

2022 Annual Report

Stockton Public School



3110

Introduction

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

Stockton Public School

10 Clyde St

Stockton, 2295

<https://stockton-p.schools.nsw.gov.au>

stockton-p.school@det.nsw.edu.au

4928 1101

Message from the principal

As we reflect on the 2022 school year, there is much to celebrate and recognise amongst our staff, students, parents, carers and community. 2022 saw school return to a resemblance of normal, as the effects of the pandemic slowed its impact on schools. School events were extremely well attended by community members who were eager to be a part of school life again. Stockton Public School shared in many achievements and goals such as a new multi sports court as a result of the positive partnerships between school, P&C and local community businesses. Participation and winnings in ChoralFest and the Science and Engineering challenge showcased student engagement and talent, as well as new opportunities for senior students through leadership and enrichment days. Stockton Public School chose to be an Accelerated Adopter of new K-2 syllabus and paved the way by sharing with other staff across the network. Our own staff took on the new syllabus learnings and adapted to new pedagogy to support and enhance student learning outcomes. The narrow and deep focus on literacy and numeracy through building and supporting teacher capacity will continue into the 2023 school year.

Jodie Holt

Principal

School vision

Stockton Public School has high expectations to ensure every student and every teacher will be challenged to continue to learn and improve every year.

Explicit teaching strategies are key to strong foundations in literacy and numeracy. Through a varied and differentiated curriculum, student's individual potential will be nurtured with quality pedagogy in every classroom. We value and foster strong connections with our whole school community to build open and trusting partnerships focused on maximising opportunities and the wellbeing of every student.

School context

Stockton Public School, established in 1861, is located on the north side of Newcastle harbour. Enrolment in 2022 is 261 students from Kindergarten to Year 6, including 23 students with a language background other than English and 35 of our students identify as Aboriginal.

In addition, there are 38 students enrolled in our Department of Education Preschool. Our Preschool offers a five-day per fortnight program. The Early Years Framework guides the play-based program. The preschool provides an outstanding transition to school program. Our preschool is a part of our school community and joins in for whole school events.

The school has a strong sporting history and offers a broad range of activities including a biennial whole school performance, STEM program, lunch time clubs such as bucket drumming and gardening.

The school works in close partnership with parents, local businesses and the wider community. Parents are engaged in their children's learning and actively participate in our range of school activities. The dedicated and energetic P&C support the school in achieving goals through an open and consultative relationship. Community Partnerships have been established with both Orica and Port Waratah Coal who support the school through providing funds for school improvements and programs, initiatives and scholarships.

The majority of the school's equity funding will be used to support initiatives outlined in this 2021-2024 Strategic Improvement Plan.

Reading and numeracy will be the key areas for improved student outcomes. Evidence-based practices focused on assessment, leading to curriculum differentiation and personalised learning, will support student growth and achievement. The NAPLAN gap analysis indicated the areas of focus for reading are viewing and comprehension strategies, and in numeracy are whole number, word problems and measurement.

Developing whole school processes for collecting and analysing student data to inform teaching and learning programs will contribute significantly to our success. The monitoring of student data will determine areas of need at an individual and whole-school level to ensure ongoing student and school improvement. Building teacher capacity to embed high impact teaching strategies will ensure students achieve expected growth and attainment in their learning. High expectations and collaboration will strengthen pedagogy and practice across the school.

The wellbeing and engagement of our students will also be a priority. The Tell Them From Me (TTFM) surveys will provide an ongoing data set pertaining to student voice and community perceptions. Engagement with the Wellbeing Framework will provide clarity for developing whole-school processes to support every student being known, valued and cared for.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student learning outcomes in reading and numeracy we will develop explicit teaching pedagogy, strong assessment practices and whole school monitoring processes tailored to individual student 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.

- Reading
- Numeracy

Resources allocated to this strategic direction

Low level adjustment for disability
English language proficiency
Socio-economic background
Literacy and numeracy

Summary of progress

Reading

Evidence - based practices in reading were the focus of professional learning (PL) and collegial sharing of practice in 2022. Staff were supported to develop deep understanding of the frameworks which underpin effective reading instruction and assessment. Whole school reading assessment practices were developed, along with ongoing professional support to build staff capacity to ensure that the reading progress of all students was systematically monitored. Staff collected DIBELS data to identify students at risk and inform student learning. The small group tuition, COVID ILSP supported students identified in DIBELS assessments to strengthen their early reading skills in phonological awareness and phonics.

