

# 2022 Annual Report

## Wisemans Ferry Public School



3470

# Introduction

The Annual Report for 2022 is provided to the community of Wisemans Ferry 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

---

Wisemans Ferry Public School

Old Northern Rd

Wisemans Ferry, 2775

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

[wisemansfe-p.school@det.nsw.edu.au](mailto:wisemansfe-p.school@det.nsw.edu.au)

4566 4345

## School vision

At Wisemans Ferry Public School students are at the heart of all that we do. We support the development of students with a focus on student wellbeing and student academic growth. Teachers, parents and students work in partnership to maintain high expectations and a positive environment where every student is known, valued and cared for.

We strive to provide high quality personalised educational experiences and a diverse range of opportunities to allow our students to connect, succeed, thrive and learn.

## School context

Wisemans Ferry Public School is a small semi-rural school located on the lands of the **Darug** people on the banks of the Hawkesbury River. The school has a family-orientated atmosphere and a strong sense of community.

School numbers have fluctuated over the last 5 years. There has been a steady decline in student enrolments from 2015 at 55 students through until 2019 where the enrolment was 29 students. In 2021, we have seen an increase in enrolments to the current figure of 40 students. Our Aboriginal student population fluctuates significantly. In 2015, less than 1% of the student population identified as Aboriginal, comparatively with 28% of students currently identifying. We have one EAL/D student. Our FOEI is 126.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Using high impact teaching strategies will provide opportunities to improve teacher practice and ensure students achieve expected growth and attainment in their learning. There will be a continued emphasis on embedding quality differentiated teaching practices in literacy and numeracy.

Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within the school.

The wellbeing and engagement of our students remains a priority. The Tell Them From Me (TTFM) and/or school based surveys will provide an ongoing data set pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Engagement with the Wellbeing Framework self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Wisemans Ferry Public School has strong connections with the Da Murrytoola Aboriginal Education Consultative Group and works in partnership to provide personalised support for Aboriginal and Torres Strait Islander students and their families.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise the learning potential of every student, in literacy and numeracy, all staff will use data-driven, research based practices to drive differentiated, personalised learning 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.

- Data informed personalised learning
- Effective evidence based teacher practice

### Resources allocated to this strategic direction

**Socio-economic background:** \$10,976.06

**Professional learning:** \$5,813.44

**AP Curriculum & Instruction:** \$30,114.20

### Summary of progress

In 2022, the school made a substantial investment in training teaching staff in the evidence-based science of learning and reading, becoming part of the SoLaR collective to achieve literacy goals more effectively. The school embedded evaluative and explicit practice into school systems, in collaboration with a close network of likeminded schools. The school collected and used data to inform teaching focus and practice initially around vocabulary and grapheme-phoneme correspondence (GPC). Throughout the process we identified a need to provide teachers with a supplementary guide to support the consistent implementation of assessment across all the schools in the collective. In 2023, we will further embed teacher capacity across the SoLaR collective to use data to inform planning by developing writing rubrics to develop their skills to use unaided writing samples.

In 2022, the school engaged in deep and rigorous professional learning through the Collaborative Support for Unique Setting project. Staff were upskilled in data analysis to inform planning, with a specific focus on collaboration and the use of assessment and data in Number Sense, Algebra and Place Value. Staff developed a deeper understanding of the Learning Progressions and the use of PLAN2 to manage data and inform teacher lesson planning. The school has embedded several new initiatives, including maths routine, learning sprints and retrieval practice of student learning. Progressions are being used consistently with more effective formative assessment strategies. Although data talks were planned, due to irregular staff professional learning opportunities in numeracy they did not come to fruition. In 2023 the school will prioritise a focus on building the capacity of staff to lead professional conversations with a focus on differentiated assessment to identify student learning needs, broadening the use of PLAN2 to include aspects of measurement and literacy, and more formalised lesson observations and feedback.

In 2023, further professional learning around evidence collection, evaluation against the SEF and use of Scout is to be sought to enhance, extend and modify existing plans to suit effective, achievable and measurable evaluation of impact and develop systems.

