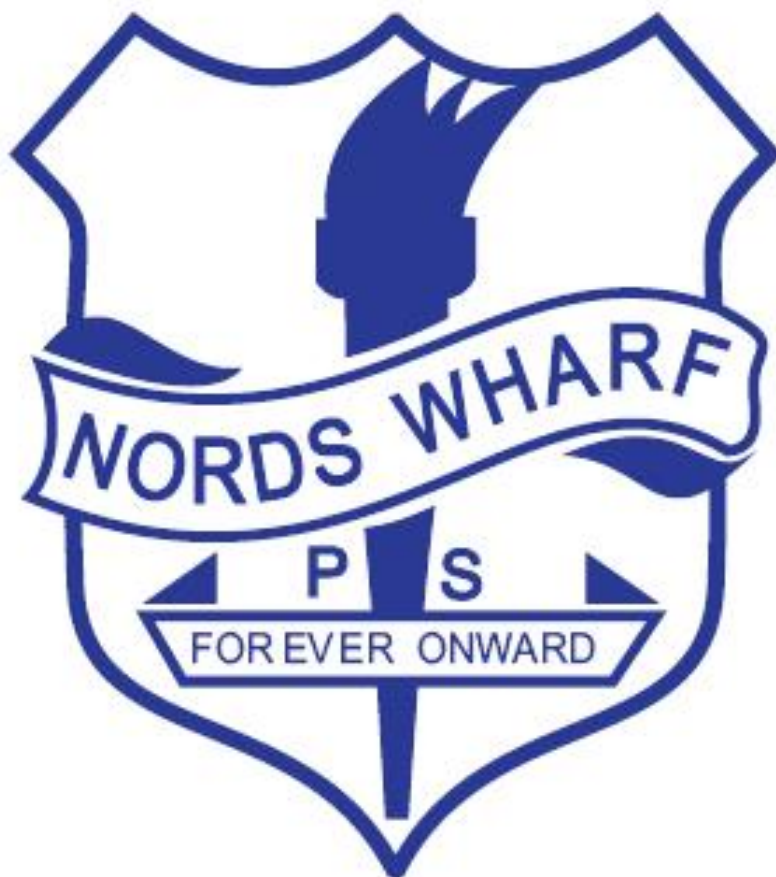


# 2022 Annual Report

## Nords Wharf Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Nords Wharf 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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## Message from the principal

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It is with enormous pride that I work in partnership with the Nords Wharf Public School community to continue to build our school to be a beacon of educational excellence. During my time at Nords Wharf Public School, I have learned that there is a genuine shared commitment and authentic partnership between our students, staff and community. We are a strong supportive team working together to support students to be successful; academically, socially, behaviourally, in sports, creative and practical arts and community endeavours. We share a commitment to grow as a collective in a climate of trust and respect.

Nords Wharf Public School embraces a culture in which every student is known valued and cared for. I am excited to lead the school forever onward.

Meg Neilands

Principal

## Message from the school community

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On behalf of the P&C I would like to thank everyone for the fantastic year we have had. Thank you to our amazing education staff, whose dedication to our children is so appreciated. Thank you to the parents for all the support that has been shown to the P&C and the school this year. Of course thank you to our wonderful children who are the reason we are all here.

This year has been our first full year back from COVID, with restrictions lifting we were able to have events that in the past few years have been unable to take place. So our focus coming into the year in supporting the school was to ensure the fundamental events took place, like Easter events, Mother's day, Father's day, and Christmas carols. These were all met with great support and were hugely successful. We also managed some additional fundraising events, a McDonald's night, and a Bunnings BBQ. The services run by the P&C were also able to take place, the Uniform shop and the Canteen. Thank you everyone who volunteered this year for Canteen. It is so appreciated when a small amount of your time is given as it means we can remain open. It is a service for our children who deserve to have these opportunities like in other bigger schools. So if next year you can spare a few hours, it would be fantastic.

There were two major changes that the P&C implemented this year, one was QKR - an App allowing orders for both Canteen and Uniforms. This has received extremely positive feedback and has been very successful. The other is the change in Uniform to a dark blue shirt to be implemented over the next 3 years. This was also a very popular move, mainly from a laundry perspective but also it looks smart.

