

2022 Annual Report

Warners Bay Public School



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Introduction

The Annual Report for 2022 is provided to the community of Warners Bay 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

Warners Bay Public School

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School vision

To be an inclusive centre of excellence, providing an innovative approach to teaching and learning where all students thrive.

School context

Warners Bay Public School is located in Lake Macquarie North and has a student enrolment of 433 in 2021. Our school teaches the values of safe, respectful and active learners and works closely alongside our parent community to ensure success for all students. Our school has a support unit with 2 multi-categorical (MC) classes and 1 emotional disturbances (ED) class. Our unit is fully integrated into our school. We have a positive school community who have high aspirations for students, with the P and C taking on an active role. The school has a strong partnership with our local Kumaridha AECG and local community of schools. Our school has strong student support programs including Positive Behaviour for Learning. We offer a wide variety of extra curricular activities to educate the whole child, including activities in sporting, cultural, academic and civics. Our school's situational analysis and consultation with the community and AECG identified a need for differentiated instruction to students with additional needs, particularly those identified as high potential and gifted. Teachers will undertake professional learning in evidence based practices and data driven practices to ensure the highest quality of education in our classrooms. Our system negotiated targets in literacy and numeracy, attendance and wellbeing will be a focus for our plan. Critical and creative thinking has been identified as an area for development with student voice along with meaningful parent engagement.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Excelling
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Excelling
LEARNING: Assessment	Excelling
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	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Excelling
LEADING: School resources	Excelling
LEADING: Management practices and processes	Excelling

Strategic Direction 1: Student growth and attainment

Purpose

To ensure student outcomes in literacy and numeracy are maximised and to build strong foundations for academic success, refining data driven, evidence-based teaching practices to be responsive to the individual learning needs of students.

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.

- Personalised Learning
- Data Driven Practices

Resources allocated to this strategic direction

Professional learning: \$20,855.00

Socio-economic background: \$2,000.00

Summary of progress

The school focus for 2022 was on ensuring student outcomes in literacy and numeracy were maximised by establishing strong foundations for academic success, and refining data driven and evidence-based teaching practices that were responsive to the individual learning needs of students. To achieve this, staff engaged in a diverse range of professional learning opportunities focused on the implementation of What Works Best, Effective Feedback, High Expectations, HP&G initiatives and the new Curriculum Reform. Differentiated support, in the form of coaching and mentoring, was provided for all staff at point of need, however further support will continue in a more targeted approach. Based on the success of the modified TPL Schedule, this model of professional learning delivery will continue in 2023 and the focus area will be driven by data collected from staff based on identified areas of professional need, as outlined in Strategic Direction 2.

Five weekly data analysis practices were also refined to ensure that all staff were consistently collecting and reflecting on student learning progress and the required interventions to be employed as a result of this data. This has led to targeted intervention at point of need and opportunities for teachers to reflect on the specific concepts and skills to be revised, as well as the embedding of quality whole class instruction practices. The school's ability to allocate time and support for staff to ensure this was done well, was a major contributor to its successful implementation. As a result, student learning outcomes have been tracked through the collection and analysis of assessment data and have shown marked improvement across all identified areas.

The development and sending home of individualised learning goals for every student, has ensured all stakeholders were actively engaged in conversations relating to student goal setting and overall achievement. The school has planned to tighten and further refine the procedures for the setting and disseminating of student learning goals in 2023, so that it is a more consistent and embedded practice right across the school.

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 increase of 7.1% of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from baseline.	<p>The percentage of students in Years 3 and 5 who achieved in the top two bands for numeracy did not reach the expected 7.1% from baseline. There was only 1.97% increase from baseline.</p> <p>In 2022, 38.6% of Year 3 students achieved in the top two bands for numeracy compared to 46.2% in 2018.</p> <p>In 2022, 30.9% of Year 5 students achieved in the top two bands for numeracy compared to 25.9% in 2018.</p>
• An increase of 6.2% of Year 3 and 5	The percentage of students in Years 3 and 5 achieving in the top two bands

students achieving in the top two bands in NAPLAN reading from baseline.	<p>for reading increased by 9.84%, exceeding the expected target of 6.2%.</p> <p>In 2022, 63.3% of Year 3 students achieved in the top two bands for reading compared to 61.5% in 2018.</p> <p>In 2022, 46.4% of Year 5 students achieved in the top two bands for reading compared to 39.6% in 2018.</p>
• An increase the percentage of students achieving expected growth in NAPLAN numeracy towards 5%.	There is no growth data available due to NAPLAN not being implemented in 2020.
Increase the percentage of students achieving expected growth in NAPLAN reading towards 4.2%.	There is no growth data available due to NAPLAN not being implemented in 2020.
School self assessment of the School Excellence Framework element of Student Performance Measures indicates improvement above sustaining and growing towards excelling.	Self-assessment against the School Excellence framework shows the element of Student Performance Measures to be sustaining and growing and moving towards excelling.

