

2022 Annual Report

Stanwell Park Public School



Introduction

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

At Stanwell Park Public School we believe that every minute of every lesson is valuable and important. Our vision is for challenge to be embraced by intrinsically motivated students who strive to achieve their personal best. Teachers facilitate learning that is driven by student data and dialogue to develop critical, creative and reflective thinkers who can articulate what they need to master next. A high expectations school culture supports the learning and wellbeing of every student. Students, parents and staff work actively together to ensure continuous improvement for all.

School context

Stanwell Park Public School is located in the northern Illawarra region and has a student enrolment of 164. 8% of our students have a language background other than English. 2% of students identify as Aboriginal or Torres Strait Islander. The majority of our students come from high socio-economic backgrounds. The school community welcomes and supports extra-curricular opportunities that enhance the wellbeing of our students.

Through our situational analysis, we have identified three areas of focus for this Strategic Improvement Plan.

1. Student growth and attainment. NAPLAN trend data shows inconsistencies, in particular, the number of students in the top 2 bands. Whilst Reading results are higher than Numeracy, both areas need to be addressed. Expected growth data indicates that the number of students who achieve in the top bands in Year 3 significantly decrease in Year 5. Providing challenge and appropriately targeted learning for our high performing students is vital. High expectations curriculum provision, quality differentiated explicit teaching and whole school monitoring of student learning will be areas in which we build the knowledge and capacity of all staff. Formative assessment practices will be improved to ensure all students are provided with opportunities to progress in line with aspirational school expectations.
2. Challenge, Stretch, Differentiate. Effective classroom teaching practice is required to provide every student with the targeted learning needed to achieve their personal best. A focus on using data in teaching to accurately gauge where students are and then coordinate explicit teaching opportunities and provide timely feedback is important. We will focus on building each teacher's capacity to use a range of assessment strategies and provide opportunities for teachers to work collaboratively. There will be an ongoing effort to collectively and individually improve. Embedded and explicit systems will be put in place to facilitate professional dialogue, classroom observations and the provision of specific and timely feedback on performance.
3. Continuous Improvement Culture. A coordinated effort is required to engage the whole school community in the pursuit of excellence. A focus on the relationships the school has with parents will be important as well as the systems in place to keep parents informed of the learning progress of their child. High level engagement of our K-2 parents is evident and we would like to see this across the school. Our goal is to increase the active involvement of parents in learning conversations school wide. When effective partnerships exist students are supported to deliver their best and continually improve.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy we will further develop and refine our differentiated curriculum delivery and assessment practices to achieve learning excellence and responsiveness to all student needs.

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.

- Differentiation
- Whole school monitoring of student learning

Resources allocated to this strategic direction

Low level adjustment for disability: \$36,312.00

Aboriginal background: \$3,167.00

English language proficiency: \$2,400.00

Socio-economic background: \$3,874.00

Literacy and numeracy: \$18,292.00

QTSS release: \$31,373.00

School support allocation (principal support): \$10,943.00

Summary of progress

In 2022 our focus was to evaluate the ways teachers differentiate teaching practice and monitor student progress and achievement across the school.

Our NAPLAN results indicate the following

- 68.4% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. However, 14% of Year 5 students achieved uplift into band 8.
- 57% of students are in the top two skill bands for numeracy indicating the school exceeded the lower bound system negotiated target.
- Year 5 student growth data is unavailable for numeracy and reading in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Staff acknowledge that differentiation is easier when additional staff are available but feel individually their confidence and capability in this area is improving. Staff are still building their confidence and ability to design differentiated success criteria across all key learning areas and curriculum strands. We aim to continue refining and improving the way we design and execute differentiated lessons and recognise that professional learning is needed to help all staff do so with skill and confidence.

As a school we have made great gains in the area of whole school monitoring of student progress and achievement. We now have a far more purposeful approach to data collection and significant time is dedicated to its analysis. Inconsistencies in student performance measures are highlighted and all staff explore possible reasons for each anomaly. Our next step is to reflect on the effectiveness of this system and to ensure that all staff are effectively using student data to plan challenging and differentiated lessons for all students.

