

2022 Annual Report

Oberon Public School



2797

Introduction

The Annual Report for 2022 is provided to the community of Oberon Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Oberon Public School teachers, families and students work in harmony to maintain high expectations in learning and achievement, and a respectful, inclusive culture where everyone belongs. Our students will become adaptive, connected and creative thinkers who make a successful transition from school to future pathways.

School context

Oberon Public School is a small rural school centered in the heart of Oberon, a timber producing and farming community. We value the strong and highly supportive relationship that exists within our community. Set in well-established and cared for grounds, our school boasts a wonderful kitchen garden and learning environments that are welcoming and inclusive.

Focusing on the whole child, we provide a broad range of opportunities for our students to achieve their best. We offer choir, band, regional debating and public speaking competitions, PSSA knockout competitions, sporting schools gala days, Harmony Week, NAIDOC Week, STEAM Camps, and stage based excursions.

All of our students are taught to respect and celebrate cultural diversity, and we highly value our strong connection with our local elders and AECG.

The school has a current enrolment of 215 students, inclusive of a small cohort of Aboriginal and Torres Strait Islander students, students from non-English speaking backgrounds and one support class.

We have conducted a deep and extensive analysis of internal and external data and engaged in authentic consultation with our school community and the local AECG. We have determined that to meet our system negotiated targets, we will focus on high impact, evidenced based initiatives such as data to inform our practice, high expectations in attendance and engagement, explicit teaching in reading and numeracy and collaboration within our school and our wider educational network. As a result, our strategic directions are child-centred and based on a quality education for all. These include **Student Growth and Attainment**, **Professional Practice**, and **Belonging**.

We have planned our financial and human resources to enable professional learning, collaboration and strengthening teacher practice so that all students improve. We will monitor our budget regularly through our finance team to ensure that we are resourcing our students' achievement effectively.

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	Excelling
LEARNING: Wellbeing	Excelling
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Excelling
TEACHING: Data skills and use	Sustaining and Growing
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

In order to improve student learning outcomes in reading and numeracy, we will develop and sustain whole school processes based on high expectations, explicit teaching and effective feedback.

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.

- High Expectations
- Explicit Teaching

Resources allocated to this strategic direction

English language proficiency: \$9,800.00

Professional learning: \$4,212.00

Summary of progress

Through lesson observations during Quality Teaching Rounds (QTR), teachers embedded best practice on the explicit teaching of vocabulary. The Assistant Principal, Curriculum and Instruction (APC&I) worked shoulder to shoulder with all staff providing relevant professional learning where needed to consolidate a consistent approach to teaching and learning. Data suggests that teachers are explicitly teaching the aspects of vocabulary and students can identify the tiered words in quality texts. 83.3% of Year 6 students are applying this knowledge to their writing tasks.

An assistant principal participated in the High Impact Leadership Strategy. Based on data, the area of need identified was mathematical vocabulary. The assistant principal provided professional learning across Stage 2 and learning sprints were implemented. Stage 2 teachers stated that having small shifts in teaching practice reflected gains in student metalanguage knowledge. This will now be a whole school focus in 2023.

Evidence from pre and post data indicated 88% of stage 2 students expanded their mathematical vocabulary around the four number operations. This was evidenced through the vocabulary assessment tool. The same test was delivered before and after the learning sprint. Professional discussions indicated that Stage 2 students benefited from the explicit teaching of mathematical vocabulary during number talks. The intervention timetable was adjusted to ensure all students attended the number talks at the beginning of each mathematics lesson as opposed to being removed for small group intervention. This will be an ongoing process in 2023.

During timetabled professional and collaboration time all teachers, K-6, participated in professional learning on the new K-2 English and Mathematics Syllabus. All staff completed activities to identify differences between the old and new syllabuses. The new syllabuses were unpacked and the differences in language and expectations discussed. Teacher feedback indicated that they felt confident to implement both the English and Mathematics syllabuses in 2023. Collaboration sessions will be dedicated to reflecting on this implementation.

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
• Increase the number of students in the top 2 bands in reading by 8% from the system negotiated lower bound target	2022 NAPLAN data indicates 31.82% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
• Increase the number of students in the top 2 bands in numeracy by 7% from the system negotiated lower bound target	2022 NAPLAN data indicates 14.29% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
From 2021 progress measure	Student achievement data is unavailable for this progress measure in 2022

<p>1) This means we need to keep 5 students in the top bands and add 4 extra students to achieve targets.</p> <p>2) This means we need to keep 2 students in the top bands and add 8 extra students to achieve targets.</p>	<p>with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<ul style="list-style-type: none"> • Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be above the school's lower bound system target by 7% 	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Professional Practice

Purpose

In order to create high impact teaching, we will prioritise processes and practices through collaboration, high impact professional learning and data analysis so that teachers work together to research, plan, design and evaluate effective teaching strategies to improve student 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.

