2022 Annual Report

Springwood Public School

3095

Introduction

The Annual Report for 2022 is provided to the community of Springwood 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.

School contact details

Springwood Public School
Burns Rd
Springwood, 2777
https://springwood-p.schools.nsw.gov.au
springwood-p.school@det.nsw.edu.au
4751 1333

School vision

A school vision statement is short and precise (one or two paragraphs), describing your school's shared values and high level aspirations for ongoing school improvement. It is a statement about student learning and achievement based on school-identified priorities which consider the Department of Education and Premier's priorities.

At Springwood Public School, we aim to provide quality learning in a harmonious and safe environment where all students are able to develop their potential academically, socially and emotionally, enabling them to become active, informed citizens. We provide this through our guiding goals -

- **o Community**

- **o Opportunity**

- **o Excellence**

- **o Success**

Springwood Public School was established in 1878 with the original school motto being - "Strive To Serve"

The School continues to value and teach this tradition to the students. One hundred and forty one years of quality public education have truly made Springwood Public School - *The Place To Be! 1878-2022*

School context

Springwood Public School began 2022 with 417 students comprising of 18 Mainstream K-6 classes and 3 Special Education classes catering for students diagnosed with Autism and other disabilities. Almost 5% of our student population identifies as Aboriginal and/or Torres Strait Islander background and a strong Indigenous/Elders Program over recent years has allowed all our students to develop an understanding of and appreciation for our Indigenous history.

We continue to grow as a strong school community.

Recognising that engaging learners, building strong relationships and integrating information and communication technologies are crucial to 21st Century learning, we provide a well-rounded education that values and supports intellectual, creative, physical, social and emotional development of every child. Our guiding goals; "Community, Opportunity, Excellence, Success" guide our practice.

We offer opportunities for every child to achieve, including those with special needs, gifts and talents. Outstanding features of the school include: a well developed ethos of care; a focus on strong relationships with the community, positive behaviours shaped by restorative practice and high academic achievement ensuring lifelong success.

Our core values are: respect; compassion, honesty; responsibility and service. Core school rules assist students to become 'respectful, responsible learners'. There is a whole school philosophy where learning is cooperatively planned to meet individual needs and enthusiastic teachers use a variety of quality teaching strategies and resources. Extensive sporting, cultural and extra-curricular opportunities make each day challenging and exciting.

Staff, parents and students work closely together in a spirit of cooperation with high expectations for achievement. Parents and caregivers are encouraged to take an active role in school life, be it through P&C, classroom helpers or volunteers in a multitude of activities.

We also play an important role in the community be participating in a variety of events like NAIDOC Week, Foundation Day and ANZAC Day services, which encourage the wider community to make connections with the school. This truly is "The Place To Be!"

Historical Information for our School Plan 2021-2024

In Term 4, 2020, our school undertook a thorough review through the Situational Analysis process and identified the following three Strategic Directions that would guide the development of our new four year School Improvement Plan (SIP 2021-2024):

1. Student Growth and Attainment - with initiatives titled - **Effective Teaching** & **Evaluating Practice.**

2. Data Informed Teaching and Learning - with initiatives titled - **Whole School framework for the collection and analysis of data and evidence** & **Professional learning around Data Driven Teaching and Learning.**

3. Wellbeing Impacting Student Outcomes - with initiatives titled - **Developing a school-wide, collective responsibility for student wellbeing and engagement.** & **Embed practices for behavioural change.**

High impact professional learning will also be aimed to develop the capacity of teachers to address specific needs of students and align to the school's plan and staff member's professional goals. Student achievement of literacy and numeracy outcomes will be a priority.

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

Purpose

At Springwood Public School we aim to maximise student learning outcomes in reading and numeracy by implementing evidence-based, explicit quality teaching practices and programs in every classroom, ensuring continuity and cohesion across stages of learning. By responding to individual learning needs with timely and customised interventions, we will achieve high level achievement and growth.

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.

- Effective Teaching
- Evaluating Practice

Resources allocated to this strategic direction

Integration funding support: $187,974.00

Summary of progress

The percentage of results in the Top 2 Bands for Reading and Numeracy grew from 45.73% in 2021 to 54.69% in 2022.

