2022 Annual Report

Picton Public School

2867

Introduction

The Annual Report for 2022 is provided to the community of Picton 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 Picton Public School, we believe all students can and will be successful.

Every student is challenged to grow in all aspects of learning and wellbeing. All teachers are committed to collaboratively designing and implementing consistent, evidence-based teaching practices in inclusive, authentic, culturally connected and engaging learning environments.

School context

Picton Public School is located in the community of Picton, just outside of south-west Sydney, serving a middle-class, although changing, socio-economic community.

There are approximately 330 students, with a growing number of Aboriginal and Torres Strait Islander students (currently 7%) and less than 1% of students with an EALD background. The school has a Support Unit, comprising of two Multicategorical (MC) classes (mostly supporting students with an autism diagnosis) and an Intellectually Moderate (IO) class, for students with an intellectual disability.

In recent years, the school has undergone significant staffing changes, with many staff members (executive, teaching and non-teaching) moving into retirement. A new substantive principal was appointed in 2019, along with two new substantive Assistant Principals in 2019 and 2020 respectively. A third substantive Assistant Principal will be appointed in 2021. Within three years, most of the executive team will have changed.

The school has an increasing FOEI (Family Occupation and Education Index) of 102 and an ICSEA (Index of Community Socio-Educational Advantage) of 1005.

Picton Public School completed the External Validation process in 2020 and has used the results of this process to drive the Strategic Directions of this Strategic Improvement Plan. A key focus of this plan is the enhancement of data-informed teaching practices, with an emphasis on data skills and use. The staff has recently undergone robust reflection practices using the What Works Best document, to reflect on strengths and areas of development in their teaching practice. Out of this process, it was revealed that the two practices which require the greatest focus across the school is in the areas of 'Use of data to inform practice' and 'Effective feedback'. As a result, a Deputy Principal Instructional Leader (school funded) has been committed to for a four year period, to drive improvement and best practice in this area. This resource will also facilitate multiple models of professional learning to support staff and improve teaching practice, including whole-staff, differentiated and targeted professional learning modes. This will lay the foundation for increased staff collaboration and the sharing of staff expertise across the school.

The school was successful in its application to be part of the Primary Mathematics Specialist Teacher Initiative (PMSTI). One staff member will undertake this role in 2021 and 2022, to drive improvement in mathematics teaching practice K-6.

Throughout 2019-20, the school has had an increased focus on Aboriginal Education. This will continue and expand throughout this school plan, with the implementation of an Aboriginal Education Specialist Teacher.

Picton Public School has always placed a strong emphasis on inclusion, and this will be further developed and enhanced throughout this plan. Along with this, increased opportunities for students to be challenged and to experience success in a wide range of areas will be fostered.

While the school has always fostered positive and active partnerships with parents and the community, the focus in recent years has shifted to ensure parents and community have a more robust role in the school, with frequent opportunities to engage in conversations about student learning and school directions. This collaborative and authentic approach to community engagement will continue throughout this plan, and will permeate across all three Strategic Directions.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
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	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
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 maximise student learning outcomes and to build strong foundations for academic success, we will implement consistent formative and summative assessment processes that will drive our data analysis, to inform future teaching practices.

Initiatives

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

- Data-driven practices
- Assessment and feedback

Resources allocated to this strategic direction

Socio-economic background: $68,952.00
Literacy and numeracy intervention: $36,200.00

Summary of progress

Throughout 2022, the school had a continued strategic focus on data-informed teaching practice, which was led and supported by the Deputy Principal Instructional Leader. Data Talks were continued which saw every class teacher released from face-to-face teaching for an additional 45 minutes each fortnight. During these sessions, the Instructional Leader worked shoulder-to-shoulder with teachers to analyse student assessment information to inform fortnightly teaching and learning cycles. The capacity of class teachers was also developed to rigorously extrapolate teaching and learning focus areas from external assessment sources, such as PAT, check-in assessment and NAPLAN.

The staff engaged in a Looking Inward Situational Analysis to identify current practices and trends in student outcomes in the area of mathematics, with a view to informing future professional learning. This was supported by the school-wide trial and implementation of the Interview for Student Reasoning (IfSR) assessment to further development internal assessment data sources in the area if mathematics. Our school-wide assessment schedule was modified following reflection and feedback from teachers.

