

2022 Annual Report

Normanhurst Public School



2760

Introduction

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

Normanhurst Public School

Normanhurst Rd

Normanhurst, 2076

<https://normanhurst-p.schools.nsw.gov.au>

normanhurst-p.school@det.nsw.edu.au

9489 1152

School vision

Normanhurst Public School is an inclusive and collaborative community dedicated to meeting student needs. We seek to prepare our students to adapt and thrive in a dynamic society by providing diverse and innovative experiences.

School context

Normanhurst Public School is located in the northern suburbs of Sydney and has a student enrolment of 389 students (February 2022). Enrolments have remained constant over the past few years. Over 30% of students are from non-English speaking backgrounds, with the most prevalent languages being Mandarin, Cantonese and Persian, and 1% of our students identify as Aboriginal.

There are high expectations for student achievement across academic, sporting and creative areas and students are provided with a broad range of learning opportunities to assist them in realising their potential. A strong focus on catering for the individual needs of students is established both through differentiated class programs and specific support and enrichment programs. A diverse range of extra-curricular programs is offered across areas of sport, creative arts, technology, debating, leadership and environmental education.

Our school has three key values of: Be Responsible, Be Respectful and Strive for Success and these are taught explicitly, with expectations across all settings stemming from these values. We recognise the relationship between wellbeing and learning and take collective responsibility for our students.

Our school has an engaged community, with many community members contributing to school initiatives. There is an active Parents and Citizens Association that offers input to school decision-making and initiates fundraising events to provide additional resources.

Our school works in partnership with local pre-schools and high schools to support transitions and implement specific programs to meet student learning needs.

Through a Situational Analysis our school undertook with staff, student, parent, and community input, we identified a key focus for our Strategic Improvement Plan that aligns with the School Excellence Framework. Our Plan centres on improvement in student learning outcomes through the continued implementation of visible learning strategies and enhancements to our well-being programs; high-impact professional learning for staff to support innovative and research-based programs; and resources and systems to enhance student engagement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student performance and engagement through a consistent, targeted approach to curriculum, wellbeing and assessment

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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Literacy and numeracy

QTSS release

Integration funding support

Literacy and numeracy intervention

Low level adjustment for disability

Professional learning

Summary of progress

Reading

Staff undertook professional learning for the new K-2 syllabus from the beginning of 2022 in preparation for implementation in 2023. Staff engaged in micro-learning modules provided by the Department of Education and NESA and engaged in ongoing professional learning sessions through stage and whole school meetings. A Curriculum Reform Committee was developed and members attended regular network meetings to guide the new syllabus implementation. The Literacy Team continued to refine the scope and sequences to align with the new syllabus. Evidence showed consistent practice of reading across stages and this initiative will continue in 2023 with further support from the Assistant Principal Curriculum Implementation and Instruction (APCI). Decodable readers were purchased to support K-2 students and parent workshops were run to communicate new evidenced-based reading programs that were implemented in classrooms and supported reading at home. The impact of these initiatives was evident in the NAPLAN and Check-In data with a higher percentage of students in the top 2 bands than in previous years. Staff indicated through surveys an increased confidence in teaching reading within the classroom.

In 2023 the new K-2 syllabus will direct changes in the teaching of reading which will guide future implementation of professional learning and data collection for staff.

The 'For the Love of Reading Initiative' was introduced in Term 3 of 2022 and continued into Term 4. The goal of this initiative was for every student across the school to be reading for 30 minutes per night and to develop healthy reading habits underpinned by a passion for reading. Students successfully engaged in regular home reading and developed positive routines. Staff reported a significant increase in student engagement with reading. Classroom teachers particularly noted the increase in dialogue around reading, students forming book clubs, writing recommendations and discussing their book choices and preferences more enthusiastically within the classroom and playground. The teacher librarian reported an increase in student borrowing since the initiative began, positively reinforcing student and staff feedback. Students reported reading more regularly and specifically commented on their preference of this approach over home reading logs that had been used in the past. An increase in student reading results are reflected in assessment data and highlighted through the reading data wall that will be created by the Literacy Committee in 2023.

In 2023 we will work towards exposing students to rich texts to support increased vocabulary and for this to filter into students written texts.

Numeracy

Staff undertook professional learning for the new K-2 syllabus from the beginning of 2022 in preparation for implementations in 2023. Staff engaged in micro-learning modules provided by the Department of Education and NESA and engaged in ongoing professional learning sessions through stage and whole school meetings. A Curriculum Reform Committee was developed and members attended regular network meetings to guide the new syllabus implementation. In 2023 the Numeracy Team will continue to refine scope and sequences to align with the new syllabus with further support from the APCI.

