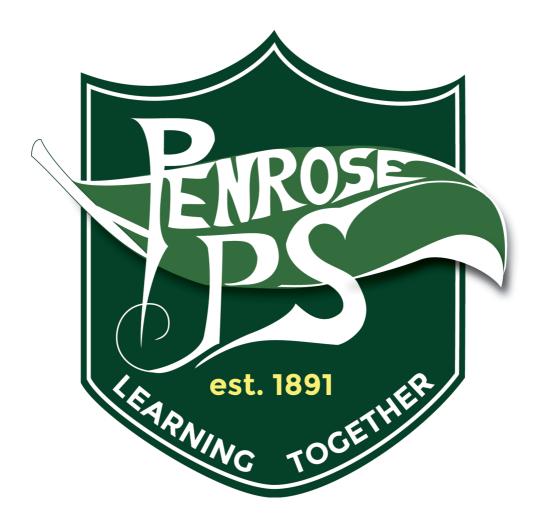# 2022 Annual Report

Penrose Public School

2860

Introduction

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

Every child will have access to a quality education that includes an array of opportunities and resources. Our parents, staff and students connect with each other and work towards success to enable us all to thrive within a collaborative environment. We will prepare our students for rewarding lives as engaged citizens in a complex and dynamic society.

School context

Penrose Public School is a well-established, small Teaching Principal school surrounded by rural properties and bush close to the villages of Bundanoon and Wingello in the Southern Highlands.

Enrolments fluctuate between 8 to 12 students and there is a high level of mobility in the student population. The school community encourages additional learning such as Japanese lessons , piano, guitar and violin lessons. The school is very strongly supported by its families and local community.

Our students demonstrate achievement in all key learning areas which has been a focus of the school during the 2018-2020 School Plan.

We work closely with other schools in the Bong Bong Learning Community (BBLC) and the Moss Vale Community of Schools (MVCOS) and our principal is part of the Bong Bong Executive Network (BEN).

The school conducted a rigorous situational analysis in 2020 that highlights a need for a focus on data informed, explicit teaching to promote student outcomes in literacy and numeracy. A planned approach to wellbeing will be incorporated in the strategic improvement plan to support students to connect, succeed, thrive and learn.

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

Strategic Direction 1: Student growth and attainment

Purpose

Student outcomes in Literacy and Numeracy will be improved by building on established foundations, implementing and refining evidenced based teaching practices that are responsive to the learning needs of individual students.

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 and Achieving Together
- Data Informed Practice

Resources allocated to this strategic direction

Per capita: $3,032.00
Location: $1,590.00
Professional learning: $4,550.00
Literacy and numeracy: $1,399.00
Socio-economic background: $544.40
Low level adjustment for disability: $13,765.05
QTSS release: $2,298.00

Summary of progress

During 2022 our school undertook weekly Japanese culture lessons which were facilitated by a student learning support officer. Lessons engaged students and they were able to learn about Japanese culture and language and included an excursion to the Japan Foundation. All staff engaged in professional learning as part of the Challenging Learning Project, including collaborative enquiry and lesson observations which focused on student feedback. Several schools were involved, with inter-school lesson demonstrations and observations. The collaborative nature of the lesson observations across schools was effective in sharing knowledge and expertise. Literacy and Numeracy resources were purchased in order enhance teaching and learning opportunities for students. These included both online and hands-on resources. Principal network meetings were attended and professional learning undertaken during this time. The collegiality and learning about current policies and procedures was beneficial to ensure understanding remained up-to-date. All staff undertook professional learning based on Aboriginal cultural awareness and cultural safely, resulting in a deeper understanding. We engaged in the CSUS project (Collaborative Support for Unique Settings) where we collaborated with other small schools, a Lead specialist and Principal Support Leadership and assessed and analysed external and internal data to determine a deep and narrow area of focus for improvement - fractions. Professional learning and strategies were developed and implemented, resulting in growth, which was captured in PLAN2 data.

