

2022 Annual Report

St Johns Park Public School



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Introduction

The Annual Report for 2022 is provided to the community of St Johns Park 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

We, the community of St Johns Park Public School, are committed to nurturing happy, respectful, lifelong learners within an inclusive, safe and collaborative environment. With a focus on continuous improvement, we strive for excellence in learning, teaching and leading where all individuals are valued and achieve their full potential.

School context

St Johns Park Public School opened in 1891 and is located in south-west Sydney. We acknowledge our school is on Dharug land. The school culture is enriched by 95% of students coming from a Language Background other than English. The current enrolment is 785. The school has a preschool, three support classes for students with a mild to moderate intellectual disability and/or autism, as well as an Opportunity Class. We offer community language programs in Vietnamese and Chinese.

We strive to provide a quality, inclusive education to all students. Excellence, choice and equity are promoted in all school endeavours. Students are at the very centre of all decision-making.

The school implements Positive Behaviour for Learning and school-wide processes to promote positivity and kindness. The support of the school community in all activities enhances the educational outcomes of the school. The loyal, supportive parents work as partners in the educative process.

Through our situational analysis, we have identified the need to ensure the implementation of contextually appropriate curriculum to meet the needs of every student. This will be underpinned by evidence-informed strategies and embedded evaluative practice to improve student learning outcomes in Reading and Numeracy.

Professional learning will be directed towards establishing a targeted, school-wide approach to the use of evidence-based data collection and analysis to inform teaching practice. Instructional leaders for literacy and numeracy will support opportunities for instructional collaboration across the whole school community. Although quality practices are evident, there is a need to implement whole school structures and processes to underpin ongoing school improvement and the professional effectiveness of all school members.

There is a need to build stronger relationships with families so that they are genuine partners in the education of their children. Students need to develop a greater autonomy over their learning, including identifying areas for improvement, setting individual learning goals, developed in consultation with their teacher and parents and building positive connections with the wider school community.

The school is true to its motto 'Always Our Best'.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student learning outcomes in Reading and numeracy, by developing and sustaining whole school processes for collecting and analysing data to ensure appropriate curriculum provision.

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.

- Reading and Numeracy
- Assessment

Resources allocated to this strategic direction

English language proficiency: \$586,572.87
Low level adjustment for disability: \$198,899.01
Aboriginal background: \$2,659.31
Refugee Student Support: \$5,423.80
Integration funding support: \$136,669.00
Literacy and numeracy intervention: \$72,400.23
Socio-economic background: \$108,000.00
Per capita: \$100,935.94

Summary of progress

- Reading and Numeracy - Accelerated Adopter

As an Accelerated Adopter for K-2 curriculum reform implementation, the new syllabuses for English and mathematics were trialed by the Year 1 team (4 classes). Staff were supported with units of work and a Curriculum Advisor. Scope and Sequences were developed to meet the needs of students. Teachers participated in weekly reflection meetings which supported their learning and contributed to the state-wide initiative. Student achievement data was mapped against PLAN2 version 3. Work samples were also used for consistency in practice. Initially the new learning for teachers was overwhelming. Once their knowledge and skills increased, all Year 1 teachers gained confidence to not only implement the the curriculum but also share their knowledge and practice with other teachers. Early evidence showed that students' ability to articulate their learning grew in complexity. Next, K-2 teams will implement the new curriculum for English and mathematics, and support teachers of Years 3 to 6 in their learning.

- Assessment - Consistent and reliable assessment

Systems are in place to enable assessments to be completed. We embedded team planning each term and scheduled consistent teacher judgement meetings twice per term. While there was an expectation that each grade completes this for English, the challenge was delays in program delivery caused by teacher absences and variations to whole school routines. Grade assessment schedules were established for English and mathematics. A deeper understanding of assessment and consistency in teacher judgement is evident across all stages for English. A school-wide process of evidence-based judgement and moderation of assessments is in place. In 2023, we will develop teachers' skills in applying consistent and reliable assessments in mathematics.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students in the top two bands (or above) in NAPLAN Reading by 5.3%.	This progress measure was achieved with an improvement of 6.2%.
Increase the proportion of students in the top two bands (or above) in NAPLAN Numeracy by 3.5%.	NAPLAN scores indicate a 4% decrease in the percentage of students in the top 2 bands for numeracy.