Strategic Direction 2: Best Practice in Our School

Purpose

To ensure the most innovative pedagogy is embedded in classroom practice, we will further develop and refine evidence based practices and creative thinking skills to improve outcomes for all students.

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.

- Evidence Based Practices
- Creative Thinking for the Future

Resources allocated to this strategic direction

Professional learning: \$4,500.00

Summary of progress

All teachers participated in high quality evidence based practice professional learning which focused on building understanding through examining research, self-reflection and how classroom practice could be enhanced. In Term 3, a practical focus on creating Multiplication and Division Growth Data Walls for K-6 featured with teachers taking these back to the classroom as a tool to scaffold effective feedback to students. These sessions were facilitated by three executive staff including the APC&I with teachers working together K-6 as well as in stage teams. As a result, student growth in the number percentage of questions correct, in the Check In assessment increased by 13%. Teachers increased effective feedback to students and are utilising a variety of strategies to give quality and timely feedback.

The Critical and Creative Thinking initiative was moved to a 2023 implementation allowing more of a focus on evidence-based practice professional learning. Training of the Critical and Creative Thinking implementation team occurred in Term 4 2022 in preparation for a 2023 whole school focus.

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
<ul style="list-style-type: none">• School self-assessment of the School Excellence Framework (SEF) element of Data Skills and Use indicates improvement from Sustaining and Growing to Excelling.	<p>The APC&I role has ensured that K-6 teacher data skills and use have been developed throughout 2022.</p> <p>Data from the 2022 Teacher Tell Them From Me (TTFM) Survey in Term 4 shows that teachers feel data informs their practice with a score above stage average of 8.1 (state average 7.8). This is a significant improvement from baseline data in 2020 of 7.7 (state average 7.8), below state average. Growth from 2020-2022 was 0.3 moving from below state average to above state average.</p> <p>Teacher use of Quality Feedback as reflected in the TTFM Survey in Term 4 shows that teachers feel that they use a range of quality feedback strategies in the classroom with a score of 7.2 (state average 7.3). Positive growth in this area from a 2020 score of 7.0 (state average 7.3). Growth from 2020-2022 was 0.2.</p>
<ul style="list-style-type: none">• School self assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practices' indicates an improvement from Sustaining and Growing towards some components of Excelling.	<p>A whole school approach to evidence based teaching methods for all students has been implemented with teachers employing effective evidence-based strategies. Methods such as Growth Data walls and a focus on effective feedback have been identified and promoted, and student learning improvement has been monitored by teachers demonstrating growth. Evidence supports that the school is excelling in the themed areas of explicit teaching and feedback.</p>

<ul style="list-style-type: none"> • School self assessment of the School Excellence Framework (SEF) elements of 'Effective Classroom Practices' indicates an improvement from Sustaining and Growing towards some components of Excelling. 	<p>The continuation of Growth Data Wall use in numeracy as well as applying this feedback tool to support learning and teacher practices, such as questioning, across other key learning areas is a future direction for the school. With the introduction of the new K-2 English and Mathematics Syllabus in 2022 and the new syllabus' familiarisation for 3-6 beginning, this will allow for continued development in lesson planning in 2023.</p> <p>Data from the 2022 Teacher Tell Them From Me (TTFM) Survey in Term 4 shows that teachers feel that they challenging and visible goals with a score above state average of 7.8 (state average 7.5). This is a significant improvement from baseline data in 2020 of 7.3 (state average 7.5), below state average. Growth from 2020-2022 was 0.5 moving from below state average to above state average.</p>
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Strategic Direction 3: Connect, Succeed and Thrive

Purpose

To ensure students are connected and valued through positive partnerships with parents and leadership initiatives.

Initiatives

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

- Student Voice
- Meaningful Parent Engagement
- Attendance

Resources allocated to this strategic direction

Summary of progress

Warners Bay Public School's well-being focus in 2021 in preparation for 2022 and beyond was to ensure the programs that had been successful were continued and to also introduce a number of programs which would enhance the well-being status of our school. Staff, students and parents have successfully collaborated to ensure the on-going success of each program. There has been continued consultation and consideration given to the programs which has resulted in amendments and changes which has ensured sustained positivity and most importantly enhanced well-being across our school and its community. Staff, students and parents have been involved in a range of professional dialogue, professional learning and also coaching and mentoring. Our school is invested in ensuring that this success across these well-being programs will continue and furthermore there will be support provided to those who require assistance to maintain the success or reintroduce the programs to new members of staff and also new families and their children, as they arrive at Warners Bay P.S.