### 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
<b>NAPLAN top two bands</b> • Improvement in the percentage of students, in years 3 and 5, achieving in the top two bands to be at the lower bound system negotiated target of 50.60% in reading.	• 33.3 % of students achieved in the top two bands in NAPLAN <b>reading</b> , an increase of 22.19% from 2021 and indicating progress toward the lower-bound.
<b>NAPLAN top two bands</b> • Improvement in the percentage of students, in years 3 and 5, achieving in	• 8.33% of students achieved in the top two bands in NAPLAN numeracy, an increase of 8 % from 2021 and indicating progress toward the lower-bound.

<p>the top two bands to be at the lower lower bound system negotiated target of 43.70% in numeracy.</p>	
<p><b>NAPLAN expected growth</b>  <ul style="list-style-type: none"> <li>Expected growth data unavailable due to Covid-19. Internal assessment measures used to monitor progress.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<p><b>NAPLAN expected growth</b>  <ul style="list-style-type: none"> <li>Expected growth data unavailable due to Covid-19. Internal assessment measures used to monitor progress.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</li> </ul>
<p><b>Aboriginal student achievement</b>  <ul style="list-style-type: none"> <li>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in reading to be above the school's lower bound system negotiated target.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with only one Aboriginal student in this cohort.</li> </ul>
<p><b>Aboriginal student achievement</b>  <ul style="list-style-type: none"> <li>Increase the percentage of Aboriginal students achieving top 3 NAPLAN bands in numeracy to be above the school's lower bound system negotiated target.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Student achievement data is unavailable for this progress measure in 2022 with only one Aboriginal student in this cohort.</li> </ul>
<p><b>Improvement as measured by the School Excellence Framework</b>  <ul style="list-style-type: none"> <li><b>Learning:</b> Within the themes of the following elements Curriculum, Assessment and Student performance measures we are 'Delivering'.</li> <li><b>Teaching:</b> Within the themes of the following elements Data skills and use and Learning and development we are 'Delivering'.</li> <li><b>Leading:</b> Within the themes of the following elements School planning, implementation and reporting we are 'Sustaining and Growing'.</li> </ul> </p>	<ul style="list-style-type: none"> <li>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Curriculum, Assessment and Student Performance Measures.</li> <li>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Data Skills and use and Learning and Development.</li> <li>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of School planning, implementation and reporting.</li> </ul>

## Strategic Direction 2: Connect, Succeed, Thrive and Learn

### Purpose

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing processes that support high levels of wellbeing and engagement.

### Initiatives

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

- Engaged Resilient Learners
- Collaborative Partnerships

### Resources allocated to this strategic direction

### Summary of progress

Attendance data was largely affected by COVID-19 outbreaks and frequent flooding in 2022, making patterns of attendance harder to predict than normal. In 2022, we reviewed and updated procedures for monitoring engagement and attendance to support consistent systemic processes. Attendance data is now regularly analysed and used to inform planning. The focus for 2023 will be consolidating established processes and continue planned activities to promote the importance of high attendance for every student. We will continue to build whole school and personalised attendance approaches to improve regular attendance rates for all students, including those at risk and communicate the impact of being absent on learning achievement. This will involve developing strong partnerships with families and community.

Staff worked to build a positive learning environment characterised by supportive relationships and contact with students through in the Smiling Minds program. Smiling minds activities promoted positive respectful relationships which began to enable optimum conditions for student learning across the whole school.

In 2023, we will use the data from the self assessment of the Wellbeing Framework to determine which programs will best suit our context.

Throughout the year we had the disruptions due to COVID-19 outbreaks and several flooding events which impacted on the activities that we wanted to participate in with community involvement and learning partnerships. Next year, we will continue to work with the community and parents to strengthen a sense of belonging within our school and consolidate productive partnerships with families.

