

2022 Annual Report

Orange Grove Public School

Skill with Honour



2812

Introduction

The Annual Report for 2022 is provided to the community of Orange Grove 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

Orange Grove Public School is a dynamic, responsive and collaborative school community focused on creating an inclusive, engaging and challenging environment where all students reach their full potential. Students, teachers and parents work in partnership to maintain high expectations and positive school culture.

School context

Orange Grove Public School is situated in the Iron Cove Network of schools in the Inner West of Sydney. The school supports the learning of 570 students from Preschool to Year 6. The school has strong relationships with parents and caregivers and the wider community. Orange Grove Public School has a strong reputation in the Creative and Performing Arts and in sport. All students are encouraged to be respectful, responsible, active learners.

The school, in consultation with the community and staff, has completed a situational analysis that has identified three areas of focus for the 2021-2024 School Improvement Plan. The focus areas build on our previous school planning cycle and directly address the results of our external validation in 2020.

Our analysis has identified the following areas of focus:

*** Improved Student Learning Outcomes in Reading and Numeracy:**

Increasing the percentage of students in the top 2 bands in NAPLAN and the number of students achieving expected growth in both reading and numeracy. This area will focus on the School Excellence Framework components of effective classroom practice, assessment and data skills and use. Further work will be required on how teachers can successfully plan for and deliver quality differentiated instruction for all students including those identified as high potential and gifted.

*** Collaborative Practice and Critical and Creative Thinking:**

After extensive consultation with staff, collaborative practice was identified as a major theme for school improvement. With an understanding that teachers have the greatest influence on student performance, staff identified the building of a collaborative culture to improve student learning outcomes as a key to success. This will focus on SEF elements of learning culture, student performance measures, curriculum, assessment, effective classroom practice and data skills and use.

Developing the skills of our students in critical and creative thinking was a focus in our last planning cycle and one that our parents strongly support. This planning cycle we will be working on creating a critical and creative learning culture for students and staff.

*** Wellbeing/Sense of Belonging and Community Engagement**

Our wellbeing data and feedback from families and students has identified the need for our school plan to focus on building a culture of support, respect and accountability with a focus on building healthy relationships across our community.

Strong community connections are the cornerstone of Orange Grove Public School. Our 2021 School Improvement Plan will focus engaging our community through parent workshops, activities and providing an opportunity to give our parents a greater understanding of what we do as a school.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	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

Improve student learning outcomes in reading and numeracy through a focus on best practice and evidence-informed strategies.

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.

- Learning Excellence: Curriculum
- Learning Excellence: Pedagogy

Resources allocated to this strategic direction

Professional learning: \$20,716.19

Literacy and numeracy intervention: \$48,266.82

Summary of progress

At the commencement of 2022, we identified the the pedagogical shift with the new syllabus as our main focus. This included looking at whole-school literacy and numeracy programs to improve student growth in NAPLAN. Executive members delivered professional learning on changes to teaching and learning to with a focus on student improvement. All teaching staff engaged in Collaborative Planning Meetings in Semester 1 to engage in meaningful discussions on changes to mathematics and how these implement our programs. This was refined further in Semester 2. The focus in 2022 was Numeracy as this was where our data showed the biggest shift was needed.

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
• 9.2% increase in Year 3 and 5 students achieving top two bands in NAPLAN Numeracy.	• 2022 NAPLAN data indicates 41.48% of students are in the top two skill bands for numeracy indicating the school did not achieve the system-negotiated target.
• Increase the proportion of students achieving expected growth in Reading by at least 7% moving from 2021 71.7% to our upper bound of 78.7%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• 3.3% increase in Year 3 and 5 students achieving top two bands in NAPLAN Reading by 2022.	• 2022 NAPLAN data indicates 62.5% of students are in the top two skill bands for reading indicating the school did not achieve the system-negotiated target .
• Increase the proportion of students achieving expected growth in Numeracy by at least 9% moving from 2021 50.31% to our lower bound of 59.31%	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
• Sustaining and Growing in the elements of Learning Culture, Curriculum, Assessment and Student Performance of the Learning Domain. • Sustaining and Growing in the elements of Effective Classroom Practice and Data Skills and Use in the Teaching Domain.	• Self-assessment against the School Excellence framework shows the theme of Learning Culture, Curriculum, Assessment and Student Performance of the Learning Domain to be sustaining and growing. • Self-assessment against the School Excellence framework shows the theme of Effective Classroom Practice and Data Skills and Use in the Teaching Domain to be delivering and sustaining and growing.