Our school and its community are thriving as a result of the programs which have been implemented as part of our strategic direction.

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
<ul style="list-style-type: none">• Increased opportunities for all students to demonstrate leadership;• Student voice embedded in teacher programmes.	<p>WBPS provided several different leadership opportunities for students to participate in. The continuation of successful SRC recognise class leadership and provided 8 students from each mainstream classes and 8 students from the support unit. Students had to report back to their class and initiate discussion on issues that were important to students. Parliament for year 5 and 6 throughout the year to establish many different roles in Stage 3. Stage 2 students stepped up into the games committee as students volunteer to organise and run the games to build a positive playground environment. K-2 students have sport equipment monitors. Our students also participated in the AECG and students developed a Wonai leadership group to support Aboriginal and Torres Strait Islanders student to develop their voice.</p> <p>The Leadership Passport was trialled in all classrooms with students reflecting on the opportunities to show their leadership potential. Implementation across the whole school was varied as some students completed their passport and others had limited understanding on how they could demonstrate leadership skills in the school setting. This resulted in teachers reflecting on the Leadership Passport processes and the need to explicit teach and record information regularly. In 2023 teachers will be provided with professional learning on the Leadership Passport and streamline the process to implement it successfully.</p>

<ul style="list-style-type: none"> • Increased opportunities for all students to demonstrate leadership; • Student voice embedded in teacher programmes. 	<p>Students sense of belonging has increased by 2% which may reflect their student voice.</p>
<ul style="list-style-type: none"> • Increase the proportion of students reporting expectations for success, advocacy and sense of belonging at school in the Tell Them From Me survey by 3%. 	<p>Data collected from the 2021 and 2022 TTFM student survey has demonstrated that the proportion of students reporting on student expectations for success, advocacy and sense of belonging has met and exceeded the school goal of increasing by 3%. Student advocacy and expectations for success has seen an increase of 3% whereas student sense of belonging has increased by 10% since Term 4 2021 data was collected.</p>
<ul style="list-style-type: none"> • An increase of 2% growth in targeted students in baseline data established in 2021 • Increase the proportion of students attending school more than 90% of the time by 5% 	<p>We continue to work towards increasing students attendance and have implemented initiatives including 'Millsy' rewards for students with ongoing regular attendance. Once a student has achieved 5 'Millsy' attendance awards they are invited to an 'Attendance Reward Day'. This attendance program has seen increased student engagement in discussions about how they can improve their attendance.</p> <p>The LST team and staff involved in collating attendance data are proactive in keeping classroom teachers up to date on any attendance concerns within their cohort and if and when a HSLO referral will be implemented.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$54,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Warners Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • SLSO support in classrooms and playground to ensure students can fully access the learning experiences at school. <p>The allocation of this funding has resulted in the following impact: Students gaining confidence with learning and social skills at school. Students supported successfully participated in class lessons, excursions and extra curricular activities. Students were able to attend overnight excursions with the support provided. 66% of funded students achieved growth on in school literacy assessments.</p> <p>After evaluation, the next steps to support our students will be: Continue to maintain support to funded students.</p>
<p>Socio-economic background</p> <p>\$42,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Warners Bay 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"> • Data Driven Practices • 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 [program] to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Consistent teacher planning, programming and assessment for all students. Student financial assistance allowed maximum participation in learning, events and excursions.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue to provide staff with curriculum days to enable them to successfully implement the new English and Maths curriculum. Student assistance will continue to be provided to families in need.</p>
<p>Aboriginal background</p> <p>\$20,800.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Warners Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Aboriginal background</p> <p>\$20,800.00</p>	<p>include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency • Staffing release to attend Connecting to Country training. <p>The allocation of this funding has resulted in the following impact: Nine staff members were trained in Connecting to Country and are now implementing their training in our school and classrooms. Our Aboriginal student results were equal to or better than the general population in literacy and numeracy. Our new mural is installed and NAIDOC Day celebrations were successful.</p> <p>After evaluation, the next steps to support our students will be: We will continue to monitor our Aboriginal student learning utilising our LAST allocation. We will continue to engage with our local community to develop strong connections and a sense of belonging for our Aboriginal students.</p>
<p>English language proficiency</p> <p>\$8,750.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Warners Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EALD students had extra support in classrooms to engage with the curriculum. EALD teacher supported class teacher with strategies and lessons appropriate for student English ability. All students progressed on the EALD scale, with two moving to 'support not required'.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide extra support for EALD students in the classroom to ensure continual growth.</p>
<p>Low level adjustment for disability</p> <p>\$160,138.49</p>	<p>Low level adjustment for disability equity loading provides support for students at Warners Bay 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: Student growth in literacy and numeracy through targeted programs implemented by learning and support teachers. Students targeted through NAPLAN, check in and PAT data improved improvement through small group targeted intervention. Student growth in literacy , numeracy and social skills through targeted programs by school learning support officers. Students targeted for social skills displayed improved behaviours in the playground and classroom. Students targeted for phonics support completed the program successfully and integrated back into class lessons for continuity of learning.</p>

