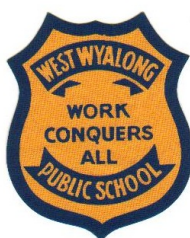


# 2022 Annual Report

## West Wyalong Public School



3519

# Introduction

The Annual Report for 2022 is provided to the community of West Wyalong 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

---

West Wyalong Public School

Park St

West Wyalong, 2671

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

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

6972 2157

## School vision

At West Wyalong Public School, every student is known, valued and cared for in a kind, respectful and inclusive environment. Our vision is for our whole school community to be partners in learning and collaborate to empower all students to become confident, resilient, self-directed and successful learners. This will be achieved through embedded whole school practices of quality teaching, high expectations and individualised learning.

## School context

West Wyalong Public School sits on the lands and waterways of the Wiradjuri people, situated in the town of West Wyalong, which is the major town in the Bland Shire, in the Riverina Region of NSW.

The school draws its enrolments from the rural sector and a lot of families of the employees of the Cowal Gold Mine or business associated with the mine. Our enrolment numbers have recently declined due to a shortage of residences and drive in, drive out workers with no families residing in the town. .

Aboriginal enrolment numbers have remained steady with 35 students this year. We currently have 12 EAL/D students. In 2018, we started a cultural group with our Indigenous students with the support of the Local Aboriginal Lands Council. We have a significant number of students who are on integration funding and are supported by School Learning Support Officers within our school.

Our school has many extra-curriculum opportunities through sport, music, cultural experiences, excursions, leadership initiatives and performances. A whole school wellbeing program has been implemented, to provide extra support for individual student's needs. Our school enjoys a collaborative relationship with the High School - all Year 6 students participate in a Middle School program each Thursday.

We have a very active and interested parent body and our P&C members have been an integral part of the consultation process for this plan.

Our school Strategic Improvement Plan includes a focus on improving literacy and numeracy results across the school. To enable this, an evidence based K -6 continuum of learning for literacy and numeracy is used. This is supported by evidence-based approaches to professional learning that improve teacher practice and increase teacher capacity. In addition, deeper collaboration across the school community and increased involvement in the school by the community, with a focus of high expectations will improve student learning outcomes.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Delivering
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to improve literacy and numeracy achievement, we will embed a consistent cyclic approach to measure progress so that staff know and understand where students are at and where to next.

### 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.

- Assessment Driven Practices

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$150,571.00

**6101 carry forward:** \$75,000.00

**QTSS release:** \$41,026.80

**Per capita:** \$21,331.00

**Socio-economic background:** \$47,621.00

### Summary of progress

In 2022, our focus was on the use of data to inform teaching practice to improve reading and numeracy. Staffing and resourcing was used to incorporate data analysis into stage and whole meetings for all teaching staff. Teachers have acknowledged the value of participating in extensive professional learning on collecting, tracking and monitoring student progress data, particularly in relation to the learning progressions. Assessment tasks have been refined to better match syllabus outcomes and comparative results from the start of Term 2 to mid-Term 4 indicate improvement in student achievement in the areas of comprehension, number sense and place value as a result of our work in this area. This has put us on track to achieve our annual progress measures.

Differentiated support across most faculties, in the form of professional learning delivery, collaboration and team teaching, has been provided for staff by the Assistant Principal, Curriculum and Instruction. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board.

In 2023, in this initiative, funding will continue to be used for the position Assistant Principal, Instructional Leader to work alongside Assistant Principal, Curriculum and Instruction. This will enable these staff members to focus on either English and mathematics and provide support for staff in the implementation of the new K-2 Mathematics and English syllabuses, and also prepare Stage 2 and Stage 3 teachers for the 3-6 syllabuses implementation in 2024. There will remain the ongoing focus on data collection and cyclic planning using collaboration opportunities and High Impact Professional Learning in reading and numeracy. Teachers will receive additional release time for professional learning, planning and evaluation as well as professional learning sessions each week, with a strong focus on improving engagement and learning outcomes in numeracy.

