

2022 Annual Report

Nabiac Public School



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Introduction

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

Our vision is to provide a welcoming atmosphere, where every learner and teacher is encouraged and motivated to strive for excellence, through high expectations and effective feedback. Our partnership with the community is innovative and inspiring, and cultural diversity and inclusivity is prioritised. Every learner's sense of belonging is valued as they become active and informed life-long learners, learning to their fullest capability.

School context

Nabiac Public School is a small school which is centrally located in the village of Nabiac on the Mid North Coast of New South Wales. There has been a reduction in the school enrolment in 2021 with a large Year 6 transitioning to high school and a much smaller Kindergarten intake than usual. The current enrolment is 187 with 31 (16.5%) students identifying as Aboriginal. The school's Family Occupation and Education Index (FOEI) is 124. This index is used to determine the socio-economic funding received by the school each year. This, along with other funding sources, is allocated to support the implementation of the strategic directions and key initiatives in the school.

The entire school community, including students staff and parents, was consulted in a comprehensive situational analysis which provided the focus for the Strategic Improvement Plan. This consultation involved focus groups (students, Aboriginal students), surveys (Tell Them From Me and school based surveys of teachers, students, parents and parents of students identifying as Aboriginal) and a comprehensive and rigorous analysis of student data.

Through the situational analysis we identified a need to strengthen the implementation of evidence-based practices in literacy and numeracy with a strong focus on analysis of student data to drive teaching and learning programs. System-negotiated targets in Reading and Numeracy in NAPLAN will be a measure of our progress, along with school based pre and post assessments which will provide ongoing data to the teachers and leadership team. Structures will be in place to provide additional intervention for students with disabilities and additional needs through the consistent implementation and regular review of personalised learning plans.

The school will continue its journey with Visible Learning with an ongoing focus on learning intentions and success criteria through the Structure of Observed Learning Outcomes (SOLO) Taxonomy. Students will become leaders of their own learning, monitoring their progress against continua of learning.

The situational analysis also identified a need to strengthen the partnership with the entire school community. A focus on trauma-informed practice will drive the school's ongoing commitment to student and staff wellbeing. Partnerships with parents and community organisations will foster the extension of programs to support students transitioning to school, Aboriginal students and students with disabilities. Parents and community members will have opportunities to engage with the school on a regular basis to learn more about programs being implemented in individual classrooms and across the school.

To ensure the school is moving towards achievement of identified progress and improvement measures, data will be collected annually from all stakeholders. The data will be analysed and shared with the school community.

The school is committed to providing an excellent education for all students through high quality, ongoing professional learning which ensures outstanding teaching practice and high expectations for all. Our experienced and dedicated teachers are committed to the delivery of programs that develop each child academically, physically and socially.

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	Delivering
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	Delivering
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student progress in reading and numeracy and to build strong foundations for mastery, we will further develop and refine data driven, quality teaching practices that are responsive to the needs of individual learners and encourage all learners to strive for excellence.

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 Practice
- Evidence-based Classroom Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,684.60

Professional learning: \$15,400.00

Socio-economic background: \$74,590.00

QTSS release: \$19,260.00

Summary of progress

Data Driven Practice

Our focus for 2022 was to continue professional learning for teaching staff to embed data driven research and practice in literacy and numeracy. Staff worked closely with the Assistant Principal Curriculum and Instruction to analyse student data to drive teaching and learning cycles. Executive revised the school assessment schedule to identify timely and purposeful assessments to be used.

As a result staff successfully developed the capacity to collect and analyse student data, to inform future learning directions. They explored and trialed new K-6 Departmental assessments in literacy and numeracy, to gain a deeper understanding of student ability in reading and Mathematics.

Next year our focus will be:

- to embed purposeful Departmental assessments into the school assessment schedule and trial other assessment tools available;
- for the Assistant Principal Curriculum and Instruction to continue mentoring staff in cycles of learning, inclusive of data driven practice; and
- to professionally develop skills in PLAN 2 V3.

Evidence-based Classroom Practice

Our focus for 2022 was to continue professional learning for teaching staff to embed evidence based research and practice in literacy and numeracy. There was a clear focus on supporting all staffs' understanding and development of the new K-2 curriculum. An audit of resources was conducted to ensure the school was well equipped to implement the new curriculum. Staff utilised student data to identify areas of need and worked collaboratively to design and implement evidence-based lesson sequences.