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
8% uplift in the proportion of students achieving in the top two bands of NAPLAN Reading.	In 2022, our school had an uplift of 10.67% of Year 3 and Year 5 students achieving in the top two bands of NAPLAN Reading.
An 8.9% uplift in the porportion of students acheiving in the top two bands of NAPLAN Numeracy.	In 2022, our school experienced a 2.22% fall in the percentage of Year 3 and Year 5 students performing in the top two bands of NAPLAN Numeracy.
Increase the % of students achieving expected growth in NAPLAN Reading to exceed the baseline system-negotiated target of 64.9% and trend towards the lower-bound target of 68.6%.	NAPLAN Reading expected expected growth unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth monitored by internal measures.
Increase the % of students achieving expected growth in NAPLAN Numeracy to exceed the baseline system-negotiated target of 55.6% and trend towards the lower-bound target of 61.1%.	NAPLAN Numeracy expected expected growth unable to be reported due to the suspension of the National Assessment Program in 2020. Expected growth monitored by internal measures.

Strategic Direction 2: Collaborative design of dynamic learning

Purpose

In order to design and implement authentic and relevant learning experiences for students, staff will engage in differentiated professional learning models. Through a collaborative and consistent approach, evidence-based teaching practices will be embedded across the school.

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.

- Evidence-based teaching practices
- Professional learning models

Resources allocated to this strategic direction

QTSS release: $67,574.00
Professional learning: $26,000.00

Summary of progress

Throughout 2022, two new models of Professional Learning were introduced, implemented and evaluated to support teachers in implementing evidence-based teaching practices; Spirals of Inquiry and Learning Walks.

Spirals of Inquiry was introduced to enhance collaboration while driving professional learning. Stage teams were released 2-3 times per term for a period of three hours at a time, to engage in collaborative inquiry with the three underpinning questions driving their work; What is going on for our learners? How do we know? Why does it matter? All stage team spirals took a reading focus, which allowed teachers to consolidate our 2021 professional learning focus in reading, which being differentiated to address the needs to each cohort of learners. Small modifications were made to Spirals of Inquiry as the year progressed to ensure maximum efficiency and impact.

Learning Walks were also introduced as a way of gathering evidence and evaluating impact of professional learning. In the first year of implementation, participation in this professional learning model was voluntary. We achieved a team of ten teachers uptake this initiative, representative of K-6 and support classes. The team firstly engaged in Professional Learning on the Learning Walks approach and then co-designed the first round of implementation for our school. The team used the Learning Walks approach to closely examine mathematics teaching practice across the school, with a view to informing future professional learning.

Our school also participated in the Primary Mathematics Specialist Teacher Initiative. for the second year. The focus of this initiative in 2022 was developing the skills, knowledge and capacity of teachers across the school. Our PMST delivered whole school mathematics professional learning, underpinned by the work of Jo Boaler and Di Siemon, and supported individual teachers with mathematics teaching approaches on a case-by-case level.

Our 2021 school-wide professional learning focus in reading was sustained throughout 2022 with a differentiated professional learning and support model, which involved Spirals of Inquiry, Data Talks and QTSS support from supervisors.

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
Internal school data and PDP observations indicates that some classroom teachers are translating professional learning in reading into pedagogical practice in their classroom, using a consistent and evidence-informed approach.	Observations made through the PDP process, as well as program collection and analysis, indicates over 50% of teaching staff implementing a consistent approach to the teaching of reading, underpinned by Scarborough's Reading Rope.

Internal school data indicates that the PMST and the PMSTI Team have firmly embedded practices of *Starting Strong* and *Big Ideas* in their classroom practice.	Observations of practice within the PMSTI Team indicate that firmly embedded practices of Starting Strong and Big Ideas are evident in the practice of most team members. This was evidenced through a lesson study approach within the team.
Internal school data reflects whole school participation in Spirals of Inquiry to improve collaborative practice.	100% of teachers across the school participated in Spirals of Inquiry throughout the year.

Strategic Direction 3: Challenge, success and inclusion for all

Purpose

In order to build a learning environment that is inclusive, culturally connected and engaging, we will develop teaching and whole-school processes and practices that provide the skills and opportunities for academic, social and emotional success.

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.

