

2022 Annual Report

Minmi Public School



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Introduction

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

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

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School vision

We inspire every student to succeed and thrive.

School context

We would like to acknowledge the traditional owners of this land, the Awabakal people and pay our respects to the elders, past, present and future. They hold the memories, the traditions, the culture and hopes of Aboriginal Australia. We must always remember that this land was, and always will be, Aboriginal land.

Minmi Public School is located on the outskirts of Newcastle. The current enrolment is 137 students. School numbers have steadily increased in the last few years and this is reflective of the development in the local area. We anticipate this trend will continue, and even escalate in the near future. Our Aboriginal student population has increased from 6.5% over the last two years to 8.5% of enrolments in 2022. EAL/D student numbers have also decreased from 6.5% to a current enrolment of 6%. Our FOEI is 71, which is a slight decrease from 2021 and our ICSEA is 964. In 2022, we have maintained six classes.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. There will be a strong focus on whole school community knowledge, understanding and use of effective practices and strategies to support student wellbeing. We have identified the need to move towards deeper reflective practices based on quality data analysis. We will look to embed these reflective practices based on quality data analysis.

We have also identified a need to use data driven practices that ensure all students stage appropriate learning through quality teaching practices. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction.

Our school provides a range of high quality extra-curricular opportunities including sport, debating, Star Struck and a wide range of cultural and well being activities. We are a proud member of the Callaghan Network of Schools, recognising and celebrating that 'it takes a network to raise a child' and continuing to work collaboratively to promote joint initiatives and achieve joint goals.

We work collaboratively with Muloobinbah Local Aboriginal Education Consultative Group (AECG) to ensure Aboriginal history and culture is acknowledged and celebrated. Aboriginal perspectives and programs are embedded in teaching and learning programs as well as extra curricular activities both inside and outside classrooms.

Minmi PS enjoys strong support from the P&C. We will continue to consult and collaborate with our parent body as we work together to achieve success in the three Strategic Directions of the School Improvement Plan.

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	Delivering
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	Delivering
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 maximise student learning outcomes in literacy and numeracy, we will develop high quality teaching and learning programs and enhance the delivery of personalised learning.

Initiatives

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

- Literacy and Numeracy
- Personalised Learning

Resources allocated to this strategic direction

Integration funding support: \$58,567.00

Professional learning: \$10,852.00

COVID ILSP: \$50,346.00

Summary of progress

Literacy and Numeracy

A consistent whole school approach continued to be a focus through the consolidation of clear procedures and processes. These were refined as necessary and documented to ensure whole both implementation and continuation. These were embedded in day to day routines as well as recorded in teaching and learning programs and whole school One Note programs. Planning, programming and classroom practices continued to be a focus and high expectations and consistency were ensured through lesson observations, professional learning, collaborative planning days and careful documentation in regard to implementation and evaluation. Previous interruptions due to COVID did not occur this year allowing consolidation in the areas of data analysis and reflective practices for all staff. These practices were guided by the QDAI (Question, Data, Analysis, Implications) process and participated in by all staff. Professional learning in 2023 will continue to support this initiative while collaborative opportunities are now inherently embedded practice supported and evidenced by written scaffolds and anecdotal feedback from all staff. The implementation of the new K-2 English and Numeracy syllabus documents will also be a focus with K-2 staff being supported in the classrooms by the APCI and other executive staff and 3-6 staff given appropriate opportunities to prepare for the 2024 implementation.

Personalised Learning

One on one feedback has continued to be a focus in every classroom with formative assessment strategies being specifically and strategically applied. This has been supported by the school wide continuation of personalised goals for all students. These goals are jointly negotiated with students who are largely able to articulate their own goals. Students are continually supported in the classroom to have a clear understanding of learning intentions and how to maximise their learning. The COVID Intensive Learning Program was continued with a small group focus run in close consultation with classroom teachers and in 2022, was expanded to afford a targeted group of students learning opportunities in line with the High Performance and Gifted Education Policy. All students in the COVID ILSP program had their progress tracked using the PLAN 2 progressions and all recorded positive growth in their focus areas. The school will continue to ensure individual students have collaboratively set learning goals in 2023 with a further focus of effectively communicating these to parents and caregivers. In 2023, the COVID Intensive Learning Program will have a specific focus of supporting the Kindergarten students while the Learning Support Team will focus on individual students who require extra support or extension.