Strategic Direction 2: Collaborative, Creative and Critical Learners

Purpose

Further develop a culture of authentic, innovative collaboration that aims to enhance teacher practice and student outcomes. Teachers facilitate and mentor students with critical and creative thinking skills in all learning areas to best prepare them for a dynamic, changing world.

Initiatives

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

- Excellence in Collaborative Practice
- Excellence in Critical and Creative Thinking

Resources allocated to this strategic direction

Literacy and numeracy: \$21,436.00

QTSS release: \$105,497.48

Summary of progress

At the commencement of 2022, ORange Grove PS identified that Collaborative Teaching Practice and Critical and Creative Thinking would be our focus in creating a culture of Collaborative, Creative and Critical Learner in Staff and students. Initially, data was collected and analysed to inform changes of processes (staff) and changes in teaching practice to enhance the student outcomes and thinking skills. Staff shared and collaborated to design Professional learning based on staff needs and interests that enhanced collaboration, co-teaching and data analysis. All teaching staff engaged in the Professional Learning and classroom teaching observations within the scope of the PDP process. The co-teaching assignment of teams utilised data collected from staff input.

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">• Performance and Development goals of all staff reflect the school's Strategic Improvement Plan• 100% of the executive team using a consistent observation formula that links to the school's Strategic Improvement Plan• As a part of professional learning executive staff timetable opportunities for staff to share an area of expertise• 100% of teachers contributing to Collaborative Planning Meetings with their stage by bringing data and demonstrating student growth and evaluative practice• 100% of the executive team support the new class preference structure to facilitate collaborative, cohesive teams and enable co-teaching• An increase in collaborative practice across the school resulting in increased data literacy skills among staff to impact student learning	<ul style="list-style-type: none">* Orange Grove PS, has embedded systems to ensure that 2 staff goals reflect the School's Strategic Improvement Plan. Staff collaborate on developing whole school and stage based goals are set at the beginning of the year and work together to achieve these goals with the support of the executive team and the strategic direction teams.* Observation documentation was developed and utilised, collaboratively with all staff, to ensure optimal staff learning opportunities that develop quality teaching and learning pedagogy, through observation and feedback processes.* The Quality Teaching, Successful Students (QTSS) initiative allowed the implementation of fortnightly Collaborative Planning meetings that provided opportunities for staff to collegially track and analyse student data that informed class learning goals and teaching programs.* With staff consultation a new preference form for creating the 2023 staffing co-teaching partnerships was developed to include; teacher experience, teaching philosophies and curriculum and extra-curricular expertise. This was utilised to form the 2023 teacher partnerships utilising and taking into account all aspects of the information provided.
<ul style="list-style-type: none">• 2 executive staff members upskill their teams in the Critical and Creative	<ul style="list-style-type: none">* 2 Executive staff members provided professional learning to their Stages on the Critical and Creative Thinking Continuum (CCT). The staff began to

Thinking Continuum

- 2 stage teams are aware of and have access to the Critical and Creative Thinking Continuum
- 50% of students in the 2 stage teams that are trialing the Critical and Creative Thinking Continuum use the language
- 25% of students in the 2 stage teams that are trialing the Critical and Creative Thinking Continuum are able to articulate what each element entails and transferring those ideas across the curriculum.

implement and document in their programs the CCT routines and strategies.

* The use of the CCT continuum is a focus to be continued in all stages in 2023.

Strategic Direction 3: Respectful Relationships

Purpose

Develop a culture of support, respect, and accountability to build healthy relationships community-wide. Provide opportunities for parents to work authentically with the school to enhance and facilitate 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.

- Excellence in Wellbeing: Community Partnerships
- Excellence in Wellbeing: PB4L and Restorative Practice

Resources allocated to this strategic direction

Professional learning: \$15,000.00

Summary of progress

Still to identify a community member for the PB4L team. Will need to review staff on this team as some staff will have changed stages in 2023

Differentiated PL for staff was successful. For 2023 we need to embed more of these sessions into Admin meetings to maintain the focus of all staff on minor and major incidents and how they are to be managed.

Time required to ensure that the current PB4L expectations and procedures align with the Inclusive, Engaging and Respectful Schools reform.

