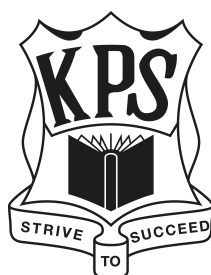# 2022 Annual Report

Kingswood Public School

2312

Introduction

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

We strive to reach our full potential in a collaborative, inclusive community, where everyone can learn in a safe, stimulating and engaging environment.

School context

Kingswood Public School is a growing school located in Western Sydney, close to Penrith and has a student enrolment of 544. Our school promotes collaborative professional learning and practice, using the Spirals of Inquiry framework and is part of the NOII Network. We have a strong focus on literacy, numeracy and wellbeing, implementing quality programs to improve student engagement and learning outcomes. Our school has strong support from the Parents and Citizens' Association and the school community. Kingswood Public School operates using a stage based model for grouping students in our mainstream classes and has two Stage 3 Opportunity Classes that encompass students from within and beyond our catchment area. Our school is supported by a multicultural community, 76% of our students have a language background other than English and 6% of our students identify as Aboriginal and/or Torres Strait Islander. Our students come from a range of socio-economic backgrounds. Our school offers students opportunities to excel through extra-curricular activities including: sport, dance, choir, debating and public speaking.

Our participation in External Validation in 2020 has driven the development of our Situational Analysis, leading to the identification of the following areas of focus. From the Learning Domain of the School Excellence Framework:

- Wellbeing - To develop a strategic and planned approach to wellbeing that support the wellbeing of all students, allowing them to connect, succeed, thrive and learn.
- Curriculum - To ensure that school leaders and teachers are equipped to implement syllabus changes based on the NSW Curriculum Review.
- Assessment - To further develop and refine our school-wide practices to ensure consistent approaches are used, integrating formative assessment across the school.

From the Teaching Domain of the School Excellence Framework:

- Effective Classroom Practice - To support teachers to identify, understand and implement the most effective explicit teaching methods - with a focus on evidenced based teaching strategies.
- Data Skills and Use - To develop the school's capacity to use data to identify student achievements, and progress in order to reflect on teaching effectiveness and inform future school directions.
- Learning and Development - To continue aligning professional learning to the school Strategic Improvement Plan, with an emphasis on providing explicit systems for collaboration and feedback to sustain quality teaching practice.

From the Leading Domain of the School Excellence Framework:

- Educational Leadership - To further develop the instructional leadership capacity of the leadership team and teacher leaders to support a culture of high expectations and community engagement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

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.

- Curriculum
- Attendance
- Wellbeing
- Assessment

Resources allocated to this strategic direction

QTSS release: $104,807.95
Professional learning: $36,665.11
AP Curriculum & Instruction: $150,571.00

Summary of progress

Throughout 2022 we achieved the following milestones within the Student growth and attainment Strategic Direction of our Strategic Improvement Plan:

* Purchased and in-serviced staff on Decodable Texts and benchmarking of decodables.

* Targeted intensive support for identified students through COVID ILSP, Learning Support and EAL/D programs.

* Targeted support for identified students receiving integration funding through employing SLSO's to support the learning, social emotional and/or behavioural needs of these students.

* Targeted ongoing professional learning in Literacy and Numeracy for all teachers through the role of the APCI.

.* Upskilling of all staff in the use of PLAN data and evaluation through the role of the APCI.

This has resulted in students being supported supported in Literacy and Numeracy as well as building teacher capacity to support students in the classroom. In 2023 the school will look at upskilling parents and volunteers to further support students.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
NAPLAN - Top 2 Bands Minimum of 59.4% of year 3 and 5 students in the top two bands (or above) in NAPLAN reading.	An average of 62 % of students achieved in the top two bands (or above) in NAPLAN **reading** in Years 3 and 5 indicating above achievement of progress in the target range.
Minimum of 57.2% of year 3 and 5 students in the top two bands (or above) in NAPLAN numeracy.	An average of 59% of students achieved in the top two bands in NAPLAN numeracy in Years 3 and 5 indicating achievement of progress in the target range.
Attendance Minimum of 81% of students attending	The number of students attending greater than 90% is 56.75%.

