

2022 Annual Report

Wentworth Public School



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Introduction

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

Wentworth Public School provides students with an engaging, safe and supportive environment that is underpinned by our school values: Respect, Safety, Perseverance. Through the ongoing development of an integrated approach to quality teaching, curriculum planning and data driven practices, we promote learning excellence through point of need learning to meet the individual needs of every student. Wentworth Public School has a focus on wellbeing across the school community. We aim to build self belief in our students so they develop into lifelong learners academically and socially. We believe that our community play a vital role in modelling a passion for learning and partnering with the school to encourage shared values and high-level aspirations for ongoing improvement in all areas.

School context

Wentworth is situated at the junction of the Murray and Darling Rivers. Wentworth Public School is a welcoming school which actively builds relationships with families, wider community and beyond. Wentworth Public School has a current student population of 116, with 45% of the students identifying as Aboriginal. Enrollments fluctuate from year to year with as much as a 20%-30% student transition rate throughout the year. While Barkindji is the traditional land on which we work, there are diverse Aboriginal cultural and language groups in our community. The school is supported by additional funding to support Aboriginal students, as well as gaining extra support for low socio-economic students and low level disability. The school also receives support as a part of the "Early Action For Success" initiative .

At Wentworth, the students benefit from a wonderful range of activities that focus on individual needs and interests. A Kitchen-Garden program and a specialist music program are highlights. Wentworth Public School is part of the City Country Alliance of Schools.

The whole school community, involving students, staff, parents/carers and the local Aboriginal Education Consultative Group (AECG), were consulted in a thorough situational analysis followed by the development of the strategic improvement plan. Through our situational analysis, we have identified a need to use evidence based data driven practices that ensure all students have access to point of need learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students through high impact professional learning. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the instructional leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Team for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

Furthermore, through the situational analysis it was identified that the schools Aboriginal enrolments had doubled over the last 10 years from approx 20% to 45%. This has meant that the school, through their strategic improvement plan will have a strong focus on Aboriginal Education for all. The school will utilise departmental resources, as well as the local AECG to support these processes. In addition, following the COVID-19 learning from home period, as well as state and Department restrictions there has been an identified need to reengage our community. It is hoped that partnerships will be formed and families more actively involved school events and activities, as well a in decision making processes of the school as active stakeholders. Transition processes in and out of the school through preschool and local high school have also been identified as an area to be strengthened, this will include creating extended transition programs for select students and providing early intervention support.

Wellbeing was identified as a focus during the 2018-2020 School Plan. Wentworth Public School was deemed as excelling during external validation processes in 2020. With the school achieving success in this area and consultation with staff, students and community the need to consolidate and expand well being practices, including continued use of Positive Behaviour for Learning (into classrooms) and exploration of other evidence based consolidations. Further evaluations of the school demographic identified that 90% of students come from the bottom two ICSEA quartiles, thus determining a low-level of socioeconomic within the community. The school will then ensure that students are provided with opportunities on the same basis as students from higher socio economic communities, through additional opportunities and experiences, both inside and outside of the school gates.

Continual monitoring of student data, as well as student, staff and community feedback sessions will allow the school to monitor its progress towards success and re-calibrate efforts to ensure authentic engagement by the whole school allowing students, staff and community to connect, engage and be inspired towards greater things

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	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Working towards Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Delivering
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

Teachers will participate in high impact professional learning, focused on effective assessment practices, data literacy and evidence based practice to drive teaching and learning, ensuring all students achieve their personal best, increasing student growth and attainment.

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.

- 1.1 - Data collection, literacy and analysis
- 1.2 - Evidence based assessment practices
- 1.3 - Evidence based differentiation of teaching and learning

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00
Socio-economic background: \$128,746.00
Professional learning: \$15,000.00
QTSS release: \$22,524.00

Summary of progress

In 2022, Wentworth Public School continued to develop systems and processes for assessment. The school began implementing the whole school assessment schedule which was developed in 2021. This led to the consistent use of the NSW Department of Education On-Demand assessments, including phonological awareness and phonics. Staff professional learning was conducted about this process. As the year progressed staff feedback was obtained and this led to the streamlining of assessments being undertaken with a decision to sharpen the school's focus to reading assessment in 2022, with full implementation, including maths assessment and writing assessment planned for 2023. Furthermore, other key learning areas will be added to the assessment schedule in 2023. The consistency of assessment was well received by staff across the school, although further supervision of staff to ensure assessment is completed will be needed in 2023 to allow other areas of Strategic Direction One to flourish.

