

# 2022 Annual Report

## Nymboida Public School



2784

# Introduction

The Annual Report for 2022 is provided to the community of Nymboida 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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## School vision

At Nymboida Public School we believe that every student should be challenged to learn and continually improve in a respectful, responsible, and safe environment. Our vision is to empower every student to acquire, demonstrate and value knowledge and skills that will support them, as lifelong learners, to be confident, resilient, self-directed, and successful citizens.

## School context

Nymboida Public School (NPS) is a small, rural school. It is situated on the main road 45km southwest of Grafton and works cooperatively with the Clarence Valley Community of Small Schools.

The school employs one teaching principal and one temporary teacher in order to have two smaller classes within the school. The temporary teacher is also responsible to cover the principal's release. NPS employs a School Administration Manager four days each week, a General Assistant 1 day a week and a School Learning Support Officer 1 day a week.

Nymboida Public School currently have a FOEI of 121 and has an enrolment which includes Aboriginal and Language Background other than English (LBOTE) students. The student population can be transient with many changes throughout any given year; however, the school maintains a stable staffing cohort.

Students are organised into two classes K-2 and 3-6 for literacy and numeracy. Students worked in two classrooms for Science and History/Geography. For CAPA and PDHPE, the K-6 cohort is combined with one teacher in the classroom. Students have quality flexible learning spaces and well-maintained school grounds with extensive playground and sporting equipment.

Staff, parents and students work collaboratively to provide a happy, safe and supportive learning environment. The school culture is that of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence.

Through our situational analysis, we have identified a need to use data driven practices to ensure students have learning tailored to their individual learning needs and for the school to have a systematic approach to data collection and use.

Work will take place to ensure the wellbeing of all students is addressed and supported after our school and community experienced traumatic bushfires in 2019, flooding in following years and COVID-19 that impacted our school community as it did in many communities.

Our school banner statement: Innovation, Opportunity and Success is the cornerstone upon which everything we do is built, with all students encouraged to continually raise the bar in all areas. We look forward to continuing our school tradition of providing quality education to our local community.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To ensure all students have access to relevant, engaging and challenging learning experiences, with a focus on high expectations and active support for students to become independent learners. Students will express their unique and personal thoughts openly in a high quality learning environment that inspires every student and teacher to work towards achieving their full potential and reflect on their learning experiences.

### 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
- High Impact Professional Learning - Building Capacity

### Resources allocated to this strategic direction

**English language proficiency:** \$2,200.00

**Professional learning:** \$1,857.94

**Location:** \$2,000.00

**AP Curriculum & Instruction:** \$30,114.00

**Socio-economic background:** \$15,645.00

**Aboriginal background:** \$4,386.00

**Low level adjustment for disability:** \$15,822.65

**Per capita:** \$3,538.00

**Teaching Principals Relief:** \$36,469.70

**School support allocation (principal support):** \$10,802.00

**QTSS release:** \$3,677.00

### Summary of progress

Teachers are using a range of formative assessments to inform their teaching, adapt their practice and meet the learning needs of students. The school analyses summative assessment data to identify learning progress of individual students and student cohorts. Student learning goals are informed by the analysis of work samples and internal and external achievement data. Progress towards goals is monitored through collection of quality, valid and reliable data. Teachers utilise learning intent and success criteria in their lessons to establish explicit, challenging, and achievable learning goals for all students. Teachers share criteria for student assessment with students creating opportunities for students to receive feedback and engage in discussions on their learning. Assessments are developed and used regularly across subject areas to help promote consistent and comparable judgement of student learning, monitor student progress, and identify skill gaps for improvement and areas for extension. External data sources reflected some positive results in student learning achievement. Impacting professional learning and collaboration opportunities for staff has been the current staffing shortage; however, school leadership decision making ensured all classes had their teaching and learning needs met and staff professional learning was complemented with online resources. In 2023, writing will remain a strong focus for explicit teaching at Nymboida Public School, in addition staff will embed a continued focus on Reading Comprehension and inferential meaning in texts. In numeracy, staff will focus on the explicit teaching of Quantifying Numbers and Place Value. Data Literacy will also continue to be a focus for staff collaboration and driving teaching practice and programs.