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 in Year 3 and Year 5 in the top 2 bands of NAPLAN Reading to 44.3%	NAPLAN scores indicate an increase in the percentage of students in the top 2 bands of NAPLAN Reading to 46.8%

Increase the percentage of students in Year 3 and Year 5 in achieving expected growth to 56%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the percentage of students in Year 3 and Year 5 in the top 2 bands of NAPLAN Numeracy to 36%	NAPLAN scores indicate a decrease in the percentage of students in the top 2 bands of Numeracy (27.2%)
Increase the percentage of students in Year 3 and Year 5 expected growth in NAPLAN Numeracy to 55%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
<p>Improvement as measured by the School Excellence Framework</p> <p>LEARNING</p> <p>Element: Curriculum (E)</p> <p>Focus - Whole Theme (E)</p> <p>Element: Assessment (S&G)</p> <p>Focus - Whole Theme (S&G)</p> <p>Element: Student Performance Measures (S&G)</p> <p>Focus - Whole Theme (S&G)</p>	Self assessment against the School Excellence Framework shows the school achieving at Sustaining and Growing across the elements of Curriculum, Assessment and Student Performance Measures.

Strategic Direction 2: Data Based Practices

Purpose

To promote evidence based teaching and learning processes that centre on the reflective use of data and embedded differentiation to support all stakeholders

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.

- Data Driven Practices
- High Impact Professional Learning

Resources allocated to this strategic direction

Operational Funding: \$1,560.00

English language proficiency: \$2,400.00

Low level adjustment for disability: \$20,780.00

Literacy and numeracy: \$12,581.00

QTSS release: \$25,052.00

Summary of progress

Data Driven Practices

The collection of meaningful data has become an embedded practice across all classrooms at Minmi Public School with the analysis and subsequent follow up undertaken as a whole school as well as in stage and year groups. Data collection continues to be supported by a school wide Assessment Schedule which has been the focus of stage based collaboration sessions and which now also includes individual class and stage assessments as a result. Data analysis is embedded in meetings where all staff provide written reflections in regard to the data collected; implications for the school's teaching and learning programs are then reviewed and changes made accordingly. Professional learning focused on data analysis and delivered by the Teacher Quality Team, was undertaken by all staff.

The commencement of a part time Assistant Principal, Curriculum and Instruction (APCI) in 2023 will allow further 'shoulder to shoulder' meaningful data collection and analysis in addition to the implementation of subsequent adjustments to the existing teaching and learning programs (and the implementation of the new K-2 syllabus). This will provide further opportunities to ensure data collection is systematic and consistent and consolidates professional learning which took place in 2022.

High Impact Professional Learning

Quality Teaching, Stronger Students (QTSS) sessions where teachers were mentored, developed individual Performance Development Plans (PDPs), and took part in, and reflected upon lesson observations, continued to be embedded in the school timetable in 2022. Where applicable, these were also directly linked to Beginning Teacher Time. The Professional Learning Schedule was further developed to ensure it was directly linked to the Australian Professional Standards for Teachers. Learning from Home was not a feature of the 2022 school year so the Professional Learning Schedule was able to be delivered uninterrupted.

In 2023, teachers will be utilising the What Works Best (Centre for Education Statistics and Evaluation) self assessment to highlight areas for further development and utilising these to further inform individual PDP goals. This, in turn, will inform part of the Professional Learning Schedule. Executive staff, including the APCI, will continue to support the development, delivery and implementation of professional learning 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
Improvement as measured by the School Excellence Framework	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing across the themes

Teaching <ul style="list-style-type: none"> • Data Skills and Use - S&G • Learning and Development - S&G • Professional Standards - Excelling 	of Data Skills and Use, and Learning and Development
Improvement as measured by the School Excellence Framework <ul style="list-style-type: none"> • Professional Standards - S&G 	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the theme of Professional Standards

Strategic Direction 3: Connect and Succeed

Purpose

To promote a safe respectful and responsible learning environment that supports the wellbeing of all stakeholders to connect and succeed.

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.

- Engagement
- Attendance

Resources allocated to this strategic direction

Socio-economic background: \$19,378.00

Aboriginal background: \$8,550.00

Summary of progress

Engagement

The Student Representative Council (SRC) met regularly with students being included in the council on a roster basis. As a group, the SRC acknowledged and rewarded students who actively upheld the school's values of being a 'Safe Respectful Learner'. After community consultation, research regarding language and regular communication with the AECG, the school's sporting houses were renamed in a culturally sensitive and respectful manner. A didge group was formed and attended by all of the Aboriginal boys enrolled at the school. This group subsequently performed at the end of year, whole school presentation assembly for the other students and the wider community.

In 2023, Minmi PS is working toward consolidating a whole school approach to well being with a consistent approach in each classroom through the collaborative development of common language and resources. The new sporting houses will be supported by the establishment of team shirts and flags utilising the artwork that was commissioned in 2022. The students will commence the new school year in their new house groups and compete in these for both the swimming and athletics carnivals during the year. Fortnightly meetings involving the principal and the school captains will also continue with the added dimension of reporting to and liaising with the P&C in regard to fund raising and other school events planned by Year 6.

