

2022 Annual Report

Wamoon Public School



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Introduction

The Annual Report for 2022 is provided to the community of Wamoon 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 Wamoon Public School we ensure all students can achieve in a supportive environment underpinned by high expectations, effective classroom practice and authentic community partnerships.

School context

Wamoon Public School, with a current enrolment of 34 students, including 14 Aboriginal students, is a rural school located in the Riverina, 8 kilometres from the Leeton township on Wiradjuri land. Our school enrolment has remained stable over the past 5 years.

Our staff consists of a mixture of experienced and early career teachers. We use financial resources to fund the employment of an additional classroom teacher to maintain smaller class sizes and provide additional learning support. School Learning Support Officers support or contribute to learning support programs including phonics, one on one writing support and Kindergarten transition. We receive support from an Assistant Principal Curriculum and Instruction who provides professional learning to ensure continuous improvement in teaching practice. We are part of the National School Chaplaincy Program which supports student wellbeing programs.

Through our situational analysis, we have identified the need to continue to embed high quality, evidence based teaching practices with a focus on explicit teaching strategies. Staff will increase their effectiveness to differentiate curriculum and assessment to individual learners. We identified that we need to strengthen our processes of utilising student data before, during and after teaching to embed whole-school monitoring as an expectation. We will build on existing frameworks to highlight collaborative practice as a vital process to achieve continuous improvement of teacher quality.

We continue to focus on student wellbeing with strides being made in recent years to improve practices. Positive wellbeing programs include our breakfast program, targeted resilience coaching and kitchen garden initiative. We value the opinions of our community and students, and use both Tell Them From Me snapshots as a reflective tool to question what we do well and how we can do it better.

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

Strategic Direction 1: Student growth and attainment

Purpose

To improve student growth and attainment in Reading and Numeracy, staff with effective classroom practice, informed by student data, will implement explicit teaching strategies to prepare students to function in everyday life.

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 Classroom Practice
- Data Skills and Use in Reading and Numeracy

Resources allocated to this strategic direction

Aboriginal background: \$34,063.24

Socio-economic background: \$70,137.28

QTSS release: \$2,500.00

Professional learning: \$2,000.00

AP Curriculum & Instruction: \$30,114.20

School support allocation (principal support): \$13,933.61

Per capita: \$9,349.16

Low level adjustment for disability: \$11,492.10

Summary of progress

In 2022 focus was maintained on improving student growth in reading and numeracy and improving staff growth in effective classroom practices by using data to implement explicit teaching strategies.

Effective classroom practice

This involved the development of collegial learning during timetabled curriculum meetings and in specific staff professional development sessions. Student centred goal setting and accountability for writing and modelling of this for future development was introduced. Provision of Initialit training was provided for staff to target early reading skills in decoding, phonological and phonemic awareness and word recognition. Teacher professional learning was provided in numeracy, specifically number talks and Universal Resources Hub supporting activities. Collegial workshops were revisited each term on consistent teacher judgement in writing with a common comparable writing samples K-6.

As a result students began to consider the quality of their work samples to present to teachers as evidence of working towards co-developed goals. Lessons in reading were structured to respond to student needs and align to Initialit progress measures. Staff confidence in the delivery of Initialit improved and was supported by regular consultation with Assistant Principal Curriculum and Instruction. Overall progress monitoring in Kindergarten Initialit (across all elements) is showing strengths in phonological knowledge and reading sentences. Teachers began to incorporate engaging numeracy explicit teaching into mathematics lessons which aided differentiation to meet student needs. A whole school approach has contributed to focused curriculum discussion.

Next year the school focus will be a sustained and intense embedding of Initialit in years K-2 with direct overlay of the incoming K-2 English syllabus and the increased use of decodable and mentor texts for students at need in Stage 1. This will support student growth in Literacy in Early Stage 1 and Stage 1 with subsequent results in student growth progressing over academic years to come. Additionally the school focus will be on continuing to provide training for staff in current pedagogy around numeracy and the implementation of the K-2 Mathematics syllabus. This will support the increasing provision of engaging and purposeful teaching practices in mathematics.