- Inclusion
- Learning adjustments and opportunitites

Resources allocated to this strategic direction

Aboriginal background: $22,000.00
: $0.00
Socio-economic background: $29,664.00
Low level adjustment for disability: $103,429.00

Summary of progress

The chaplaincy program was sustained throughout 2022, which greatly assisted targeted students maintain a positive sense of wellbeing. 26 students were directly supported through the chaplaincy program in 2022.

Targeted students were supported through SLSO engagement, by both Integration Funding and Flexible Funding sources.

Aboriginal Education continued to be a major focus throughout 2021, with the continuation of an Aboriginal Education Specialist Teacher. This staff member worked with each class on a fortnightly basis, providing additional learning experiences in Aboriginal and Torres Strait Islander (ATSI) culture and history. The staff member also supported the introduction of Koori Groups, specifically targeted to our ATSI students. Our Aboriginal Education Specialist Teacher, along with the principal, were invited to present at the Fairfield Principal Network Meeting on best practice in Aboriginal Education in the primary school setting.

Our school was successful in being selected to engage in the Got It! (Getting On Track In Time) initiative, a partnership between NSW Health, ICAMHS and the NSW Department of Education. This project is an early intervention well-being program for children in Kindergarten to Year 2 and their parents and carers. The program aims to reduce the severity and frequency of disruptive behaviours and reduce the incidence of emerging conduct disorders and other emotional difficulties. In 2022, six students and their families were received support and participated in targeted clinical interventions on a fortnightly basis. Whole staff professional learning was also provided by Got It! clinicians.

In 2022, our school practices in High Potential and Gifted Education (HPGE) were enhanced with the implementation of HPGE groups in the areas of mathematics, writing and creative arts. Individual students were identified to participate in this group through collaboration between class teachers and the school's HPGE leader. A school-wide identification process was also initiated and implemented to identify and monitor students in the four domains of HPGE.

The Picton Prep transition to school program was reintroduced after two years of Covid-19 related interruptions. This saw 36 pre-kindergarten students supported with weekly sessions throughout Terms 3 and 4 to develop school-readiness skills. This also allowed greater collaboration between the school and local pre-schools and early learning centres to share critical information on students to support their transition to school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A minimum of 77.9% of students attending school at least 90% of the	In 2022, our school did not achieve the progress measure of more than 77.9% of students attending school at least 90% of the time. Our school had

time.	43.96% of students attending at least 90% of the time. This is a direct result of Covid-19 school operating guidelines and is a consistent with attendance trends across all NSW schools.
A minimum of 91.7% of students reporting positive wellbeing in Tell The From Me.	Overall Tell Them From Me wellbeing data is not available for 2022.
Internal school data shows evidence of adjustments to support learning and increase challenge in some teaching and learning programs.	PDP observations and program analysis indicates that adjustments are in place to provide additional support for identified students in all classes. There is evidence of increased challenge and extension opportunities for students in some classes, supported by implementation of High Potential and Gifted Education groups in mathematics, writing and creative arts.

Funding sources	Impact achieved this year
Integration funding support $9,005.00	Integration funding support (IFS) allocations support eligible students at Picton Public School in mainstream classes who require moderate to high levels of adjustment. **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:** • Student Learning and Support Officers engaged in support identified students with disability in mainstream to meet their individual goals as outlined in their individual education plans. **The allocation of this funding has resulted in the following impact:** Identified students with disability in mainstream classes have been supported both in the classroom and playground by an experienced Student Learning and Support Officer. **After evaluation, the next steps to support our students will be:** Continue to engage experienced Student Learning Support Officers to support identified students, aligned to their individual education plans.
Socio-economic background $134,266.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Picton 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:** • Data-driven practices • Inclusion • Learning adjustments and opportunitites • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • the establishment of an Instructional Leader to work with all classroom teachers on assessment, data-driven practices and responsive teaching. • staff release to run 'Picton Prep' transition to school program. • employment of a School Chaplain to support the wellbeing and engagement of identified students. **The allocation of this funding has resulted in the following impact:** - All classroom teachers developing their capacity to effectively use collect, analyse and extrapolate student assessment data to plan next steps in learning. - Incoming Kindergarten students supported to develop early Literacy and Numeracy skills and build crucial early teacher knowledge of student need. - Identified students reporting higher levels of engagement, advocacy and belonging in Tell Them From Me. **After evaluation, the next steps to support our students will be:** Continue with all three initiatives into 2023.
Aboriginal background $22,000.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Picton 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. **Funds have been targeted to provide additional support to students**