As a Self-selector school, curriculum reform was another focus area. Supported by targeted PL and a Curriculum Advisor, staff engaged in short action cycles to build knowledge and understanding of the new K-2 English syllabus and support documents.

Numeracy

Staff have engaged in high-impact PL to increase their capacity to diagnose areas of student need based on the Number sense and Algebra element of the numeracy progressions. We are currently looking at tying 'expected' growth measure to the numeracy progressions, which will allow for more measurable targets in future. Plan data show students have been progressing well across a variety of sub-elements and using IfSR assessments as well as standardised testing and classroom observations have led to an increase in staff data entry on Plan 2.3 and overall interactions with the Numeracy progressions. Existing survey data from staff shows that teacher confidence in using the progressions as a key driver of teaching and learning cycles has been increased significantly. We expect this to allow us to set more specific goals around the numeracy progressions in future planning.

As a Self-selector school, curriculum reform was another focus area. Supported by targeted PL and a Curriculum Advisor, staff engaged in short action cycles to build knowledge and understanding of the new K-2 Mathematics syllabus and support documents.

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
% of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is above 47.8%. (Baseline 41.6%)	In 2022, 36% of Year 3 and 5 students achieved in the top two bands for NAPLAN reading.

<p>% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy is above 37.5%. (Baseline 31.2%)</p>	<p>In 2022, 23% of Year 3 and 5 students achieved in the top two bands for NAPLAN numeracy.</p>
<p>Reading and viewing element of the Literacy progressions are identified for all students and more than 55% are showing expected growth.</p>	<p>In 2022, 43% of students are showing expected growth in the Reading and Viewing element of the Literacy progressions.</p>
<p>Number sense and algebra element of the Numeracy progressions are identified for all students and more than 55% are showing expected growth.</p>	<p>In 2022, 58% of students are showing expected growth in the number sense and algebra element of the Numeracy progressions.</p>
<p>NAPLAN Value-Add is delivering for K-3, and for 3-5 and 5-7, is moving towards excelling.</p> <p>Minimum of one of these elements - student performance measures, assessment and reporting is validated at excelling.</p>	<p>NAPLAN Value-Add has been validated at delivering for K-3 and Years 3-5. Value-Add for Years 5-7 has been validated at sustaining and growing.</p> <p>School Excellence Framework element of student performance has been validated at delivering. The elements of assessment and reporting have been validated at sustaining and growing.</p>

Strategic Direction 2: Explicit Teaching

Purpose

To improve teacher capacity and effectiveness in delivering explicit, data driven teaching practices with a focus on high expectations through high impact professional learning.

Initiatives

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

- Data use and analysis
- Building teacher capacity

Resources allocated to this strategic direction

Literacy and numeracy
Socio-economic background
QTSS release

Summary of progress

Data use and analysis

Stage meetings were regularly held to analyse both check in data, NAPLAN data and other DoE assessment resources including IFsR, Phonics Screener, Phonological Awareness, stage snapshot and short assessment resources. In Term 4, Sarah Bailey (Lead Specialist Secondary Numeracy) facilitated whole school PL on effective practices to analyse SCOUT data efficiently to improve our data literacy and analyse skills using NAPLAN data. As a result, we were accurately able to collate and compare student results in excel. This process enabled staff to identify areas for development and extension amongst our students, identify any students at risk and identify areas to focus on for future programming. Staff plotted students in 5 Zones of performance: high, expected, intervention 1, intervention 2, and intervention 3. This process was used for ability groupings and LaST support.

This year, we phased out the use of running records as an assessment tool for reading and replaced it with Dynamic Indicators of Basic Early Literacy Skills (DIBELS). This new assessment process allowed us to gather more relevant student data including Letter Naming Fluency, Phoneme Segmentation Fluency, Correct Letter Sounds, Words Re-coded Correctly, Word Reading Fluency, Words Correct per Minute, Oral Reading Fluency and reading comprehension. DIBELS aligns our school with the DoE Big 6 reading ideas and research found from The Science of Reading. A whole school database was adopted to share and analyse K-6 DIBELS reading data. This data will be used to support student outcomes.

Effective data use and analysis has seen an improvement in student learning outcomes across reading and numeracy. In 2023, we will continue a focused approach on effective data use and analysis to improve student learning outcomes and an across the school focus on building a data informed culture.