To consolidate the development of the assessment schedule being implemented, the school created a data wall using that was collected through consistent school wide assessment to put faces on the data. The aim of the data wall was to track academic data as well as tracking universal, guided and strategic supports offered by the school in the areas of attendance, behaviour, external specialist, social emotional learning. Further to this, the school embedded tri-termly data analysis meetings into whole school professional learning calendar to allow staff time to reflect on the data and plan their next steps. As the year went on, a decision was made to narrow the focus of these data meetings to only include academic and attendance data as staff became more familiar with this data conversation format. Staff were also provided with individualised support in their use of ALAN and interpretation of the literacy progressions to support the work being done in data collection and analysis. In 2023, the scope of these conversations will be widened to capture the full breadth of data collected by the school. Further work will also be completed on the analysis, interpretation and use of the collected data.

The planned activities on the development of evidence-based teacher practice with a focus on numeracy and consolidation of reading practice did not eventuate. Following staff feedback and school executive discussion, a decision was made to continue to the reading deep dive from 2021 to ensure consistent staff understanding and implementation of practice. A learn a little, try a little approach to staff professional learning was undertaken in phonemic awareness and phonics leading staff on a transformation of practice. Wentworth Public School was also chosen as an Accelerated Adopter school for the new NSW K-2 English and Maths syllabus and this process featured heavily in the 2022 activities.

The continued focus on reading in 2022 has allowed for the alignment of department expectations, new curriculum release, consolidation, procurement and the creation of school resources. This has led to a strong foundational skills system which is ready to be embedded in all classes across the school in 2023. Staff were encouraged to showcase their learning and pedagogical practice shift through whole staff celebration of learning events and student successes.

Next year in 2023, with a high turnover of teaching staff, strong induction processes will need to be implemented to embed and consolidate the learning and reading system that Wentworth Public School has developed in 2022. The school will also need to ensure the new NSW K-2 English and mathematics syllabi are implemented with fidelity and ensure legacy knowledge and understanding of current reading pedagogy evidence base, as well as expanding staff knowledge of current mathematics evidence base and pedagogical practices. Professional learning will need to be

clearly signposted for staff so that they can understand the big picture and why each session is being undertaken.

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 achieving in the top 2 NAPLAN numeracy bands by 7%	2022 NAPLAN data indicates decrease of 7.29% in students achieving the top two skill bands for numeracy, from the baseline indicating the school did not achieve the system negotiated target.
Increase the proportion of students achieving in the top 2 NAPLAN reading bands by 6.3%	2022 NAPLAN data indicates decrease of 22.4% in students achieving the top two skill bands for reading, from the baseline indicating the school did not achieve the system negotiated target.
Increase the % of students achieving expected growth in NAPLAN numeracy by 10% from the system-negotiated target baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the % of students achieving expected growth in NAPLAN reading by 4% from the system-negotiated target baseline	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Purpose

Students, staff and the school community will exhibit high levels of connection and engagement with Wentworth Public School, through planned and proactive whole school processes that support student success.

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.

- 2.1 - Aboriginal Education
- 2.2 - Community Engagement
- 2.3 - Wellbeing, attendance and additional opportunities

Resources allocated to this strategic direction

Aboriginal background: \$119,328.00

Socio-economic background: \$74,338.00

Per capita: \$29,492.00

Low level adjustment for disability: \$114,920.90

Location: \$34,981.49

Summary of progress

During 2022 there was a continued focus on ensuring authentic engagement with the local community. Wentworth Public School continued to support the Wentworth Public School Local Aboriginal Education Consultative Group and supported the reestablishment of the Wentworth Public School P&C to ensure prompt and effective consultation and collaboration of school initiatives.

Following on from feedback from the school community, including qualitative internal surveys Wentworth Public School investigated the use of more streamlined parent and carer communication systems, and whilst the plan was to implement this in 2022, due to planned Department of Education system changes, this was delayed until 2023. Continued school executive reflection on a diverse future-focused school, such as the parent and carer communication systems above to ensure the school is meeting the needs of the current school community. Opportunities in 2023 include re-establishing parent and community involvement in school activities on a more regular basis to support student wellbeing and learning inside and outside the classroom.