Springwood Public School students continue to excel in Check-In Assessments.

Agreed targets for Reading continued to grow from 52.94% in 2021 to 54.69% in 2022.

Agreed targets for Numeracy continued to grow from 38.14% in 2021 to 38.58% in 2022.

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
An uplift from 63.4% in proportion of students achieving expected growth (or above) in Numeracy in NAPLAN	Expected Growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. School results indicate the existence of learning gaps as a result of Covid interrupted learning.
An increase from 40% in proportion of students achieving expected growth (or above) in Reading in NAPLAN	Expected Growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022. Benchmark data from CARS assessment will allow the school to track growth in 2023 from school data.
An increase from 39.2% to 46.2% in proportion of students in the top two bands (or above) in Numeracy in NAPLAN	The proportion of students in the top two bands (or above) in Numeracy NAPLAN has fallen from 39.2% to 38.58%. School data supports this information, with programs to be reviewed in light of the new syllabus.
An increase from 57.1% to 62.6% in proportion of students in the top two bands (or above) in Reading in NAPLAN	The proportion of students in the top two bands (or above) in Reading NAPLAN has fallen from 57.1% to 54.69%.
Uplift of 10% of students on LaST withdrawal load show 15 months of growth over an academic school year period.	**Number of students on withdrawal load: 50** NB- Assessments have been done with multiple other students from ALL stages. Results have been discussed with class teachers. In many cases LaST provided in-class supports rather than withdrawal. These students are not included in data analysis.

Uplift of 10% of students on LaST withdrawal load show 15 months of growth over an academic school year period.	**Percentage of students receiving withdrawal support for the first time this year: 36%** *We are currently seeing a trend in students requiring longer term support and therefore there is less room for new students. **Percentage of students on load from Early Stage 1: 20%** (slightly down from 2021) **Percentage of students on load from Stage 1: 34%** (significantly down from 2021**)** **Percentage of students on load from Stage 2: 46%** (significantly up from 2021) **Percentage of students on load from Stage 3: 0%** (All withdrawal learning support was delivered by SLSO) *Less ES1 and S1 than 2022. More stage 2 **Percentage of students on withdrawal load for 12 months: 46%** **Percentage of students on withdrawal load for 9 months: 6%** **Percentage of students on withdrawal load for 6 months: 46%** **Percentage of students on withdrawal load for less than 6 months: 2%** *Significantly less students on for 9 months. Significantly more on for 6 months. **Average growth for students on load for 12 months: 16 months** **Highest growth for students on load for 12 months: 24 months** **Lowest growth for students on load for 12 months: 12 months** *Slight improvement from 2021. **Average growth for students on load for 9 months: 19 months** **Highest growth for students on load for 9 months: 36 months** **Lowest growth for students on load for 9 months: 6 months** *There is a smaller subset in 2022 but results are improved **Average growth for students on load for 6 months: 8 months** **Highest growth for students on load for 6 months: 15 months** **Lowest growth for students on load for 6 months: 3 months** *This is slightly lower than 2021 **Percentage of students on load who reached or exceeded grade expected level at point of discharge or by December: 64%** *Increased from 2020. Decrease from 2022. ***Kindergarten data has been included in this analysis for the first time.**
In the areas of Number and Mathematical Comprehension, 100% of teachers showing evidence of explicit teaching practices in their programming. Including annotations, assessment and feedback, clear	Programming monitoring shows all classroom teachers using explicit teaching strategies in Mathematics. Each stage has a range of age-appropriate assessment tasks with the data from these reviewed to inform future teaching. Feedback becomes increasingly formal as students become older, with stage 3 students becoming involved in the process of analysing their own data and setting achievable goals. Additional

student learning goals, differentiation and stage collaboration for consistency and moderation.	opportunities to further develop meaningful differentiation and moderate tasks for consistency would be beneficial.

Strategic Direction 2: Data informed Teaching and Learning

Purpose

At Springwood Public School there is a developing culture of informing teaching through data collection and analysis. Strengthening the link between data collection and teaching practices will strengthen student achievement and outcomes.

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.

