

2022 Annual Report

Nundle Public School



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Introduction

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

Nundle Public School

93-97 Jenkins Street

Nundle, 2340

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

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

6769 3253

School vision

Nundle Public School upholds high expectations of all students to become confident, self-regulated, energetic and respectful members of society, embracing learning as a lifelong adventure.

Students will develop strong foundations for numeracy and literacy on which to grow their knowledge and understanding, with opportunities to reflect on their own learning and thinking.

Students and staff will understand, demonstrate and value well-developed life skills, displaying empathy and resilience. This will facilitate cohesive and respectful learning relationships between students, their teachers and the wider school community.

Students and staff will be committed to making the most of opportunities for growth and success in a highly engaging curriculum with a broad range of opportunities for personalised learning and leadership development while fostering creativity in future focused 21 st Century learning environments.

Students will develop the skills necessary to thrive in a rapidly changing society. This emphasises the need for students to be critical thinkers, strong communicators, collaborative and creative citizens.

School context

Nundle Public School, with a current enrolment of 39 students, is a rural and remote school located in the Peel Valley, 70kms from our nearest regional centre, Tamworth. School numbers have fluctuated in recent years, with a steady drop over the past 2 years.

Our school is comprised of three small classes with 5 teachers, including a teaching principal, an instructional leader and 2 School learning support officers. Nundle Public School is supported by an active and engaged P&C who carry out vital roles within the school and the wider community. Money raised by the Parents and Citizens Association (P&C) through various events, goes to support students in a range of learning activities.

The two strong threads through our previous two school plans focused on continuous school improvement through development of self-regulated, self-motivated learners and high quality teaching and learning. These were facilitated through high quality professional learning and the development of whole school strategies to support the management of student behaviour and engagement.

Through our situational analysis, we have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy focusing on individualized improvement for students and establishing a high expectations environment that fosters a strong sense of belonging.

There will also be a strong focus on the use of assessment data analysis to make highly informed decisions about student learning and achievement. We will look to embed tools to use formative assessment strategies to move learning forward.

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

Strategic Direction 1: Student growth and attainment

Purpose

- Rigorous teaching and learning focused on achieving growth and attainment in literacy and numeracy.
- Establish a high expectations environment that fosters a strong sense of belonging.

Initiatives

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

- Literacy and Numeracy
- High Expectations that foster a sense of belonging

Resources allocated to this strategic direction

Socio-economic background: \$10,890.20

Literacy and numeracy: \$3,737.10

Location: \$10,890.20

AP Curriculum & Instruction: \$1,633.53

Professional learning: \$2,178.04

Per capita: \$10,890.20

Low level adjustment for disability: \$33,596.80

Summary of progress

Literacy and Numeracy

Staff are working in teams to deliver teaching and learning programs that are delivering strong results for students in literacy and numeracy.

- Refine planning processes for collaborative planning with further support of APCI to ensure continuous improvement and use of staff strengths to drive quality learning.
- Maintain focused support for individual groups and differentiation across stages with support of additional classroom teachers and APCI.

Professional Learning

Most professional learning activities undertaken were high impact and enabled teachers to carry their learning into their teaching.

- Develop opportunities for staff to report back to the team following high quality professional learning opportunities to continue to build staff expertise.
- Continue to allocate a large portion of time to support understanding of updated curriculum and programming techniques.
- With closing, but continued disparity between literacy and numeracy, continued focus on numeracy as part of PL to continue.

High Expectations that Foster a Sense of Belonging

The data suggests that students have a clear understanding of what is expected of them as learners and push themselves to achieve to their best. Generally speaking, parents support what is happening in the school and demonstrate satisfaction in their students learning.

- As a school, we need to consider what we are doing to engage those parents who are more difficult to contact and connect with in an incidental nature.