The school continued its early years transition program and continued to build its relationships with the Wentworth Community Preschool through more rigorous transition meetings. Transition was also a focus for students leaving the school and moving onto Coomealla High School, with the extended transition mirrored from the preschool program for selected students, transition meetings and early conversations about developing a high school readiness program for students towards the end of the year to support their continuity of learning. Planned transition activities all occurred and positive qualitative feedback was received from staff, students and carers.

Professional learning for staff included the integration of Aboriginal perspectives in all key learning areas. This began with combined professional learning with Coomealla High school in conjunction with the NSW Department of Education Aboriginal Outcomes and Partnerships Directorate. Ongoing sustained professional learning following on with the Aboriginal Education Strategic Delivery Officer ensured staff focus in this area. Staff received positive feedback from students, other staff and community following the delivery of the integrated lessons and were recognised by the wider NSW DoE (Department of Education) during a state-wide 'Yarn Up' at the end of 2022.

Progress was slow in the bush tucker garden revamp on the school's journey of ensuring a culturally safe environment for all students. Barriers included physical environmental restraints such as irrigation systems, as well as delayed consultation with the local community to ensure co-design processes. One positive of the delay was the continued relationship building with the Barkindji Maraura Elders Environment Team (BMEET) who supported the ongoing maintenance of the bush tucker garden during the delayed revamp process.

In 2023, ongoing attendance process will need to be continually addressed as student attendance data declined in 2022. There will also be a focus on student participation in a range of activities to supplement learning in key learning areas and the continuation and conclusion of the bush tucker garden revitalisation, as well as undertaking the restoration of the school totem poles. Staff professional learning about the integration of Aboriginal perspectives will be consolidated with the continued integration of Aboriginal perspectives and the school plans to invite more community co-design in the process in 2023. With a suspected high-turnover of teaching staff to begin 2023 consolidation of school wellbeing

systems and process to ensure consistent predictable structures for students will be the focus of wellbeing activities in 2023.

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
Increased % of students of students attending school more than 90% of the time by 6.9% or above	The number of students attending school 90% of the time or more has decreased.
School assessment in the School Excellence Framework (SEF) moves from Delivering to Sustaining and Growing in: <ul style="list-style-type: none"> • Learning Culture • Educational Leadership - Community Engagement 	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of community engagement in the element educational leadership.</p>
Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves by 5.4% from the system negotiated target baseline.	2022 TTFM surveys were not undertaken therefore data is unavailable for this progress measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$154,910.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Wentworth 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"> • additional staffing to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact: improved engagement, involvement and access to the curriculum for identified students.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - undertaking staff professional learning on a range of identified additional needs to support targeted students. - further investigating and implementing targeted, structured student support (Tiered intervention model).
<p>Socio-economic background</p> <p>\$203,084.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wentworth 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"> • 2.1 - Aboriginal Education • 2.2 - Community Engagement • 2.3 - Wellbeing, attendance and additional opportunities • 1.3 - Evidence based differentiation of teaching and learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • equitable access to specialist resources • additional staffing to implement classroom literacy and numeracy • programs to support identified students with additional needs • supplementation of extra-curricular activities • providing students without economic support for educational materials, uniform, equipment and other items • employment of external providers to support students with additional learning needs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased teacher knowledge and understanding of current evidence based practice and legislative requirements to achieve improved student outcomes. - increased access for students of required allied health services. - access for all students to participate in additional student opportunities and activities - access for students to learn using evidence based resources. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - continuing to provide resources, opportunities and access to curriculum to allow all students to achieve and learn. - increased community engagement inside and outside the school gates, including parent sessions and community in schools program. - developing an offsite learning program, to support improved attendance, engagement and behaviour.

<p>Aboriginal background</p> <p>\$119,328.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wentworth 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"> • 2.1 - Aboriginal Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • employment of specialist additional staff (AEO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - an increase in Aboriginal families authentically engaging in the PLP process and, more importantly, conversations became more authentic - Tell Them From Me data indicated 82% of Aboriginal students agree or strongly agree that they feel good about my culture when they are at school. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensuring a literacy and numeracy focused Aboriginal SLSO to deliver differentiated and personalised support to Aboriginal students. - further efforts to enhance community engagement to create cultural safety within the school.
<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 Wentworth 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"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • 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:</p> <ul style="list-style-type: none"> - student progress showing high growth on the EAL/D learning progressions. - EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - ensure teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners and to transfer this practice across all key learning areas (KLAs). - ongoing professional learning will identify language and cultural demands across the curriculum. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-planning.
<p>Low level adjustment for disability</p> <p>\$135,609.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Wentworth Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p>