- Collaboration
- High Impact Professional Learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00

QTSS release: \$43,325.00

Professional learning: \$18,000.00

Location: \$20,000.00

Socio-economic background: \$68,000.00

Summary of progress

Collaboration time has driven ongoing school wide improvement in teaching practice through the delivery of high impact professional learning. Time has been allocated for teachers to work and learn in their stage teams every week. This learning has included quality teaching rounds, staff feedback and evidence based research, including the 'What Works Best' document, to improve student results. This collaboration time has created a shared vision and understanding across the whole school.

During these timetabled sessions, stage teams participated in Quality Teaching Rounds (QTR) to reflect on teaching practice and provide feedback from lesson observations that focused on High Expectations and Explicit Teaching. All staff are explicitly teaching a culture of high expectations but more professional learning needs to be provided around questioning techniques including open ended questions, to allow students to demonstrate their potential.

Time was allocated for all teachers, K-6, to engage with the new syllabus documents. Teachers were able to collaborate about the differences between the old and new syllabuses and how that implementation would look in 2023. Teacher feel confident to deliver in 2023.

Stage 2 teachers were involved in the High Impact Leadership Strategy learning sprints around mathematical vocabulary. They felt that working shoulder and shoulder with the Assistant Principal during collaboration time supported and deepened their understanding in regards to the importance of increasing students' vocabulary.

Although staff trialed Learning Intentions and Success Criteria (LISC) in classrooms, feedback indicated they wanted more professional learning to use the strategy more effectively and consolidate their understanding. We will know this has been embedded and effective when we observe the practice through student voice.

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
• All teachers are engaging in collaborative practices to research, plan and design effective teaching strategies and programs.	• Document analysis indicates 85% of teaching staff actively collaborated with colleagues to reflect and improve upon teaching practice and programming. This consistent approach involves the Assistant Principal Curriculum & Instruction delivering professional learning to stage teams.
• Increased number of teachers are undertaking leadership roles that include initiating and leading	• 20% of teaching staff have begun to undertake leadership roles to support the improvement of literacy and numeracy growth for all students .

professional discussions with
colleagues to evaluate practice

Strategic Direction 3: Belonging

Purpose

We will embed whole school practices to ensure measurable improvements in wellbeing to support student 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.

- Explicit Wellbeing Strategies
- Connections

Resources allocated to this strategic direction

Socio-economic background: \$192,076.00

Integration funding support: \$255,200.00

Aboriginal background: \$21,769.00

Per capita: \$57,686.00

Location: \$22,174.00

Low level adjustment for disability: \$114,921.00

Summary of progress

The attendance policy and processes are embedded and working well with 100% of classroom teachers consistently following procedures for individual student absences resulting in early intervention programs and individual supports. Teachers have a thorough understanding of the 3 tiers of attendance interventions and associated support actions. 20 boys participated in the Boys to the Bush Mentoring program. 100% of boys and their families who completed the survey believed that this was a great program which had a positive effect on their boys. Families noted that their sons demonstrated improved self confidence and resilience after working with their mentors.

Student survey results indicated that 99% of students enjoyed having Ryan (therapy dog) at school as he is a friend, makes them feel safe at school, calms them down and support them in the classroom.

100% of classroom teachers engaged students in the Smiling Minds activities to promote positive respectful relationships which began to enable optimum conditions for student learning across the whole school. The Tell Them From Me survey indicated an 8% increase in the number of students feeling a sense of belonging compared to 2021. 80% of students feel they have an adult at school who consistently provides encouragement and can be turned to for advice.

Feedback from students regarding the Year 6 High School Transition program, indicated that 92% of students felt better prepared for high school and displayed a positive attitude about attending high school after engaging in the program over the year. Feedback from our Kindergarten families indicated 98% of families were comfortable with their school surroundings after participating in the 7 week Kinder Start Transition Program.

Our Peer Support program, *Moving Forward - Resilience*, as the program to best service the needs of our students. The program was implemented in the later part of the year and teachers observed improved resilience and coping strategies in students.