Whole school PB4L scope and sequence updated and distributed to all staff via Staff Share - PB4L - 2022. All expectations have teaching notes to support them and are arranged as lessons for K-2 and Years 3-6.

PB4L team have added information relating to focused expectation to the newsletter on a fortnightly basis.

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">• Tiered Fidelity Inventory results are at 95% for Tier 1 and Tier 2.• Implement improvements based on feedback and broaden Student Advocacy Program across 2 stage groups (Stage 2 -3).• Implementation of Restorative Practice following the 2-year time frame.	<p>Tiered Fidelity Inventory not completed due to movement of staff responsible for report. Report will be created inline with previous reports Term 1 2023. Data will be collected 2023 onwards.</p> <p>Student Advocacy Program has not commenced as the Learning Support Team has undergone significant changes over 2021-2023. Executive will discuss how to move forward with this initiative Term 1 2023.</p> <p>100% of staff participated in professional learning in Restorative Practice. These were conducted in person and through zoom. the Restorative Practice mentor worked with staff in developing their use of circle time and managing difficult conversations.</p>
<ul style="list-style-type: none">• Implement 3-way conferences across two stage groups to develop learning goals for students in collaboration with parents.• Future direction of 3-way conference dependant on survey results.• Maintain and extend Community Hub and parent workshops as part of Key Dimensions: Participate.	<p>The implementation of 3-way conferences has been delayed due to COVID and a reset on what will be most gained from this initiative. Staff continue to have meeting with parents to set goals for identified students and to develop learning plans. As 3-way conferences have not been established across any stage their is no data to reflect on.</p> <p>COVID and the growth of the school have made it difficult to identify a location for our Community Hub. This will be revisited in 2023.</p>

<ul style="list-style-type: none"> • Review School Assessment Tool to identify an additional Key Dimension rated 'Developing' to focus on and implement initiatives for improvement accordingly. • Implement initiatives based on Be You survey data. 	<p>We conducted two face-to-face parent information sessions with 29% of parents attending one and 26% attending the other.</p> <p>Both Zoom presentations (Anxiety in children and Restorative Practice) had high percentages joining.</p> <p>2023 will see a continuation of parents meetings across a variety of platforms.</p> <p>Both the School Assessment Tool and Be You surveys were again put on hold during 2022. These will be a focus for 2023.</p>
<ul style="list-style-type: none"> • 7% increase in the percentage of students attending school more than 90% of the time. 	<p>The number of students attending greater than 90% of the time or more has decreased by 19%. However, this figure was significantly affected by the COVID Public Health Orders.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$112,838.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orange Grove 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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: School Learning and Support Officers were employed to support students with their learning at school, allowing students greater access to the curriculum.</p> <p>After evaluation, the next steps to support our students will be: continuing the allocation and introducing professional learning for SLSO on particular programs such as minilit.</p>
<p>Socio-economic background</p> <p>\$9,175.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orange Grove 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equity was ensured across the school for particular students and their families.</p> <p>After evaluation, the next steps to support our students will be: continuing to ensure that students are able to participate in the full range of activities offered at school.</p>
<p>Aboriginal background</p> <p>\$10,238.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orange Grove 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</p>

<p>Aboriginal background</p> <p>\$10,238.00</p>	<p>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 <p>The allocation of this funding has resulted in the following impact: Yarning Circles were held regularly to connect with our Indigenous families to discuss culture and culturally important dates were added to the calendar. Iron Cove Network Culture Day was planned with our families and they asked that we invite schools outside of our network, such as Glebe PS and Stanmore PS. Personalised learning plans were developed for our Indigenous students.</p> <p>After evaluation, the next steps to support our students will be: Continue connecting with our families and the Indigenous families and students from across the network via Iron Cove Network Culture Day which is so capably led by Susan Frederiksen. The school would also like to explore opportunities for our Indigenous students to participate in language lessons as they have done previously.</p>
<p>English language proficiency</p> <p>\$12,259.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orange Grove Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Additional staff were employed to support students to achieve proficiency in literacy and numeracy and English Language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Continuing to support students to achieve their English Language Proficiency as required.</p>
<p>Low level adjustment for disability</p> <p>\$107,493.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Orange Grove 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: Increased staffing allows targeted support for identified students in literacy and numeracy. Withdrawal of small groups of students allows for intensive support.</p> <p>After evaluation, the next steps to support our students will be: Continuation of the increased staffing to support identified students.</p>