Aboriginal background $22,000.00	**enabling initiatives in the school's strategic improvement plan including:** • Inclusion **Overview of activities partially or fully funded with this equity loading include:** • employment of specialist additional staff to support Aboriginal students. • employment of specialist additional staff (SLSO) to support Aboriginal students • implementation of a whole school NAIDOC celebration using Koomurri. • provision of extra-curricular activities for First Nations students. **The allocation of this funding has resulted in the following impact:** - 80% of Aboriginal and Torres Strait Islander students reporting feeling good about their culture. - 60% of Aboriginal and Torres Strait Islander students reporting that their teacher understands their culture. - Increased % of students identifying as Aboriginal or Torres Strait Islander. **After evaluation, the next steps to support our students will be:** - Continue with Aboriginal Education Specialist Teacher role in 2023, with a focus on building all teachers' capacity to authentically incorporate First Nations perspectives into teaching and learning. - Continue to engage additional SLSOs to support the literacy and numeracy needs of targeted First Nations students.
English language proficiency $2,400.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Picton Public School. **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 equity loading include:** • Purchase of additional literacy resources (Heggerty) to support the needs of EALD students. **The allocation of this funding has resulted in the following impact:** - Increased access to quality teaching resources to support critical literacy skill acquisition. **After evaluation, the next steps to support our students will be:** - Expand resources in 2023. - Providing Professional Learning for LaST in EALD progressions.
Low level adjustment for disability $103,429.00	Low level adjustment for disability equity loading provides support for students at Picton 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:** • Learning adjustments and opportunitites **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher **The allocation of this funding has resulted in the following impact:** - Targeted support for identified students. - Wrap around learning and wellbeing support for targeted students.

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Low level adjustment for disability $103,429.00	- Implementation of Minilit for targeted Stage One students. **After evaluation, the next steps to support our students will be:** - Continue in with support structures in 2023, refining the Learning Boost approach to maximise student learning outcomes.
Location $3,782.00	The location funding allocation is provided to Picton 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:** • Other funded activities **Overview of activities partially or fully funded with this operational funding include:** • subsidising student excursions to enable all students to participate • student assistance to support excursions **The allocation of this funding has resulted in the following impact:** - Participation of identified students in excursions and extra-curricular activities. **After evaluation, the next steps to support our students will be:** - Continue to use this funding source in this way in 2023.
Professional learning $26,000.00	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 Picton Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based teaching practices • Professional learning models **Overview of activities partially or fully funded with this initiative funding include:** • implementation of Spirals of Inquiry professional learning approach for all teaching staff. • Primary Mathematics Specialist Teacher Initiative (PMSTI) team engage in professional learning with the NSW Mathematics Strategy Team. • Teacher Release for Learning Walks across the school. **The allocation of this funding has resulted in the following impact:** - Increased staff collaboration in planning, teaching, assessing and evaluating through professional inquiry in reading. - Enhanced teacher capacity to implement evidence-informed teaching practice in reading, built on Scarborough's Reading Rope and The Big 6 of Reading. - Increased staff collaboration in observation and feedback through Learning Walks. - Enhanced knowledge within PMSTI Team of evidence-informed teaching practices in mathematics, build on Di Siemon's Big Ideas in Mathematics. **After evaluation, the next steps to support our students will be:** - Modify the structure of existing Spirals of Inquiry in 2023, through more frequent and regular collaboration time. - Expand Spirals of Inquiry to include broader curriculum areas. - Appoint a new Spirals of Inquiry school leader to build capacity. - Expand participants in Learning Walks. - Appoint a new PMST to further build capacity in mathematics.
Literacy and numeracy $14,279.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Picton Public School from Kindergarten to Year 6.