Student attendance at school in 2022 has been significantly impacted by COVID cases and isolation requirements in the first semester. The 2022 flu season and several other illnesses have also impacted attendance data. Supporting improvement in attendance, the school increased hygiene and healthy habits at school including increasing mindfulness when hand washing and sanitizing work spaces. However, Nymboida Public School students did record 84.1% attendance daily, this result is equivalent to state average and above data for the local area. In addition, 47.1% of students attended 90% or more of the time in 2022, this represents data 12.5% above state average. In 2023, Nymboida Public school staff will focus on following up daily student absences via phone/text and will also ensure all unexplained or unjustified absences are accounted for with families.

### 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
Individual students achieving expected growth in reading and numeracy to increase by a minimum of 2-3 markers on the Learning Progressions.	The network small schools target for reading was met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
Individual students achieving expected growth in reading and numeracy to increase by a minimum of 2-3 markers on the Learning Progressions.	The network small schools target for numeracy was met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.
70% - 100% of students will be achieving an attendance rate of 90% or greater.	The school target for achieving 70%-100% of students attending 90% or greater was not met. Daily attendance data was equivalent to state average and above local area data.
In 2022 the school will move from Delivering towards Sustaining and Growing in the SEF element of Data Skills and Use.	School based assessment data and analysis of NAPLAN and Check In data sources reflects the comprehensive analysis of student learning progress, achievement, skill gaps for improvement and areas for extension in teaching and learning.

## Strategic Direction 2: School Pride: Wellbeing and Engagement

### Purpose

To work together as a learning community to give students the knowledge, skills and experiences to set and achieve their personal goals and lead successful lives in the 21st century. Acknowledge that resilience and wellbeing are essential for both academic and social development, and are optimised by safe, supportive and respectful learning environments. Schools share this responsibility with the whole community through leadership, inclusion, student voice, partnerships and wellbeing.

### 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.

- Connect, Succeed and Thrive
- Positive School Culture

### Resources allocated to this strategic direction

**Location:** \$5,994.44

**Professional learning:** \$3,000.00

**English language proficiency:** \$200.00

### Summary of progress

The school collects, analyses and uses wellbeing data, including behaviour incidents, awards, smiley slips, and student participation in extra curricula events. The school uses data informed practices to review and implement changes to the whole school approach of wellbeing and engagement. The school developed the Student Satisfaction Survey measure to review whole school improvement in wellbeing and engagement for students. Parents and the broader school community actively participate in supporting and reinforcing student learning. Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. Wellbeing data shows continued growth as is evidenced by staff implementing the Wellbeing Framework as an embedded practice within the school supporting students to connect, succeed, thrive, and learn. Students are taught in their zone of proximal development, with scaffolding, goal setting and meaningful feedback. Students have the social and emotional skills to develop and maintain positive relationships and engage in pro-social behaviour. The school is organised so that all students have regular opportunities to meet with an identified staff member who can provide advice, support, and assistance to help students fulfil their potential. Student learning takes place in an environment which fosters and develops choice, accomplishment, positive relationships, enjoyment, growth, health, and safety. In 2023 Nymboida Public School will continue to value student voice and support improving student learning, wellbeing and engagement at school.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The school will embed Wellbeing practices at Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently embedding wellbeing practices at sustaining and growing in the element of Wellbeing.
Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are consistently, explicitly, and supportively applied across the school.	All students, staff and families are involved in co-designing the expectations of behaviour at Nymboida Public School. Daily, weekly and termly implementation of expectations, rewards and school community recognition is consistently and explicitly applied.
The Student Satisfaction survey results reflect an increase in student positive feedback relating to self, teachers, and school.	All students responded positively and with genuine feedback for improving wellbeing and engagement.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$20,429.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Nymboida 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>• 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>• additional staffing to assist students with additional learning needs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Integration Funding Support provided additional assistance for identified students to access the curriculum. Occupational therapy and speech therapy were utilised by support staff in assisting students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, integration funding support will continue to meet the needs of students with additional learning and support required.</p>
<p>Socio-economic background</p> <p>\$15,645.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Nymboida 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>• High Impact Professional Learning - Building Capacity</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>• employment of additional staff to support [name] program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through [program] to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The allocation of this funding has resulted in students having greater access to the curriculum and high levels of teacher support for increased differentiated instruction. The reduction in Stages for each class allows teachers to deliver curriculum content in greater depth and for longer periods of time.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional teaching staff to support two classes in 2023, to provide greater curriculum opportunities and differentiated instruction. This additional teaching staff and SLSO will provide support for students from low socio-economic and Aboriginal backgrounds, students with a disability and students performing below stage outcomes in literacy and numeracy.</p>
<p>Aboriginal background</p> <p>\$4,386.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Nymboida 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 enabling initiatives in the school's strategic improvement plan including:</b></p>