### 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
<b>Attendance</b> <ul style="list-style-type: none"><li>• Increase the percentage of students attending more than 90% of the time by 10% from the lower bound system target of 70%.</li></ul>	<ul style="list-style-type: none"><li>• The number of students attending greater than 90% of the time or more has decreased, however, this data has been heavily impacted by the Public Health Orders in relation to COVID 19 and flooding which took place throughout 2022.</li></ul>
<b>Wellbeing</b> <ul style="list-style-type: none"><li>• Increase the proportion of students reporting Expectations of Success, Advocacy and Sense of Belonging evidenced by TTFM Wellbeing data.</li></ul>	<ul style="list-style-type: none"><li>• Students did not undertake the TTFM survey in 2022 but completed internal surveys which identified students as having positive wellbeing.</li></ul>
<b>Connecting to Community</b> <ul style="list-style-type: none"><li>• Increase the proportion of parents reporting on student wellbeing and engagement as evidenced by TTFM Wellbeing data and/or school based</li></ul>	<ul style="list-style-type: none"><li>• Survey results from the parent community did not increase as many families were focused solely on flood recovery.</li></ul>

<p>survey data.</p>	
<p><b>Improvement as measured by the School Excellence Framework</b></p> <ul style="list-style-type: none"> <li>• <b>Learning:</b> Within the themes of the following elements Learning culture and Wellbeing we will be 'Sustaining and Growing'.</li> <li>• <b>Teaching:</b> Within the element Effective classroom practice and the theme Classroom management we will be 'Sustaining and Growing'</li> <li>• <b>Leading:</b> Within the themes of the following elements Educational leadership and Management practices and processes we will be 'Sustaining and Growing'.</li> </ul>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture and delivering in the element of Wellbeing.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of classroom management and delivering in the element of Effective Classroom Practice.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of Educational Leadership and sustaining and growing in the element of Management practices and processes.</li> </ul>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$40,908.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Wisemans Ferry Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data informed personalised learning</li> <li>• Effective evidence based teacher practice</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through Science of Learning and Reading (SoLaR) collective and the Collaborative Support in Unique Settings Initiative to support student learning.</li> <li>• employment of additional staff (S.L.S.O) to provide tailored support for students with additional or complex learning needs.</li> <li>• employment of a classroom teacher for continuity of learning and supporting the social, emotional and academic needs of our students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Higher levels of student wellbeing and increased teacher professional learning time leading to increased collective teacher efficacy. The standard of teaching and learning programs has continually increased.</p> <p><b>After evaluation, the next steps to support our students will be:</b> the development of individualised learning plans for all students, regardless of learning ability or behavioural needs.</p>
<p>Aboriginal background</p> <p>\$14,189.60</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Wisemans Ferry 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff (S.L.S.O) to deliver personalised support for Aboriginal students.</li> <li>• staffing release to support development and implementation of Personalised Learning Plans.</li> <li>• purchase of Aboriginal literary resources for the library and literacy groups.</li> <li>• Professional learning to build staff awareness of First Nations Histories and Culture.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> an increase of Aboriginal families engaging in the PLP process and, more importantly, conversations became more authentic. Aboriginal students have demonstrated they are working towards their personalised learning goals, with additional support from the School Learning Support Officer (SLSO).</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to evaluate strategies to support our Aboriginal and Torres Strait Islander students for success, and continue to build positive, supportive relationships between the school and community. Continued development of</p>

<p>Aboriginal background</p> <p>\$14,189.60</p>	<p>Personalised Learning Pathways in consultation with parents, embedding quality literacy resources for all stages into teaching and learning programs and building of cultural awareness programs across the school community.</p>
<p>Low level adjustment for disability</p> <p>\$28,468.45</p>	<p>Low level adjustment for disability equity loading provides support for students at Wisemans Ferry Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• 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</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students being provided the necessary support to access curriculum in line with their peers. The application of evidence-based research into explicit instruction in literacy and numeracy. In class and individual student programs were developed and implemented in line with current research and professional learning undertaken by staff to meet the individual learning needs of students across K-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further embed consistent practice across the school in explicit instruction through engagement with current research and evidence-based practice. The school will provide additional support for identified students through the employment of SLSOs.</p>
<p>Location</p> <p>\$6,172.47</p>	<p>The location funding allocation is provided to Wisemans Ferry Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• employment of a specialist teacher to provide instruction in music and drama</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students at the Wisemans Ferry Public School, regardless of family situation or location, did not miss out on any learning and extra-curricula opportunities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to subsidise excursions and provide financial support to families in order to ensure that all students are able to access curriculum and extra-curricular activities.</p>
<p>Professional learning</p> <p>\$5,813.44</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 Wisemans Ferry Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p>