<p>Increase the percentage of students achieving expected growth in NAPLAN Reading by 2%.</p>	<p>Student growth is not able to be reported on as the cohort did not sit NAPLAN in 2020.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy by 1.5%.</p>	<p>Student growth is not able to be reported on as the cohort did not sit NAPLAN in 2020.</p>
<p>Improvement as measured by the School Excellence Framework: <ul style="list-style-type: none"> • Learning: Curriculum and Assessment indicates improvement from Sustaining and Growing to Excelling in 4 of the 7 themes. </p>	<p>School Excellence Framework Self-assessment of improvement from Sustaining and Growing to Excelling for learning areas of Curriculum was achieved, however, Assessment remains at Sustaining and Growing.</p>

Strategic Direction 2: Excellence in Practice

Purpose

To achieve excellence in practice by implementing consistent structures and processes that ensure the professional effectiveness of all school members.

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.

- Enhanced Teaching and Leading Practice
- Consistency in Practice

Resources allocated to this strategic direction

Professional learning: \$58,000.00

Literacy and numeracy: \$35,631.97

Per capita: \$50,000.00

QTSS release: \$154,683.67

Socio-economic background: \$150,571.00

Summary of progress

Collaborative Planning and Practice

All teachers participated in planning and programming to improve explicit teaching and practice. Feedback from stage supervisors and APC&I has been positive about the collaborative planning in teams. Having an agenda for each team meeting ensured all staff understood the purpose of both the professional learning and meetings. Although the professional learning has been differentiated to meet the needs of all teams, sometimes administrative tasks took precedent. When measured against the School Excellence Framework, staff surveys indicated that many teachers rated themselves as excelling in the theme of 'Explicit teaching', however, only a small percentage rated themselves as excelling in the theme of 'Improvement of Practice'. In 2023, we will refine existing systems that facilitate professional dialogue, collaboration, classroom observation and the modelling of effective practice. This will drive ongoing, school-wide improvement in teaching practice.

Improving our practice

Data skills and use has improved as a result of staff involvement in data conversations and professional learning meetings. Input of data using PLAN2 every 5 weeks has enabled staff to have conversations about student progress and make comparisons of student achievement with colleagues. The input of achievement data informed planning of lessons to address student needs. 40% of teachers rated themselves as excelling in their use of data in teaching. Teachers have an increased understanding of data but are working towards the use of a wide range of data to drive their teaching. In 2023, we will focus on our strengths in data use and further develop a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.

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
At least 40% of teaching staff rate themselves as Excelling at the theme level of 'Improvement of Practice' and 'Explicit Teaching' as measured by the SEF.	42.1% of teaching staff rated themselves at excelling for 'Explicit Teaching' and 'Improvement of Practice' remains at Sustaining and Growing.
School self-assessment of the School Excellence Framework element 'Data Skills and Use' theme of Data use in	Self-assessment against the School Excellence Framework remains at Sustaining and Growing.

teaching, indicates improvement from Sustaining and Growing to Excelling.

Achieving at Excelling across theme 1, 'Professional learning is driven by identified student needs', of the High Impact Professional Learning School Self- assessment Tool.

In 2022, staff indicated they were excelling in one of the three themes.

Strategic Direction 3: High Expectations and Engagement

Purpose

To create a culture that is conducive to learning in which the whole school community can 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.

- Student Engagement and Connection
- Parent Engagement

Resources allocated to this strategic direction

Per capita: \$50,000.00

Summary of progress

Goal Oriented

Student Learning Goals Reflection Sheets were co-developed with their teachers and were included in the student progress reports in both semester 1 and 2. The learning goals enabled students to identify an area for improvement and strategies that would assist them to achieve their goals. The semester 2 reflection sheets were also shared with 2023 class teachers as a part of the transition package. A positive impact has been that parents have a shared understanding of their child's learning goal. The next step, is to build a school-wide system for monitoring and evaluating student learning goal achievement.