<p>Aboriginal background</p> <p>\$4,386.00</p>	<ul style="list-style-type: none"> <li>• High Impact Professional Learning - Building Capacity</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>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of an extra class teacher to allow for two classes to run has allowed Aboriginal students greater opportunities for individualised instruction and greater involvement with Aboriginal families. PLP goals were addressed in depth and differentiated learning opportunities were able to be provided in the multistage classroom.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional class teacher in 2023, to provide opportunities for Aboriginal students to access differentiated and personalised learning.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Nymboida 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 Informed Practice</li> <li>• Positive School Culture</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>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted support and intervention for students with EAL/D needs. Employment of additional teaching staff and SLSO provided for smaller class sizes that catered for less Stages taught at one time and greater attention to language support for our EAL/D students. Student Personalised Learning Plans (PLPs) were also analysed and adjusted to suit the needs of the students. SLSO release was used to digitise portfolio templates to showcase student language growth throughout the year.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional teaching staff and SLSO to provide for smaller class sizes for availability of 1:1 teacher assistance. In 2023, review the professional learning needs of staff regarding designing a differentiated program, planning and learning experience delivery for students with EAL/D needs.</p>
<p>Low level adjustment for disability</p> <p>\$15,822.65</p>	<p>Low level adjustment for disability equity loading provides support for students at Nymboida 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>• High Impact Professional Learning - Building Capacity</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>• employment of additional staff to support teachers to differentiate the</li> </ul>

<p>Low level adjustment for disability</p> <p>\$15,822.65</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <ul style="list-style-type: none"> <li>• support for students in access to quality literature (Storybox Library), technology and ensuring adequate resourcing for the implementation of the new K-2 curriculum in 2022/2023.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Consistent student achievement at or above expected growth in NAPLAN results, Check-in assessments and school based assessments. The school delivered a consistent approach to student learning support and interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school provide additional support for identified students through the employment of trained and experienced SLSOs.</p>
<p>Location</p> <p>\$7,994.44</p>	<p>The location funding allocation is provided to Nymboida 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>• High Impact Professional Learning - Building Capacity</li> <li>• Connect, Succeed and Thrive</li> <li>• Positive School Culture</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>• subsidising student excursions and incursions to enable all students to participate in extra curricula activities</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Location funding has supported all students at Nymboida Public School to engage in their learning and extra curricula activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023 these funds will continue to ensure equity for all students in their learning and engagement.</p>
<p>Professional learning</p> <p>\$4,857.94</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 Nymboida 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 Informed Practice</li> <li>• High Impact Professional Learning - Building Capacity</li> <li>• Connect, Succeed and Thrive</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 teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Additional RFF provided to teaching staff for the programming and planning of multistage teaching and learning experiences. Teaching staff used research and collegial advice to inform quality teaching practice.</li> <li>• DCO delivery of PL to teaching and SASS staff regarding the change over to using a google platform and tools for teaching and programming.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Increased capacity of all teachers to embed effective practices in explicit teaching of literacy and numeracy across all stages.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Personalised and targeted professional learning in the form of collaboration</p>

Professional learning \$4,857.94	with staff at Nymboida Public School and staff across the community of small schools as well as the Small Schools Boutique Collegiate.
QTSS release \$3,677.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Nymboida 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>• High Impact Professional Learning - Building Capacity</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>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The employment of a full time teacher and extra SLSO time allowed for greater 1:1 learning experiences for students in literacy and numeracy. Extra staff employment allowed for the Principal to engage in quality professional discussion and planning with the APCI regarding literacy across all grades.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to employ additional teaching staff to provide support for students across all grades in accessing the curriculum in smaller multistage groupings. This will allow teaching and learning programs to focus on content area for longer periods of time.</p>
COVID ILSP \$10,227.00	<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>• providing targeted, explicit instruction for student groups in literacy - reading and writing.</li> <li>• employing/releasing staff to coordinate the program</li> <li>• employment of additional staff to support the monitoring of COVID ILSP funding</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The APCI (one day per week) was able to dedicate attention and support to the monitoring and delivery of the COVID support program to a small identified group of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student needs. Provide additional in-class support for identified students to continue to meet their personal learning goals.</p>
Teaching Principals Relief \$36,469.70	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nymboida 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>• High Impact Professional Learning - Building Capacity</li> </ul>

