

# 2022 Annual Report

## Dubbo West Public School



3591

## Introduction

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

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Dubbo West Public School

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## School vision

Dubbo West Public School is a school where individuals matter. We are one team with one direction focused on a vision of moving onwards, with a strong emphasis on literacy and numeracy. We provide the keys to success for our students.

## School context

Dubbo West Public School comprises 430 students from P-6, located in a large regional centre, drawing on a wider community. At Dubbo West Public School we have a range of classes, including mainstream, an Intellectually Mild class and an Opportunity Class. A preschool supports the early learning phase of school life. The school is also supported with a School as Community Centre, targeting families with children 0-8 years. In 2021, two newly established multicategorical classes will cater for students requiring additional support to access their learning. After School Care is available on site. The school sits in a diverse community setting from a range of socio-economic backgrounds. 55% of students identify as Aboriginal. In 2020, our Preschool underwent assessment and ratings, achieving a rating of exceeding.

Students have the opportunity to participate in a variety of activities including Circus, John Moriarty Football and specialist music tuition. Support agencies come into the school to work with identified students to increase their access to education opportunities.

Dubbo West Public School is an Early Action for Success school and currently has an Instructional Leader at Deputy Principal level. This role supports students' learning, primarily in Preschool to Year 2.

Dubbo West Public School employs a range of School Learning Support Officers across the school. All Kindergarten classes have School Learning Support Officers for all sessions of the day. Through this, the process of learning is embedded and sustained to support the students who may not have attended early learning centres prior to commencing school. Additional support for students is provided as required.

The You Can Do It program, introduced in 2020, focuses on the expectations of resilience, persistence, getting along, organisation and confidence.

Dubbo West Public School is a proud partner with the Local Dubbo Aboriginal Education Consultative Group. The school incorporates a range of cultural activities including Wiradjuri language, NAIDOC celebrations and the inclusion of Wiradjuri names for some classes.

In 2020, the school conducted a situational analysis using a range of internal and external data. Some of our strengths were identified as community satisfaction, collaboration and an improvement in our reporting processes to families.

Consultation with staff, students and community members was undertaken for both the situational analysis and the development of the 2021-2024 Strategic Improvement Plan using a range of forums including staff meetings, P&C meetings, surveys, newsletters and community flyers.

Historical data shows a fluctuation in student achievement but expected growth in both reading and numeracy will be an area of explicit focus. After reviewing our NAPLAN gap analysis the areas for explicit focus in literacy include: reading, viewing and comprehending texts; features including punctuation conventions and vocabulary. From the findings of the gap analysis in numeracy, the focus areas include: place value and additive strategies; multiplication and division (multiplicative thinking); fractions and decimals.

We will strengthen whole school processes for collecting and analysing student data to inform teaching and learning programs with continuous improvement at the centre.

From a range of data sources we have concluded that our community satisfaction is high, however engagement of parents in student learning and school life, students' sense of belonging and attendance were identified as areas for improvement. Our future focus will be to increase students' sense of belonging through wellbeing practices that support and celebrate all students and to create an environment that is committed to nurturing, guiding, inspiring and challenging students, resulting in building a cohesive educational community.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to improve all students' reading and numeracy success with a school wide collective approach.

### 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.

- Individual Student Growth
- Explicit Teaching

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$210,835.40

**Socio-economic background:** \$34,476.30

**Aboriginal background:** \$50,000.00

**English language proficiency:** \$12,350.00

**Low level adjustment for disability:** \$23,000.00

### Summary of progress

#### Individual Student Growth

Teachers identified that there was a need to differentiate teaching and learning programs through the regular analysis of data and monitoring of individual student progress. The addition of two Assistant Principals Curriculum and Instruction (APs, C&I) also identified opportunities for further development of phonological and phonemic awareness. Although teachers improved their understanding of the use of data to progress student learning, the impact on student outcomes is yet to be seen. In 2023 the school will continue to focus on identifying and improving student reading outcomes by extending this focus through to the reading area of phonics, while at the same time maintaining the progress in phonological awareness.

#### Explicit Teaching

Developing student skills in place value and additive strategies; multiplication and division (multiplicative thinking); fractions and decimals and measurement was a key focus area in 2022. Teachers participated in professional learning in multiplicative thinking and applied differentiated teaching strategies. Whilst there was a slight increase in NAPLAN numeracy top two bands, the school did not achieve the identified targets and as a result, will continue to focus on the identified areas in 2023. The addition of APs, C&I will support collaborative data analysis and differentiated teaching strategies.

### 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
To improve the percentage of Years 3 and 5 students achieving in the top two bands in NAPLAN in reading by 7.4%.	2022 NAPLAN data indicates 14% of Years 3 and 5 students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
To improve the percentage of Years 3 and 5 students achieving in the top two bands in NAPLAN in numeracy by 4.2%.	2022 NAPLAN data indicates 8.25% of Years 3 and 5 students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
To improve the percentage of Year 5 students achieving expected growth in NAPLAN in reading by 7.4%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
To improve the percentage of Year 5	Student achievement data is unavailable for this progress measure in 2022

students achieving expected growth in NAPLAN in numeracy by 8.3%	with an absence of comparison data from the 2020 cancellation of NAPLAN.
At least 60% of kindergarten students will achieve Stage 6 in Synthetic Phonics program and 60% of Year 1 students will achieve Stage 7.4 or beyond	The progress measure was not achieved however 7.7% of Kindergarten students reached Stage 6 and 7.7 % of Year students achieved 7.4 or above.
An increase in the Year 3 to 6 Check-in Assessment reading results by 5%	There was a decrease in reading Check-in Assessment results for Years 3 to 6 students.
An increase in the Year 3 to 6 Check-in Assessment numeracy results by 5%	There was a decrease in numeracy Check -Assessment results for Years 3 to 6 students.