Data skills and use in reading and numeracy

This involved the implementation of a whole school assessment schedule and the collection, analysis and maintenance of data in literacy and numeracy. Additionally visual data in reading and writing was kept to help direct collegial planning. Five weekly Individual Learning Plans were developed for targeted students. Student reading benchmarks were reassessed twice a term for students achieving below expected level to monitor progress. Cumulative data was regularly analysed to support implementation of Kindergarten Initialit. NAPLAN and Check-in assessment data was analysed at a whole staff level.

As a result teachers used data to plan and provide teaching and learning activities to meet individual student need.

Ongoing data analysis highlighted specific areas of focus to inform teaching. Visual data directed collegial discussions and school directions to improve reading and writing. Collegial discussion and data analysis formed part of weekly meetings to discuss future target areas and student needs.

Next year the school will continue to build on practices implemented in 2022 and collect, maintain and analyse data as a staff to direct teaching practices to meet student needs. Additionally professional learning in data literacy for all staff will be sought.

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
<p>NAPLAN Top 2 Bands Numeracy</p> <p>Proportion of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 4% in Numeracy.</p>	<p>An increased percentage of students achieved in the top two skill bands for Numeracy contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.</p>
<p>NAPLAN Top 2 Bands Reading</p> <p>Proportion of students achieving in the top two bands in NAPLAN within the Narrandera small school network increases by 3% in Reading.</p>	<p>An increased percentage of students achieved in the top two skill bands for Reading contributing to the network small schools target, however the target was not met. Cohort size precludes the publication of percentages though individual student progress is reported directly to parents and carers throughout the year.</p>
<p>K-3 NAPLAN Value Add is trending towards Sustaining and Growing.</p> <p>3-5 NAPLAN is trending towards Sustaining and Growing</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with and absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Continuous Improvement

Purpose

To ensure every student, teacher and leader continuously improves, teachers will participate in targeted professional learning underpinned by collaboration, feedback and reflection.

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.

- Instructional Leadership

Resources allocated to this strategic direction

Integration funding support: \$15,381.00

QTSS release: \$3,935.58

Professional learning: \$4,368.62

Summary of progress

The focus for 2022 was on embedding systems in the school to facilitate professional dialogue and collaboration to lead to continuous improvements in explicit teaching and reflection to support student improvement.

Instructional Leadership

This involved strategic timetabling to maximise collaborative conferencing and professional learning time with Assistant Principal Curriculum and Instruction. These conferences focused on consistent teacher understanding of reading and writing practices to improve student results in Literacy.

As a result Initialit cumulative data was regularly analysed for Kindergarten students and used to target specific areas of need. Baseline and summative data was collected for Stage 1. Extra staff were trained in the provision of Initialit. Five weekly Literacy plans were developed and reviewed for targeted students across years K-6. Student negotiated goals were embedded into classroom practice for all students in years 3-6 and modelled for students in years K-2 for future development. An assessment schedule for consistent data collection was developed and maintained throughout the year so data could inform classroom practice. A data wall for collecting reading and writing data for all students in years 1-6 was updated at the end of each term to show progress and create focus areas for further collegial discussion.

Next year the school focus will be continuing and expanding the use of data to inform classroom practice and the development of data literacy for all staff which will support embedding data informed practices across the school to support decisions around programming and explicit teaching in classrooms.

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
There will be an uplift in the number of students achieving expected growth in NAPLAN Reading.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
There will be an uplift in the number of students achieving expected growth in NAPLAN Numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
There will be an uplift in the number of students achieving individual learning goals in Reading, Numeracy, Attendance and Wellbeing.	Teacher programming and collegial feedback indicates the percentage of students regularly utilising feedback in literacy and numeracy to set explicit learning goals and improve learning outcomes has increased. Further student understanding around working towards specific goals and success

There will be an uplift in the number of students achieving individual learning goals in Reading, Numeracy, Attendance and Wellbeing.

criteria is needed in 2023 across the whole school.

Strategic Direction 3: Student Wellbeing

Purpose

In order to support student wellbeing and engagement we are focused on implementing evidence based processes and practices which maximise our students' social, emotional and behavioral 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.

- Learning Culture & Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$18,202.07

Socio-economic background: \$24,961.11

Low level adjustment for disability: \$7,185.13

Summary of progress

The focus in 2022 was on teaching social and emotional learning strategies across the school. It was also intended to provide professional learning for the Inclusive, Engaging and Respectful schools policy. Additionally attendance monitoring was maintained.