As a result staff were confident to implement the new curriculum in 2023 and had appropriate resources to successfully teach lessons. Staff ensured lesson sequences were appropriately differentiated and engaged all learning abilities, at point of need.

Next year our focus will be:

- to implement the new K-2 curriculum;
- to engage with the new 3-6 curriculum; and
- to continue collaborative practice in designing and implementing quality teaching and learning programs, driven by data analysis and student need.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>System Negotiated Targets - Top Two Bands</p> <p>A minimum of 29.1% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN reading.</p>	<p>25.93% of Year 3 and 5 students achieved in the top two bands in NAPLAN reading. The school is working steadily towards reaching this goal.</p>
<p>System Negotiated Targets - Top Two Bands</p> <p>A minimum of 20% of Year 3 and Year 5 students achieve in the top two bands in NAPLAN numeracy.</p>	<p>16.7% of Year 3 and 5 students achieved in the top two bands in NAPLAN numeracy. The school is working steadily towards reaching this goal.</p>
<p>System Negotiated Targets - Reading Growth</p> <p>No growth data owing to NAPLAN not being implemented in 2020.</p>	<p>No growth data owing to NAPLAN not being implemented in 2020.</p>
<p>System Negotiated Targets - Numeracy Growth</p> <p>No growth data owing to NAPLAN not being implemented in 2020.</p>	<p>No growth data owing to NAPLAN not being implemented in 2020.</p>
<p>School Excellence Framework: Data Use in Teaching</p> <p>The school is consolidating Sustaining and Growing in the School Excellence Framework theme of Data Use in Teaching within the element of Data Skills and Use.</p>	<p>The school is working towards Sustaining and Growing in the School Excellence Framework theme of Data Use in Teaching within the element of Data Skills and Use.</p>
<p>Check In Reading Assessment</p> <p>Year 3-6 cohorts achieve an average of 54 % questions correct.</p>	<p>Years 3-6 achieved an average of 46.7 % of questions correct in the Check In Reading Assessment. The school is working steadily towards reaching this goal.</p>
<p>Check In Numeracy Assessment</p> <p>Year 3-6 cohorts achieve an average of 56 % questions correct.</p>	<p>Years 3-6 achieved an average of 47.3 % of questions correct in the Check In Numeracy Assessment. The school is working steadily towards reaching this goal.</p>

Strategic Direction 2: Progress in Learning

Purpose

High expectations, clear learning intentions and quality feedback inform data driven teaching and learning programs. Teachers and students share the role of progress monitoring as students become leaders of their own 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.

- Learning is Visible
- Effective Feedback

Resources allocated to this strategic direction

QTSS release: \$9,630.00

Socio-economic background: \$2,200.00

Summary of progress

Learning is Visible

Our focus for 2022 was ensuring staff had a greater understanding of how to effectively implement, monitor and review student individual learning goals. Staff were mentored to embed learning goals into classroom practice, through a collaborative process. Staff engaged in a professional learning session to revisit the use of SOLO taxonomy in learning intentions and success criteria, in Mathematics.

As a result students had individualised goals in English and Mathematics and showed a greater understanding of the purpose of lessons and next steps in their learning. Teachers trialed new ways to develop and monitor learning goals in Mathematics.

Next year our focus will be:

- embedding the What Works Best document (Explicit Teaching);
- developing structures within the school to support a consistent approach in the implementation, monitoring and reviewing of learning goals in English and Mathematics; and
- developing systems to support a consistent approach to visible learning practices.

Effective Feedback

Our focus for 2022 was utilising learning goals and success criteria to give effective feedback to students.

As a result staff were exploring effective feedback models through Google Classroom, hovercams and main learning devices. Visible success criteria was used to conference with students enabling them to reflect on their own learning.

Next year our focus will be:

- teachers seeking and acting on timely feedback from learners to improve their instruction;
- developing a common language and consistent approach for effective feedback, using success criteria; and
- utilising the What Works Best document (Effective Feedback) to build teacher capacity.