### 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 number of students achieving in the top 2 bands in NAPLAN reading assessment by 9%	• 2022 NAPLAN data indicates 37% of students in the top two skill bands for reading, indicating achievement of the system negotiated lower bound target 32.9%
Increase the number of students achieving in the top 2 bands in NAPLAN numeracy assessment by at least 10%.	• 2022 NAPLAN data indicates 24% of students in the top two skill bands for numeracy, indicating achievement of the system negotiated lower bound target 23.8%
By the end of 2022 we will be working towards excelling in the data skills and	• Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the element of data



## Strategic Direction 2: High impact quality teaching

### Purpose

In order to ensure that every student achieves growth in their learning we will build teacher capacity in high impact quality teaching practices.

### 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.

- High Impact Professional Learning

### Resources allocated to this strategic direction

**6101 carry forward:** \$75,000.00

**Professional learning:** \$31,894.10

**Socio-economic background:** \$37,061.94

**Location:** \$8,906.06

### Summary of progress

In 2022, staff were able to improve their teaching practice with support of our Assistant Principal, Curriculum and Instruction and Assistant Principal, Instructional Leader with professional learning based on assessment and data collection and collaborative practices. Professional learning was focused on systems to improve teaching quality and student achievement including Lyn Sharratt's Clarity Learning Suite and Quality Teaching Rounds.

All stages had an extra hour each week using explicit systems for collaboration, with instructional leaders. They analysed data, discussed evidence based teaching and learning strategies and targeted areas for improvement. Quality Teaching Rounds provided staff with specific and timely feedback on their teaching, in particular with explicit teaching, high expectations and deep understanding. Teaching staff completed 3 modules of Clarity Learning Suite.

National Literacy and Numeracy Progressions were used in stage planning and by the end of the year, the percentage of students achieving progressions that were targeted in the 5 weeks sprints, increased in every teaching and learning cycle. Observations of stage meetings and mentoring feedback, indicated a better understanding of teaching strategies and planning that were focused on areas identified from the learning progressions. In Check-In Assessments, the Year 4 and 6 students improved in reading from the beginning of the year, with the Year 6 cohort achieving the state average result in Term 4. In numeracy, all year groups assessed in Terms 3 and 4, were above the Statistically Similar School Group.

In 2023, there will be a strong focus on students self assessing against progressions and co-constructed success criteria. All teaching staff will continue to take part in professional learning with Clarity Learning Suite and set planning days will be used develop and monitor the implementation and impact of Clarity strategies in classrooms.

### Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the number of students achieving at or above expected growth in the reading NAPLAN assessment by at least 8%	• Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.
Increase the number of students achieving at or above expected growth in the numeracy NAPLAN assessment by at least 8%.	• Student achievement data is unavailable for this progress measure in 2022, with an absence of comparison data from the 2020 cancellation of NAPLAN, however, individual student progress is reported directly to parents and carers throughout the year.

<p>Increase the number of students achieving at or above expected growth in the numeracy NAPLAN assessment by at least 8%.</p>	
<p>By the end of 2022 the school will be at excelling in the theme of collaborative practice and feedback in the School Excellence Framework</p>	<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 theme of collaborative practice and feedback.</li> </ul>
<p>By the end of 2022 the school will be at excelling in the theme of explicit teaching in the School Excellence Framework.</p>	<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 theme of explicit teaching.</li> </ul>



## Strategic Direction 3: High expectations relationships

### Purpose

In order to optimise the educational and wellbeing outcomes of every student we will create a culture of high expectation through the shared responsibility of students, parents and staff.

### 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.

- High Expectations Relationships

### Resources allocated to this strategic direction

**Aboriginal background:** \$45,189.51

**Socio-economic background:** \$23,968.00

**Per capita:** \$31,984.41

**Location:** \$10,000.00

### Summary of progress

In 2022, effective partnering with students, parents and staff was provided for input and feedback to set learning and personal goals as well as discussing necessary support.