	school 90% or more of the time.
Wellbeing All staff understand the Wellbeing Framework for Schools and can identify the 5 domains. All staff collaborate to map new and current school Wellbeing practices and their links to the the domains of the Wellbeing Framework.	School processes reflect staff understanding of the five domains of the wellbeing framework and have been updated to ensure monitoring, analysis and evaluation of student behaviour, attendance, wellbeing and learning. Engagement data is evidenced through regular updates on Sentral.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 71.9% Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 61.9 %	Unable to measure growth due to 2021 comparison being affected by Covid.
Assessment All teachers are using student assessment data to promote consistent and comparable judgments about student learning progress.	Self-assessment against the School Excellence framework shows the element of assessment to be sustaining and growing through our stage processes, professional learning schedule, assessment schedule and data on PLAN.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be above the school's lower bound system-negotiated target of 71.9% Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be above the school's lower bound system-negotiated target of 61.9 %	Unable to measure growth due to 2021 comparison being affected by Covid.
Curriculum The self assessment indicates the school is Sustaining and Growing in the element of Curriculum.	Self-assessment against the School Excellence framework shows the element of Curriculum to be sustaining and growing. This pertains to the new K-2 curriculum also.

Strategic Direction 2: Effective Classroom Practice

Purpose

In order to improve the quality of our classroom practice, we will develop and implement a school wide approach to coaching, mentoring, data collection and data analysis to ensure all lessons are systematically planned as part of a coherent program that has been collaboratively designed, providing continuous improvement for staff and 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.

- Coaching and Mentoring
- Data Skills and Use

Resources allocated to this strategic direction

Low level adjustment for disability: $103,428.90
Beginning teacher support: $30,434.00

Summary of progress

This year the following was achieved:

- All teachers participated in two full terms of accredited professional learning on the implementation of the new Mathematics K-2 and English K-2 curriculum.
- All stages participated in one term of professional learning in stage teams for Spirals, led by the Assistant Principal of Curriculum and Instruction.
- All teachers participated in training for assessing reading, as well as using and engaging with PLAN 2 to create data for Reading.
- All staff reviewed NAPLAN and Check-in assessment results to review trends of learning and to analyse data around specific errors and problem questions.
- K-2 teachers collected data which was recorded online through PLAN using IfSR for Numeracy.
- Learning and support staff were trained in and collected data through ALAN using the Phonics Diagnostic and the Covid ILSP where necessary.
- Assistant Principals delivered coaching to teachers of their stage on targeted outcomes.New teachers were mentored through a weekly beginning teacher group and were given support to complete accreditation.

This resulted in teachers being upskilled in effective classroom practice and assessment procedures to inform the their teaching. Further upskilling will be completed in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Coaching and Mentoring All teachers engage in professional discussion with their coach/mentor to improve their knowledge and teaching and learning in their classrooms.	All teachers participated in two full terms of accredited professional learning on the implementation of the new K-2 Numeracy and Literacy curriculum.
Data Skills and Use All teachers review and student assessment data and compare results. The leadership team comprehensively analyses student progress data and effectively communicates findings to staff.	All teachers participated in training for assessing reading, as well as using and engaging with PLAN 2 to create data for Reading - Understanding Texts. Student results were reviewed and compared to create assessment rubrics and comments for reports. The leadership team led all staff reviewed Naplan and Check-in assessment results to review trends of learning and to analyse data around specific errors and problem questions.

Strategic Direction 3: Educational Leadership

Purpose

For school leaders to recognise, promote and build the leadership capacity of staff, students, parents and the community to enhance leadership density across the school 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.

- School Leadership
- Community Leadership

Resources allocated to this strategic direction

Per capita: $2,200.00
Refugee Student Support: $687.68
Aboriginal background: $22,775.89

Summary of progress

Throughout 2022 we achieved the following milestones within the Educational Leadership Strategic Direction:

* Assistant Principals supported their Stages through coaching.

* Assistant Principals supported in their coaching expertise through professional development.

* Student leaders given opportunities to develop their leadership skills..

Throughout 2022 we achieved the following milestones within the Community Leadership Strategic Direction:

* Community members worked with the school community to grow our connections.

* A multicultural calendar was designed, utilising the culture events and celebrations of the local community.

* The multi-cultural calendar was made using the students' artworks, printed and sold to the school community.

* The $500 was used to print the multicultural calendar s well as buy resources to create the calendar.

* Members of the SRC led numerous activities for the other students.

* Sports captains led sporting initiatives within the school for other students.

* Friendship squad helped develop an increased sense of belonging for other students.

* Library monitors engaged in activities to support the use of the library by other students.

This has resulted in staff, students and the community utilising their leadership skills and strengths to support others. This will continue to increase, especially in the school community, in 2023.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
School Leadership A range of evidence validates judgments at excelling for Educational Leadership.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development, Theme coaching and mentoring.

Community Leadership	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Educational Leadership, Theme: Community Engagement
Improved effectiveness of partnerships with parents and the community to support Community Leadership Events.	