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
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<p>Objective: Student growth in reading.</p> <p>Measures:</p> <p>Students will be moving closer to the lower bound of 60%.</p> <p>Literacy (based on Check-in Data from 2020 - 1 additional child in the top 2 bands)</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from 2020 cancellation of NAPLAN. However, School Check-In band analysis demonstrates strong growth from Year 3 to 5 for all students in Year 5 reading.</p>
<p>Objective: Increase achievement in Literacy.</p> <p>Measures:</p> <ul style="list-style-type: none"> • 16.5% of students achieving in Top 2 bands in Literacy. • To increase the number of children in the top 2 bands of reading in NAPLAN 2022 to greater than 57.1% in Literacy (based on Check-in Data from 2020 - 1 additional child in the top 2 bands) 	<p>In 2022, NAPLAN data indicates 40% of students achieving in the top two skills bands for reading and numeracy indicating the school exceeded the system negotiated target.</p>
<p>Objective: Proportion of students attending >90% of the time.</p> <p>Measures:</p> <ul style="list-style-type: none"> • Increase the number of students attending >90% of the time from 77% (2020). • Decrease the proportion of students attending <80% of the time from 14.3% (2020). 	<p>The number of students attending greater than 90% of the time has increased.</p>
<p>Objective: Improved student wellbeing and an increased sense of belonging at school.</p> <p>Measures:</p> <ul style="list-style-type: none"> • 64.1% (or equal to or above state average) of Students reporting positive wellbeing at school. 	<p>Tell Them From Me data indicates an increase in the number of students reporting a positive sense of wellbeing (Expectations for success, advocacy and sense of belonging at school).</p>
<p>Objective: Improvements as measured by the School Excellence Framework</p> <p>Measures:</p> <ul style="list-style-type: none"> • Learning Culture from Delivering to Sustaining and Growing. • Curriculum from Delivering to sustaining and Growing. • Effective classroom practice from Delivering to Sustaining and Growing. 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at "Sustaining and Growing" in the element of learning culture.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at "Sustaining and Growing" in the element of curriculum.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at "Sustaining and Growing" in the element of effective classroom practice.</p>
<p>Students will be moving towards the lower bound of 60%.</p> <p>Numeracy (based on Check-in Data from 2020 - 1 additional child in the top 2 bands)</p>	<p>Student growth data is not available for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, a School Check-in band analysis demonstrates that all students in Year 5 achieved some growth in Numeracy.</p>

Strategic Direction 2: Assessment and Data Practices

Purpose

- Embedded stronger formative and summative assessment practices.
- Effective analysis of student data that helps teachers to identify learning gaps and opportunities.
- Effective use of tools for teachers to analyse our own impact to change what does not work and keep what does work.

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.

- Assessment Practices
- Data Informed Practices

Resources allocated to this strategic direction

QTSS release: \$7,469.87

Summary of progress

Assessment Practices

The assessment strategies that we have chosen to use demonstrate a clear picture of students achievement and are moving towards achieving a balance between testing within the time constraints.

- Continue to use the assessment schedule as it is set to monitor student achievement long-term.
- Allow classroom teachers to draw on their own strategies to collect exit slips and checks for understanding as formative assessment methods of assessment.

Data Informed Practices

The deep dive into data was effective at highlighting the need for stronger data practices, developing systems that utilised both assessment activities and other data sources to justify school decision making.

Collecting measured data ensured learning intentions and success criteria became front of mind for staff, to build the habit of effectively incorporating visible learning principles into all lessons every day.

Additional time to consolidate systems to track the learning of students and also build capacity of support staff to complete data entry to ensure teacher time is spent evaluating, analysing and planning based on data collected.

Teachers to spend time consolidating data systems to collect and collate information about student learning in Literacy and Numeracy. Work with support staff to build capacity

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<p>Objective: All staff adopt assessment practices that effectively evaluate, measure and document student learning.</p> <p>Measure:</p> <ol style="list-style-type: none">1. 100% of teachers demonstrate a	<ol style="list-style-type: none">1. All staff demonstrate a strong theoretical understanding of formative and summative assessment.2. Assessment schedules have a good balance of internal and external assessment strategies.3. Strategies are employed to demonstrate impact of learning over time.