The Parents and Citizens committee worked very closely with school staff and Local Land Council, to design and establish a Wiradjuri native vegetation garden and Yarning Circle. The Personalised Learning Pathways were developed with meetings with students, parents and carers, and a Local Land Council contact, who provided information about cultural activities for Aboriginal students. Staff continued to be professionally developed in Stronger Smarter strategies during staff meetings, to utilise and embed in their classroom practice to improve engagement and a sense of belonging for every students.

The attendance team continued to use a data wall to identify students who were attending below 90% as well as giving teachers regular updates for students to follow-up and concentrate on to improve their attendance. The average attendance rate per student was 88% for 2022, which was higher than the network and state average. The percentage of students attending at 90% or higher was 58% for the year, which is well below our target of 89%. In the Tell Them From Me Surveys, 86.45% of students in Year 4, 5 and 6 indicated positive responses towards wellbeing.

In 2023, parents will be surveyed about what areas of the curriculum they would like further information and support with so that workshops, home learning resources and how to videos, can be provided. Previous strategies to improve attendance will be evaluated and a new plan to improve attendance will be developed. There will be a continued focus on improving students Sense of Belonging through wellbeing programs and Positive Behaviour for Learning. The outdoor learning space will be used in all curriculum areas and further improved with signage and added resources like grinding stones and work areas for students.

### 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 number of students attending at 90% or higher by at least 5%.	• The number of students attending greater than 90% of the time or more has decreased by 14% from 2021.
Increase the number of students surveyed using the tell Them From Me survey, who experience a sense of belonging, advocacy and high expectations by 6%.	• 86% of students indicate a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) demonstrating achievement of this school-based progress measure and an increase of 7.5% from 2021 and an increase of 9.5% from baseline.
By the end of 2024 the school will be	• Self-assessment against the School Excellence framework shows the

moving towards excelling in the theme of high expectation culture in the School Excellence Framework.

school currently performing at sustaining and growing in the element of high expectation culture.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,951.00</p>	<p>Integration funding support (IFS) allocations support eligible students at West Wyalong Public School in mainstream classes who require moderate to high levels of adjustment.</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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- eligible students supported in their classrooms to achieve their personalised learning goals with regular parent and carer contact and input.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- incorporate integration funding decision making into the learning and support team meeting agenda, in a case management approach</li> <li>- use a staff member in the role of community liaison</li> <li>- use of integration funding will be adjusted throughout the year in response to student's support needs.</li> </ul>
<p>Socio-economic background</p> <p>\$154,618.94</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at West Wyalong 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>• Assessment Driven Practices</li> <li>• High Impact Professional Learning</li> <li>• High Expectations Relationships</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>• employment of additional staff to support miniLit and MacqLit program implementation.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• employment of external providers to support students with additional learning needs</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- reading and numeracy check in assessments results achieving above Statistically Similar School Groups (SSSG).</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- students will continue to be supported in reading and numeracy with the MiniLit and MacqLit programs</li> <li>- utilise funding to purchase mathematics resources, create smaller class sizes for reading and numeracy instruction and extra staff allocated in each classroom.</li> </ul>
<p>Aboriginal background</p> <p>\$45,189.51</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at West Wyalong 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</p>

<p>Aboriginal background</p> <p>\$45,189.51</p>	<p>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>• High Expectations Relationships</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 to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- increase in Aboriginal families engaging in the PLP process , with authentic conversations with member of the Local Lands Council.</li> <li>- Tell Them From Me survey indicated that 80% of Aboriginal students had a positive outcome with a sense of belonging compared to 55% of the Aboriginal students in the State. This was an improvement for the school of 34% from 2021.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- membership in the new AECG that has been established in West Wyalong as well as Professional learning for staff on Aboriginal Education and implementation of the Personalised Learning Plans.</li> </ul>
<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 West Wyalong 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 equity loading include:</b></p> <ul style="list-style-type: none"> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- student progress showing growth in reading and writing.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- professional learning for the Learning and Support Teacher on English language proficiency using the EAL/D learning progressions</li> <li>- individualised learning programs for students at beginning and emerging phase.</li> </ul>
<p>Low level adjustment for disability</p> <p>\$156,214.30</p>	<p>Low level adjustment for disability equity loading provides support for students at West Wyalong 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> </ul>