Learning Culture and Wellbeing

Strategies were introduced to facilitate students' cognitive and behavioural change, whole staff professional learning in current pedagogy around behaviour management and fostering positive relationships between students and staff. Attendance was consistently monitored and encouraged to support student growth and achievement.

As a result students had access to self regulation strategies thereby increasing student engagement to support their academic achievement, and teachers have a broader understanding of pedagogy in readiness for implementation of the Inclusive, Engaging and Respectful Schools policy.

Next year the school will focus on establishing and widening the range of self-regulation strategies Kindergarten to Year 6 and communicating changes in policy in line with the Inclusive, Engaging and Respectful schools policy. Focus will remain on seeking ways to improve school attendance through enhancing systems and processes to monitor and respond to support individual student needs and maximise regular school attendance.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending greater than 90% of the time by 9%	This benchmark has not been met in 2022. 41.94% of students attended 90% or more of the time in 2022.
2022 baseline data will indicate a minimum of 65% of students have a positive sense of wellbeing based on the areas of sense of belonging, advocacy and high expectations for success	Aggregated data from Tell Them From Me survey shows school has exceed 65% of students have a sense of positive wellbeing at school.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$15,381.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wamoon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Instructional Leadership <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - embedding curriculum instruction time into weekly timetable resulting in point of need differentiated instruction for students. - a consistent focus on using data to inform individual student needs resulting in the delivery of point of need individualised learning activities - a consistent focus of data informed teaching practices resulting in the delivery of differentiated curriculum - the introduction of student negotiated goal setting and accountability enabling student ownership of learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensure maintenance of assessment schedule cycle and data collection and analysis of practices to inform teaching to lift individual student outcomes.
<p>Socio-economic background</p> <p>\$99,098.39</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wamoon 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"> • Effective Classroom Practice • Learning Culture & Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through Initialit to support student learning • employment of additional staff to support Initialit program implementation and curriculum meeting time with Assistant Principal Curriculum and Instruction • employment of additional Assistant Principal and Instruction day to support curriculum implementation • purchase of centralised administration system to monitor attendance • implementation of wellbeing groups and weekly choir <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved practice of explicit writing lessons - data collection and analysis of reading, writing and numeracy to inform teacher planning - improved reading levels of students - students supported in classrooms with assistance and scaffolding from School Learning and Support Officers - improved monitoring of student attendance - increased student engagement through variety of interest groups. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - improve attendance through community engagement - develop explicit teaching practices in Literacy and numeracy in conjunction with measurable improvement measures.

<p>Aboriginal background</p> <p>\$52,265.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wamoon 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"> • Effective Classroom Practice • Learning Culture & Wellbeing <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 deliver personalised support for Aboriginal students • engaging an School Learning Support Officer to facilitate improved community engagement through the Kickstart program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved reading results for Aboriginal and Torres Strait Islander students - sustenance of Kickstart group to engage students in learning from a young age - improved staff understanding of current behaviour management pedagogy and incoming policies. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ongoing engagement in Inclusive, Engaging and Respectful schools policy - renewed focus on Kickstart program - expanded and continuing relationship with Centre for Effective Reading.
<p>Low level adjustment for disability</p> <p>\$18,677.23</p>	<p>Low level adjustment for disability equity loading provides support for students at Wamoon 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"> • Effective Classroom Practice • Learning Culture & Wellbeing <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 additional classroom teacher to provide ongoing classroom instruction during principal release <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - support of students in the classroom and playground to improve engagement resulting in sustained student focus and stamina on learning tasks - greater understanding in all staff of the impact of positive behaviour management practices on student learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - develop measures to support improved attendance with students and community.
<p>Location</p> <p>\$10,565.51</p>	<p>The location funding allocation is provided to Wamoon Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Location</p> <p>\$10,565.51</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - provision of opportunities for students to access expanded life experiences. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continue to source quality incursion and excursion opportunities for students that support syllabus outcomes.
<p>Professional learning</p> <p>\$6,368.62</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 Wamoon 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"> • Effective Classroom Practice • Instructional Leadership <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing and reading and numeracy • sourcing professional development in writing through outside provider of writing <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - staff readiness for implementation of new English and mathematics syllabi - improved teaching and learning practices to lift student outcomes - development of collegial practices to expand teacher knowledge base. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - effectively implement and evaluate implementation of new syllabi to improve student outcomes and continue to pursue high quality professional learning for all staff that impacts positively on student learning.
<p>QTSS release</p> <p>\$6,435.58</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wamoon 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"> • Effective Classroom Practice • Instructional Leadership <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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - individual learning goals used with students as part of student centred learning - development of collegial planning designed to improve student outcomes - consistent collection of data and evidence to support planning - ongoing strategic professional learning for staff to support student learning. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - maintenance of data collection and analysis to inform planning and