Funding sources	Impact achieved this year
Refugee Student Support $687.68	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Community Leadership **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff for targeted student support **The allocation of this funding has resulted in the following impact:** additional support for targetted students to ensure they transition successfully into school and learn **After evaluation, the next steps to support our students will be:** further developing staff knowledge to ensure all students are supported. EAL/D staff working collaboratively with staff to build their knowledge and understanding on how to best support these students.
Integration funding support $283,011.00	Integration funding support (IFS) allocations support eligible students at Kingswood Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • intensive learning and behaviour support for funded students • additional staffing to assist students with additional learning needs **The allocation of this funding has resulted in the following impact:** targeted students receiving support in their areas of need to assist them in being successful within a mainstream setting. Relationships have been built between staff, students and parents/carers to ensure students have the required support. SLSO's have completed professional learning on various areas related to the students they work with eg: behaviour management, autism, literacy support (mini-lit). **After evaluation, the next steps to support our students will be:** for staff to become more knowledgeable through professional learning on how to best support targeted students and work with SLSO's, including implementing IEP's.
Socio-economic background $32,447.37	Socio-economic background equity loading is used to meet the additional learning needs of students at Kingswood Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through coaching and mentoring to support student learning • employment of additional staff to support coaching and mentoring program implementation.

Socio-economic background $32,447.37	**The allocation of this funding has resulted in the following impact:** Students across all stages are being taught sequential lessons using the same language. This will give them a better understanding of the content. **After evaluation, the next steps to support our students will be:** To survey staff regarding the You Can Do It program in 2023 to determine it's impact after two years of implementation.
Aboriginal background $22,775.89	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingswood 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Community Leadership **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** an SLSO being employed to work specifically on the literacy skills of ATSI students, including students identified as HPGE. Parents/carers have been included in the development of Personaised Learning Pathways, encouraging them to become more involved in the school and their child's education. Students were given opportunities to engage in cultural activities and ATSI cultural displays were displayed in the school. **After evaluation, the next steps to support our students will be:** To evaluate the effectiveness of using funding for an SLSO and identify other ways to improve student outcomes with this funding.
English language proficiency $328,464.81	English language proficiency equity loading provides support for students at all four phases of English language learning at Kingswood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • withdrawal lessons for small group (developing) and individual (emerging) support • engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms **The allocation of this funding has resulted in the following impact:** Whole school support for students through EAL/D teachers team teaching in classrooms as well as small groups. Additional resources have provided students with opportunities to access and complete learning tasks. **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), with the focus on vocabulary.
Low level adjustment for disability $161,986.72	Low level adjustment for disability equity loading provides support for students at Kingswood Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to

Low level adjustment for disability	their learning.

$161,986.72	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:**
	  • Coaching and Mentoring
	  • Other funded activities
	
	Overview of activities partially or fully funded with this equity loading include:
	  • providing support for targeted students within the classroom through the employment of School Learning and Support Officers
	  • targeted students are provided with an evidence-based intervention MiniLit to increase learning outcomes
	
	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. Integration funding has increased, with more targeted students receiving the support they need. Staff are more knowledgeable of creating and implementing SMART IEP goals through professional learning. SLSO's have been trained in identified reading programs (Mini-Lit) to enable more students to be supported.
	
	After evaluation, the next steps to support our students will be:
	To train parent helpers to assist more students, including in Stages Two and Three. To provide additional professional learning in the MiniLit program for the SLSO's.

Professional learning
 	
$36,665.11
	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 Kingswood Public School.
	
	Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:
	  • Wellbeing
	
	Overview of activities partially or fully funded with this initiative funding include:
	  • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing
	  • Extensive Professional Learning in the new curriculum and IER.
	
	The allocation of this funding has resulted in the following impact:
	A whole school approach to wellbeing through the You Can Do It program. Staff are more knowledgeable of the areas of wellbeing and will have a consistent approach throughout the school. Staff completed professional learning in the new curriculum and IER to enable them to successfully and competently implement the new reforms. Staff having a greater understanding of what Trauma informed Practice is and the strategies to implement it in our school.
	
	After evaluation, the next steps to support our students will be:
	To survey the You Can Do It program across the whole school and evaluate it's effectiveness and if it should continue beyond 2023. To complete professional learning on the new 3-6 curriculum. To continue to encourage staff to attend PL that relates to their PDP goals.