<p>strong theoretical and practical understanding of formative and summative assessment.</p> <p>2. Internal school assessment strategies compliment external school assessment strategies.</p> <p>3. Assessment strategies are consistent across stages to best demonstrate impact of learning and student growth.</p>	
<p>Objective: Teaching programs reflect the use of best-practice in relation to assessment of and/or learning.</p> <p>Measures:</p> <ul style="list-style-type: none"> • All teaching programs include the use of formative and summative assessment practices with increased currency. • Staff survey data shows an uplift in the proportion of tasks that clearly assess the intended learning outcomes and is accessible to all students. • Tasks clearly assess the intended learning outcomes and is accessible to all students. • Assessments tasks are marked and scored consistently and objectively. • Assessments tasks create opportunities for students to reflect and express thoughts about their learning. 	<ul style="list-style-type: none"> • Teaching programs contain evidence of formative and summative assessment practices. • School assessment tasks in literacy and numeracy clearly assess intended learning outcomes. • Rubrics are used in writing based on clear criteria to ensure students and staff are able to identify areas of strength and areas for improvement. • Assessment tasks are marked in a collaborative manner to ensure consistent teacher judgement across the year groups. • Assessment tasks do not readily contain opportunities for students to reflect on their own learning and express their thoughts about learning.
<p>Objective: Teaching and learning programs demonstrate best-practice in use of data to inform practice.</p> <p>Measures:</p> <ul style="list-style-type: none"> • There is an increase in staff confidence and satisfaction in the use of ALAN to track student achievement based on end 2021 survey data? • There is an increase in staff engagement with Scout data to inform decision making processes based on end 2021 survey data? • An uplift in staff confidence and satisfaction in the collection and analysis of data to inform decision making. • An uplift in staff demonstrating proficiency in using IT systems such as ALAN & Scout to collate, analyse and report on student achievement. 	<ul style="list-style-type: none"> • Staff are more confident in the use of Scout Data and ALAN to track student achievement. • A greater number of staff are utilising Scout data to inform decision making processes. • Survey data indicates an uplift in staff confidence and satisfaction in the collection and analysis of data. • An uplift in proficiency in the use of IT systems to collate, analyse and report on student achievement.
<p>Improvement as measured by the School Excellence Framework</p> <ul style="list-style-type: none"> • Assessment from Delivering to sustaining and growing. • Reporting from Delivering to sustaining and growing. • Student Performance Measures from Delivering to sustaining and growing. • Data Skills and Use from Delivering to sustaining and growing. 	<p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of Assessment while the element of reporting has remained at delivering.</p> <p>Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of student performance measures while the element of data skills and use has also improved to sustaining and growing.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$21,698.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nundle Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Analysis of work samples and assessment data has confirmed that SLSOs are supporting teachers capacity to cater for the learning needs of our most at-risk students</p> <p>After evaluation, the next steps to support our students will be: We will continue to employ the SLSO to support the learning needs of the students at most risk of disengaging from learning.</p>
<p>Aboriginal background</p> <p>\$9,005.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nundle Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal students have been supported in their learning with strong achievement of learning outcomes as demonstrated in NAPLAN where scores were well above SSG in NAPLAN</p> <p>After evaluation, the next steps to support our students will be: Continue to provide personalised support for our Aboriginal students through strategic use of SLSO support.</p>
<p>Low level adjustment for disability</p> <p>\$33,596.80</p>	<p>Low level adjustment for disability equity loading provides support for students at Nundle 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention Effective Reading to increase learning outcomes

<p>Low level adjustment for disability</p> <p>\$33,596.80</p>	<p>The allocation of this funding has resulted in the following impact: Staff are working in teams to deliver teaching and learning programs that are delivering strong results for students in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Refine planning processes for collaborative planning with further support of APCI to ensure continuous improvement and use of staff strengths to drive quality learning. Maintain focused support for individual groups and differentiation across stages with support of additional classroom teachers and APCI.</p>
<p>Location</p> <p>\$23,097.20</p>	<p>The location funding allocation is provided to Nundle Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • My Chinese language program offered to students K-2. Students link with a chinese language teacher based in China on a weekly basis. <p>Music opportunities provided to students through weekly 30 minute music lessons for K-2 and whole school choir activities. Music mentoring for students in Years 5 & 6.</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate <p>The allocation of this funding has resulted in the following impact: Students in K-2 have developed a basic understanding of another language, broadening their global view. They have learnt a little about Chinese culture. They have developed a strong understanding of Chinese Counting, which has provided a solid basis to support the development of Number Sense in the early years. The music tutor program has excelled in engaging students in weekly music lessons, exploring concepts in music in a practical sense. Students have had expert guidance in the use of a variety of instruments including their voice, developed confidence and a creative passion for composing their own music. They have been supported in their performances in a number of community activities. Supporting excursion expenses has ensured that students who would otherwise not be able to, have been able to attend excursions that are increasingly more expensive.</p> <p>After evaluation, the next steps to support our students will be: The music program has been successful in engaging students in opportunities for music. A large number of school instruments go unused and options should be explored to see how these might be more effectively used in the future. Excursions provided students with real-world experiences to apply learning from inside the classroom. Excursions need to continue to be heavily subsidised to support involvement of all students.</p>
<p>Professional learning</p> <p>\$2,178.04</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 Nundle 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent

Professional learning \$2,178.04	writing The allocation of this funding has resulted in the following impact: Staff are working in teams to deliver teaching and learning programs that are delivering strong results for students in literacy and numeracy. After evaluation, the next steps to support our students will be: Refine planning processes for collaborative planning with further support of APCI to ensure continuous improvement and use of staff strengths to drive quality learning. Maintain focused support for individual groups and differentiation across stages with support of additional classroom teachers and APCI
Literacy and numeracy \$3,737.10	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Nundle Public School from Kindergarten to Year 6. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Literacy and Numeracy Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • teacher release to engage staff in grammar and punctuation PL The allocation of this funding has resulted in the following impact: Staff have a deeper understanding of grammar and punctuation instruction After evaluation, the next steps to support our students will be: With closing, but continued disparity between literacy and numeracy, continued focus on numeracy as part of PL to continue.
QTSS release \$7,469.87	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nundle Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Data Informed Practices Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • implementation of WWB Data Informed Practices to strengthen quality teaching practices The allocation of this funding has resulted in the following impact: Teachers developing a greater understanding of effective data practices to identify student needs and plan interventions. After evaluation, the next steps to support our students will be: Finalising a workable assessment schedule to support regular collection of student data.
COVID ILSP \$23,605.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities

<p>COVID ILSP</p> <p>\$23,605.00</p>	<p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy - vocabulary • providing targeted, explicit instruction for student groups in numeracy - quantifying numbers <p>The allocation of this funding has resulted in the following impact: Through the exposure to the small group support, students were able to continue progressing and achieving in targeted outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to use data tools such as PLAN 2 to track student progress and areas of need.</p>
<p>AP Curriculum & Instruction</p> <p>\$1,633.53</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Planning days to allow teachers and APC&I to collaboratively plan lessons and units of work. <p>The allocation of this funding has resulted in the following impact: Staff are working in teams to deliver teaching and learning programs that are delivering strong results for students in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Refine planning processes for collaborative planning with further support of APCI to ensure continuous improvement and use of staff strengths to drive quality learning. Maintain focused support for individual groups and differentiation across stages with support of additional classroom teachers and APCI.</p>
<p>Socio-economic background</p> <p>\$37,939.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nundle 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"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of external providers to support students with additional learning needs • professional development of staff through Effective Reading to support student learning <p>The allocation of this funding has resulted in the following impact: Smaller class sizes have ensured students are learning in environments that are well managed.</p> <p>After evaluation, the next steps to support our students will be: Due to student numbers and staff availability larger class model, with in-class support will be implemented in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	32	28	21	13
Girls	24	20	22	18

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.9	93.2	87.1	82.5
1	88.4	92.3	91.0	82.8
2	93.0	92.6	89.7	83.2
3	87.6	94.8	85.8	89.1
4	93.5	91.9	91.8	83.4
5	88.3	96.7	90.4	86.4
6	81.3	92.4	93.0	77.9
All Years	88.9	93.2	89.7	83.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	0.2
Classroom Teacher(s)	2.46
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*Full Time Equivalent

Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	89,855
Revenue	967,217
Appropriation	946,714
Sale of Goods and Services	180
Grants and contributions	20,121
Investment income	202
Expenses	-956,963
Employee related	-779,632
Operating expenses	-177,332
Surplus / deficit for the year	10,254
Closing Balance	100,109

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	21,698
Equity Total	69,651
Equity - Aboriginal	9,005
Equity - Socio-economic	27,049
Equity - Language	0
Equity - Disability	33,597
Base Total	733,780
Base - Per Capita	10,865
Base - Location	25,663
Base - Other	697,252
Other Total	60,139
Grand Total	885,268

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. This year informal responses were received from parents during P&C meetings, phone calls, emails and conversations.

Staff used a variety of methods to communicate with students and families, with most being successful at keeping up to date with learning progress. Families are mostly positive about our communication processes. A shift to regular text messaging has improved the reliability and reach of messages.

Nundle Public School has a highly engaged P&C with regular attendance at meetings evidence of the collaborative partnerships for fundraising activities. There is a significant amount of help on offer for a wide range of extra-curricular activities including financial support of excursions and resourcing. The P&C are regularly consulted on school decisions and provide feedback and suggestions to assist in school planning and evaluation. Families would like to become more involved in celebrating student successes. This could include attending assemblies.

Students completed a school based survey and held regular student forums to discuss school satisfaction. Through these discussions students are encouraged to raise issues in a way that encourages them to also come up with solutions. This has seen the development of rosters, student interest groups and leadership opportunities. Students have identified that they have positive relationships with others at school. Most students indicated that they demonstrated positive behaviours at school and understand the high expectations to which they are held. Students feel supported to achieve their best in the classroom.

Staff interviews indicate that they feel supported to have a greater impact in their practice. Staff recognise the significant challenges everyone has faced and work towards improvement through their Professional Development Plans to improve. They have identified that professional learning is targeted and essential to build their capacity.

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.