<p>Low level adjustment for disability</p> <p>\$156,214.30</p>	<ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</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></p> <ul style="list-style-type: none"> <li>- students skills were consolidated through targeted learning and support programs under the guidance of the Learning and Support Teacher and School Learning Support Officers</li> <li>- MiniLit and MacqLit groups occurred for students targeted through assessment data and referrals were created in stage teams</li> <li>- the Learning and Support Teacher provided interventions for identified students</li> <li>- targeted programs and resources for students across K-6, in literacy and numeracy occurred under the guidance of Assistant Principals.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- an increase in student participation in support programs across K-6</li> <li>- the Learning and Support Teacher will continue to provide support for identified students</li> <li>- the referral system for learning support assistance will be reviewed early in the year to improve the process as well as sourcing support from external allied health providers.</li> </ul>
<p>Location</p> <p>\$59,301.54</p>	<p>The location funding allocation is provided to West Wyalong 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>• High Impact Professional Learning</li> <li>• High Expectations Relationships</li> <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>• incursion expenses</li> <li>• technology resources to increase student engagement</li> <li>• subsidising student excursions to enable all students to participate</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- an increase in engaging cultural opportunities and choices for students.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to provide extra curricular and cultural experience for students by funding a variety of in school activities and excursions</li> <li>- scope and sequence of excursions with links to key learning areas in the K-6 curriculum.</li> </ul>
<p>Professional learning</p> <p>\$31,894.10</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 West Wyalong 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>• High Impact Professional Learning</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching reading and explore modelled, interactive, guided and independent reading</li> <li>• instructional leaders providing professional learning to stage groups on cyclic planning and use of the literacy and numeracy hub for collaborative planning.</li> </ul>

<p>Professional learning</p> <p>\$31,894.10</p>	<ul style="list-style-type: none"> <li>• professional learning for all teaching staff with Clarity learning Suite by Lyn Sharratt.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- all staff completing High Impact Professional Learning opportunities with instructional leaders and their stage teams and as whole school groups</li> <li>- stage based professional learning was determined through the use of analysis of both internal and external data sources</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- targeted professional learning in the implementation of new curriculum, reading and numeracy as well as Lyn Sharratt's Clarity Learning Suite.</li> </ul>
<p>QTSS release</p> <p>\$41,026.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at West Wyalong 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>• Assessment Driven Practices</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• implementation of instructional rounds to strengthen quality teaching practices</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- staff released in stage groups for one hour each week</li> <li>- teaching and learning programs created collaboratively</li> <li>- professional learning based on stage data and point of need - High Impact Professional Learning</li> <li>- peer observations and feedback both within and across stages</li> <li>- Early Stage 1 and Stage 1 staff took part in professional learning and planning sessions in preparation for the implementation of the the new K-2 English and mathematics syllabuses.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>- continue to use the funding to release staff off class on a rotational basis, with the focus on collaboration, analysis, planning and professional learning for reading and numeracy.</li> </ul>
<p>COVID ILSP</p> <p>\$150,253.00</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><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>• employing staff to provide tuition to student groups in reading with MacqLit and MiniLit programs</li> <li>• providing intensive individual tuition for identified students who were identified in numeracy, writing and reading by School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- majority of the students in the program achieved progress towards learning</li> </ul>

<p>COVID ILSP</p> <p>\$150,253.00</p>	<p>goals in sight word knowledge, reading levels and numeracy skills that were identified from PLAN 2.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"><li>- implementation of literacy and numeracy small group tuition using data sources to identify specific student need</li><li>- School Learning Support Officers take small groups in MacqLit and MiniLit tuition in reading as well as targeted numeracy support using data from the progressions</li><li>- The School Learning and Support Team procedures revised and involve regular monitoring of students as they transition back into classrooms</li><li>- provide additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</li></ul>
---------------------------------------	--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	132	130	112	101
Girls	124	110	99	98