We have raised close to \$10,000 this year.

Our contributions to the school this year financially are Starstruck contribution, pebbles funding, Maths equipment, sports uniform sponsorship for individuals who achieve at State level, reducing the cost of buses, Year 6 farewell contributions, trophies, and our major one was \$10,000 to purchase new iPads and covers for the school. We are unable to do any of these things without your support, so thank you very much.

Next year we will have additional events that will be added. We look forward to seeing you all there.

Kirsten Newell

P&C President

## Message from the students

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A message from our 2022 school captains

Being school captains for 2022 has been enjoyable, challenging and overall rewarding. This year our senior students have had many adventures, including our Stage 3 camp, fundraising days, Ninja Park Year 6 Fun day and our Swansea High School Transition day. On our Stage 3 camp for 2022, we did a lot of different activities including, bike riding, canoeing, damper making, archery and games night. Our favourite parts of the camp were jumping into the freezing lake after canoeing, having Miss Dunlop join us and hitting the bulls eye with the arrow.

We held three fundraising activities this year, for our Year 6 school gift and farewell. Our latest, Rainbow Dress up and Jellybean guessing competition day raised over \$430 and we thank all of you for participating. Our school gift is a new

lectern which you will see at our first school assembly 2023. Our Year 6 2022 Fun Day was a Ninja Park where we learnt about team building as we climbed rock walls, inflatable rock walls and everyone congratulated you when you achieved a harder level.

We loved visiting Swansea High School for our transition and especially meeting old and new friends as we discovered what different subjects we will be learning about and orienteered our way around the school. We were all full of excitement just being here at our next school and we are now all really looking forward to Year 7 next year.

As school leaders we ran our fortnightly assemblies, we attended the 2022 ANZAC Dawn Service and ANZAC march and service, where we spoke at both services. We also attended and spoke at this year's Remembrance Day Service. Our sports house captains were active in the arranging of house chants and decorations for our Swimming and Athletics carnival.

Being Nords Wharf School Captain has been a privilege and we are very proud of what we have achieved this year. We want to thank you for your support in all our fundraising activities and wish our 2023 school leaders a rewarding year next year.

## School vision

Nords Wharf Public School has an inclusive and supportive culture with a strong focus on excellence through high expectations. Our authentic partnerships with all stakeholders and use of evidence-based practices ensure staff, students and community members connect, succeed and thrive.

## School context

Nords Wharf Public School is located in East Lake Macquarie. Current student enrolment is 191, of which 16 students identify as Aboriginal and Torres Strait Islander. School enrolment numbers have been growing steadily each year from 98 in 2015. The school has 13 teaching staff and 4 school learning support officers. The FOEI is 78, with students coming from a range of socio-economic backgrounds.

There is a strong school culture of inclusion and sense of community among the students, staff, families and community. The school is well supported by an active P&C consisting of parents, other family members and some wider community members. Students have a range of extra-curricular opportunities including band, singing group, Starstruck, environmental programs, a broad variety of different sporting activities and debating and public speaking.

There has been careful review, and consideration, of evidence and recommendations from External Validation (EV) in 2020 and a thorough situational analysis of current school practices and student achievement. Staff were actively involved in the EV process and consulted during staff meetings and participation in Tell Them From Me (TTFM) and internal school surveys. Students and the parent community were consulted through school-based and TTFM surveys, P&C meetings, Student Representative Team and informal discussions at school events and the school gate. There was consultation with the AECG (Aboriginal Education Consultative Group) to inform planning. 'Walking Together and Working Together' we will celebrate the successes of our students and community. An AECG representative attended Galgamba Community of Schools (CoS) meetings to consult on school and CoS initiatives for the 2021-2024 planning cycle.

After considering all evidence, Student Growth and Attainment, Quality Teaching Practices and Wellbeing and Engagement were identified as focus areas for this Strategic Improvement Plan, which will continue to build upon work undertaken in the previous school planning cycle. Improvement in students achieving expected growth and performing in the top two bands in reading and numeracy are specific focuses. In reading, the gap analysis identified vocabulary and inferential comprehension as skills and knowledge to strengthen. In numeracy, the gap analysis determined that the areas for development were measurement and geometry, fractions and decimals, mathematical vocabulary and approaching multi-step questions. We will monitor and review teaching and learning programs to ensure that student learning is appropriately differentiated for all students.