Attendance

Although there was no Learning from Home component, attendance at Minmi PS in 2022 continued to be negatively impacted by the COVID pandemic with overall attendance data reflecting the large amount of illness throughout the student cohort across the year. Individual student attendance continued to be closely monitored by classroom teachers as well as part of the weekly communications and executive meetings. Procedures in regard to follow up parents were followed closely and recorded in Sentral. Individual notices with attendance rates were not issued in 2022, however, because of the documented and unavoidable illness that had affected a large proportion of students. There is a large variety of activities made available to the students in the playground each day including being greeted by name at the front gate by an executive staff member and the school therapy dog each morning. This has been the subject of a great deal of positive, anecdotal feedback from both students and parents and has been instrumental in managing instances of school refusal.

In 2023, the school will continue all of the above activities along with any individual interventions highlighted by data analysis and individual situations.

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
Over 93% of students attend >90% with Aboriginal and Torres Strait Islander	Attendance data indicates that 70.4% of students recorded an attendance rate of >90% while 87.2% of Aboriginal and Torres Strait Islander students

students achieving the same marker	achieved the same marker.
The Tell Them From Me - Student Survey 'Students who are interested and motivated' element will exceed 70%	Tell Them From Me data records that 32% of students are interested and motivated at school.
<p>Progress as measured by the School Excellence Framework:</p> <p>LEARNING</p> <ul style="list-style-type: none"> • Element: Learning Culture Focus: Whole Theme - Excelling • Element: Wellbeing Focus: Caring for Students - S&G • Element: Reporting Focus: Parent Engagement -S&G <p>LEADING</p> <ul style="list-style-type: none"> • Element: Educational Leadership Focus: Community Engagement - S&G 	Self assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing across the themes of Learning Culture, Wellbeing, Reporting and Educational Leadership
The Tell Them From Me - Aboriginal Student Survey 'I feel good about my culture' element exceeds 80%	Tell Them From Me data indicates that 66% of Aboriginal students indicate they feel good about their culture.
The Tell Them From Me - Student Survey 'Students' sense of belonging' element will exceed 88.1%	Tell Them From Me data indicates 51% of students indicate a positive sense of belonging at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,567.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minmi 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: All funded students, and the classes in which they are enrolled, have been supported in the delivery of their teaching and learning programs which have also been supplemented by individual and targeted programs.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to employ School Learning Support Officers to support students both in the classroom and the playground.</p>
<p>Socio-economic background</p> <p>\$19,378.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minmi 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"> • Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to implement Quality Teaching Successful Students initiatives to support identified students. • staffing release to support the development and implementation of Personalised Learning Plans. <p>The allocation of this funding has resulted in the following impact: Teaching staff have been supported to develop skills in relation to designing, delivering and assessing differentiated lessons with regular classroom observations taking place followed by meaningful reflections and subsequent adjustments as necessary.</p> <p>After evaluation, the next steps to support our students will be: To embed classroom observation and professional reflection as part of the teaching and learning culture with particular emphasis on individualised support for targeted students in conjunction with differentiated teaching across all areas.</p>
<p>Aboriginal background</p> <p>\$8,550.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Minmi 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"> • Engagement <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$8,550.00</p>	<p>include:</p> <ul style="list-style-type: none"> • enabling whole school involvement in NAIDOC activities with an adjoining school. • establishment of a Didge group for Aboriginal boys, K-6. • commission and delivery of artwork in the form of an outdoor mural as well as mascots for the newly named sporting houses. <p>The allocation of this funding has resulted in the following impact: All students being able to access workshops specifically targeting positive change and raising cultural awareness. Culturally appropriate artworks adorn the school and the new sporting houses all have a mascot promoting inclusivity.</p> <p>After evaluation, the next steps to support our students will be: We will be researching and utilising a variety of resources to build positively upon these experiences and knowledge for all of our students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minmi 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • the employment of casual staff to enable all teaching staff were regularly released from class to attend collaboration days with their stage colleagues. <p>The allocation of this funding has resulted in the following impact: Data was systematically collected and analysed to inform teaching and learning programs with specific emphasis on students from EALD (English as an additional language or dialect) and their academic progress.</p> <p>After evaluation, the next steps to support our students will be: ongoing data analysis in order to further individualise support for the identified needs of EAL/D students.</p>
<p>Low level adjustment for disability</p> <p>\$20,780.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Minmi 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • teaching staff were released from class to collaboratively analyse data to inform teaching and learning programs and to differentiate these for individual student's needs. <p>The allocation of this funding has resulted in the following impact: analysis of data specifically collected to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: ongoing data analysis in order to further individualise support for identified needs.</p>
<p>Professional learning</p> <p>\$10,852.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Minmi Public School.</p>