<p>Professional learning</p> <p>\$35,716.19</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 Orange Grove 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"> • Learning Excellence: Curriculum • Excellence in Wellbeing: PB4L and Restorative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Collaborative Practice Release Funding for Teachers to engage in data talks and designing learning sprints. • Specialist support to assist the implementation of Restorative Practice K-6. <p>The allocation of this funding has resulted in the following impact: An increase in teacher collaboration to work on data talks impacting student learning through the development of learning sprints.</p> <p>Teachers engaged in professional learning with a specialist on Restorative Practice, allowing them to lead students in circle time, restorative reflection time and increase student agency in conflict resolution.</p> <p>After evaluation, the next steps to support our students will be: Continuing to provide collaborative practice time for teachers to engage in data talks and increase their data literacy skills to further impact student learning.</p> <p>Restorative practice remains a focus with the work with the specialist facilitator continuing to better support staff and students in this work.</p>
<p>Literacy and numeracy</p> <p>\$21,436.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Orange Grove Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Excellence in Collaborative Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • teacher release to engage staff in collaborative practice • targeted professional learning in data skills and use to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: an increase in staff engaging in the analysis of student data sources to increase student learning outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: continuing this focus on student data sources to improve learning outcomes.</p>
<p>QTSS release</p> <p>\$105,497.48</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orange Grove 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"> • Excellence in Collaborative Practice <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

<p>QTSS release</p> <p>\$105,497.48</p>	<p>high-quality curriculum</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: increased collaboration among staff, including observation of teaching practice.</p> <p>After evaluation, the next steps to support our students will be: fostering a culture of collaboration and encouraging teachers to engage in observation of others to improve teaching practice and share skills among staff.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Orange Grove Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Learning Excellence: Curriculum <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: increasing the understanding of staff in the LES model through targeted professional learning.</p> <p>After evaluation, the next steps to support our students will be: focus on evidence-based practice via implementation of and learning about the new curriculum in literacy and numeracy.</p>
<p>COVID ILSP</p> <p>\$27,533.00</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 • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] <p>The allocation of this funding has resulted in the following impact: increased student learning outcomes in literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: differentiated classroom programs to support student learning.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	253	272	278	254
Girls	243	253	245	245

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.6	93.9	94.9	92.6
1	94.0	93.1	94.8	91.3
2	94.8	92.5	95.5	90.2
3	95.0	93.8	94.3	91.3
4	95.1	94.5	92.8	90.3
5	94.5	93.4	94.9	89.5
6	94.2	94.4	91.3	89.5
All Years	94.8	93.6	94.2	90.8
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	19.64
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Administration and Support Staff	5.16
Other Positions	1

*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	872,047
Revenue	5,468,395
Appropriation	4,811,666
Sale of Goods and Services	1,100
Grants and contributions	642,842
Investment income	12,588
Other revenue	200
Expenses	-4,927,074
Employee related	-4,477,502
Operating expenses	-449,572
Surplus / deficit for the year	541,321
Closing Balance	1,413,368

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	112,838
Equity Total	139,164
Equity - Aboriginal	10,238
Equity - Socio-economic	9,175
Equity - Language	12,259
Equity - Disability	107,493
Base Total	3,818,824
Base - Per Capita	134,577
Base - Location	0
Base - Other	3,684,247
Other Total	651,190
Grand Total	4,722,016

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

The Tell Them From Me survey (TTFM) provides feedback about student engagement, wellbeing, and learning. The survey results provide valuable insights into the strengths and areas for improvement, which can be used to inform policy, practice and to develop strategies that enhance the overall school experience for everyone involved.

The responses are summarised as follows:

Students - highest areas of satisfaction (Years 4-6)

- participation in school sports
- positive relationships and behaviour
- valuing schooling outcomes
- Positive behaviour at school
- Effort applied to succeed in learning

Parents - highest areas of satisfaction

- Safety at school
- School supports positive behaviour
- Parents feel welcome
- Inclusive school

Staff - highest areas of satisfaction

- inclusive school environment supporting students with special needs
- learning culture
- collaboration and teaching strategies
- use of data and monitoring student growth to inform teaching practice
- teaching strategies
- parent involvement

Areas for possible future improvement and focus include:

- support around staff utilising technology to engage and improve student outcomes
- students who are interested and motivated in their learning and developing a positive attitude to homework
- support for parents to assist learning at home

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.