings Public School is a member of the Border Ranges Learning Alliance, which includes schools in Wyaliba, Red Range, Drake and Deepwater.

We have one full-time teaching principal and one part-time teacher. Individual programs are in place to maximise opportunities and improve outcomes for all students.

Jennings Public School is well resourced with a full video conferencing system. The school has interactive projectors and whiteboards in both learning spaces with 1 to 1 laptops and iPads for each student.

The spirit of a small school community fosters individuality allowing for input from the students to create responsibility for their learning and respect of others creating an environment of relevance and enjoyment.

As a result of a situational analysis conducted in 2020 we have identified two areas of growth and developed two strategic directions.

- Student growth and attainment
- Connect, Succeed, Thrive and Learn

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Students become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. All staff further develop and refine data driven evidence based teaching practices that are responsive to the learning needs of all students.

Initiatives

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

- Evidence based teaching and learning

Resources allocated to this strategic direction

Professional learning: \$5,874.09

AP Curriculum & Instruction: \$30,114.20

QTSS release: \$3,792.39

Low level adjustment for disability: \$3,519.66

Aboriginal background: \$5,511.75

Summary of progress

Our Focus for 2022:

Our school worked in partnership with the Collaborative Support Unique Settings (CSUS) project to analyse a range of internal and external student data sources, identify our areas of need in Reading and align this to the sub element of Phonological Awareness and Phonics from the National Learning Progression in PLAN2. Through the use of the Determining Implementation Gap (DIG) tool we also identified our focus areas of Collaboration and Use of Data and Assessment.

This has involved:

- The use of research, evidence-based strategies and innovative thinking in co-designing and implementing a Theory of Action to accommodate the needs and context of the school to support student growth and attainment in Reading, and (whole) school improvement. Staff worked in collaboration to build their skills in data analysis and consistent teacher judgement to inform best practice in learning and teaching.
- Staff pre-surveys in Phonological Awareness identified knowledge and understanding of research-based practice and was used to inform differentiated teacher professional learning.
- Assistant Principal Curriculum & Instruction (APC&I) delivered professional learning and planned future professional learning to all staff, including Student Learning Support Officer around vocabulary based off feedback collected in the pre-survey. This included a deep dive into research around best practice in reading instruction and familiarising herself with the Universal Resource Hub to further support staff.
- Decodable reading texts now align with the school scope and sequence and support students to practice explicit skills.
- Barriers to this include CARS and STARS comprehension program implementation has been paused due to timing and multi-stage class needs. Students were not giving appropriate attention to tasks. The program still requires further evaluation.

As a result:

PLAN2 data indicated strong student growth in reading. The data indicated a student percentage score increase in Phonological Awareness and Phonics from the first data capture of 67% to the final capture to 83%. This indicated an overall student growth of 26% in reading in 15 weeks. Annotations in teaching programs are targeted and reflect specific phonics outcomes and support differentiated student learning needs. Students are progressing and exiting intervention learning support based on learning improvements and growth. All teaching staff including Student Learning Support Officer are demonstrating confidence and delivering quality learning activities. They are actively engaged in professional dialogue around specific language relevant to the focus area. There is clear evidence of deep thought processes and planning when instructing students. Students are able to articulate their learning and demonstrate how to transfer this knowledge into other areas of learning.

Next year our focus will be on:

Supporting and extending student Reading fluency, leading into vocabulary, fluency and general comprehension. The school will continue to embed phonics and phonemic awareness support. Data captures using PLAN2 will underpin our

work with regular, 5 weekly data analysis with all staff. This work will commence with baseline data captured using the Universal Hub in Fluency.

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>NAPLAN - Expected Growth Reading</p> <p>Increase the proportion of students achieving expected growth in NAPLAN Reading to the target of 50%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>NAPLAN - Expected Growth Numeracy</p> <p>Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the target of 50%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>SEF - Assessment</p> <p>The school will validate itself as Sustaining and Growing by using the School Excellence Framework in the Element of Assessment.</p>	<p>Teachers routinely use evidence of learning, including a range of formative assessments to inform their teaching, adapt their practice and meet learning needs of students. Assessment is a tool that supports learning across the school. Teachers use reliable assessments to capture information about student learning. Students know when and why assessment is undertaken. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Teachers use summative data to identify student learning and validate formative assessment practices.</p>

Strategic Direction 2: Connect, succeed and thrive

Purpose

To develop whole school wellbeing processes that support high levels of wellbeing and engagement ensuring all students have the opportunity to connect, succeed and thrive.

Initiatives

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

- Wellbeing
- Culture of learning

Resources allocated to this strategic direction

Socio-economic background: \$38,464.00

Per capita: \$5,306.28

Location: \$16,394.15

Summary of progress

Our Focus for 2022:

The improved attendance, engagement and wellbeing of all students at Jennings Public School. Resilience was identified as an area of need in 2022 after the impact of prolonged drought and bushfires on the school and surrounding communities.