<p>Teaching Principals Relief</p> <p>\$36,469.70</p>	<p><b>Overview of activities partially or fully funded with this allocation include:</b></p> <ul style="list-style-type: none"> <li>• Employment of teacher to deliver classroom teaching and learning experiences, releasing teaching principal for professional learning and teacher support planning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The smaller class sizes allow the students to access tailored learning experiences from Stage appropriate content. The Teaching Principal accessed professional learning courses to support the implementation of quality teaching and curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to implement the smaller classroom sizes based on the growth in student learning and wellbeing as well as the extra support the teach</p>
<p>Per capita</p> <p>\$3,538.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Nymboida 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>• High Impact Professional Learning - Building Capacity</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>• Use school funds for employing above entitlement teaching staff for the 2022 school year.</li> <li>• Allow for an individualised learning experience to occur for each child.</li> <li>• DCO to deliver PL on latest ICT programs and providers</li> <li>• Curriculum resources required for second classroom for literacy and numeracy</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students are provided with equal access to the curriculum with appropriate and engaging literacy and numeracy resources. This reduction in stages within a class allows teachers to deliver curriculum content in greater depth and for longer periods of time. Individualised learning experiences were able to occur for each child in each Stage.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to fund extra teaching and SLSO staff to support student engagement and academic growth in all KLAS.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.00</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><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>• High Impact Professional Learning - Building Capacity</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement in APCI led activities within the Small Schools Boutique Collegiate. Activities provided enhanced writing opportunities across the 4 small schools.</li> <li>• Buses to access student workshop locations at Tucabia PS, Cowper PS and Baryulgil PS.</li> <li>• Engagement in learning with similar school of the same size to build relationships and enhance learning experiences and enjoyment.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students enjoyed and engaged positively in the writing workshops. They continued to independently embed the skills experienced at the workshops</p>

<p>AP Curriculum &amp; Instruction</p> <p>\$30,114.00</p>	<p>in their daily writing tasks. Data indicated a positive uplift of 50% of students achieving expected growth in writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to use APCI support to enhance the growth and development of reading and writing skills across all stages. Engage in literacy workshops with Small School Boutique Collegiate schools in 2023.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	10	10	10	6
Girls	7	8	4	5

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.3	95.2	90.7	87.5
1	78.7	92.4	96.1	89.1
2	94.8	100.0	85.1	88.3
3	89.3	93.3		81.0
4	89.6	91.6	87.9	
5	86.1	95.3	90.1	70.8
6	96.9	95.7	92.2	93.0
All Years	88.3	93.6	89.8	84.5
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		87.6
4	92.9	92.0	92.5	
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)	0.2
Classroom Teacher(s)	0.16
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.2

\*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>	108,656
<b>Revenue</b>	541,630
Appropriation	526,014
Sale of Goods and Services	825
Grants and contributions	13,833
Investment income	958
<b>Expenses</b>	-503,526
Employee related	-454,983
Operating expenses	-48,542
<b>Surplus / deficit for the year</b>	38,105
<b>Closing Balance</b>	146,760

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>	20,429
<b>Equity Total</b>	38,254
Equity - Aboriginal	4,386
Equity - Socio-economic	15,645
Equity - Language	2,400
Equity - Disability	15,823
<b>Base Total</b>	319,609
Base - Per Capita	3,538
Base - Location	7,994
Base - Other	308,077
<b>Other Total</b>	83,795
<b>Grand Total</b>	462,087

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

A parent/caregiver satisfaction survey was completed at the end 2022. There was a 33% participation rate for the parent survey. Results indicate that 100% of parents agree their child feels safe at school, teachers provide their child with useful feedback on their learning and communication is open and valued across the school. All parents also agreed that teachers treat students fairly and have high expectations for each child; everyone is made to feel welcome at school and they feel they can talk to the school staff about any concerns they may have. Over 66% of respondents believe that the school always looks for ways to improve and that Student Reports always give clear feedback about progress. The focus for 2023, will be strengthening school and family partnerships so that parents feel welcome to participate in the school P&C and encourage them to have further say in their child's education and the progress of the school.

A student satisfaction survey was completed by all students at the end of 2022. All students participated in the survey from Early Stage 1 through to Stage 3. Results indicate that 100% of students believe that students respect each others differences; students at Nymboida Public School treat each other well; teachers notice if I have trouble learning something; my teachers give me work that is interesting; and they are happy to attend Nymboida Public School. Less than 20% of students believe that teachers can make their learning more interesting. During 2023, school staff will work on creating more opportunities for students to experience learning in a variety of ways and at various locations through connection with the Small Schools Boutique Collegiate.

# 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.