From analysis of student survey data, the areas of sense of belonging, expectations of success and engagement with learning will be an ongoing focus. Engagement with the Wellbeing Framework Self-assessment Tool will support the identification of whole school directions, to ensure that every student is known, valued and cared for. Analysis of staff survey data from all available sources identified the need for a deeper understanding, and consistent use of evidence-based practices. Ongoing professional learning, teacher collaboration and mentoring will be used to strengthen understanding and implementation of high-impact, evidence-based practices, underpinned by the What Works Best evidence-base.

## 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	Delivering
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Delivering
LEADING: School resources	Delivering
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve student learning outcomes in reading and numeracy, there is a whole school approach that ensures evidence-based teaching practices are implemented to improve student learning outcomes and optimise growth and attainment for all students.

### Initiatives

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

- Explicit Teaching and Learning
- Data Skills and Use

### Resources allocated to this strategic direction

**Socio-economic background:** \$22,700.00

**Professional learning:** \$14,436.00

**Per capita:** \$42,760.00

**Location:** \$2,862.04

**AP Curriculum & Instruction:** \$550.00

### Summary of progress

In 2022 there was a focus on building a collaborative professional learning community through regular data analysis and curriculum planning days. The focus was to improve whole school data skills and use and use data to drive teaching and learning underpinned by 'learning sprints'. This has supported teachers and students to develop skills in Literacy and Numeracy. With data days building capacity of teaching staff and improved data literacy driving teaching and learning programs, we are seeing positive shifts in student and staff performance. We maintain a commitment to LEED and work to build staff capacity to drive student improvement.

On reflection of our activities based on our initiatives, specific processes in the area of professional learning, student assessment and analysis and impact of interventions in classrooms need to be implemented for improved student outcomes and growth. Clear processes would allow greater and more transparent expectations of teaching and support staff to measure their impact on data informed practice and assessment. Implementing quality processes in the areas mentioned will be a focus for 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
An increase in the percentage of students from baseline data achieving in the top two bands trending towards our lower bound target in reading.	2022 NAPLAN data indicates 47.27% of students in the top two skill bands for reading indicating the school achieved the system negotiated target.
An increase in the percentage of students achieving expected growth in reading from baseline data trending towards our lower bound target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Internal school data is indicative of growth.
An increase in the percentage of students from baseline data achieving in the top two bands trending towards our lower bound target in numeracy.	2022 NAPLAN data indicates 17% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target..
An increase in the percentage of students achieving expected growth in numeracy from baseline data trending	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. Internal school data is indicative of growth.

towards our lower bound target.	
School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Assessment' indicates improvement from Sustaining and Growing towards further components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Assessment.
School self-assessment against the School Excellence Framework (SEF) in the Teaching domain theme of 'Data Skills and Use' indicates improvement from Sustaining and Growing further components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing n the element of Data Skills and Use.



## Strategic Direction 2: Quality Teaching Practice

### Purpose

To build capacity of all practitioners within the school we are developing systems and processes aligned to research and evidence to support excellence in educational leadership and classroom 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.

- Excellence in Classroom Practice
- Excellence in Educational Leadership

### Resources allocated to this strategic direction

**Integration funding support:** \$118,221.00

**Socio-economic background:** \$4,597.00

**QTSS release:** \$25,796.00

**Low level adjustment for disability:** \$52,517.74

**AP Curriculum & Instruction:** \$119,906.80

### Summary of progress

During 2022 our focus was on the initiatives of collaboration, evidenced based teaching practices and high expectations. The staff participated in professional learning which included data analysis to drive curriculum and practice and developing and implementing learning sprints to support student growth in Literacy and Numeracy. We maintained a strong focus on intervention and support programs across the school. Little Scribes writing program was implemented in Semester 1 for identified students K-6.