Connecting with Families

We undertook a review of the school's Newsletter and how it was distributed for improved communication and engagement with families. Parents indicated that they preferred emailing of the newsletter. We began by emailing the 'traditional' newsletter while we investigated online software for producing an e-newsletter that had an option for translation to various languages. The first issue of the new e-newsletter was emailed mid Term 4. The software allowed the school to track the parent engagement and which sections were most accessed. The main difficulty was having accurate and up to date email addresses for all families. Next year, we will continue to use the e-newsletter and introduce the Sentral Parent Portal to communicate directly with families.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending more than 90% of the time by 2.5%.	The number of students attending greater than 90% of the time or more has decreased by 20.6%
Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school by 3.6%.	The Tell Them from Me data indicates there has been no change to students reporting expectations for success, advocacy or sense of belonging.
Developing systems to build authentic parent relationships about student learning.	100% of parents and carers have received their child's individual learning goals as part of the reporting process.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$5,423.80</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Improved parent engagement to support student learning goals and families can seek advice and guidance around the educative process. A bilingual SLSO supported enhanced communication and understanding of student goals and progress towards achievement for students, teachers and parents.</p> <p>After evaluation, the next steps to support our students will be: To continue the employment of the bilingual SLSO and strengthen connections with parents upon enrolment.</p>
<p>Integration funding support</p> <p>\$136,669.00</p>	<p>Integration funding support (IFS) allocations support eligible students at St Johns Park 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"> • Reading and Numeracy <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 <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs.</p> <p>After evaluation, the next steps to support our students will be: continued support of students to achieve their PLSP goals and achievement of outcomes.</p>
<p>Socio-economic background</p> <p>\$258,571.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at St Johns Park 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"> • Reading and Numeracy • Enhanced Teaching and Leading Practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Data Conversations to support student learning • 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:</p>

<p>Socio-economic background</p> <p>\$258,571.00</p>	<p>Teachers have an increased understanding of data, however, are working towards a deeper understanding of and use of a range of data sources to drive their teaching to improve student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: to focus on our strengths in data use and further develop a full range of assessment strategies in determining teaching directions.</p>
<p>Aboriginal background</p> <p>\$2,659.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at St Johns Park 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: Each child having a PLP in consultation with families and the classroom teacher.</p> <p>After evaluation, the next steps to support our students will be: to regularly and systematically track progress against literacy, numeracy and attendance goals.</p>
<p>English language proficiency</p> <p>\$586,572.87</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at St Johns Park 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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • establish a core practice for supporting students learning English as an Additional Language or Dialect • withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Students receiving specialised support in the acquisition of English through both targeted small group intervention and whole class instruction. Greater collaboration between classroom teachers and specialist EAL/D teachers to effectively cater for student need.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide targeted small group and whole class specialist support in the acquisition of English to all eligible students. In 2023, all staff will engage in professional learning on the EAL/D Learning Progressions delivered by the EAL/D specialist team.</p>
<p>Low level adjustment for disability</p> <p>\$198,899.01</p>	<p>Low level adjustment for disability equity loading provides support for students at St Johns Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$198,899.01</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"> • Reading and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: Provided teachers with time to work alongside Learning and Support Teachers to collaboratively plan PLSPs, Behaviour Management Plans and team teach. There was a more consistent approach to student learning support and interventions with an increased number of collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ SLSOs to support our students in the implementation of their PLSPs and to provide ongoing support for teachers to effectively cater for the diverse needs of targeted students.</p>
<p>Professional learning</p> <p>\$58,000.00</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 St Johns Park 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"> • Enhanced Teaching and Leading Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging with a specialist consultant for English to unpack evidence based approaches to teaching Reading and developing quality assessment tasks. • Differentiated professional learning in stage and grade teams. • Targeted professional learning for teachers to engage with the new K-2 English and mathematics syllabuses. <p>The allocation of this funding has resulted in the following impact: Planning days, professional learning and coaching sessions were utilised to assist teachers to identify and understand the most effective evidence-based teaching methods in Reading. Executive led professional learning through team planning days and stage meetings facilitated consistency and developed a whole school approach to developing quality programs in English. Year 1 teachers shared their knowledge of the new K-2 English and mathematics syllabuses, providing demonstration lessons to other teachers.</p> <p>After evaluation, the next steps to support our students will be: To continue to provide high impact professional learning so that teachers can collaboratively develop quality teaching and learning programs with a focus on the mathematics curriculum.</p>
<p>Literacy and numeracy</p> <p>\$35,631.97</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at St Johns Park 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"> • Enhanced Teaching and Leading Practice