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
4.8% uplift in the number of Year 3 and 5 students achieving in the top two bands in reading to meet the system negotiated lower bound target.	2022 NAPLAN data indicates 68.4% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target. However, 14% of Year 5 students achieved uplift into band 8.
NAPLAN reading expected growth	Student achievement data is unavailable for this progress measure in 2022

cannot be reported due to the National Assessment Program in 2020 being cancelled. Internal measures will be used to monitor student growth.	with an absence of comparison data from the 2020 cancellation of NAPLAN.
6.9% uplift in the number of Year 3 and 5 students achieving in the top two bands in numeracy to meet the system negotiated lower bound target.	2022 NAPLAN data indicates 57% of students are in the top two skill bands for numeracy indicating the school exceeded the lower bound system negotiated target.
NAPLAN numeracy expected growth cannot be reported due to the National Assessment Program in 2020 being cancelled. Internal measures will be used to monitor student growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Data Analysis: All teachers contribute to the gathering and analysis of student progress and achievement data in order to reflect on student progress.	Staff are utilising internal data measures with a strong increase in the use of external data to inform student progress and individual needs. The creation of a whole school tracking database from K-6 will help to identify whether students are tracking above or below stage expectations. While staff are regularly using data to reflect individual student progress some individual staff, wish to build their capacity to analyse data rigorously for further growth.
Differentiation: Teachers differentiate curriculum delivery to meet the needs of all students, with a particular focus on increasing challenge for our high potential students.	Teachers continue to utilise their understanding of differentiation when planning and programming to meet the learning needs of all students. Flexible groupings are used in most classrooms from pre-assessment of student knowledge. Challenge is a phrase used in all classrooms and staff have developed their own understanding of the learning pit and what challenge looks like in lessons. Increasing challenge for high potential students is a focus but we need to ensure the high potential students can articulate if they are challenged within the curriculum.

Strategic Direction 2: Challenge, Stretch, Differentiate

Purpose

To develop an expert teaching team who are confident and capable to use evidence-informed practice, high quality feedback and engage with data analysis to maximise all student 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.

- Professional learning
- Collaborative practice and feedback

Resources allocated to this strategic direction

Professional learning: \$12,259.00

Summary of progress

In 2022, our focus has been to continue to evaluate how classroom practice has improved as a result of strong collaborative relationships.

By engaging in professional learning staff have a greater understanding of the impact that their questions will have and the dialogue it may or may not illicit. Staff have observed deeper engagement by students when high-level questions are planned and consideration is made about the desired outcome of the lesson. Staff understand how important it is to use deliberate wait time in order to enable all students the opportunity to think and formulate responses before being called on. Our next step is to ensure high-level questioning is planned throughout each lesson and not just a feature of the lesson introduction. Student reflection is very important and will need to be improved in the future.

Staff have received timely feedback, through scheduled lesson observations, which has resulted in teaching practice improvement. Buddy time promotes active reflection and discussion between staff with a focus on what can be done more effectively next time. Our next step is to continue fostering these collegial relationships whilst setting shorter term improvement goals that are reviewed often and ensure positive shifts in practice and ultimately, improved student outcomes.

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
Professional learning: Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice in the area of high level questioning.	Feedback from staff indicates that as a result of their professional learning they have a greater understanding of the impact that their questions have on the engagement of students. When high-level questions are planned, lessons are more likely to achieve their intended outcomes. Student reflection is very important and will need to be improved in the future.
Collaborative practice and feedback: Internal measures indicate that teachers engage in professional discussion and collaborate to improve teaching and learning in their classes and for particular student groups.	Collegial observation time promotes active reflection and discussion between staff around what can be improved next time. This has allowed teachers to reflect deeply on their practice and overall effectiveness. Our goal is to continue fostering these collegial relationships whilst setting shorter term improvement goals to ensure positive shifts in practice and ultimately, improved student outcomes.
Coaching and mentoring: The school's structure and organisation ensure that direct support is available to all staff members to improve teaching practice on a needs basis.	Professional learning activities have systematically promoted and implemented the most effective strategies to improve teaching and learning. Teachers are supported by strategic timetabling to focus and reflect on their daily practice. The leadership team accesses expertise by identifying members of staff to take on different roles to support school initiatives. Our next step is to continue to build the capacity of staff and support teacher

Coaching and mentoring: The school's structure and organisation ensure that direct support is available to all staff members to improve teaching practice on a needs basis.	efficiency and practice.
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Strategic Direction 3: Continuous Improvement Culture

Purpose

Establish and maintain strong partnerships within the school community to ensure a high performance school culture focused on continuous improvement exists.