Building teacher capacity

Our school self selected as an early adopter for the new K-2 curriculum. During this process we were identified as a leader regarding educational reform to support other schools. Semester 1 was focused on staff knowledge and understanding of the intent and underpinnings of the syllabus. During Semester 2 staff engaged in weekly Professional Learning Impactful Planning (PLIP) sessions. Teachers reflected on previous lessons, student engagement, student abilities and forward planning. These sessions were highly effective and allowed collaborative planning and built staff capacity in curriculum reform. As an early adopter of the new K-2 curriculum, Infants staff tested and trialled DoE sample units and provided feedback to DoE on lessons and assessments.

Primary staff were also engaged in professional learning focused on programming for mathematics during Semester 2. PLIP (Professional Learning Impactful Planning) sessions were used for stage teams to work collaboratively on integrated units of work for mathematics. This was a significant shift in understanding and knowledge for staff as we moved away from stand alone silo units of teaching and assessment.

This year QTSS funding was used to relieve APs from their class duties to support staff in pedagogy. APs adopted a coaching model whereby they surveyed staff to identify areas of support. APs resourced, co-taught, modelled and supported staff to meet their self identified learning needs. This process has a positive impact on staff as it supported their needs and improved their practice.

In 2023, we will continue a focused approach on syllabus knowledge and implementation as well as coaching to improve teacher capacity.

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
Formative and summative assessment practices are used for differentiation. Data is collected and analysed regularly.	in 2022, formative and summative assessment was used across 100% of classrooms. Data was collected and analysed regularly.
A minimum of one of these elements - effective classroom practice, data skills and use, learning and development is validated at excelling.	Effective classroom practice is validated at sustaining and growing; data skills and use is validated at sustaining and growing; learning and development is validated at sustaining and growing.

Strategic Direction 3: Connect and Engage

Purpose

To ensure all students have a sense of belonging through increased opportunity and a planned approach to whole school wellbeing that fosters connection, belonging and engagement.

Initiatives

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

- Wellbeing
- Cooperative partnerships

Resources allocated to this strategic direction

Summary of progress

Wellbeing

Wellbeing has continued to be a focus at Stockton Public School. Staff have worked hard on building and maintaining positive relationships with students and their families. With a strong focus on the wellbeing framework and attendance, this enabled students to be healthy, happy, engaged and successful. The Tell Them From Me survey data remained significantly above state average in School Advocacy and just above the state for expectations at school. We continued with our Positive Behaviour for Learning program which had explicit lessons delivered every week to every class. Our celebrations of positive behaviour were well ingrained in our school with a celebration assembly every term in both Week 5 and 10. These are a well-attended events by the school community. The leadership team reviewed the updated department documents and ensured our behaviour procedures reflected any changes to be compliant. The leadership team also completed professional learning around the High Potential and Gifted Education Policy, in which the team reflected and evaluated on the current practice that catered for students who fit into the wellbeing domain. A plan was created in moving forward to develop a peer support program and ways to effectively use the Student Representative council to improve student voice. Attendance is seen as the highest importance at Stockton Public School and procedures are set to ensure students are tracked by classroom teachers.

Cooperative partnerships

Partnerships are paramount in to ensure students are getting the most out of their education. We continued to place a high level of emphasis on building and maintaining relationships with the whole school community. We offered two student led conferences throughout the year, Personalised Learning Pathways meetings for our Aboriginal students, individual Student Learning Support Plan meetings for students who require additional adjustments for their learning above that of quality teaching. We also invited families to come and enjoy school life with both Mother's and Father's Day breakfasts, open classrooms, as well as celebration assemblies offered in week 5 and 10 of every term. NAIDOC (National Aboriginal and Islander Day Of Celebration) saw an invitation to St Peters Primary School, where all students were immersed in cultural activities. In Term 3, we saw the resurgence of our biennial school performance, which saw sold out evening performances and received rave reviews from those that attended. At the end of 2022, saw the formation of the Aboriginal Education Group, where an executive team were voted in by their peers. The group will meet Week 3 and 8 of every term to consult on First Nation's educational issues. Several parent workshops were held, mainly on curriculum reform for K-2 as Stockton Public School was an early adopter of this. Extra-curricular activities were on offer again with guitar group, Spanish lessons, primary choir and garden club. With the success of these programs, there is a plan to expand these into the future. These programs and initiatives have seen an improvement in student's sense of belonging from previous years, according to the data from the Tell Them From Me survey.

