

2022 Annual Report

Kangaroo Valley Public School



2256

Introduction

The Annual Report for 2022 is provided to the community of Kangaroo Valley 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

Our vision

For our core values of Respect, Responsibility and Learning and our school motto of Happiness Through Helping, to underpin all our staff and student practices. We endeavor to embed a whole school approach to growth mindset and student wellbeing across all aspects of school life.

We strive for our students to be curious and creative, understand that learning is life-long, think critically, connect with their environment, recognise and acknowledge the connections to country where their learning takes place upon and have a broad cultural awareness.

School context

Kangaroo Valley Public School is a small school striving for excellence and one that provides quality education in a nurturing, community-focused environment. It is situated in a picturesque small rural village surrounded by farms and lush bushland, 2 1/2 hrs south of Sydney and 20 kilometres west of Bomaderry NSW and within the Shoalhaven municipality.

The school is an integral part of the village and draws students directly from the Kangaroo Valley area. The school currently has 82 students. Our school staff are passionate and committed to continually improving their practice and supporting all students throughout their time at Kangaroo Valley Public School, creating a welcoming and supportive learning environment. The school has maintained four classes for the last 10 years and considering current historical enrolment patterns, we anticipate maintaining the same number of classes for the next two years. As a bush fire affected school community, we will carry a staffing entitlement of four classes up to 2023.

Our school supports students to strive for excellence in academic, sporting, community, and cultural endeavours. Our staff and students have access to a range technology resources to enhance learning. The school can provide inclusive educational practices across K-6 to support all our students.

Our school has valuable and established partnerships with the community and the Shoalhaven Small Schools Network. Our Northern Shoalhaven Community of Schools effectively collaborate to enhance teaching, learning and leadership in all schools.

The parents and carers of Kangaroo Valley Public School are active participants with an effective P&C that not only raises significant funds to assist with school resources but has a significant and valued voice within the school. There is significant community involvement through local initiatives and partnerships with businesses and organisations.

Through our situational analysis we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. Using high impact teaching strategies, we will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning.

We also identified the need for increased student and community engagement and wellbeing. There will be a strong focus on whole school community communication and knowledge, whole school wellbeing (facilitated through local environmental initiatives and student voice), understanding and use of effective practices and strategies to support wellbeing for all and building connection with the Shoalhaven Small Schools Network.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning outcomes in reading and numeracy and build strong foundations for success, developing and refining data driven teaching practices that address 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.

- Effective Classroom Practice

Resources allocated to this strategic direction

English language proficiency: \$4,964.98

Low level adjustment for disability: \$21,862.90

QTSS release: \$13,790.52

Socio-economic background: \$5,129.20

New Arrivals Program: \$0.00

Literacy and numeracy: \$8,866.15

Professional learning: \$9,089.80

Location: \$3,622.04

Per capita: \$20,214.38

Summary of progress

What did we do?

We have provided staff with regular professional learning opportunities to collaborate, share assessments and ensure consistent teacher judgment is effective across the school and across schools. Teachers in each stage have worked with colleagues at other schools working on the same stage to compare and analyse assessment data.

How well did we do it?

All teachers have engaged in collegial conversations to share student work samples, use assessment and data effectively so that we had consistent teacher judgement when determining student learning needs.

What was the impact?

Teachers were able to use assessment data to effectively plan the next 5 week learning cycle to ensure the learning is specific and tailored to student needs. We have been pleased with the way in which students are responding to their individual learning tasks particularly in writing.

Next steps

Embed the new Literacy and Numeracy K-2 syllabus to extend into years 3-6

Use explicit teaching to implement the K-2 Scope and Sequence and Sample units for 2023

Align assessment with the use of Scope and Sequence and Sample units

Continue to connect with colleagues in nearby schools to ensure teachers have the opportunity to compare the implementation of effective assessment, compare assessment results within the same stage, across other schools.

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 NAPLAN top 2	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is

bands in Reading toward the lower bound system negotiated target.	not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Reading has been supported by the professional learning undertaken in the What Works Best Framework and measured by internal data. Internal data sources such as reading levels across the school show good progress.
Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy toward the lower bound system negotiated target.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Numeracy has been supported by the professional learning undertaken in the What Works Best Framework and measured by internal data.
Increase the percentage of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Reading has been supported by the professional learning undertaken in the What Works Best Framework and measured by internal data.
Increase the percentage of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target.	The information provided must be consistent with privacy and personal information policies. Where there are fewer than 10 students in a cohort it is not appropriate to discuss the results. Our progress in relation to Top 2 Bands in Numeracy has been supported by the professional learning undertaken in the What Works Best Framework and measured by internal data.
Self-assessment against the School Excellence Framework in the element Effective Classroom Practice will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in 2021 shows the school is currently performing at sustaining and growing in the element of Effective Classroom Practice, however the External Validation process concluded that the school is delivering in Effective Classroom Practice. This will be a focus area in 2023, with focussed strategies in place.
Self-assessment against the School Excellence Framework in the element Data Skills and Use will be maintained at Delivering.	Self-assessment against the School Excellence Framework shows the school is currently performing at delivering in the element of data skills and use. With focussed Professional Learning and Instructional leadership, teachers will work towards using data more effectively in 2023.