Moving forward into 2023, Japanese lessons will continue on a weekly basis, with students developing and building upon their knowledge of a different culture. The Challenging Learning Project has been completed, however, we will continue to grow the knowledge we have gained. The Principal will attend Network meetings each semester to remain up-to-date and to build collegial relationships across schools. CSUS will continue into Term 1 and beyond.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Top two bands **Reading:** shared Network target Increase the proportion of students achieving in the top 2 NAPLAN Reading bands by 7% from the network baseline target.	NAPLAN scores indicate a decrease in the proportion of students achieving in the top two skill bands for NAPLAN reading data across our network schools. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Two top bands **Numeracy:** shared Network target	NAPLAN scores indicate a decrease in the proportion of students achieving in the top two skill bands for NAPLAN numeracy data across our network

Increase the proportion of students achieving in the top 2 NAPLAN Numeracy bands by 6% from the network baseline target.	schools. Due to the small size of the cohort actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
More than **50%** of students will achieve expected growth in reading	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020, so there is no data from that year to compare to.

In school data shows that all students are achieving growth in reading. |
| More than **50%** of students will achieve expected growth in numeracy | Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020, so there is no data from that year to compare to.

In school data shows that all students are showing growth in numeracy. |
| Teachers provide explicit, specific and timely feedback related to defined success criteria. Teachers' feedback supports improved student learning.

Assessments are developed/sourced and used regularly across the whole school to help promote consistent and comparable judgement of student learning, monitor student learning progress, and identify skill gaps for improvement and areas of extension.

Improvement as measured by School self assessment aligned to the School Excellence Framework

Teaching Domain- Effective Classroom Practice will be maintained at S&G

Data Skills & Use will trend towards S&G | Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element Effective Classroom Practice in the Teaching Domain..

Self-assessment against the School Excellence framework shows the school currently performing at delivering and is moving towards sustaining and growing in the element Data Skills and Use in the Teaching Domain.. |

Strategic Direction 2: Connect, Succeed, Thrive - Wellbeing

Purpose

To develop a planned approach to whole school wellbeing which includes processes ensuring that all our students are able to connect, succeed and thrive.

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.

- Wellbeing and Learning Culture

Resources allocated to this strategic direction

Summary of progress

Due to the major professional learning focus this year surrounding the implementation of the K-2 syllabus' in 2023, the planned review of Wellbeing practices will be moved to 2023. This will be completed in consultation with students, staff and families. A few parents attended organised meetings to discuss goals and their child's progress during the year. The aim is to increase this attendance at meetings in 2023, ensuring that parents have valuable input into their child's education and that the relationships between home and school are strengthened and high expectations are developed and maintained by all. For both the half-yearly and yearly reports students reflected on their own learning. This information was then shared with parents. They, along with parents also completed surveys at the end of the year, with feedback being given to the school in a number of areas including welfare, behaviour and communication. They were also able to offer suggestions. Those that align with our Strategic Directions will be reflected upon and implemented where possible starting in 2023.

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
By the end of 2022 at least 70% of students will be attending 90% or more of the time.	As of the end of Week 10 Term 4, 42% of students have attended 90% or more of the time, with an average of 88%. This can be mainly attributed to families taking holidays during the school term and staying home due to sickness.
School Survey: Wellbeing By the end of 2022 we will have at least 80% of students reporting a sense of Wellbeing	Based on the student surveys at the end of Term 4, 79% of students reported a sense of wellbeing.
The school is moving beyond delivering in the Learning domain of the SEF, Wellbeing, A planned approach to Wellbeing. The school is moving beyond delivering in the Learning domain of the SEF, Learning Culture, Transitions and Continuity of Learning.	Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of A Planned approach to Wellbeing in the Wellbeing Domain.. Self-assessment against the School Excellence framework shows the school currently performing at delivering in the theme of Transitions and continuity of learning in the Learning Culture Domain..

Funding sources	Impact achieved this year
Socio-economic background $544.40	Socio-economic background equity loading is used to meet the additional learning needs of students at Penrose Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning and Achieving Together **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services **The allocation of this funding has resulted in the following impact:** improved reading and Numeracy results as measured through internal school assessment measures. **After evaluation, the next steps to support our students will be:** to continue to support students from a lower socio-economic background with additional learning resources so as to provide equity across the learning environment.
Low level adjustment for disability $13,765.05	Low level adjustment for disability equity loading provides support for students at Penrose Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practice **Overview of activities partially or fully funded with this equity loading include:** • targeted students are provided with an evidence-based intervention, Challenging Learning, to increase learning outcomes • providing support for targeted students within the classroom through the employment of a teacher for additional learning support. **The allocation of this funding has resulted in the following impact:** an increased number of learning support opportunities which resulted in improved reading and numeracy outcomes for all students in our small school setting. **After evaluation, the next steps to support our students will be:** the school providing additional support for identified students through the employment of trained SLSOs or additional teacher support.
Location $1,590.00	The location funding allocation is provided to Penrose Public School to address school needs associated with remoteness and/or isolation. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning and Achieving Together **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate. • SLSO employed to teach Japanese culture 2 hours per week. • Purchase of resources. **The allocation of this funding has resulted in the following impact:** increased subject opportunities and choices for students.