<p>Low level adjustment for disability</p> <p>\$160,138.49</p>	<p>After evaluation, the next steps to support our students will be: Continue to fund extra learning support teacher and school learning support officers to provide opportunities to further student capabilities.</p>
<p>Professional learning</p> <p>\$25,355.00</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 Warners Bay 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"> • Personalised Learning • Creative Thinking for the Future <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff engaging in professional learning on HP&G education. • Staff engaging in professional learning on critical and creative thinking strategies to support student learning. <p>The allocation of this funding has resulted in the following impact: All staff understand and are confident in providing for HP&G students in the classroom. Critical and Creative Thinking Strategies team are prepared to implement training with staff in 2023.</p> <p>After evaluation, the next steps to support our students will be: Continue to refine practices to engage and extend HP&G students in the classroom. Implement critical and creative thinking strategies in the classroom, following professional learning with the whole staff.</p>
<p>QTSS release</p> <p>\$88,949.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Warners Bay 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"> • Other funded activities <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 • 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: All staff provided with 8 hours of release to engage with their PDP goals and professional learning. Assistant principals released to cover class teachers while they complete professional learning. Assistant principals also provided with time to support students and staff in learning and engagement. Teachers were able to further improve teaching skills based on personal and school goals to further improve lessons in the classroom. The focus on numeracy professional learning across the school resulted in Number Talks being implemented successfully across the school. Results show consistent improvement in numbers fact recollection and mathematical strategies of students K - 6.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide time for teachers to develop professionally through release time to engage with their PDP goals. Refine PDP processes in 2023.</p>

<p>COVID ILSP</p> <p>\$97,940.00</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"> • Small group support in literacy K - 6. • Small group support in numeracy K - 6. • Individual support with targeted reading programs. <p>The allocation of this funding has resulted in the following impact: Student growth data indicates the COVID ILSP program has successfully supported students in improving literacy and numeracy skills.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor students through five weekly data analysis and provide targeted support to students in literacy and numeracy across the school.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	215	215	198	202
Girls	230	237	225	218

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.2	93.8	93.1	91.5
1	94.3	94.6	92.6	88.0
2	94.3	93.3	93.6	88.7
3	92.9	93.7	93.3	89.5
4	92.9	92.9	94.7	87.9
5	91.7	91.1	90.7	88.8
6	90.9	93.3	91.7	85.6
All Years	93.2	93.3	92.9	88.6
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.8
Classroom Teacher(s)	17.44
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.22
Other Positions	1

*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	321,068
Revenue	5,060,896
Appropriation	4,819,471
Sale of Goods and Services	12,571
Grants and contributions	223,887
Investment income	4,968
Expenses	-4,874,666
Employee related	-4,332,592
Operating expenses	-542,074
Surplus / deficit for the year	186,230
Closing Balance	507,298

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	54,250
Equity Total	251,048
Equity - Aboriginal	23,990
Equity - Socio-economic	58,170
Equity - Language	8,750
Equity - Disability	160,138
Base Total	3,606,935
Base - Per Capita	111,447
Base - Location	0
Base - Other	3,495,488
Other Total	703,286
Grand Total	4,615,519

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

Families were surveyed in Term 4 with the following areas noteworthy:

- 88% of surveyed parents/ carers feel teachers take in interest in their child's learning
- 82% feel that teachers have high expectations for student learning
- 96% of parents talk to their child/ren about what they have learnt during the day

Opportunities for development:

- 49% feel that they feel well informed about their child's progress
- 59% feel well informed about their child's social emotional development
- Complete the TTFM survey in 2023

Students were surveyed with the Tell Them From Me survey (Year 4 - 6) and school survey (K - 3) in Term 3 with the following growth noteworthy:

- Students participate in sports- up 5%
- Interest and motivation- up 7%
- Sense of belonging- up 4%
- High skill, high challenge- up 8%

Opportunities for development:

- Participation in extra curricular activities- down 8%
- 17% of students do not know who to go to for help if they or a friend is bullied

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

Our school prioritises Aboriginal Education and run a strong Aboriginal Education Team. This team focus on developing strong partnerships with our community and literacy and numeracy development with our Aboriginal students. Our Wonai student leadership team lead Aboriginal Education strategies in the school, coordinating NAIDOC Day and other events in the calendar. They work towards all students in the school engaging with Aboriginal culture.

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.