Strategic Direction 2: Wellbeing

Purpose

In order to support the wellbeing of all students so they can connect, succeed, thrive and learn, there is a strategic and planned approach to wellbeing, involving students, staff and community.

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.

- Connect, Succeed and Thrive

Resources allocated to this strategic direction

Aboriginal background: \$2,514.31

Summary of progress

What did we do?

We have streamlined Learning and Support for students to access the Learning and Support Teacher (LaST) and School counsellor. We have worked closely with parents and agencies/specialist services providing support for families to develop meaningful individual learning and support plans.

Grow Your Mind has been implemented across the school by individual teachers.

Staff attended Professional Learning at Bomaderry High School as part of the NSCoS Staff Development Days.

Student attendance was significantly impacted throughout 2022 due to COVID and road closures due to ongoing severe weather events.

How well did we do it?

Internal parent surveys show parents feel their child is well supported at school.

Due to changes of staffing throughout the year, there was some inconsistency with the implementation of the Grow Your Mind program across classes.

Teachers all engaged in the Staff Development Day and were able to reflect on Aboriginal Education strategy at KVPS.

What was the impact?

Targeted individual support was provided by the learning and support team in 5 weekly learning sprints with a clear focus on learning goals so that students knew what they were learning in the classroom.

After attending the Staff Development Day, we refined our Personalised Learning Pathways process for Aboriginal and Torres Strait Islander students so that there were genuine collaborative conversations between teachers, students and their families.

Next steps

- Implement the Grow Your Mind Well being program consistently across the school.
- Incorporating the Grow Your Mind Program into weekly Library lessons .
- Identify and embed Aboriginal perspectives into teaching and learning.
- Develop a School Attendance Improvement Plan to increase the number of students attending 90% of the time or more.
- Unpack the Strong Strides Together DoE policy to strengthen our commitment to Aboriginal Education across the school.
- Promote the importance of regular attendance at school with families.

- Introduce consistent attendance monitoring procedures across the school.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school toward the lower bound system negotiated target.	2022 Tell Them From Me Survey Data reported: <ul style="list-style-type: none"> • 100% of Students feel accepted and valued by their peers and by others at their school. • 100% of Students have friends at school they can trust and who encourage them to make positive choices. • 93% of Students believe that schooling is useful in their everyday life and will have a strong bearing on their future. • 0% of students lacked confidence in their skills and did not feel they were challenged. • 93% of students felt If they are being bullied or see someone else being bullied, they know where they can go for help. • 100% of our parents expect their children to finish Year 12
Increase the percentage of students attending school 90% or more of the time trending toward the lower bound system-negotiated target.	Kangaroo Valley experienced extreme weather events over many months in 2022 which impacted families and their ability to attend school, coupled with learning from home during both COVID and road closures has impacted on our attendance data. We are confident, with a strong whole school focus on "Everyday Matters", we will report an increase in students attending school greater than 90% of the time in 2023 .
Self-assessment against the School Excellence Framework in the element of Wellbeing will be maintained at Sustaining and Growing.	Self assessment against the School Excellence Framework shows the school is currently performing at Sustaining and Growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$28,469.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kangaroo Valley 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"> • 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). <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their English and Maths personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs, 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 evaluated, impact measured and evaluated. The use of integration funding will be adjusted throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$5,129.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kangaroo Valley Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <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 the Grow Your Mind Program to support student learning • employment of additional teacher to work as a part-time Learning and Support Teacher with students performing below the expected stage level. <p>The allocation of this funding has resulted in the following impact: Targeted Learning and Support Intervention for students to support them to achieve their English and Maths PLP goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage additional learning and support time to support our trajectory towards achieving targets. Data shows that attendance rates for students in this equity cohort is not consistent. Next year, the school will diversify the role of the Learning and Support Teacher, to focus on improving our attendance rates implementing the Phone Intervention Program to support students and their families to attend school more regularly.</p>
<p>Aboriginal background</p> <p>\$2,514.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kangaroo Valley Public School. Funds under this equity loading have been targeted to ensure that the performance</p>