Location $1,590.00	**After evaluation, the next steps to support our students will be:** to continue to provide students with opportunities and learning in areas that extend upon the KLAs.
Professional learning $4,550.00	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 Penrose Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning and Achieving Together • Data Informed Practice **Overview of activities partially or fully funded with this initiative funding include:** • This funding was used to release staff to attend collaboration and lesson observation days for the Challenging Learning project and other professional learning throughout the year, such as Small Schools Curriculum Reform and Collaborative Support for Unique Settings (CSUS). **The allocation of this funding has resulted in the following impact:** allowed staff to attend a variety of quality professional learning which increased capacity of all teachers to embed effective practices and built knowledge and understanding of concepts and pedagogy. **After evaluation, the next steps to support our students will be:** personalised and targeted professional learning.
Literacy and numeracy $1,399.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Penrose Public School from Kindergarten to Year 6. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Learning and Achieving Together **Overview of activities partially or fully funded with this initiative funding include:** • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** availability of an increased number of resources to support teaching and learning. **After evaluation, the next steps to support our students will be:** ensure that resources for students and staff are updated regularly.
QTSS release $2,298.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Penrose Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Informed Practice **Overview of activities partially or fully funded with this initiative funding include:** • additional teaching staff to implement quality teaching and support. **The allocation of this funding has resulted in the following impact:**

QTSS release $2,298.00	contributed to having an additional teacher to support differentiation in teaching. **After evaluation, the next steps to support our students will be:** to continue to use the funding in the same manner in 2023.
COVID ILSP $8,970.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] **The allocation of this funding has resulted in the following impact:** personalised learning and support for students whose learning was impacted by COVID. **After evaluation, the next steps to support our students will be:** to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

Student information

Student enrolment profile

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

Student attendance profile

School				
Year	2019	2020	2021	2022
K	92.6	91.3		87.6
1	80.2	88.3	82.5	
2		87.8	94.6	84.1
3	91.6		83.5	88.4
4	82.6	97.3		81.0
5	96.9	83.6	94.6	82.0
6	91.4	96.7	96.2	
All Years	87.9	91.0	88.2	84.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4		87.9
1	92.7	91.7	92.7	
2		92.0	92.6	87.8
3	93.0		92.7	87.6
4	92.9	92.0		87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	
All Years	92.8	92.0	92.3	87.6

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
Classroom Teacher(s)	0.15
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.1

*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	59,955
Revenue	396,441
Appropriation	390,495
Sale of Goods and Services	868
Grants and contributions	4,985
Investment income	93
Expenses	-370,034
Employee related	-336,131
Operating expenses	-33,903
Surplus / deficit for the year	26,407
Closing Balance	86,362

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	0
Equity Total	14,310
Equity - Aboriginal	0
Equity - Socio-economic	544
Equity - Language	0
Equity - Disability	13,765
Base Total	313,584
Base - Per Capita	3,032
Base - Location	1,590
Base - Other	308,961
Other Total	42,836
Grand Total	370,730

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

During 2022 surveys were provided to our parents, students and staff in order to better understand our learning community.

Students were able to reflect on their behaviours and learning both academically, behaviourally and socially. Some students wrote about how they like that the school is small and everyone plays and gets along together. Others wrote about how they like learning new things and engaging in technology, sport, art and music.

Staff reported a sense of trust and enjoyment of their work. They shared ideas about what we have done well this year including: student welfare; working as a team to provide an excellent learning environment; student growth, especially after COVID; and a good balance of on site and off site activities for students and professional collaboration for staff. They were also able to identify areas for improvement.

Parents and families commented on the positive aspects of our school including: the attention given to students; the caring and inclusive approach and the relationships formed; excellent resources and quality learning; and experienced and invested staff. They were also able to communicate areas in which they believe the school can improve.

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.