<p>Literacy and numeracy</p> <p>\$35,631.97</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> targeted professional learning to improve literacy and numeracy resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Teachers have greater confidence in programming and assessment for English. Quality programs were developed and implemented, supported by relevant and engaging teaching and learning resources.</p> <p>After evaluation, the next steps to support our students will be: a greater focus on professional learning for planning and programming quality lessons for mathematics.</p>
<p>QTSS release</p> <p>\$154,683.67</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at St Johns Park 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"> Enhanced Teaching and Leading 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 high-quality curriculum additional teaching staff to implement quality teaching initiatives 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: Teachers developed an improved understanding of data use to effectively monitor and assess student progress. Additionally, the QTSS time was used for teachers to work with the Learning and Support Teacher to effectively plan for students with additional learning needs.</p> <p>After evaluation, the next steps to support our students will be: to focus on our strengths in data use and further develop a full range of assessment strategies in determining teaching directions, monitoring and assessing student progress and achievement, and reflecting on teaching effectiveness.</p>
<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at St Johns Park 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"> Reading and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> providing support for targeted students within the classroom through the employment of School Learning and Support Officers 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: This approach has resulted in improved student engagement. Evidence can be seen in a combination of reading assessments, writing samples, teacher observation and PLAN2 data.</p> <p>After evaluation, the next steps to support our students will be: continued engagement in professional learning for teaching staff and</p>

<p>Literacy and numeracy intervention</p> <p>\$72,400.23</p>	<p>employment of additional SLSOs with a focus on targeted literacy and numeracy intervention.</p>
<p>COVID ILSP</p> <p>\$314,251.00</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 and numeracy <p>The allocation of this funding has resulted in the following impact: The majority of students in the program achieved significant progress towards individual learning goals.</p> <p>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.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	444	427	396	386
Girls	353	370	366	349

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	91.0	94.2	87.7
1	93.8	91.0	95.5	88.6
2	93.8	92.2	94.9	91.1
3	94.9	93.6	94.8	90.5
4	95.2	91.1	95.0	91.2
5	96.1	94.6	95.4	92.0
6	94.6	92.8	96.0	90.0
All Years	94.7	92.3	95.1	90.3
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)	2
Assistant Principal(s)	5
Classroom Teacher(s)	30.18
Literacy and Numeracy Intervent	0.63
Learning and Support Teacher(s)	1.1
Teacher Librarian	1.2
Teacher ESL	4.6
School Administration and Support Staff	8.87
Other Positions	3.8

*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	794,680
Revenue	8,801,898
Appropriation	8,525,080
Sale of Goods and Services	104,767
Grants and contributions	160,742
Investment income	11,309
Expenses	-8,371,062
Employee related	-7,839,640
Operating expenses	-531,422
Surplus / deficit for the year	430,836
Closing Balance	1,225,516

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	142,093
Equity Total	1,047,014
Equity - Aboriginal	2,659
Equity - Socio-economic	258,882
Equity - Language	586,573
Equity - Disability	198,899
Base Total	5,783,385
Base - Per Capita	200,936
Base - Location	0
Base - Other	5,582,449
Other Total	1,175,958
Grand Total	8,148,449

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 School Improvement Plan 2021-2025, Strategic Direction 3: High Expectations and Engagement focuses on improving student and parent engagement. Our school uses the data obtained from the Tell Them From Me (TTFM) survey for this section of the Annual Report. The data can help school staff to develop procedures and practices that increase engagement and satisfaction, as well as informing our future directions. At the end of 2022, 292 students from Year 4 to 6 completed the Tell Them From Me survey. 72% of students had a positive sense of belonging, 90% had advocacy at school and 97% of students surveyed said they had high expectations for success. When compared to other NSW government schools, we were above the state average in parents are informed, support learning at home by encouraging their child to do well and in the area of safety at school. An area for improvement is in the aspect of parents feel welcome. Teachers report they feel well supported by the leadership team. They work with others to collaborate in planning, assessing and developing cross-curricular or common learning opportunities. Teachers report that they discuss learning goals for lessons for their class and set high expectations for student learning. They are using data to inform their practice using assessment to understand where students are having difficulty. Teachers link new concepts to previously mastered skills and knowledge, giving students feedback on their work to increase learning.

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.