<p>Low level adjustment for disability</p> <p>\$135,609.90</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"> • 2.3 - Wellbeing, attendance and additional opportunities • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: the school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - expand the impact of the learning support team - provide additional support for identified students through the employment of trained SLSOs.
<p>Location</p> <p>\$34,981.49</p>	<p>The location funding allocation is provided to Wentworth 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> <ul style="list-style-type: none"> • 2.3 - Wellbeing, attendance and additional opportunities <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 • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased subject opportunities and choices for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - developing and delivering professional learning open to other schools. - supporting the school to increase collaboration and overcome isolation.
<p>Professional learning</p> <p>\$15,000.00</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 Wentworth 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"> • 1.3 - Evidence based differentiation of teaching and learning <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 • Staff participation and embedding of evidence based phonics and phonemic awareness instruction <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - increased capacity of all teachers to embed effective practices in the explicit teaching of reading, resulting in improved internal student results. <p>After evaluation, the next steps to support our students will be:</p>

Professional learning \$15,000.00	- personalised and targeted professional learning in the form of mentoring and co-teaching.
QTSS release \$22,524.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wentworth 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"> • 1.3 - Evidence based differentiation of teaching and learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice. <p>97% of teachers reported lessons differentiated according to students' needs</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - employing a specialist to lead improvement in an area where teachers need support, such as literacy or numeracy.
COVID ILSP \$72,000.00	<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 • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - high quality differentiated practice in literacy and numeracy for identified students - positive student data trends, as tracked in PLAN2. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - identification of current student needs and development and implementation of targeted literacy and numeracy interventions. - increasing the scope of the focus areas to include numeracy

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	62	64	72	60
Girls	47	55	49	48

Student attendance profile

School				
Year	2019	2020	2021	2022
K	84.7	84.5	85.5	85.6
1	87.6	82.4	84.4	83.5
2	92.0	87.4	70.1	74.1
3	91.1	83.8	78.7	77.5
4	88.9	88.7	89.4	74.6
5	87.1	91.2	87.1	74.0
6	88.5	83.5	84.7	80.6
All Years	88.5	86.2	82.7	78.7
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)	2.2
Classroom Teacher(s)	4.61
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.2
School Administration and Support Staff	2.81

*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	440,168
Revenue	2,521,873
Appropriation	2,456,492
Sale of Goods and Services	13,253
Grants and contributions	47,329
Investment income	1,199
Other revenue	3,600
Expenses	-2,497,892
Employee related	-2,082,125
Operating expenses	-415,767
Surplus / deficit for the year	23,982
Closing Balance	464,150

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	154,910
Equity Total	460,182
Equity - Aboriginal	119,328
Equity - Socio-economic	202,844
Equity - Language	2,400
Equity - Disability	135,610
Base Total	1,162,099
Base - Per Capita	30,574
Base - Location	34,981
Base - Other	1,096,543
Other Total	431,202
Grand Total	2,208,393

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

Tell Them From Me and internal data sources presented a stabilisation in positive data across the school from previous years. Community sentiment through qualitative interviews from a cross section of the community showed increased levels of positive engagement with the school in and outside the school gate and at after hours events. In 2022, 10 parents and carers participated in the Tell Them From Me survey and the results showed that the school was above the government mean in some areas including parents feel welcomed and providing an inclusive school. The school showed a decline in results in the areas of the school supporting learning, positive behaviour and safety.

In 2022, the Tell Them From Me student survey was completed by 46 students from Years 4 - 6. There was a significant decline in some data from previous years including students with a positive sense of belonging. However in other areas the data which remained stable or increased. These data points include students with positive relationships, students that value schooling outcomes and students with positive behaviour at school. Students also reported on par with students across the state in the areas of effective learning time, relevance and explicit teaching practices and feedback.

Internal staff quantitative multiple choice survey results in 2022 indicated an overall positive experience of staff this included that their job gives them opportunities to use a variety of skills, they have the time to do their job well and have received feedback to help improve their work. Staff reported that performance concerns were not managed effectively and at times found interpersonal relationships challenging.

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.