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.

- High expectations school culture
- Community engagement

Resources allocated to this strategic direction

Summary of progress

In 2022, our goal has been to continue building strong partnerships within the school community to ensure a high expectations school culture exists.

Overall, staff feel that challenge is more readily accepted by students, especially when they understand that support is available and how to access it. Some students seem intrinsically motivated to challenge themselves and look for ways to do more than what is required in each task. Many however, still seem content to 'finish' a task quickly rather than produce their personal best. Our next step is to further explore these concepts with students and try to gain a better understanding of what the underlying motivators are. We especially want to target our high potential underachievers and better understand how we can support them to reach their potential.

Parents have been provided with opportunities to engage in their child's learning via a number of online platforms. Student-led conferences were conducted and proved highly effective in engaging both parents as a result of the accessibility. Parent forums have been held to increase parent understanding of teaching and learning priorities. Seesaw remains our primary communication platform however a review is required to ensure all staff are using it consistently and that it is supporting parental engagement with student learning. Our next step is to look for more ways to increase the number of parents who actively engage with the school to support and celebrate student learning.

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 in the proportion of students attending school greater than 90% of the time to exceed the 2021 attendance rate.	The number of students attending greater than 90% of the time or more has decreased by 10% in comparison to 2021 percentages. A significant contributor to this decline is the short- and long-term travel undertaken by a number of our families once travel restrictions were lifted.
Uplift in the proportion of students in Years 4-6 reporting positive wellbeing as measured by Tell Them from Me survey (Expectations for Success, Advocacy, and Sense of Belonging) to be above the 2021 measure.	Tell Them From Me data shows a maintenance of reported sense of belonging, positive behaviour at school and value of school outcomes. However, there has been a 4% decrease in reported positive relationships and an 11% decrease in student interest and motivation towards learning.
High expectations: Progress in learning and achievement is identified and acknowledged. The aspirations of students are explored to inform goal setting and targeted support.	Overall, progress has been made in our students' ability to intrinsically motivate and challenge themselves. Student goal setting is more aspirational and with targeted support, more focused on students working towards their personal best. Our next step is to target our high potential underachievers and better understand how we can support them to reach their potential.
Community engagement: Parents and community members have the	Parents have been provided with opportunities to engage in their child's learning via a number of online platforms. Student-led conferences and

opportunity to engage in a range of school-related activities which help build the school as a cohesive educational community.

parent forums have proved to be highly effective in increasing parent understanding of teaching and learning priorities. Seesaw remains our primary communication platform however we continue to evaluate the ways we can increase the number of parents who actively engage with the school to support and celebrate student learning.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$3,874.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stanwell 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support differentiated program implementation and targeted learning intervention. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Year 5 Numeracy NAPLAN results achieving above state and statistically similar school groups - Year 5 Reading NAPLAN results achieving above state and statistically similar school groups - Year 3 NAPLAN Numeracy and Reading above state <p>After evaluation, the next steps to support our students will be: To continue to engage the literacy and numeracy mentor to support our trajectory towards achieving targets.</p>
<p>Aboriginal background</p> <p>\$3,167.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stanwell 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"> • Differentiation <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 Pathways • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: An increase in Aboriginal families engaging in the PLP process and, more importantly, becoming more open to authentic conversations about student goal setting and cultural connection.</p> <p>After evaluation, the next steps to support our students will be: To provide staff with targeted professional learning to support the delivery of engaging literacy and numeracy focused lessons and personalised support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Stanwell 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"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>English language proficiency</p> <p>\$2,400.00</p>	<ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students are more confident and prepared to take risks with their learning, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: To provide personalised and targeted professional development to each teacher in the form of mentoring, co-teaching and co-planning.</p>
<p>Low level adjustment for disability</p> <p>\$36,312.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Stanwell Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - The school's value-add results have improved. - The school achieved a more consistent approach to collaborative student learning support and intervention activities. <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team.</p>
<p>Professional learning</p> <p>\$12,259.00</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 Stanwell 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"> • Collaborative practice and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging additional staff to provide classroom teachers with time to unpack evidence-based approaches to challenging learning and high-level questioning. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of problem-solving, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: To provide personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>Literacy and numeracy</p> <p>\$18,292.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stanwell 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</p>