This has involved:

- The creation of a partnership with Centacare and providers to identify areas of need both across the whole school and with individual students.
- Staff working in collaboration with Centacare providers and psychologists to build their skills in student support and the delivery of lessons to improve student resilience.
- Assessments carried out by licensed providers to enable higher levels of support for identified students.
- Employment of a teacher to support the implementation of the Centacare resilience program.
- Surveys of students to identify areas of need or improvement within the school.
- The purchase of equipment and resources to replace damaged and older items.
- Improvements made to grounds to improve walkways and student areas promoting a welcoming environment.
- Subsidising excursions, performances and events to ensure all students have an equal opportunity to attend.

As a result:

- Attendance data indicated over 85% of students attending school 90% of the time.
- Post surveys showed a high level of student engagement and enjoyment with the Centacare resilience program.
- All teaching staff reported increased levels of student resilience in class and sport activities. Reduced behaviour incidents supported these observations.
- Ground improvements were carried out over the year with student engagement and enjoyment in the playground showing an increase and negative incidents in the playground reducing as a result of these improvements.
- All students were provided with the opportunity to attend a variety of performances and excursions throughout the year leading to improved engagement in school and deeper understanding of topics being taught in lessons.

Next year our focus will be on:

Continued implementation of high-quality programs to support student wellbeing, engagement and attendance at school. The targeted use of funds to ensure all students have access to activities that provide maximum opportunity for improved learning outcomes.

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>Attendance Data</p> <p>60% of students will attend school at least 90% of the time.</p>	<p>The number of students attending school 90% of the time or more has continued to increase. The percentage of students attending school at least at or above 90% of the time at Jennings Public School is 88.24% in 2022 whereas the percentage was 82.6% in 2021.</p>
<p>SEF - Wellbeing</p> <p>The school will validate itself as Sustaining and Growing by using the School Excellence Framework in the Element of Wellbeing.</p>	<p>Every student can identify a staff member to who they can confidently turn for advice and assistance at school. The school collects, analyses and uses data including valid and reliable student, parent and staff surveys/feedback to monitor and refine a whole school approach to wellbeing and engagement, to improve learning. There is school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers. Positive, respectful relationships are evident and widespread among students and staff and promote student wellbeing to ensure optimum conditions for student learning across the whole school.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$45,042.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Jennings 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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Employment of staff to provide additional support for students who have high-level learning needs. Release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP). All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Professional learning</p> <p>\$5,874.09</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 Jennings 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"> • Evidence based teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging the APCI and CSUS team <p>The allocation of this funding has resulted in the following impact: Engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading. Increased capacity of all teachers to embed effective practices in the explicit teaching of writing, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring and co-teaching. This will focus on Reading Fluency, which will lead into vocabulary and general comprehension. We will embed phonics and phonemic awareness support. Data capturing using PLAN2 will underpin our work with regular 5 weekly data talks. Baseline data will be captured using Universal Hub (Fluency).</p>
<p>Socio-economic background</p> <p>\$49,956.10</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Jennings 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</p>

<p>Socio-economic background</p> <p>\$49,956.10</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing • Culture of 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 external providers to support students with additional learning needs • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: The employment of a classroom teacher to support student learning with targeted students. This led to all students being supported to actively and successfully access and engage with the curriculum in a flexible and supported area at their point of need. The funding was also used to enhance the well-being of our students through the Centacare - Remote Schools Resilience program and providing opportunities for all students to undertake and be involved in a wide variety of activities, excursions and events. The result of these has been improved levels of student engagement in most aspects of schooling with attendance patterns of students of concern improving. Informal class discussions with students demonstrated a high level of student enjoyment and feeling of safety at school with Tell Them From Me results supporting these findings.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide support for students to ensure equitable access to the curriculum and all associated school activities. The employment of staff to support student learning and progress as needed. Development and improvements to the school and its resources ensuring all students feel a sense of well-being and pride in their school and community.</p>
<p>Aboriginal background</p> <p>\$5,511.75</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Jennings 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"> • Evidence based teaching and learning <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 deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Employment of additional staff to support Aboriginal students. Engaging a School Learning Support Officer to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. An increase (>90%) in Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic, at times continuing for more than an hour as a result of the welcoming and informal setting. Cultural lessons with members of the local Aboriginal Education Consultative Group (AECG) led to improved students understanding of the local cultural and an introduction to the local language.</p> <p>After evaluation, the next steps to support our students will be: The development and construction of a cultural area designed and created</p>