- Whole-school framework for the collection and analysis of data and evidence
- Professional learning around Data Informed Teaching and Learning

Resources allocated to this strategic direction

Summary of progress

Progress measures have been slightly altered due to trials of new software and data collection processes.

Staff training in new procedures ongoing for new staff members.

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
100% of classroom teachers show evidence of data collection in Mathematics or English in their programs	All classroom teachers collected data on an agreed set of stage based assessments., with more than 70% of this common assessment data available to other staff via our new centralised database.
A centralised database has been used to store targeted data sets.	With the assistance of a number of Department of Education specialist technology, security and policy personnel, Springwood Public School has been able to move to a cloud based, in house solution for the storage of assessment and reporting data for school staff. This allows for the immediate and purposeful review of data on a class, grade and whole school level leading to a more responsive approach to programming. The database will continue to evolve over the coming years, reflecting new syllabi, changing teaching pedagogy and current school priorities.
Targeted areas have been identified	Whole school priorities for data have been identified. Comprehensive Assessment of Reading Strategies (CARS) data was selected as the priority element for grades 1 to 6. In addition, stage based assessments have been targeted in writing and Mathematics. A yearly review of targeted areas will be conducted each year.
Templates for pre and post data analysis have been designed and trialled with feedback notes.	Pre and post data templates have been trialed, with further work needed to ensure relevancy to all tasks and data sets.
Investigate growth measures for Reading and Number (including the potential use of A-E scale).	The investigation of school based growth measures will be pursued in 2023 as the use of the K-6 database is further developed.

Strategic Direction 3: Wellbeing Impacting Student Outcomes

Purpose

Wellbeing involves much more than just physical health. It's a combination of a person's emotional, mental and social health and it also reflects how they feel about themselves and their life in general. Staff, students and parents will work together to develop a comprehensive and integrated strategy to support the emotional, mental and social wellbeing of our students. By helping our students to be resilient, optimistic, connected and engaged with their learning we will enable them to develop the academic, social and emotional skills 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.

- Developing a school-wide, collective responsibility for student wellbeing and engagement.
- Embed practises for behavioural change.

Resources allocated to this strategic direction

Summary of progress

Changes/updates in data collection procedures had an effect on this Strategic Direction, as did lack of casual staff available to support planned events.

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
Staff have engaged in Professional learning about elements of the wellbeing framework.	All staff continued to train in Smiling Minds program. Expert consultant in Choice Theory ran two sessions (Executive, then all staff). A number of PL training events were postponed or cancelled due to lack of staffing.
Negative recorded behaviour referrals to Assistant Principals decreased by 40% from original baseline data.	Referrals to Assistant Principals decreased slightly. The change of database/data collection software caused a minor issue whilst converting to new processes. Look into Schoolbytes module for 2023.
Increase the percentage of students attending 90% or more of the time from 79.0% to greater than the lower bound system negotiated target of 85.1%	The number of students attending greater than 90% of the time is 55.63% This decrease was due to ongoing high levels of Covid positive absences all year. High levels of illness and long term illness of students.
TTFM Wellbeing data (advocacy, belonging, expectations) increase to be at or above the lower bound system negotiated target of 91.9%.	Tell Them From Me Wellbeing data for 2022 is 81.15% A slight decrease from 2021.

Funding sources	Impact achieved this year
Integration funding support $187,974.00	Integration funding support (IFS) allocations support eligible students at Springwood 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:** • Effective Teaching **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students **The allocation of this funding has resulted in the following impact:** Extra support in class by teachers and SLSOs. Extra supporting working on individual needs of students as identified by teachers and learning support team. **After evaluation, the next steps to support our students will be:** To evaluate and assess the usage of the integration funding support and plan for further support of any students requiring additional intervention.
Socio-economic background $34,157.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Springwood 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:** • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items **The allocation of this funding has resulted in the following impact:** Socio-economic funding was once again used to enhance student access to the curriculum and access to educational experiences that would otherwise have not been available. These have included access to new science resources and online tools to enrich the teaching of science, access gymnastics, dance and cheer squad activities and access to new online learning resources and access to these such as Inquisitive and Wushka. In 2022, this funding was also used to provide learning support and curriculum differentiation opportunities to a wider range of students who were identified with needs through our Learning Support programs. Funding was also used to support students who were affected by the covid lockdown and required additional support. **After evaluation, the next steps to support our students will be:** To continue to give equal access to the curriculum for all students in all curriculum areas.
Aboriginal background $27,306.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Springwood 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.