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
60% of staff rank themselves at level 5 in best practice in Effective Feedback in the What Works Best (WWB) Toolkit.	54% of teachers ranked themselves at level 4 and 8% at level 5 best practice in Effective Feedback in the What Works Best (WWB) Toolkit.
School Excellence Framework: High	The school has achieved this progress measure and has consolidated

<p>Expectations</p> <p>The school is consolidating Sustaining and Growing in the School Excellence Framework theme of High Expectations within the element of Learning Culture.</p>	<p>Sustaining and Growing in the School Excellence Framework theme of High Expectations within the element of Learning Culture.</p>
<p>School Excellence Framework: Feedback</p> <p>The school is working towards Sustaining and Growing in the School Excellence Framework theme of Feedback within the element of Effective Classroom Practice.</p>	<p>The school has achieved this goal and has consolidated Sustaining and Growing in the School Excellence Framework theme of Feedback within the element of Effective Classroom Practice.</p>
<p>School Excellence Framework: Learning and Development</p> <p>The school is consolidating Sustaining and Growing within the School Excellence Framework element of Learning and Development.</p>	<p>The school has achieved this goal and has consolidated Sustaining and Growing within the School Excellence Framework element of Learning and Development.</p>

Purpose

Nabiac Public School has strong, inclusive and meaningful partnerships with parents and the broader community that promote wellbeing, cultural awareness and an environment which ensures all students connect, succeed, thrive and learn.

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.

- Learning to be me
- Learning to be us

Resources allocated to this strategic direction

Socio-economic background: \$46,323.00

QTSS release: \$8,000.00

Low level adjustment for disability: \$16,167.03

Per capita: \$34,976.00

Aboriginal background: \$35,190.80

Summary of progress

Learning to be me

Our focus for 2022 was for all staff to have a greater understanding of Trauma Informed Practice, in order to implement strategies to support student wellbeing and engagement. Student voice, engagement and sense of belonging remained at the forefront of wellbeing practices.

As a result, all staff were trained in the Departmental Trauma Informed Practice modules, which enabled staff to engage in collegial discussions and reflective practice. New strategies were modeled and trialed by staff to cater for individual student wellbeing needs. Whole school processes were reviewed with a change towards restorative and proactive systems. The Learning and Support Teacher utilised the Berry Street Education Model to support student learning, with student support plans reflecting this. Students were given the opportunities to voice their opinions on different topics throughout the year.

Next year our focus will be:

- all staff learn to use and implement new Departmental procedures for Inclusive Engaging and Respectful Schools;
- revise and streamline opportunities for authentic student voice;
- supporting all students to have a greater sense of belonging through; positive relationships, inclusive and safe classroom practices, social and emotional learning, and connectedness;
- improving attendance procedures, including the celebration of student attendance; and
- revising Positive Behaviour for Learning structures within the school.

Learning to be us

Our focus for 2022 was to engage families and strengthen the partnership between school and home. There was a greater focus on connecting with the whole school community; inclusive of the local high school, local preschools and external agencies to ensure all students were supported in the various stages of their schooling.

As a result the school created multiple opportunities for community engagement which saw community members report a greater connection with the school. There was a strengthened approach to K and 6 transition, enabling the school to work closely with the local preschools and high school on a regular basis. Families and educators both report that the transition supported students to settle into their new environment with greater confidence and sense of belonging. Teachers ensured all Aboriginal and Torres Strait Islander students had learning plans in place, which were created in collaboration with students and their families. Cultural goals were encouraged and the implementation of these were supported by local Aboriginal educators. All classes engaged in Gathang Language lessons, delivered by an accredited teacher.

Next year our focus will be:

- continuing to authentically embed Aboriginal Culture and Language throughout the school;
- maintaining a strong transition for Kindergarten and Year 6;