<p>Aboriginal background</p> <p>\$2,514.31</p>	<p>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"> • Connect, Succeed and Thrive <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (LaST) to support Aboriginal students • Liaising with Aboriginal Education Officers (AEO) in neighbouring schools to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. <p>The allocation of this funding has resulted in the following impact: The allocation of this funding has resulted in: an increase 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. Tell Them From Me data indicated both of our Aboriginal students feel like their culture is valued at school.</p> <p>After evaluation, the next steps to support our students will be: Deliver differentiated and personalised support to Aboriginal students.</p>
<p>English language proficiency</p> <p>\$4,964.98</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kangaroo Valley 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement co-teaching programs to provide intensive support for students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms. <p>The allocation of this funding has resulted in the following impact: student progress showing high growth on the EAL/D learning progressions, with 90% of EAL/D students achieving expected or above expected growth. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Stage 1 and Early Stage 1 participated in professional learning, where the EAL/D teacher guided how to plan an integrated writing unit using a backwards mapping approach. Teachers looked at student data, including student English language proficiency using the EAL/D learning progression, and analysed writing samples.</p> <p>After evaluation, the next steps to support our students will be: To capitalise on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners, the identified next step is to transfer this practice across all key learning areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>

<p>Low level adjustment for disability</p> <p>\$21,862.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Kangaroo Valley Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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. <p>The allocation of this funding has resulted in the following impact: 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 further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$3,622.04</p>	<p>The location funding allocation is provided to Kangaroo Valley Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • technology resources to increase student engagement. <p>The allocation of this funding has resulted in the following impact: increased engagement for students.</p> <p>After evaluation, the next steps to support our students will be: developing and delivering professional learning open to other schools, supporting the school to increase collaboration and overcome isolation.</p>
<p>Professional learning</p> <p>\$9,089.80</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 Kangaroo Valley 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher from a neighboring school to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing. <p>The allocation of this funding has resulted in the following impact: 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</p>

Professional learning \$9,089.80	and co-teaching.
Literacy and numeracy \$8,866.15	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kangaroo Valley 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • updating reading resources to meet the needs of students for example, the purchase of decodable readers • teacher release to engage staff in decodable readers • teacher release to work with APC&I to work with teachers to develop a K-6 assessment schedule for the year <p>The allocation of this funding has resulted in the following impact: an increase in the average benchmark level in Kindergarten from 9 to 15 an increase in the average Year 1 benchmark level from 17 to 21 a 30% increase in Stage 1 students participating regularly (weekly) in the home reading program.</p> <p>After evaluation, the next steps to support our students will be: teacher release to present parent workshops for Early Stage 1/Stage 1 parents to increase participation in the home reading program, decodable readers, home maths activities</p>
QTSS release \$13,790.52	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kangaroo Valley 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"> • Effective Classroom Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of instructional rounds to strengthen quality teaching practices • staffing release to align professional learning to the SIP and develop the capacity of staff. <p>The allocation of this funding has resulted in the following impact: 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> <p>After evaluation, the next steps to support our students will be: employing an APC&I to lead improvement across the school in literacy and numeracy, with a focus on differentiated learning</p>
COVID ILSP \$19,667.00	<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>COVID ILSP</p> <p>\$19,667.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for and monitor progress of small group tuition groups • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	36	39	43	38
Girls	38	37	37	39

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	92.0	93.2	92.9
1	95.6	90.3	92.8	83.2
2	93.9	91.0	92.9	91.7
3	94.5	86.2	93.2	89.3
4	94.2	94.3	90.8	93.1
5	90.2	91.3	92.2	82.3
6	89.4	92.6	88.4	90.1
All Years	93.3	91.2	92.2	89.8
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
Classroom Teacher(s)	3.46
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.2
School Administration and Support Staff	1.46

*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	20,816
Revenue	1,068,787
Appropriation	1,025,446
Sale of Goods and Services	-769
Grants and contributions	43,971
Investment income	138
Expenses	-1,053,965
Employee related	-950,080
Operating expenses	-103,884
Surplus / deficit for the year	14,822
Closing Balance	35,638

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	28,469
Equity Total	34,471
Equity - Aboriginal	2,514
Equity - Socio-economic	5,129
Equity - Language	4,965
Equity - Disability	21,863
Base Total	842,272
Base - Per Capita	20,214
Base - Location	3,622
Base - Other	818,436
Other Total	39,913
Grand Total	945,126

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

Feedback from the Tell Them From Me Student Survey identified a high level of Wellbeing

- 100% of students feel accepted and valued by their peers and by others at their school.
- 100% of students have friends at school they can trust and who encourage them to make positive choices.
- 93% of Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 0% of students lacked confidence in their skills and did not feel they were challenged.
- 93% of students felt If they are being bullied or see someone else being bullied, they know where they can go for help.

Feedback from the Tell Them From Me Parent Survey identified high levels of satisfaction within the school.

- I can easily speak with my child's teachers - 8.6
- I am well informed about school activities -7.9
- My child is clear about the rules for school behaviour - 8.9
- 90% of parents said that Newsletters were either useful or very useful
- My child feels safe going to and from school - 8.9
- 100% of our parents expect their children to finish Year 12

Feedback from staff indicates that they feel well supported in a number of areas including:

- Professional Learning
- Classroom Management
- Classroom 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.