Aboriginal background $27,306.00	**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 equity loading include:** • community consultation and engagement to support the development of cultural competency • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs • creation of school literacy resources embedding local language **The allocation of this funding has resulted in the following impact:** Indigenous students having full access and support for all areas of the curriculum. **After evaluation, the next steps to support our students will be:** Continued growth and support of the Indigenous school programs and personal support for students.
English language proficiency $4,513.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Springwood 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:** • employment of additional staff to support delivery of targeted initiatives • additional teacher time to provide targeted support for EAL/D students and for development of programs **The allocation of this funding has resulted in the following impact:** LaST (Learning and Support Teacher) funding. Support Teacher assistance working with students identified through the Learning Support Team and referral system. Funding has allowed us to provide increased support over all stages. Students have shown improvements across all curriculum areas. **After evaluation, the next steps to support our students will be:** Continuation of building our Learning Support team, programs, support structures and networks throughout the school, evaluating the success or otherwise and planning again for the future.
Low level adjustment for disability $116,458.00	Low level adjustment for disability equity loading provides support for students at Springwood 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:** • Other funded activities **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 additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in

| Low level adjustment for disability

$116,458.00 | meeting the literacy needs of identified students

The allocation of this funding has resulted in the following impact:
Number of students on withdrawal load: 50
*This is similar to 2021
NB- Assessments have been done with multiple other students from ALL stages. Results have been discussed with class teachers. In many cases LaST provided in-class supports rather than withdrawal. These students are not included in data analysis.

Percentage of students receiving withdrawal support for the first time this year: 36%
*We are currently seeing a trend in students requiring longer term support and therefore there is less room for new students.

Percentage of students on load from Early Stage 1: 20% (lightly down from 2021)
Percentage of students on load from Stage 1: 34% (significantly down from 2021)
Percentage of students on load from Stage 2: 46% (significantly up from 2021)
Percentage of students on load from Stage 3: 0% (All withdrawal learning support was delivered by SLSO)
*Less ES1 and S1 than 2022. More stage 2

Percentage of students on withdrawal load for 12 months: 46%
Percentage of students on withdrawal load for 9 months: 6%
Percentage of students on withdrawal load for 6 months: 46%
Percentage of students on withdrawal load for less than 6 months: 2%
*Significantly less students on for 9 months. Significantly more on for 6 months.

Average growth for students on load for 12 months: 16 months
Highest growth for students on load for 12 months: 24 months
Lowest growth for students on load for 12 months: 12 months
*Slight improvement from 2021.

Average growth for students on load for 9 months: 19 months
Highest growth for students on load for 9 months: 36 months
Lowest growth for students on load for 9 months: 6 months
*There is a smaller subset in 2022 but results are improved

Average growth for students on load for 6 months: 8 months
Highest growth for students on load for 6 months: 15 months
Lowest growth for students on load for 6 months: 3 months
*This is slightly lower than 2021

Percentage of students on load who reached or exceeded grade expected level at point of discharge or by December: 64%
*Increased from 2020. Decrease from 2022.

*Kindergarten data has been included in this analysis for the first time.

After evaluation, the next steps to support our students will be:
To continue to build on the excellence of the Learning Support Team that has been developed and refined over the last three years since the impact of Covid.. |
| Professional learning

$29,815.00 | 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 Springwood 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 |

Professional learning $29,815.00	**Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Staff have undertaken professional learning in an array of curriculum areas in 2022. The areas include - Choice Theory, English and Maths curriculum and Wellbeing (Smiling Minds program) just to name a few. **After evaluation, the next steps to support our students will be:** To use all new information learnt and gathered in applying this knowledge to the delivery of enhanced education to all students.
Literacy and numeracy $27,884.00	The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Springwood 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:** • Other funded activities **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 • 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:** Purchasing and implementation of resources to help support students, assess needs and program as required. **After evaluation, the next steps to support our students will be:** Review of purchased programs for viability and appropriateness for continuing usage. Comparison of data for evaluation purposes.
QTSS release $90,903.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Springwood 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 initiative funding include:** • additional teaching staff to implement quality teaching initiatives • 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:** Employing more SLSOs to help in classes identified with higher needs students and complementing the Integration Support Program. Reducing class/group sizes to allow better ratio of student to teacher. **After evaluation, the next steps to support our students will be:** Class sizes and groups will be reduced to help with the ratio of student to support staff and teachers. More students accessing support.