In 2022, the school funded programs and incursions such as Aboriginal performances, creative and practical arts performances and PDHPE programs. We also subsidised excursions for students in the way of transport costs so more children could be included.

Our Aboriginal Education Committee extended an invitation to our Aboriginal families to attend committee meetings for their input. During Semester 2, some of these families attended the meetings which led to another family becoming involved in our NAIDOC celebrations and leading an activity.

The success of our connections with the school community was highlighted when 96% of our families attended one of the 'Time Traveler' performances. We offered three performances to accommodate parents, working parents and grandparents. From community feedback, effective partnerships and strong connections have been established with the community.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
<ul style="list-style-type: none"> • Decrease the percentage of students attending < 90% of the time by 5% to achieve our system negotiated lower bound target. 	<p>1) The percentage of students attending < 90% of the time has slightly increased however, this has been impacted by COVID 19.</p> <p>2) While the percentage of students attending 90%> is yet to be achieved, there has been a 3% increase in students attending 85-90% of the time since 2021.</p>
<ul style="list-style-type: none"> • Increase the percentage of students feeling a sense of belonging, success and advocacy from the Tell Them From Me well-being data, by 5% to achieve our lower bound system negotiated target. 	<ul style="list-style-type: none"> • Since 2020, Tell Them From Me data indicates an improvement in all areas. • 6% increase in advocacy • 6% increase in expectations for success • 13% increase in sense of belonging
Classroom teachers and support teachers implement wellbeing strategies daily.	100% of classroom teachers use the Smiling Minds app weekly for 15 minutes activity. Mindfulness and breathing time done at least once daily.
Develop processes and procedures for the effective monitoring of students attending 80-90% of the time	100% of teachers are effectively monitoring students' attendance and absences daily while following whole school processes and procedures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$255,200.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Oberon 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"> • Explicit Wellbeing Strategies <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating positive progress towards their learning goals. All Personalised Learning Support Plans (PLSPs) were regularly updated and responsive to students' learning needs. Time is allocated for regular reviews of student achievement with internal and external stakeholders.</p> <p>After evaluation, the next steps to support our students will be: to continue to 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>\$260,076.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Oberon 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"> • High Impact Professional Learning • Explicit Wellbeing Strategies • Connections <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, excursions and other items • employment of additional staff to support Heggerty, Mini Lit and Macquarie Lit programs • employment of external providers (speech therapist) to support students with additional learning needs • additional staffing to implement curriculum and behaviour support to identified students with additional needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * incursions have been funded for all K-6 students to provide experiences * additional staff being employed to provide extra curricular activities such as music therapy, choir, band and dance * collaboration time for staff professional learning * release of executive staff to support families and well being needs * improved student results in both internal and external data as well as an increase of the number of students achieving in the high middle and top bands

<p>Socio-economic background</p> <p>\$260,076.00</p>	<p>After evaluation, the next steps to support our students will be: to provide more financial support to families and engage in more educational incursions and excursions to provide positive school experiences. We will continue to fund a speech pathologist to support the individual needs of our students. We will engage the Assistant Principal Curriculum and Instruction to support our trajectory towards achieving targets by building upon existing best practice methods.</p>
<p>Aboriginal background</p> <p>\$21,769.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Oberon 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"> • Explicit Wellbeing Strategies • Connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • staffing release to engage with families at least twice throughout the year. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * an increase in the number of families engaging in the Personalised Learning Pathway process as well as attending school Aboriginal Education Committee meetings throughout each term. * an increase of 15% of students (now 79%) feel good about their culture at school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> * continue to regularly attend local Aboriginal Education Consultative Group junior and senior meetings * continue to monitor and track literacy, numeracy and attendance progress * continue to deliver differentiated and personalised support to Aboriginal and Torres Strait Islander students utilising the Personalised Learning Pathway process * engage more Aboriginal and Torres Strait Islander families into the decision making process around Aboriginal Education at our school.
<p>English language proficiency</p> <p>\$9,800.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Oberon 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"> • High Expectations <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for English as an Additional Language/Dialect (EAL/D) students and for development of programs <p>The allocation of this funding has resulted in the following impact: English as an Additional Language/Dialect 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: to provide personalised and targeted professional learning for teachers in</p>