On reflection of these programs and initiatives staff have indicated a very positive response to the increased amount of collaboration time they received to engage in professional discussions to evaluate practice. Implementation of the 'Little Scribes' program provided students with the opportunity to explore a variety of text types, improve skills in imaginative writing and editing and to have their stories published into a book. Looking ahead in 2023 the school will explore the themes of explicit teaching and high expectations within the 'What Works Best' document to improve teaching practice. We will continue to dedicate time throughout the school year for colleagues to collaboratively develop and refine teaching and learning programs. Staff will continue to provide feedback and share student learning progress with parents. The school will encourage parents and carers to be engaged in their child/ren's learning.

### 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 self-assessment against the School Excellence Framework (SEF) in the Teaching domain theme of 'Effective Classroom Practice' indicates improvement from Sustaining and Growing towards further components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Effective Classroom Practice.
School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Learning Culture' indicates improvement from Sustaining and Growing towards further components of Excelling.	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of Learning Culture.
School self-assessment against the School Excellence Framework (SEF) in	Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of

the Learning domain theme of 'Curriculum' indicates improvement from Sustaining and Growing towards further components of Excelling.	Curriculum.
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## Strategic Direction 3: Wellbeing and engagement

### Purpose

Through authentic partnerships, we will connect, succeed and thrive. This will be through planned, whole school processes that support high levels of wellbeing, engagement and attendance.

### 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.

- Every Day Matters - Attendance
- Excellence in Wellbeing and Engagement
- Excellence in Aboriginal Education

### Resources allocated to this strategic direction

**Per capita:** \$3,480.00

**Aboriginal background:** \$11,246.08

**QTSS release:** \$8,911.00

### Summary of progress

In 2022 we have reviewed our attendance systems and processes in readiness for 2023. We have implemented regular attendance reviews as part of our learning and support processes. We have developed rigorous communication systems with students requiring additional support to attend school every day. We have continued to implement whole school PBL and monitor student behaviour and wellbeing. Moving forward a stronger focus on reviewing and adjusting our systems and processes is needed to support improved student wellbeing data. All Aboriginal and Torres Strait Islander students have active Personalised Learning Plans that have been developed collaboratively. There is a focus on supporting our students to learn culture and lore. Moving into 2023 a stronger focus on language and culture will continue.

### 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
An uplift of 6% from baseline data in the percentage of students with attendance of >90% .	The number of students attending greater than 90% of the time or more has decreased, however, remains .6% above the state average.
School self-assessment against the School Excellence Framework (SEF) in the Learning domain theme of 'Learning Culture' sub-element of 'Attendance' indicates improvement from Delivering to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the school currently performing at Delivering in the element of Learning Culture in the sub-element of Attendance.
An uplift of 5% of students reporting positive wellbeing from baseline data.	Tell Them From Me student wellbeing data indicates a decline in wellbeing. It is anticipated that in 2023 student wellbeing data will increase.
TTFM Aboriginal Students data for 'I feel good about my culture' is above >90%.	This information could not be obtained through TTFM 2022 data.
TTFM Aboriginal Students data for 'teachers understand Aboriginal culture' is above >90%.	This information could not be obtained through TTFM 2022 data.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$118,221.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nords Wharf Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• consultation with external providers for the implementation of teaching and learning, behaviour and emotional regulation strategies for students who require additional support</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for students who have been identified as requiring support through data analysis.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Reflecting and reviewing existing intervention and support programs as well as whole school learning and support systems and processes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Implementation of whole school learning and support. Delivering structured intervention and support and working in teaching teams to meet the learning, social, emotional needs of every student at NWPS.</p>
<p>Socio-economic background</p> <p>\$27,297.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nords Wharf Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> <li>• Excellence in Classroom Practice</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through building teacher collective efficacy to support student learning</li> <li>• creation of whole school data collection systems and processes to inform teaching, learning, intervention and support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Whole school data collection systems that staff can analyse and interpret to drive teaching and learning. Systematic assessment schedule and data collection systems.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refining systems and using this data to direct teaching and learning teams in classrooms to differentiate delivery of lessons, enrichment and support.</p>
<p>Aboriginal background</p> <p>\$11,246.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nords Wharf 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><b>Funds have been targeted to provide additional support to students</b></p>