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
Students attending >90% of the time is	In 2022, only 37.2% of students attended >90% of the time.

above 83%. (Baseline 81.1%)	
Wellbeing procedures are developed reflecting the Wellbeing Framework. Cooperative partnerships are built with our local community.	In 2022, school based practices and procedures now reflect the Department of Education's Wellbeing framework. in 2022, Cooperative partnerships have been strengthened continue between the school and local community.
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is above 88%. (Baseline 86.8%)	In 2022, Tell Them From Me Wellbeing data (advocacy, belonging, expectations) is 80%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$134,563.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Stockton 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> <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 • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Student Learning Support Officers employed to students in class and on the playground.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff</p>
<p>Socio-economic background</p> <p>\$68,206.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Stockton 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 • Numeracy • Building teacher capacity <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staff member to release a classroom teacher to be a lead teacher focused on building staff capacity in maths through professional learning and co-teaching. • additional staffing to implement small group or individual support to identified students with low levels of achievement in reading and mathematics. <p>The allocation of this funding has resulted in the following impact: We have noted improvement in teacher capacity and confidence to teach mathematics through number talks and a shift in programming. We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to focus on mathematics as a part of our professional learning suite through our Assistant Principal Curriculum & Instruction. We will also continue to employ additional staff to run small group and/or individual groups of students.</p>
<p>Aboriginal background</p> <p>\$37,639.62</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Stockton 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> <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$37,639.62</p>	<p>include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support professional learning through AECG's Connecting to Country <p>The allocation of this funding has resulted in the following impact: Student Learning Support Officers have supported classroom practice in language, culture and art. Students know and are familiar with local language. Students are connected and culture is respected. Staff are also feeling more confident after Connecting to Country. They have more local knowledge to support Aboriginal students in our school.</p> <p>After evaluation, the next steps to support our students will be: Continue to look for ways to support classroom practice with language, culture and history. A big part of this will be the school's commitment to sending all staff to Connecting to Country professional learning.</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 Stockton 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 • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional staffing for small group or individual support for students with a focus on literacy and numeracy <p>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support where necessary through monitoring processes.</p>
<p>Low level adjustment for disability</p> <p>\$112,802.04</p>	<p>Low level adjustment for disability equity loading provides support for students at Stockton 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"> • Reading • Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention, through Speech Sound Pics (SSP) and small group work from Interview for Student Reasoning (IfSR) target areas to increase learning outcomes. <p>The allocation of this funding has resulted in the following impact: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support where necessary through monitoring processes.</p>
<p>Professional learning</p> <p>\$19,630.83</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 Stockton Public School.</p>

Professional learning \$19,630.83	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staff to release classroom teachers to engage in professional learning aligned with Strategic Direction 1 focused on literacy, numeracy and the new syllabus. <p>The allocation of this funding has resulted in the following impact: Staff have been supported and are confident in the pedagogy we have inbuilt through our teaching programs to meet the needs of the new syllabus.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure teacher capacity is current and relevant through regular narrow and deep professional learning.</p>
Beginning teacher support \$15,217.00	<p>Beginning teacher support funding is provided to enhance the professional growth of beginning teachers at Stockton Public School during their induction period.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Beginning teacher was released from classroom teacher to engage in professional learning, readings and school based mentoring. • an assistant principal was released from class for a number of days to support the beginning teacher <p>The allocation of this funding has resulted in the following impact: The beginning teacher was supported with program writing and report writing. The beginning teacher is also now accredited as proficient. The support of the Assistant Principal and the time given off class were contributing factors to the beginning teacher's success.</p> <p>After evaluation, the next steps to support our students will be: Continue to use the funds to release beginning teachers and mentors.</p>
Literacy and numeracy \$27,170.86	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Stockton 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"> • Numeracy • Building teacher capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staff member to release a classroom teacher for 2 days per week to be a lead teacher focused on building staff capacity in maths through professional learning and co-teaching. <p>The allocation of this funding has resulted in the following impact: We have noted improvement in teacher capacity and confidence to teach mathematics through number talks and a shift in programming.</p> <p>After evaluation, the next steps to support our students will be: Continue to focus on mathematics as a part of our professional learning suite through our Assistant Principal Curriculum & Instruction.</p>
QTSS release	The quality teaching, successful students (QTSS) allocation is provided to