<p>Professional learning</p> <p>\$10,852.00</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support identified students with additional needs. <p>The allocation of this funding has resulted in the following impact: all funded students, and the classes in which they are enrolled, have been supported in the delivery of their teaching and learning programs which have also been supplemented by individual and targeted programs.</p> <p>After evaluation, the next steps to support our students will be: continuing to employ School Learning Support Officers to support student learning in our classrooms</p>
<p>Literacy and numeracy</p> <p>\$12,581.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Minmi 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • professional development of staff through the development of a whole school timetable where the Assistant Principal is released to support student learning and staff development. <p>The allocation of this funding has resulted in the following impact: all staff being supported through Quality Teaching Sessions, lesson observations, programming support and the development of a whole school schedule and overview.</p> <p>After evaluation, the next steps to support our students will be: to continue to ensure the classroom teachers are supported in terms of professional development, programming and consistency of planning.</p>
<p>QTSS release</p> <p>\$25,052.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minmi 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"> • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Quality Teaching Successful Students has been embedded in the whole school timetable with teachers on a rotating roster. Content has been differentiated according to individual, identified needs and in line with Professional Development Plans. These have been accompanied, as appropriate, by the provision of resources and demonstration lessons.</p> <p>After evaluation, the next steps to support our students will be: to further develop staff professional development through individualised support based on Professional Development Plan goals in order that student</p>

<p>QTSS release</p> <p>\$25,052.00</p>	<p>learning is enhanced.</p>
<p>COVID ILSP</p> <p>\$100,692.00</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"> • Personalised Learning • 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 to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy. • providing intensive small group tuition for identified students who were individually identified as potentially benefitting from extension. <p>The allocation of this funding has resulted in the following impact:</p> <p>- small groups of students being able to attend small group sessions with targeted outcomes. Individual student progress was tracked through assessment tasks and PLAN 2 data however there was also an observable increase in engagement levels in addition to these students being able to demonstrate new skills in classroom activities and articulate their intent. Student confidence was also an element of lesson observations with visiting teachers noting improvements.</p> <p>Staff knowledge around learning progressions, data skills and use, best practice and small group tuition has greatly improved. The use of PLAN 2 has been promoted and is now embedded practice.</p> <p>After evaluation, the next steps to support our students will be:</p> <p>we will continue to closely track student progress as well as collect and analyse data to inform teaching and learning programs across the school.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	60	74	77	81
Girls	53	49	53	57

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.7	95.7	88.5
1	91.8	93.2	94.4	87.6
2	91.1	86.9	94.4	87.9
3	92.9	84.1	93.0	86.6
4	96.5	91.6	89.0	88.2
5	88.8	92.8	91.0	83.5
6	95.7	90.0	93.4	83.3
All Years	92.9	91.0	93.1	86.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	1
Classroom Teacher(s)	4.77
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61

*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	89,910
Revenue	1,560,036
Appropriation	1,486,097
Sale of Goods and Services	7,147
Grants and contributions	65,809
Investment income	984
Expenses	-1,546,748
Employee related	-1,383,481
Operating expenses	-163,268
Surplus / deficit for the year	13,288
Closing Balance	103,198

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	58,567
Equity Total	79,619
Equity - Aboriginal	8,551
Equity - Socio-economic	19,378
Equity - Language	7,925
Equity - Disability	43,765
Base Total	1,176,830
Base - Per Capita	32,848
Base - Location	0
Base - Other	1,143,981
Other Total	84,314
Grand Total	1,399,330

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The Tell Them From Me Survey reported the following:

Parents

- 86% of parents agreed the school was able to access specialist assistance for their child when needed
- 82% agreed school is a culturally safe place
- 100% agreed the school is well maintained
- 96% agree the physical environment is welcoming
- 86% of parents would recommend the school to other parents

Students

- 72% of students have friends at school they can trust and who encourage them to make positive choices
- 74% believe that schooling is useful in their everyday life and will have a strong bearing on their future
- 32% report they are interested and motivated in their learning
- 74% of students try hard to succeed in their learning
- 66% of Aboriginal students feel good about their culture
- 78% of Aboriginal students believe their teachers have a good understanding of their culture
- 62% reported they feel proud of their school

Teachers

- 100% of teachers agree school leaders are leading improvement and change in the school
- 100% of teachers agree the strategic vision and values for the school are clearly communicated
- 100% agreed they have the skills and confidence to meet the needs of students with a disability or special needs

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.