- seeking authentic feedback from families; and
- strengthening communication and involvement with community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Student Attendance</p> <p>Increased percentage of students attending school more than 90% of the time by 5.2% or above (78.03% of students).</p>	<p>43.85% of students attended more than 90% of the time. The school is working steadily towards reaching this goal.</p>
<p>Student Wellbeing</p> <p>Tell Them From Me Wellbeing data (Advocacy, Sense of Belonging, Expectations for Success) improves to to be at or above 75%.</p>	<p>Tell Them From Me Wellbeing data (Advocacy, Sense of Belonging, Expectations for Success) indicates 76.12% of students feel heard, feel a sense of belonging at school and have high expectations for their learning. This has exceeded the progress measure by 1.12%.</p>
<p>School Excellence Framework: Wellbeing</p> <p>The school is consolidating Sustaining and Growing within the School Excellence Framework element of Wellbeing.</p>	<p>The school has achieved this goal and has consolidated Sustaining and Growing in the School Excellence Framework element of Wellbeing.</p>
<p>School Excellence Framework: Community Engagement</p> <p>The school is working towards Sustaining and Growing in the School Excellence Framework theme of Community Engagement within the element of Educational Leadership.</p>	<p>The school has achieved this goal and has consolidated Sustaining and Growing in the School Excellence Framework theme of Community Engagement within the element of Educational Leadership.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$164,816.00</p>	<p>Integration funding support (IFS) allocations support eligible students at NABIAC Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All Personalised Learning Support Plans were regularly updated through an authentic collaboration process with families, students and school personnel. Plans were responsive to student learning needs ensuring eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: continue to employ staff to assist students with additional learning needs and to identify and support the professional learning needs of these staff members so that they are able to provide appropriate differentiated support to students.</p>
<p>Socio-economic background</p> <p>\$174,157.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at NABIAC 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"> • Data Driven Practice • Evidence-based Classroom Practice • Effective Feedback • Learning to be me • Learning to be us • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • differentiated professional development of staff through mentoring and collaboration to support student learning. • employment of additional staff to support the professional learning program implementation and stage planning sessions. • additional support for identified students including development of personal learning plans. <p>The allocation of this funding has resulted in the following impact: professional development of staff through a supportive mentoring program that was specific to the learning needs of staff and students. Identified students received additional support through a tiered school approach.</p> <p>After evaluation, the next steps to support our students will be: continue to encourage self-reflection and engage teachers with current evidence-based learning through a supportive mentoring approach. Continue to support students using a tiered school approach.</p>
<p>Aboriginal background</p> <p>\$40,930.80</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at NABIAC 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</p>

<p>Aboriginal background</p> <p>\$40,930.80</p>	<p>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"> • Learning to be me • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • employment of a teacher to introduce the Gathang language to all students K-6. <p>The allocation of this funding has resulted in the following impact: all students have had the opportunity to participate in Gathang language class, building a greater understanding about the Aboriginal culture. The school employed a Student Learning Support Officer (SLSO) to support literacy and numeracy outcomes. The school worked in collaboration with families to support Aboriginal students to meet their personalised learning goals, with many focusing on culture and language.</p> <p>After evaluation, the next steps to support our students will be: continue employing the Gathang language teacher to deliver lessons to all classes. Continue working closely with families, building positive relationships and supporting students to make and achieve personalised learning goals. The school will also continue to employ an SLSO to support literacy and numeracy student outcomes.</p>
<p>Low level adjustment for disability</p> <p>\$148,558.03</p>	<p>Low level adjustment for disability equity loading provides support for students at Nabiac 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"> • Learning to be me • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to personalise instructional support for Stage 3 students. • engaging a student learning and support officer to work with individual students, providing support within the classroom. • support staff to create authentic learning plan for students requiring additional support. <p>The allocation of this funding has resulted in the following impact: staff worked collaboratively with parents, carers and students to produce social, emotional and academic learning goals for identified students.</p> <p>After evaluation, the next steps to support our students will be: the school will continue to provide additional support for identified students through the employment of trained SLSOs. Staff will continue to work closely with families and students to create authentic learning plans that are regularly reviewed and updated as needed. Targeted support will continue to be provided for students, classes or grades as needed.</p>
<p>Location</p> <p>\$2,500.00</p>	<p>The location funding allocation is provided to Nabiac Public School to address school needs associated with remoteness and/or isolation.</p>

<p>Location</p> <p>\$2,500.00</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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: all students were able to attend excursions and incursions throughout the year, providing all students with these rich learning opportunities.</p> <p>After evaluation, the next steps to support our students will be: continue supporting students to overcome isolation and for all students to be given the opportunity to attend extra-curricular activities.</p>
<p>Professional learning</p> <p>\$16,807.83</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 Nabiac 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 Practice • Evidence-based Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release of class teachers to engage in differentiated professional learning and stage planning days with a focus on data analysis use and implementation of new assessment tools to better inform programming for differentiation. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continue the current process of personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$36,890.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nabiac 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 Practice • Evidence-based Classroom Practice • Effective Feedback • Learning to be me <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: teachers are more confidently using learning intentions, success criteria and individual student learning goals in areas of Mathematics and English. Assistant Principals were able to provide individualised coaching to teachers</p>