<p>\$51,024.92</p>	<p>improve teacher quality and enhance professional practice at Stockton 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"> • Building teacher capacity <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs through in class coaching and mentoring. <p>The allocation of this funding has resulted in the following impact: Classroom teachers were mentored in class by assistant principals through lesson observations, co-teaching and support. We were focused on reading and numeracy as our whole school professional learning targets were in these areas. Mentoring and in class support for teachers has been success professional learning for all classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Continue to ensure staff are supported in class and through relevant professional learning. Continue to implement a mentor model of support for classroom teachers.</p>
<p>COVID ILSP</p> <p>\$120,359.00</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: We have made significant improvement in student learning outcomes by targeted programs with small groups or individual students.</p> <p>After evaluation, the next steps to support our students will be: Continue to support where necessary through monitoring processes.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	142	150	159	148
Girls	112	114	102	113

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.4	95.3	92.8	87.8
1	93.3	93.8	92.6	86.4
2	93.3	94.3	93.3	88.5
3	90.7	93.9	92.7	86.2
4	94.9	93.2	92.5	87.0
5	93.7	94.5	91.4	85.6
6	91.5	92.8	92.3	86.4
All Years	93.2	93.9	92.5	86.7
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)	3
Classroom Teacher(s)	9.35
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	3.72

*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	316,323
Revenue	3,315,297
Appropriation	3,108,780
Sale of Goods and Services	17,110
Grants and contributions	146,021
Investment income	3,454
Other revenue	39,932
Expenses	-3,207,416
Employee related	-2,777,679
Operating expenses	-429,738
Surplus / deficit for the year	107,881
Closing Balance	424,204

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	132,913
Equity Total	221,048
Equity - Aboriginal	37,640
Equity - Socio-economic	68,206
Equity - Language	2,400
Equity - Disability	112,802
Base Total	2,028,322
Base - Per Capita	68,350
Base - Location	0
Base - Other	1,959,972
Other Total	485,230
Grand Total	2,867,513

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

School performance - NAPLAN

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

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

Parent/caregiver, student, teacher satisfaction

In 2022, the school sought the opinions of parents, students and teachers about the school through the Tell Them From Me forum and internally generated surveys. The information below was collected from these surveys.

Parents indicated they feel welcome and participate in school activities and overwhelmingly indicated that the school is a safe place for their child.

The majority of students have friends at school that they can trust and who encourage them to make positive choices.. Students also indicated that there has been an increased rate of participation in art, drama, music groups and extra curricular activities. Students also indicated that staff are caring and supportive and they have a high sense of belonging to the community.

Staff indicated that collegiality at the school is high and it is a safe place to work. In addition, they indicated that the curriculum is innovative and meets the needs of our students.

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.

Aboriginal Education - School statement

In 2022 we

- collaboratively wrote and displayed an Acknowledgement of Country in each classroom
- celebrated NAIDOC week in school and invited local Catholic School St Peter's to join us
- participated in Newcastle Learning Community Aboriginal Cultural Days at Merewether Public School
- started our own Aboriginal Education team with students coming together to discuss inclusivity across our school and starting to write a school Acknowledgement of Country
- invited community to yarn ups focused on collaborative goal setting in Personalised Learning Pathways and communication and consultation on our Yarning circle design
- prioritised staff professional learning by attending Youyoong AECG Connecting to Country
- embedded authentic perspectives and engaged with language across all classrooms
- ensured learning and support intervention in literacy and numeracy for students requiring additional support
- attended the Muloobinbah AECG 'Make a Difference' Awards and recognised a student leader and a student learning support officer for their contribution to our school.

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.

Other School Programs (optional)

in 2022 saw the following activities -

- choir
- gardening club
- Enviro-rangers
- guitar lessons before school
- Spanish lessons after school
- an author visit
- Blackflips against Bullying incursion
- Parent meetings from Interelate including cyber safety
- participation in the interschool public speaking competition
- participation in the Premier's Spelling Bee
- participation in sporting gala days for football, soccer, touch football and netball
- participation in PSSA competitions in cricket, girls and boys soccer
- participation in zone carnivals - as well as being the key organising school for zone athletics
- participation in ChoralFest
- participation in Science and Engineering Challenge
- participation GRIP leadership for student leaders
- participation maths enrichment day
- a whole school performance "Colours of the World"
- excursions to Canberra for Stage 3 and Tocal House for Stage 2 as well as a local excursion to St Peter's Catholic School to see their whole school performance
- A Kindy EXPO as a part of Kindergarten transition
- A colour run for the whole school end of year reward day.