<p>Aboriginal background</p> <p>\$11,246.08</p>	<p><b>enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Aboriginal Education</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• creation of school literacy resources embedding Awabakal</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Pathways (PLPs)</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the Personalised Learning Pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased engagement and well being of students who identify as Aboriginal and/or Torres Strait Islander.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Dive more deeply into culture with Didgeridoo group and dance groups. Maintain language across the school and provide support for teachers to authentically embed Aboriginal culture, tradition, lore and perspectives into curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$52,517.74</p>	<p>Low level adjustment for disability equity loading provides support for students at Nords Wharf Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Classroom Practice</li> <li>• Excellence in Educational Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the whole school setting</li> <li>• targeted students are provided with an evidence-based intervention using Little Scribes to increase learning outcomes</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Participating students published a book that is now displayed in the library. This supported the development of editing and writing skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To embed staff learning to support the teaching of writing.</p>
<p>Location</p> <p>\$2,862.04</p>	<p>The location funding allocation is provided to Nords Wharf Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• technology resources to increase student engagement</li> <li>• additional staffing for supporting teachers to differentiate and target learning and support.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> This has facilitated deepening understanding of data analysis and differentiation.</p>

Location \$2,862.04	<p><b>After evaluation, the next steps to support our students will be:</b> Use of new technologies in the classroom to support teaching and learning.</p>
Professional learning \$14,436.00	<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 Nords Wharf Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Skills and Use</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to the teaching of reading and numeracy</li> <li>• implementing whole school professional learning and data analysis to support the teaching and learning cycle</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Building teacher collective efficacy across the school to support improvements in teaching and learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Further refine and embed existing systems to support staff across the school to deliver high impact teaching and learning.</p>
QTSS release \$34,707.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nords Wharf Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Excellence in Classroom Practice</li> <li>• Excellence in Educational Leadership</li> <li>• Excellence in Aboriginal Education</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Building strong connections between staff and their executive team to support professional development for all staff.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Refining systems and processes to support executive staff to build the capacity of teachers.</p>
COVID ILSP \$66,866.00	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul>

<p>COVID ILSP</p> <p>\$66,866.00</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students showed growth in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Structured, systematic and targeted intervention in every classroom 4 days per week.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	79	83	94	95
Girls	81	85	89	98

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	94.8	94.0	87.6
1	90.6	95.0	94.0	88.2
2	94.1	93.6	94.5	88.5
3	95.3	94.1	93.3	89.7
4	92.4	92.6	91.5	86.3
5	92.0	90.7	89.5	86.8
6	93.3	96.1	88.8	83.4
All Years	93.2	93.9	92.5	87.5
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

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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)	2.8
Classroom Teacher(s)	6.94
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.4
School Administration and Support Staff	1.92

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	190,486
<b>Revenue</b>	2,276,996
Appropriation	2,194,334
Sale of Goods and Services	10,555
Grants and contributions	70,926
Investment income	980
Other revenue	200
<b>Expenses</b>	-2,236,493
Employee related	-1,981,567
Operating expenses	-254,927
<b>Surplus / deficit for the year</b>	40,503
<b>Closing Balance</b>	230,989

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	118,221
<b>Equity Total</b>	91,060
Equity - Aboriginal	11,246
Equity - Socio-economic	27,296
Equity - Language	0
Equity - Disability	52,518
<b>Base Total</b>	1,593,949
Base - Per Capita	46,240
Base - Location	2,862
Base - Other	1,544,847
<b>Other Total</b>	192,961
<b>Grand Total</b>	1,996,192

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

Through 'Tell Them From Me' data our students have positive relationships within our school. Students report that they exhibit positive behaviour at school and that they try hard to be successful. Students report high levels of inclusion at school and report positive classroom experiences. Our students also reported enjoying positive relationships at school and a wide range of extra-curricular activities. Students reported that they feel their learning falls in the high challenge, high skill quadrant with numbers above state reflecting appropriate curriculum delivery across the school.

Our teachers report a culture of improved collaboration and a stronger focus on the collection and use of data to drive teaching and learning. We remain committed to doing our best for every student, every day and ensuring that every student is known, valued and cared for.

Our parents report that they feel welcome at school and that our school does an excellent job supporting positive behaviour with clarity regarding school expectations. Following feedback from parents, we have surveyed and reviewed our newsletter and Facebook use. We have added Sentral for parents to support home school communication. Parents reported that children feel safe at school. and we celebrate an engaged and active P&C.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.