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	89.0	87.8	90.8
1	94.7	93.2	89.5	87.5
2	93.8	94.8	90.6	88.3
3	93.4	93.2	92.5	85.2
4	92.3	95.2	88.6	88.9
5	89.9	93.7	91.9	88.2
6	89.6	91.9	88.8	86.5
All Years	91.9	93.1	90.1	87.9
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)	4
Classroom Teacher(s)	9.32
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.72

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <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>	461,662
<b>Revenue</b>	3,407,982
Appropriation	3,352,358
Grants and contributions	54,057
Investment income	1,067
Other revenue	500
<b>Expenses</b>	-3,322,197
Employee related	-2,948,442
Operating expenses	-373,755
<b>Surplus / deficit for the year</b>	85,785
<b>Closing Balance</b>	547,447

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>	176,951
<b>Equity Total</b>	358,423
Equity - Aboriginal	45,190
Equity - Socio-economic	154,619
Equity - Language	2,400
Equity - Disability	156,214
<b>Base Total</b>	2,217,320
Base - Per Capita	53,315
Base - Location	59,302
Base - Other	2,104,703
<b>Other Total</b>	301,758
<b>Grand Total</b>	3,054,452

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

In the 2022 Tell Them From Me **Parent Survey**, the school mean score for every category was higher than the state mean. The areas that parents responded very positively were parents supporting learning at home, parents feeling welcome, school supporting learning and the school being inclusive.

The school scored highly from parents' responses with the following statements:

- I can easily speak with my child's teachers
- Reports on my child's progress are written in terms I understand
- Teachers show an interest in my child's learning
- My child is encouraged to do his or her best work
- Teachers expect my child to pay attention in class
- My child is clear about the rules for school behaviour
- My child feels safe going to school

Areas to improve:

- Parent activities are scheduled at times when I can attend
- I am informed about my child's social and emotional development
- Behaviour issues are dealt with in a timely manner

Parents also specified that formal interviews, telephone calls, informal meetings and school reports were the most useful types of communication. They also indicated that social media, texts and the school newsletter were the best ways to share news about the school. Almost all parents surveyed agreed that the school was well maintained, had a physically welcoming environment and it is easy to access/move around the school.

In the 2022 Tell Them From Me **Student Survey**, the school scored highly from students' responses with the following statements:

- Students set challenging goals for themselves in their schoolwork and aim to do their best
- Have friends at school they can trust and who encourage them to make positive choices.
- Students believe that schooling is useful in their everyday life and will have a strong bearing on their future.
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback

There were 94% of students said their teacher takes time in class to ask us to remember and explain things we have been taught before and 96% of students indicated that they are treated with fairness and respect by their teachers in regards to their cultural background.

Areas for improvement:

- Feeling accepted and valued by their peers and by others at their school.
- Believing that schooling is useful in their everyday life and will have a strong bearing on their future.
- Feel teachers are responsive to their needs and encourage independence with a democratic approach.

In the 2022 Tell Them From Me **Staff Survey**, the school mean score for every category was higher than the state mean. The areas that parents responded very positively were parents supporting learning at home, parents feeling welcome, school supporting learning and the school being inclusive.

The school scored highly from parents' responses with the following statements:

- Teachers in our school share their lesson plans and other materials with me
- I discuss learning problems of particular students with other teachers.
- I monitor the progress of individual students.
- I establish clear expectations for classroom behaviour
- I make an effort to include students with special learning needs in class activities
- I share students' learning goals with their parents.
- I work with school leaders to create a safe and orderly school environment

Areas to improve:

- Students use computers or other interactive technology to track progress towards their goals
- I ask parents to review and comment on students' work.
- I use computers or other interactive technology to give students immediate feedback on their learning.
- I use strategies to engage parents in their child's learning.
- I provide examples of work that would receive an "A", a "B", or a "C" (or their equivalent)

Parent Survey



The school has improved in all areas of responses from parents from 2019-2022.

# 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.