<p>Aboriginal background \$5,511.75</p>	<p>in conjunction and consultation with the local AECG to provide all students and visitors to the school with a place they feel welcome and connected to Country.</p>
<p>Low level adjustment for disability \$15,011.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Jennings 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"> • Evidence based teaching and learning • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: Engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students. 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. Development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide additional support for identified students through the employment of a School Learning Support Officer.</p>
<p>Location \$16,394.15</p>	<p>The location funding allocation is provided to Jennings 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"> • Culture of learning <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • student assistance to support excursions • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Every student participating in school incursions, school excursions such as sport carnivals, performances - funds are allocated to provide subsidies so that all students are given the option to attend all events and activities. The funding also enabled the school to purchase technology resources to increase student engagement. The allocation of this funding has resulted in every child participating in all school events.</p> <p>After evaluation, the next steps to support our students will be: The continued provision of high levels of technology to support student learning and engagement and reduce the impact of the isolated location of the school. Support with access to excursions, incursions and events will continue to ensure that all students have the opportunity to undertake learning and be involved with a variety of different areas regardless of location.</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to</p>

<p>\$3,792.39</p>	<p>improve teacher quality and enhance professional practice at Jennings 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"> • Evidence based teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional teaching staff to implement quality teaching initiatives • 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: Additional staffing to support staff collaboration in the implementation of high-quality curriculum. Implementation of instructional rounds to strengthen quality teaching practices. Staffing release to align professional learning to the SIP and develop the capacity of staff. Improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <ul style="list-style-type: none"> - 100% of teachers reported lessons differentiated according to students needs - 77% of teachers provided students with the opportunity to use self-assessment against learning intentions and success criteria. <p>After evaluation, the next steps to support our students will be: Providing staff additional release to lead improvement in an area where teachers need support, such as K-2 curriculum implementation and 3-6 curriculum planning.</p>
<p>COVID ILSP</p> <p>\$18,160.00</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 <p>The allocation of this funding has resulted in the following impact: All students receiving literacy support made improvements in phonemic awareness and reading skills based on data gathered during in class assessments and CSUS data captures. Students receiving numeracy support were more confident and willing to try previously avoided tasks and demonstrated an improved understanding of additive strategies and mathematical problem solving skills.</p> <p>After evaluation, the next steps to support our students will be: Continued high quality assessment and regular data capture to identify areas of student need. The employment of an SLSO to undertake small group support lessons under the supervision of the APC&I working with identified students. Further monitoring of students as they transition back into class and support is reduced.</p>
<p>Per capita</p> <p>\$5,306.28</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Jennings Public School</p> <p>Funds have been targeted to provide additional support to students</p>

Per capita
\$5,306.28

enabling initiatives in the school's strategic improvement plan including:

- Wellbeing

Overview of activities partially or fully funded with this operational funding include:

- subsidise the employment of a School Learning Support Officer.

The allocation of this funding has resulted in the following impact:

The targeting of the individual learning needs of targeted students through the employment of a SLSO. This enabled students to have success in their learning by being taught at the point of need.

After evaluation, the next steps to support our students will be:

Student wellbeing will continue to be a focus of Jennings Public School with further engagement with Centacare visits planned.



Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	6	13	14	10
Girls	5	6	7	6

Student attendance profile

School				
Year	2019	2020	2021	2022
K		91.5	85.5	
1	89.4	98.9	92.3	91.1
2	94.5	89.4	89.5	87.2
3	94.7	97.6	92.9	99.0
4	87.0	86.9	97.2	90.6
5	96.4	95.5	93.5	97.7
6	97.9	94.7	96.4	93.6
All Years	93.4	93.6	92.8	94.1
State DoE				
Year	2019	2020	2021	2022
K		92.4	92.8	
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	87.3

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)	0.26
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.8

*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	50,729
Revenue	540,270
Appropriation	533,646
Sale of Goods and Services	1,407
Grants and contributions	1,051
Investment income	654
Other revenue	3,512
Expenses	-501,767
Employee related	-352,868
Operating expenses	-148,899
Surplus / deficit for the year	38,503
Closing Balance	89,232

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	45,042
Equity Total	70,480
Equity - Aboriginal	5,512
Equity - Socio-economic	49,956
Equity - Language	0
Equity - Disability	15,012
Base Total	335,006
Base - Per Capita	5,306
Base - Location	16,394
Base - Other	313,306
Other Total	49,816
Grand Total	500,344

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

A small number of parent satisfaction surveys were returned in 2022. All surveys demonstrated a high level of satisfaction with the school and programs being implemented.

Students were surveyed and 100% of responses showed a high level of satisfaction with the school. Areas of improvement identified by students were around items such as the playground.

Staff were surveyed with 100% of staff indicating satisfaction with their work environment and any changes to be made would be minor adjustments to resources.



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.