The Numeracy committee developed and presented parent workshops on the four operations and strategies for parents to assist their child in their improvement of numeracy. Vocabulary was a focus in all K-6 classroom and was evidenced in class teacher programs and through displays in the room. Mathematical sprints were undertaken across the K-6 school in the area of measurement of geometry with class teachers choosing a specific strand based on students assessment data. High levels of staff absences and the inability to obtain casuals impacted our ongoing professional learning in this area. The impact of this initiative has been a clearer focus on building students vocabulary, engagement and Working Mathematically outcomes.

In 2023, whole school Number Talks will be embedded into all teaching programs and an essential component at the beginning of all Mathematics lessons.

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
TOP 2 BANDS NUMERACY Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Numeracy of 68.5%	<ul style="list-style-type: none"> • 51.35% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.
TOP 2 BANDS READING Improvement in the percentage of students achieving in the top two bands to be at or above the school's lower bound system-negotiated target in Reading of 73.4%	<ul style="list-style-type: none"> • 70.18% of students achieved in the top two bands in NAPLAN reading indicating progress toward the lower-bound target.
EXPECTED GROWTH READING Improvement in the percentage of students achieving expected growth in NAPLAN Reading to be moving towards the school's lower bound system-negotiated target of 72.4%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
EXPECTED GROWTH NUMERACY Improvement in the percentage of students achieving expected growth in NAPLAN Numeracy to be moving towards the school's lower bound system-negotiated target of 70.4%.	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
ATTENDANCE Improvement in the percentage of students attending school more than 90% of the time is moving towards the school's lower bound system-negotiated target of 91.4%.	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 29.25%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19 when this data was harvested.

Strategic Direction 2: Staff development and practice

Purpose

To build staff capacity to enhance and sustain data-informed, innovative teaching practice through high-impact professional 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.

- Data Informed Practice
- Professional learning

Resources allocated to this strategic direction

Professional learning

QTSS release

Socio-economic background

Summary of progress

Data Informed Practice

In Term 2 and 3 staff engaged in professional reading and dialogue to develop a common language for sharing student progress and how to use assessment to inform teaching and learning programs. Staff established a shared belief and understanding that each student can achieve growth given the right support. Teachers speak a common language and evaluate how they give specific feedback that initiates the next level of learning. Due to the impact of COVID and the increased absences of staff and students, the continuity of high-level dialogue and collaboration was interrupted. In spite of COVID-19 staff can articulate students' strengths and weaknesses and target interventions. Staff discuss how to use data to differentiate instruction. Intervention techniques are discussed and in place at every level. The positive impact is that staff feel they have developed a common language for sharing students' progress and that personalising data increases student engagement and has a positive impact on school culture.

In 2023, staff will continue to connect the link between students and data and how this guides student growth and improvement.

Professional learning

The Quality Teaching Framework (QTF) and Quality Teaching Rounds (QTR) underpinned our professional development with teachers developing a deeper understanding of what constitutes quality teaching and how this impacts student learning. During Term 1, teacher leaders were trained through the Quality Teaching Academy, attached to the University of Newcastle to implement QTR in Term 2 and 3. Due to the impact of COVID19 on the school community, there was only one QTR completed with positive feedback received from the participating teachers. Teachers shared practice through demonstration lessons. Lesson evaluation and feedback was shared to improve teaching practice. Teachers developed a shared language of what constitutes quality teaching leading to improved student learning outcomes.

In 2023, QTR will be implemented with the all staff given the opportunity to participate in this high impact evidence based professional 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
DATA INFORMED PRACTICE An improvement in the element of "Data Skills and Use" to be moving towards the school identified target of Excelling as measured by the School Excellence	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Data Skills and Use.

Framework.	
<p>PROFESSIONAL LEARNING</p> <p>An improvement in the theme of "Professional Learning" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element in Professional Learning.

Purpose

To foster a culture of high expectations through instructional leadership, wellbeing and community engagement.