English language proficiency \$9,800.00	the form of mentoring, co-teaching and co-planning.
Low level adjustment for disability \$114,921.00	<p>Low level adjustment for disability equity loading provides support for students at Oberon 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"> • Explicit Wellbeing Strategies <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 • targeted students are provided with an evidence-based intervention [Heggerty, Mini Lit and Macquarie Lit] to increase learning outcomes • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: More individual student needs are being met leading to student growth in the area of literacy. There is 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 and the school will provide additional support for identified students through the employment of trained School Learning and Support Officers.</p>
Location \$42,174.00	<p>The location funding allocation is provided to Oberon 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"> • Collaboration • Explicit Wellbeing Strategies <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • incursion expenses • additional School Learning and Support Officer to implement evidence based programs • student assistance to support excursions and welfare <p>The allocation of this funding has resulted in the following impact: * increased opportunities for all students to attend educational in/excursions * more time for teachers to engage in professional learning to support student achievement</p> <p>After evaluation, the next steps to support our students will be: to continue to expose students to new learning experiences through financial support</p>
Professional learning \$22,212.00	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Oberon 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"> • High Expectations

<p>Professional learning</p> <p>\$22,212.00</p>	<ul style="list-style-type: none"> • Collaboration <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 writing <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of literacy and numeracy resulting in improved internal and external student results.</p> <p>After evaluation, the next steps to support our students will be: personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$43,325.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Oberon 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"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • implementation of instructional rounds to strengthen quality teaching practices <p>The allocation of this funding has resulted in the following impact: all teaching staff released in stage teams to engage in professional learning that is delivered consistently across all stages to have the biggest impact on student learning.</p> <p>After evaluation, the next steps to support our students will be: to continue to fund collaborative professional learning for staff in stage groups for most impact.</p>
<p>COVID ILSP</p> <p>\$150,253.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • development of resources and planning of small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * at least 50% of students' needs being targeted, addressed and monitored in small groups * the majority of students in the program achieved significant progress towards their personal learning goals. <p>After evaluation, the next steps to support our students will be:</p>

<p>COVID ILSP</p> <p>\$150,253.00</p>	<p>to continue to implement literacy and numeracy small group tuition using data sources to identify specific student need.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</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>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"> • Collaboration <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • lead analysis of student performance data with whole school and stage teams • employment of APC&I to build capacity of K-6 staff to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> * building the capacity of K-6 staff in stage teams to deliver targeted, evidence-based literacy and numeracy programs to improve student outcomes, with particular focus on: improving pedagogy and teaching practice; high-impact literacy and numeracy strategies; data collection and analysis; curriculum delivery; and differentiation * increased number of students in the top two bands in reading <p>After evaluation, the next steps to support our students will be: focusing on immediate and effective feedback between students and teachers</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	110	127	107	106
Girls	107	109	117	113

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.6	91.3	91.2	82.9
1	85.1	93.1	88.9	88.0
2	89.1	92.7	91.0	89.4
3	91.6	86.5	88.3	86.1
4	90.7	90.7	89.1	86.3
5	87.3	93.2	87.8	87.4
6	87.8	92.2	91.5	88.5
All Years	88.8	91.2	89.8	87.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	8.5
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	3.47

*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	482,905
Revenue	3,496,789
Appropriation	3,343,563
Sale of Goods and Services	13,720
Grants and contributions	131,929
Investment income	7,378
Other revenue	200
Expenses	-3,230,467
Employee related	-2,896,961
Operating expenses	-333,506
Surplus / deficit for the year	266,322
Closing Balance	749,227

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	255,193
Equity Total	443,783
Equity - Aboriginal	21,769
Equity - Socio-economic	260,096
Equity - Language	9,802
Equity - Disability	152,116
Base Total	1,943,661
Base - Per Capita	57,687
Base - Location	42,174
Base - Other	1,843,800
Other Total	302,718
Grand Total	2,945,356

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, we surveyed students, parents and staff through Tell Them From Me surveys about student engagement and well-being.

77% of students stated they felt proud of their school and 79% of students set challenging goals for themselves in their school work and aim to do their best. 88% of students stated that they are treated with respect and fairness at school in regard to their cultural background.

86% of families believe that our school is a culturally safe place for all students. Our families believe that our best sources of communication to find out what's happening at school is via the weekly newsletter, social media, emails and texting. 84% of parents stated that they can easily speak with their child's teacher.

Over 90% of teachers stated that they establish clear expectations for classroom behaviour, collaborate with colleagues about student engagement, and set high expectations for achievement. 100% of teachers believe the school leaders are leading improvement and change.

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.