<p>QTSS release</p> <p>\$6,435.58</p>	<p>provision of quality teaching and learning - embedding student centered learning across all classes.</p>
<p>COVID ILSP</p> <p>\$24,387.00</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 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - targetted students receiving additional support in Literacy and numeracy leading to progress for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - employment of extra staff to provided targetted support.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	20	16	21	21
Girls	15	14	16	12

Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.4	89.7	91.1	93.3
1	88.7	80.1	97.9	89.6
2	86.7	89.2	87.9	90.1
3	91.7	82.2	95.3	82.3
4	91.1	88.3	81.3	93.2
5	82.6	83.9	93.8	66.5
6	96.1	76.6	87.4	84.6
All Years	89.3	84.5	89.9	86.0
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)	0.2
Classroom Teacher(s)	1.41
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.92

*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	114,425
Revenue	847,905
Appropriation	837,541
Sale of Goods and Services	605
Grants and contributions	8,691
Investment income	1,068
Expenses	-818,358
Employee related	-689,243
Operating expenses	-129,115
Surplus / deficit for the year	29,546
Closing Balance	143,971

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	15,381
Equity Total	170,041
Equity - Aboriginal	52,265
Equity - Socio-economic	99,098
Equity - Language	0
Equity - Disability	18,677
Base Total	518,873
Base - Per Capita	9,349
Base - Location	10,566
Base - Other	498,958
Other Total	76,589
Grand Total	780,883

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, ongoing consultation has continued with parents, students, staff and the wider community. The P&C has continued to be a key stakeholder in consultation and discussion around the school's Strategic Improvement Plan. To inform the Strategic Improvement Plan, parent, student and teacher satisfaction was collected by means of collaborative conversations and surveys in 2022. Data has continued to indicate positive results in the perception of students, parents and staff towards the school and continued support of the targeted directions taken in the Strategic Improvement Plan.

Students and parents once again consistently responded positively around quality teaching and learning.

Tell Them From Me student survey data indicates:

- 58% of students surveyed felt accepted and valued by their peers.
- 67% felt they had positive relationships with their peers.
- 92% valued schooling outcomes
- 75% said they were interested and motivated at school with 83% trying to succeed.
- 59% had scores putting students in the desirable quadrant of high skills and high challenge in their learning which is 6% higher than NSW score overall. There were no students in the least desirable quadrant of low skills and low challenge.
- The school mean of 8.2 showed students agreeing that the staff had high expectations of them in their learning and the mean for positive relationships with their teacher was 8.1.
- Clear expectations experienced was 8.0.

Tell Them From Me parent survey data indicates:

- a 1.5 point or less downturn in parent responses to feeling welcome and informed since 2021. On a ten point scale responses were 7.6 and 7.1 respectively, both above the State norms.
- an average score of 7.9 for parents feeling the school supports positive behaviour and for the school being a safe place.
- 7.6 felt the school was inclusive.
- 100% of parents surveyed felt the school is a culturally safe place for students.
- 90% of respondents had several interviews with their child's teacher during the year and 90% surveyed found three-way meetings with the student included very useful.
- The two most preferred methods of communication were newsletters (80%) and text and social media (70%).
- Half of respondents approved of current communication methods.

Staff satisfaction was measured via internal surveys, along with anecdotal conversations. Staff agree the school is well resourced with student needs being at the centre of planning. Teachers indicated in 2023 professional learning to ensure they are supported in the implementation of the new K-2 syllabus documents in English and Mathematics would need to remain a focus, and agreed that engaging in professional learning that is clearly linked to the school plan has had a positive impact on the quality of their teaching.

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.