Initiatives

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

- Engagement
- Wellbeing

Resources allocated to this strategic direction

QTSS release

Per capita

Beginning teacher support

Professional learning

Aboriginal background

Summary of progress

Engagement

Our school's curriculum provision supports high expectations for student learning and effective partnerships with students and parents to ensure high levels of student engagement. Key transition points, including the move from pre-school to primary school, primary school to high school were refined and improved to ensure the successful continuation of learning. During Term 3, the school strengthened the transition process with local high schools, specifically Turrumurra High School. A reciprocal teaching program between the Turrumurra HS and Normanhurst PS took place. Throughout the year, high quality extension programs were implemented and monitored to ensure they meet individual student learning needs. A register of high potential, high performing students was established to ensure school procedures align with the Department of Education's High Potential and Gifted Education Policy (HP&G). Through detailed and targeted parent forums in reading and mathematics, the school fostered partnerships with parents that support their involvement in their child's learning. Staff, student and parent surveys including data collected from the Tell Them From Me survey showed the level of student engagement. Limited completion rates from parent surveys and a lack of clarity of the questions being asked of the students skewed that data.

This initiative will continue to be a priority in 2023 with planned parent forums held in every term, further strengthening of key transition points, the ongoing partnership with Turrumurra High School expanded to include other high schools. The ongoing and improved implementation of the HP&G policy with the continuation of high quality extension and enrichment opportunities and programs will be embedded in the school.

Wellbeing

Two high impact wellbeing programs were implemented in 2022. During term 1, teacher professional learning was undertaken on students' mental health facilitated by the Got It Team and built on the implementation of Grow Your Mind. During Term 2, The Got It program involved an in-depth selection process which included parents of Kindergarten and Year 1 students. Staff and parent completed surveys to support the identification of students. Throughout Term 3, the screening of students was undertaken by the Got It team. Term 4 involved the delivery of the program and ongoing support from the Got It team for the students, staff and community. Students and families participated weekly two-hour sessions which involved regular evaluation and reflection. The willingness of the teaching staff and school community to value the importance of student mental health and wellbeing ensured the success of these wellbeing initiatives with very limited barriers. The Grow Your Mind program, student wellbeing and student mental health is now embedded in classroom practice and information is shared with community through the Newsletter. In 2023, this initiative will continue to be refined and revisited through targeted professional learning and program supervision.

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>ENGAGEMENT</p> <p>An improvement in the theme of "Community Engagement" as measured by the School Excellence Framework is moving towards the school identified target of Excelling.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of Community Engagement in the element of Educational Leadership.
<p>Wellbeing</p> <p>An improvement in the theme of "Wellbeing" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$139,375.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Normanhurst 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"> • Reading <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • implementation of targeted programs to differentiate teaching and learning programs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$5,804.98</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Normanhurst 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 Informed Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: student participation in school led initiatives and activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to support student engagement by providing opportunities for all students to participate in school led initiatives.</p>
<p>Aboriginal background</p> <p>\$1,606.08</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Normanhurst Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Aboriginal background</p> <p>\$1,606.08</p>	<p>including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchased online staff resource - Wingara Kids - created by First Nations peoples to support delivery of First nations histories and culture. <p>The allocation of this funding has resulted in the following impact: 100% of staff accessing the online resource to build teacher capacity to deliver impactful programs that have resulted increased student knowledge of First Nations history and culture.</p> <p>After evaluation, the next steps to support our students will be: continue to explore through PD additional First nations resources.</p>
<p>English language proficiency</p> <p>\$50,703.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Normanhurst 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: Ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$73,337.40</p>	<p>Low level adjustment for disability equity loading provides support for students at Normanhurst 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"> • Reading <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team, the school will provide additional support for identified students through the continued employment of trained SLSOs.</p>

<p>Professional learning</p> <p>\$25,873.20</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 Normanhurst 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"> • Professional learning • Engagement • Numeracy • Data Informed Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Quality Executive staff have been trained to run Quality Teaching Rounds with 1 session implemented this year around the explicit teaching of Literacy. • Quality Teaching Rounds (QTR) is high-impact, evidence-backed professional development that makes a significant difference for teachers and students. <p>The allocation of this funding has resulted in the following impact: QTR empowered teachers to enrich student learning through collaborative, teacher-driven analysis and refinement of practice. 100% of the staff who participated in QTR reported a rise in confidence and collegiality. Lesson observations and feedback were valuable and beneficial.</p> <p>After evaluation, the next steps to support our students will be: QTR will be embedded in the SIP as common practice. All staff will engage in this professional learning and lesson observation process in 2023.</p>
<p>Literacy and numeracy</p> <p>\$23,609.74</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Normanhurst Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: improvement in teacher capacity to differentiate their teaching programs to meet individual student needs. This led to improved student results in reading and spelling NAPLAN results.</p> <p>After evaluation, the next steps to support our students will be: to identify groups of students to be plotted against the progressions and identify individualised student needs in literacy and numeracy.</p>
<p>QTSS release</p> <p>\$76,767.23</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Normanhurst 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"> • Professional learning • Engagement