<p>Professional learning</p> <p>\$5,813.44</p>	<ul style="list-style-type: none"> <li>• Effective evidence based teacher practice</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff to build capacity to deliver targeted, evidence-based literacy Instruction to improve student outcomes, with particular focus on improving pedagogy and teaching practice; data collection and analysis; curriculum delivery; and differentiation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Systems have been embedded into the school timetable to ensure teaching and learning is prioritised. Teacher knowledge of research-based practices which support student learning in reading and mathematics has been developed.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue to deepen teacher understanding of how students learn, subject area content and delivery lesson techniques to ensure students are provided with the optimal environment for progress and academic success.</p>
<p>QTSS release</p> <p>\$7,584.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Wisemans Ferry Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• an additional classroom teacher has been funded by the school for continuity of learning and supporting the social, emotional and academic needs of our students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity for teaching staff to provide tailored individual, explicit instruction and feedback for all students. Individualised learning plans were also developed to support students with additional or complex learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> employing a teacher to release the principal so they can lead improvement in teaching practice through the implementation of the Get Reading Right program and explicit instruction in numeracy, data analysis, lesson planning and lesson delivery.</p>
<p>COVID ILSP</p> <p>\$30,615.54</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the provision of ongoing and continuous small group remediation of students requiring support in literacy and/or numeracy in stages 1 to 3. This led to improved individual results in both literacy and numeracy check in assessment and school based data., as well as, engagement in learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

COVID ILSP

\$30,615.54

to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	16	20	18	20
Girls	21	21	19	24

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.5	93.9	89.9	80.8
1	94.2	93.9	88.7	82.4
2	95.0	90.5	87.2	80.5
3	93.7	93.0	86.1	81.6
4	89.7	96.4	83.8	81.8
5	96.9	93.5	92.6	85.0
6	93.7	97.0	90.8	84.5
All Years	93.5	93.8	88.7	82.3
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)	1.32
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 (\$)
<b>Opening Balance</b>	124,820
<b>Revenue</b>	764,954
Appropriation	716,581
Sale of Goods and Services	4,107
Grants and contributions	43,401
Investment income	866
<b>Expenses</b>	-720,208
Employee related	-619,573
Operating expenses	-100,635
<b>Surplus / deficit for the year</b>	44,746
<b>Closing Balance</b>	169,566

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 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	88,681
Equity - Aboriginal	19,304
Equity - Socio-economic	40,909
Equity - Language	0
Equity - Disability	28,468
<b>Base Total</b>	512,758
Base - Per Capita	9,349
Base - Location	6,172
Base - Other	497,236
<b>Other Total</b>	48,167
<b>Grand Total</b>	649,606

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

During 2022, our school sought the opinions of parents and carers, students and teachers about our school.

Internal survey results from the parent community did not increase as many families were focused solely on flood recovery. However, survey results and informal discussions with parents suggest that families feel a positive connection with the school and report high levels of satisfaction with the schools' programs and operations. They value learning opportunities offered at the school. Families cite the schools focus on each student's individual needs and interests as a positive asset.

Student survey results indicated that students value schooling outcomes, have positive student teacher relationships and have a strong sense of belonging to our school. Students display positive behaviours at school and report having friends they can trust who encourage them to make positive choices, including trying hard to succeed in their learning.

The teacher survey data indicates that teachers feel supported by the school's leadership team who provide support, guidance and opportunities in a safe school environment. Teachers indicated there was a strong sense of collaboration between teachers with a clear focus on professional development and life-long learning.

Families, staff, students and the wider community identify the school to be inclusive, safe, and proud.

# 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.