Literacy and numeracy $14,279.00	**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 initiative funding include:** • literacy and numeracy programs and resources, to support teaching, learning and assessment • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students **The allocation of this funding has resulted in the following impact:** - Greater access to teaching and learning resources that are in line with research-based pedagogical approaches and targeted professional learning (Heggerty Phonemic Awareness and Decodable Readers). **After evaluation, the next steps to support our students will be:** This funding source will no longer be available in 2023, with the introduction of the APCI role.
QTSS release $67,574.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Picton Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Evidence-based teaching practices **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • Assistant Principals provided with additional release time to support classroom programs **The allocation of this funding has resulted in the following impact:** - Increased support for teachers to enhance teaching through collaborative practice with team leaders. - Ongoing support and feedback for teachers. **After evaluation, the next steps to support our students will be:** - QTSS will be used to provide additional teacher release time to support curriculum reform in 2023.
Literacy and numeracy intervention $36,200.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Picton Public School who may be at risk of not meeting minimum standards. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data-driven practices **Overview of activities partially or fully funded with this initiative funding include:** • employment of an instructional leader to address literacy and numeracy learning needs and implement differentiated and personalised intervention for students • Classroom teacher employed two days per week to release teachers for Data Talks with Instructional Leader. **The allocation of this funding has resulted in the following impact:** - Increased data-literacy in teachers. - Enhancement in data skills and use among teachers. **After evaluation, the next steps to support our students will be:**

Literacy and numeracy intervention $36,200.00	- This funding source will not be available in 2023 due to the APCI role.
COVID ILSP $133,942.00	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:** • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy & numeracy through the Learning Boosts initiative. **The allocation of this funding has resulted in the following impact:** - 42 students receiving additional literacy and numeracy support through CILSP. -85% of students receiving additional support through CILSP demonstrating growth and achievement of identified learning goals through small group instruction. **After evaluation, the next steps to support our students will be:** - Engage an SLSO in 2023 to maximise impact of Learning Boost sessions for identified students.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	186	170	175	170
Girls	187	159	138	137

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	93.6	92.8	92.9	86.0
1	90.8	95.4	90.9	88.0
2	94.3	94.4	92.9	85.3
3	93.1	95.3	90.6	88.0
4	93.9	93.4	91.8	84.2
5	92.7	93.4	88.3	88.6
6	90.7	93.3	89.6	81.0
All Years	92.7	94.0	90.9	85.9
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)	4
Classroom Teacher(s)	15.07
Literacy and Numeracy Intervent	0.32
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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	541,931
Revenue	4,399,688
Appropriation	4,251,143
Sale of Goods and Services	5,462
Grants and contributions	138,450
Investment income	4,633
Expenses	-4,201,452
Employee related	-3,864,998
Operating expenses	-336,454
Surplus / deficit for the year	198,236
Closing Balance	740,167

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	9,040
Equity Total	297,338
Equity - Aboriginal	22,197
Equity - Socio-economic	129,100
Equity - Language	2,400
Equity - Disability	143,641
Base Total	3,260,247
Base - Per Capita	83,435
Base - Location	3,782
Base - Other	3,173,030
Other Total	402,308
Grand Total	3,968,932

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, Picton Public School obtained information from students, families and teachers on various elements of the school.

Key findings obtained from the **students** at the end of the year include:

- A school mean of 7.8, compared to a state mean of 7.6, when reporting on *advocacy at school.*
- 82% of students reported experiencing positive relationships at school.
- 88% of students reported valuing schooling outcomes.
- 88% of students reported positive behaviour at school.
- 60% of students answered positively when reporting on *sense of belonging.*

Key findings obtained from the **teachers** at the end of the year include:

- 54% of teachers agree or strongly agree that school leaders lead improvement and change.
- 47% of teachers agree or strongly agree that school leaders clearly communicate their strategic vision and values for the school.
- 60% of teachers agree or strongly agree that the school does a good job of leading curriculum change.
- 66% of teachers agree or strongly agree that they have the knowledge required to engage with students on Aboriginal cultures and histories
- 93% of teachers agree or strongly agree that the school is a welcoming place for all students.
- 93% of teachers agree or strongly agree that the school is a culturally safe space for all students
- Teachers report that the school's top three drivers of student learning evident are *Inclusive School, Teaching Strategies* and Learning Culture.

Key findings obtained from the **families** at the end of the year include (on a ten point scale):

- I feel welcome when I visit the school (9.0)
- I can easily speak with my child's teacher (8.9)
- Reports on my child's progress are written in terms I understand (8.0)
- Teachers show an interest in my child's learning (8.7)
- My child is encouraged to do his or her best work (8.6)
- My child is clear about the rules for school behaviour (9.2)
- My child feels safe going to and from school (8.6)
- The school's administrative staff are helpful when I have a question or problem (8.7).

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.