<p>QTSS release</p> <p>\$76,767.23</p>	<ul style="list-style-type: none"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of quality teaching rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: employ Assistant Principal Curriculum and Instruction to support classroom teachers to deliver explicit teaching strategies across the curriculum.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Normanhurst Public School who may be at risk of not meeting minimum standards.</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"> • Reading <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. This intensive approach has resulted in improved engagement in learning. Evidence can be seen in a combination of reading assessment, writing samples, teacher observation and NAPLAN data.</p> <p>After evaluation, the next steps to support our students will be: to continue to have differentiated literacy and numeracy interventions across the school and to ensure that identified students are receiving targeted support.</p>
<p>COVID ILSP</p> <p>\$15,340.00</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"> • employing/releasing staff to coordinate the program. • providing intensive small group tuition for identified students. • providing targeted, explicit instruction for student groups in reading.

<p>COVID ILSP</p> <p>\$15,340.00</p>	<p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Provide additional in-class support for identified students to continue to meet their personal learning goals. Student progress will continue to be monitored through the Learning Support Team, with suitable adjustments made to ensure student success and growth in the classroom.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	219	216	222	219
Girls	198	193	183	167

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.1	95.9	95.7	90.7
1	95.2	95.2	95.6	88.6
2	94.7	95.3	94.6	90.4
3	95.2	94.8	94.9	91.7
4	94.7	93.6	94.5	91.6
5	96.5	94.5	93.3	90.2
6	94.6	94.5	93.4	88.1
All Years	94.9	94.8	94.6	90.2
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
Classroom Teacher(s)	13.9
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	3.02

*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	1,025,274
Revenue	3,832,490
Appropriation	3,574,578
Sale of Goods and Services	6,243
Grants and contributions	240,998
Investment income	10,471
Other revenue	200
Expenses	-3,931,564
Employee related	-3,350,729
Operating expenses	-580,835
Surplus / deficit for the year	-99,073
Closing Balance	926,201

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	144,129
Equity Total	131,452
Equity - Aboriginal	1,606
Equity - Socio-economic	5,805
Equity - Language	50,704
Equity - Disability	73,337
Base Total	2,788,497
Base - Per Capita	102,335
Base - Location	0
Base - Other	2,686,162
Other Total	355,095
Grand Total	3,419,173

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

In 2022, students in Years 4-6, all parents/carers and all teachers had the opportunity to participate in online 'Tell Them from Me' surveys. A summary of responses is presented below. All responses are collated and analysed externally by the school, through the Centre for Education Statistics and Evaluation.

Parents/ Carers

There were 45 respondents to the parent 'Tell Them from Me' survey. The responses for each measure are converted to a value of ten (with 0 indicating strong disagreement and 10 indicating strong agreement). The responses received suggested parents feel the school's administrative staff are helpful (7.4), they can easily speak to their child's teacher (8.0), that written information from the school is in clear, plain language (7.6) and that their children feel safe going to and from school (8.5). There was lower agreement from parents that they are informed about their child's social and emotional development (4.6) or that they talk to their children about how important schoolwork is (5.2). 97% of respondents said that they had talked with a teacher about their child's learning or behaviour. 100% of respondents stated that they thought the school newsletter was useful in finding out information about what is happening at the school. 88% of respondents stated that they would recommend the school to other parents.

Students

The majority of students (144 in total) in Years 4-6 participated in the 'Tell Them from Me' student survey. 82% of students stated they have friends at school who they trust and who encourage them to make positive choices. 76% of students reported they believe schooling is useful in their everyday lives and will have a strong bearing on their future. 81% of students reported they did not get into trouble at school for disruptive or inappropriate behaviour. 74% of students reported that they try hard to succeed in their learning and 73% felt teachers are responsive to their needs. 75% of students reported that school staff emphasise academic skills and hold high expectations for all students to succeed.

Staff

There were 10 respondents to the staff 'Tell Them from Me' survey. As with the parent survey, the responses for each measure are converted to a value out of ten (with 0 indicating strong disagreement and 10 indicating strong agreement). The responses suggested teachers set high expectations for student learning (9.0), make an effort to include students with special learning needs in class (9.2), discuss the learning goals of the lesson (8.2), give students feedback on their work (8.2) and use results from assessment tasks to inform lesson planning (8.5). Teachers reported that they share lesson plans and other materials across the staff (8.4) and work with other teachers in developing common learning opportunities (8.5).

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.