QTSS release $104,807.95	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingswood Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan**

QTSS release $104,807.95	**including:** • Wellbeing **Overview of activities partially or fully funded with this initiative funding include:** • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** funds being used to provide time for each Assistant Principal to support their team. The type of support given was responsive to the needs of the individual teachers and their students. **After evaluation, the next steps to support our students will be:** for each Assistant Principal to be given additional time to continue to support the specific needs of their Stage and in the implementation of the new curriculum.
COVID ILSP $88,500.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • Employment of an educator to deliver small group tuition. • Provide=ing targeted, explicit instruction for student groups in literacy and numeracy across Stages 1-3. **The allocation of this funding has resulted in the following impact:** Kingswood Public School supported 54 students through the COVID intensive learning support program (ILSP). Small group tuition was delivered during school hours outside the classroom in a newly created intervention withdrawal space. The school focused on both literacy (reading) and numeracy (number sense and place value). Groups included students from Stage 1 to Stage 3. It is to be noted that at the beginning of 2022, the school was still operating in distinct cohorts because of COVID 19. The CILSP was limited to Stage 1 classes only. Semester one proved to be difficult to conduct consistent lessons as the program had to be paused for the CILSP teacher to be on class. This limited the amount of lessons students attended and therefore hindered student progress. Semester 2 was more successful as students were not impacted as much and were able to attend lessons on a consistent basis. To identify students for the program, Kingswood Public School held stage-based meetings where students were considered for inclusion in the program. The school also drew upon the Three-Tiered Learning System. Tier 2 students received small group support that was tailored according to their needs. Tier 2 aligns with the COVID ILSP aims and guidelines, so Tier 2 students were prioritised for participation in the program. The focus of the tuition was decided in response to data analysis and observation of student assessments. These highlighted a need for certain students to be explicitly instructed in phonics, phonological awareness, reading comprehension and number sense. At the conclusion of each tuition group, student achievement data was entered into PLAN2 against relevant progression indicators. Results was then discussed with teachers. The majority of students in the program achieved significant progress

COVID ILSP $88,500.00	towards their personal learning goals. Most students were deeply engaged in the lessons. However, several Stage 3 students were reluctant at the beginning of the program and initially demonstrated limited engagement. This changed as the students were successful during the lessons, and able to see their progress in the program post assessments. Some students expressed disappointment to the teacher that they would not be coming to lessons after their cycle finished. Stage 3 classroom teachers reported a significant growth in student confidence and engagement in the classroom. **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. - Train SLSO in the implementation of MiniLit on Stage 1. - LaST to develop and implement a parent reading program with an emphasis on phonic knowledge.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	256	274	274	285
Girls	243	255	265	269

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	90.1	91.3	92.3	85.5
1	89.5	92.7	92.1	89.1
2	88.2	88.8	93.5	85.9
3	92.4	92.4	91.7	88.8
4	93.3	94.7	93.7	86.8
5	92.4	94.4	94.8	89.8
6	91.1	92.9	91.4	87.5
All Years	91.1	92.6	92.9	87.7
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)	5
Classroom Teacher(s)	20.82
Learning and Support Teacher(s)	0.9
Teacher Librarian	1
Teacher ESL	2.4
School Administration and Support Staff	4.06

*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	44,504
Revenue	5,941,505
Appropriation	5,771,616
Sale of Goods and Services	6,548
Grants and contributions	158,520
Investment income	1,346
Other revenue	3,475
Expenses	-5,438,272
Employee related	-4,985,553
Operating expenses	-452,720
Surplus / deficit for the year	503,233
Closing Balance	547,737

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	283,699
Equity Total	545,675
Equity - Aboriginal	22,776
Equity - Socio-economic	32,447
Equity - Language	328,465
Equity - Disability	161,987
Base Total	4,072,950
Base - Per Capita	136,194
Base - Location	0
Base - Other	3,936,756
Other Total	427,439
Grand Total	5,329,763

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

Students, staff and parents completed the Tell Them From Me survey. Results from the survey indicate that:

Students

* 88% have a high rate of participation in sports at school.

* 80% have positive relationships at school.

* 91% believe what they learn in school is useful in their everyday life.

* 91% believe students demonstrate positive behaviour at school.

* 88% try hard to succeed in their learning .

* 83% believe important ideas are taught well.

Staff

* Believe school leaders have provided them with useful feedback about their teaching.

* Work with other teachers in developing cross-curricular or common learning opportunities.

* Use two or more teaching strategies in most class periods.

* Discuss with students ways of seeking help that will increase learning.

* Give students feedback on how to improve their performance on formal assessment tasks.

Parents

* 100% believe teachers help students develop positive friendships.

* 97% believe teachers have high expectations for their child to succeed

* 96% encourage their child to succeed at school.

* 98% feel well informed about their child's progress in school subjects.

* 95% feel welcome when they visit the school

* 99% report that their child feels safe at school

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.