<p>Literacy and numeracy</p> <p>\$18,292.00</p>	<p>including:</p> <ul style="list-style-type: none"> • Differentiation <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy • employment of an additional Learning and Support intervention teacher <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage.</p> <p>After evaluation, the next steps to support our students will be: the ongoing engagement of additional teaching staff using other flexible funding to extend intensive small group reading intervention programs.</p>
<p>QTSS release</p> <p>\$31,373.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Stanwell 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"> • Differentiation <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 • 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: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: to employ additional staffing to support staff collaboration in the implementation of high-quality curriculum and the thorough analysis of student data.</p>
<p>COVID ILSP</p> <p>\$19,667.00</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"> • releasing staff to analyse school and student data to inform teaching and learning cycles • 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 the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP \$19,667.00	to provide additional in-class support for identified students to continue to meet their personal learning goals and growth targets.
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	68	77	73	75
Girls	100	88	91	94

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.3	98.0	95.3	91.9
1	93.7	94.9	95.2	87.5
2	94.9	95.6	94.3	93.6
3	93.6	96.7	95.5	86.9
4	94.9	94.1	95.0	91.4
5	93.7	95.5	94.7	87.9
6	94.4	94.7	93.3	90.9
All Years	94.2	95.7	94.8	90.4
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)	2
Classroom Teacher(s)	5.87
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.4
School Administration and Support Staff	1.92

*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	111,083
Revenue	1,770,714
Appropriation	1,693,281
Sale of Goods and Services	10,990
Grants and contributions	65,293
Investment income	1,050
Other revenue	100
Expenses	-1,690,324
Employee related	-1,522,106
Operating expenses	-168,218
Surplus / deficit for the year	80,390
Closing Balance	191,473

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

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	0
Equity Total	45,754
Equity - Aboriginal	3,167
Equity - Socio-economic	3,874
Equity - Language	2,400
Equity - Disability	36,313
Base Total	1,473,979
Base - Per Capita	41,439
Base - Location	0
Base - Other	1,432,539
Other Total	78,998
Grand Total	1,598,731

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 leadership team measures school and community satisfaction to evaluate management practices and processes. There is an ongoing commitment to improve service delivery and for the school to be seen as responsive to community feedback.

When surveyed, our community identified these key areas of strength.

Students

- 100% of Year 4 and 5 students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- 53% of students feel challenged in their English and Maths activities and feel confident of their skills in these subjects.
- The number of students who participate in school sport and extracurricular activities is well above state average.

Teachers

- Feel confident using a range of data sources to gauge student point of need and what they need to learn next to progress.
- Possess evidence to demonstrate that the concept of challenge has been embraced by the majority of students.
- Evidence-based professional learning is being implemented in all classrooms.

Parents

- 100% of parents surveyed feel they have a better understanding of NAPLAN data and analysis following structured parent information sessions.
- Feel they have a greater understanding of school priorities and improvement areas as a result of school communication.
- The number of both parents attending Student Led Conferences held via Zoom was significantly above previous face-to-face conferences with almost 90% of families represented.

Our community data indicates we could improve in the following areas.

Students

- Feel that teachers could be clearer when setting goals for learning, establishing expectations, and providing feedback to students.
- The number of students in Years 4, 5 and 6 reporting a positive sense of belonging is slightly below state average.
- The level of interest and motivation of our students towards their learning is below state average.

Teachers

- Refine our student data related conversations in order to evaluate the effectiveness of our teaching practice and student engagement levels.
- Improve the degree of differentiation across all KLAs to ensure challenge is maximised for all students.
- Continue to work with collegial buddies to receive timely, authentic and specific feedback that will result in long-term sustained teaching practice change.

Parents

- School communication regarding the importance of student attendance each day, whilst understood, has not made an impact on most families taking holidays during the school term.
- Would like to see a more consistent use of Seesaw between teachers for insight into current classroom activities.

- Seeking more information and strategies to support student learning at home.

Policy requirements

Aboriginal Education Policy

The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

Anti-Racism Policy

All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

Multicultural Education Policy

Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.