Literacy and numeracy intervention $27,884.00	The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Springwood 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:** • Other funded activities **Overview of activities partially or fully funded with this initiative funding include:** • employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan • employment of classroom teacher to provide intensive learning support for students requiring additional support, focusing on literacy and numeracy **The allocation of this funding has resulted in the following impact:** Purchasing and implementation of resources to help support students, assess needs and program as required. **After evaluation, the next steps to support our students will be:** Review of purchased programs for viability and appropriateness for continuing usage.
COVID ILSP $76,700.00	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:** • development of resources and planning of small group tuition • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] **The allocation of this funding has resulted in the following impact:** A greater number of students accessing Learning Support due to school absence during covid lockdowns. Many students have been affected by the covid lockdowns and support with access to the curriculum was provided by the COVID ILSP funding. Ongoing support throughout 2022 for students still being affected by the covid lockdowns and home learning. **After evaluation, the next steps to support our students will be:** To continue to monitor all students who were identified as requiring support due to Covid Lockdowns and lack of access to the curriculum.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	249	227	220	199
Girls	230	220	214	201

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	95.5	95.1	95.8	88.7
1	95.0	94.1	94.1	89.4
2	95.5	95.4	92.3	90.4
3	93.6	94.6	93.6	87.5
4	93.5	93.4	94.9	89.3
5	94.2	93.6	91.9	89.7
6	93.1	94.8	93.6	86.5
All Years	94.3	94.4	93.8	88.8
State DoE				
Year	**2019**	**2020**	**2021**	**2022**
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	15.32
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Administration and Support Staff	6.12

*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	779,486
Revenue	4,467,866
Appropriation	4,306,741
Sale of Goods and Services	5,423
Grants and contributions	151,256
Investment income	4,346
Other revenue	100
Expenses	-4,227,029
Employee related	-3,870,454
Operating expenses	-356,575
Surplus / deficit for the year	240,837
Closing Balance	1,020,323

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	187,974
Equity Total	182,434
Equity - Aboriginal	27,306
Equity - Socio-economic	34,157
Equity - Language	4,513
Equity - Disability	116,458
Base Total	3,479,935
Base - Per Capita	113,357
Base - Location	0
Base - Other	3,366,578
Other Total	239,605
Grand Total	4,089,948

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

The 'Tell Them From Me' surveys were once again implemented for students (in Years 4-6) in 2022.

Summary of highlights for -

Students:

Students who are 'socially' engaged are actively involved in the life of the school; their friends are there and they are involved in sports or other extra-curricular activities. This involvement can give them a sense of belonging at school and increase academic motivation. In 2021 the percentage of students socially engaged with positive relationships was 88% in comparison to the State norm of 85%. The percentage of students with positive behaviour at school (in Years 4 - 6) was 90% in comparison to the State norm of 83%.

Staff:

2022 brought new challenges to staff after the long period of lockdown and home learning. in the previous two years These challenges were met and overcome by the wonderfully hard working staff of Springwood Public School. The skill levels and technological levels that were developed in order to meet the needs of home learning in the previous two years gave teachers opportunities for new ideas and skill sets during 2022 in order to get students back into a pre-covid format. Staff satisfaction and sense of belonging is continually at a high level at The Place To Be!

Parents/Community:

Each year parents and caregivers are encouraged to provide regular feedback via surveys, electronic communication and face to face interviews. In general, a positive response was gathered from all avenues. From this data we can conclude that Parents, Staff and Students appear to be happy with the school and what the school offers. Levels of communication are excellent with many forms of communication being offered and Parents believe that their concerns/questions are being catered for over 95% of the time.

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.

Springwood Public School 3095 (2022) Printed on: 3 April, 2023