<p>QTSS release</p> <p>\$36,890.00</p>	<p>on their stages.</p> <p>After evaluation, the next steps to support our students will be: continue to provide Assistant Principals with time to coach and mentor their stage teams, supporting staff to become more confident in implementing current evidence-based pedagogies in the classroom.</p>
<p>COVID ILSP</p> <p>\$130,586.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to provide targeted, explicit instruction for student groups in literacy and numeracy • provision of time for coordination and administration of the program <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 literacy and numeracy personal learning goals. The Learning and Support team worked closely with Intervention teachers to identify targeted students for additional support.</p> <p>After evaluation, the next steps to support our students will be: continue to employ additional teachers to provide explicit literacy and numeracy support for identified students.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,684.60</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nabiac 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 Practice • Evidence-based Classroom Practice <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Provision of differentiated professional learning sessions to support the teaching and learning cycle in English and Mathematics • Provision of individualised in- class support for the teaching of English and Mathematics • Review of data, establishment of defined areas for focus and leading teachers in data conversations to support the modification of teaching practice <p>The allocation of this funding has resulted in the following impact: all teachers have been provided with 1-1 and team support. Teachers have worked collaboratively with the APCI to analyse student data, identify areas of further development and the use of evidence based strategies in the classroom to improve student outcomes. The APCI has provided differentiated professional learning for teachers at varying stages of their teaching career.</p> <p>After evaluation, the next steps to support our students will be: continue the current process of differentiated mentoring and coaching support with a specific focus on student literacy and numeracy outcomes. To support teachers to use the departmental assessments and PLAN to inform future learning focuses.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	119	105	97	84
Girls	98	99	81	83

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	91.9	91.2	87.7
1	95.3	89.3	89.0	87.4
2	92.6	88.7	89.9	85.9
3	94.1	94.9	88.8	85.4
4	92.4	92.4	90.9	87.5
5	92.6	91.5	89.9	87.1
6	91.1	88.6	90.1	83.2
All Years	93.2	91.0	89.9	86.3
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)	3.2
Classroom Teacher(s)	5.92
Learning and Support Teacher(s)	1
Teacher Librarian	0.4
School Administration and Support Staff	2.12

*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	216,168
Revenue	2,626,915
Appropriation	2,554,684
Sale of Goods and Services	857
Grants and contributions	69,685
Investment income	1,690
Expenses	-2,580,545
Employee related	-2,249,567
Operating expenses	-330,978
Surplus / deficit for the year	46,370
Closing Balance	262,538

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	164,816
Equity Total	372,884
Equity - Aboriginal	40,931
Equity - Socio-economic	175,695
Equity - Language	0
Equity - Disability	156,258
Base Total	1,495,404
Base - Per Capita	44,977
Base - Location	9,092
Base - Other	1,441,335
Other Total	278,974
Grand Total	2,312,079

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

Parent Results

Key findings for parent responses were:

- increase of 0.2 towards parents feeling staff encouraged their child to do his or her best work, which is 0.8 above the NSW Government norm.
- increase of 0.1 towards parents feeling informed, which is 0.7 above the NSW Government norm.
- increase of 1.0 towards parents feeling that the school is inclusive, which is 1.3 above the NSW Government.

Student Results

Key findings for student responses were:

- 67% of students indicated a positive sense of belonging, which is 14% below the NSW Government norm (students feel accepted and valued by their peers and others at their school).
- 55% of students are interested and motivated, which is a 4% increase, which is 22% below the NSW Government norm
- 34% of students in the school had scores that placed them in the desirable quadrant with high skills and high challenge, which is a 7% increase, which is 19% below the NSW Government norm.
- 12% decrease in students who are physically, socially or verbally bullied or are bullied over the internet, which is 14% less than the NSW Government norm.

Teacher Results

Key findings for staff responses were:

- 0.4 increase in teachers sharing students' learning goals with their parents, which is 0.3 below NSW Government norm
- 0 increase in data informing practice, which remains 0.1 above the NSW Government norm.
- 0.2 increase in teachers feeling the school is inclusive, which is 0.6 above the NSW Government norm

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.