## Strategic Direction 2: High quality teaching and high expectations

### Purpose

The focus is on the improvement of evidence-based teaching and data driven decisions resulting in high expectations of learning progress and achievement 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 Skills and Use
- Continuous Improvement

### Resources allocated to this strategic direction

**Professional learning:** \$38,659.26

**Aboriginal background:** \$355,840.00

**Integration funding support:** \$34,094.87

**Socio-economic background:** \$29,000.00

### Summary of progress

#### Data Skills and Use

Teachers were surveyed in relation to their understanding of phonological awareness and these results indicated that staff needed professional learning in this aspect of literacy to improve student outcomes. The school will continue to focus on improving staff capacity to analyse, interpret and extrapolate data and collaboratively use this to inform planning to identify interventions and modify teaching practice in reading. The school will also continue to monitor staff capacity throughout 2023, especially for new staff, and also to maintain current staff skills and focus on this area. The addition of two Assistant Principals, Curriculum and Instructions will support teachers to clearly understand, develop and apply a full range of assessment strategies in 2023 and this will enable teachers to effectively apply assessment for learning strategies in their classes.

#### Continuous Improvement

Teachers completed the Tell Them From Me teacher surveys and this has allowed the executive team to gather and interpret baseline data. There is an agreed understanding that there are several areas that have been identified as opportunities for future teacher growth and this will be further explored 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
Development of a school wide scope & sequence for assessment of all KLAs with a focus on Literacy & Numeracy.	In 2022 a school wide scope and sequence for assessment was developed for all KLAs with a focus on Literacy and Numeracy
Comparative data sample of teacher responses to the TTFM	In 2022 teachers completed the Tell Them From Me to create a baseline data sample for comparison in coming years.
Other assessment sources are evidenced as sources of information to drive teaching and learning	In 2022 teachers used a variety of assessment tools to provide updated student achievement to correlate against NAPLAN data.
To improve the school mean of students believing that teachers hold high academic standards and expectations that they will succeed as identified in the Tell Them From Me	In 2022 Tell Them From Me data has remained the same as 2021.

wellbeing survey data by 1.0 points



## Strategic Direction 3: Success through collaboration

### Purpose

Our purpose is to focus on positive wellbeing to strengthen the school, embracing students, staff and the wider community. An inclusive model across learning will promote positive culture and understanding across key stakeholders within the school.

### Initiatives

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

- Student Wellbeing
- Community Engagement

### Resources allocated to this strategic direction

**Socio-economic background:** \$165,800.00

**Location:** \$2,428.21

**Aboriginal background:** \$26,000.00

### Summary of progress

#### Student Wellbeing

In 2022 a breakfast club was established and appreciated by the community. More than 15% of students use the breakfast club each day. Lunch is available to students if required and as a result of these two initiatives teachers report that the students are more prepared for learning. Significant relationships have developed as a result of this initiative and students see the school as a place for support and nurturing. In 2023 the school will continue to offer the breakfast club as students and teachers value the positive outcomes it is providing.

#### Community Engagement

The Dubbo West Public School P&C grew significantly in 2022 and this has resulted in improved positive engagement with our community due to the diverse community representation. The P&C has its own identity with a local artist designing a logo. The P&C is viewed by the parents and carers as an opportunity to find support from other parents and carers and to have a voice in the future directions of the school. In 2023 the P&C will continue to play a significant role in growing positive relationships in the wider community and be a significant consultative group in moving the school forward.

### 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
To improve the percentage of students attending school >90% of the time to reach the lower bound system-negotiated target by 9.25%.	In 2022 27.46% of students attended school 90% or more of the time.
To improve the percentage of students reporting expectations for Success, Advocacy and Sense of Belonging at school in the Tell Them From Me wellbeing data by 4.5%.	In 2022 the TTFM survey was not completed by the school.
Increased engagement of parents and community members in school events, decision-making and planning for teaching and learning.	In 2022 P&C membership grew by 180% with an increase of diverse representation of the school community.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$192,731.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Dubbo West 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>• Continuous Improvement</li> <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>• implementation of targeted programs to differentiate teaching and learning programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved systems of practice across the learning and support team to identify student learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use this data to support students with additional learning needs through targeted intervention at tier 2 and tier 3 level of support.</p>
<p>Professional learning</p> <p>\$40,159.26</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 Dubbo West 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>• Data Skills and Use</li> <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>• High impact professional learning on professional learning for all teachers on phonological awareness</li> <li>• Professional Learning in BroSpeak and SistaSpeak for implementation in 2023 as part of the Behaviour Support Systems.</li> <li>• Professional Learning with Sue Larkey- Autism specialist to support students in the classroom.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <ul style="list-style-type: none"> <li>- Consistent evidenced based teaching strategies on supporting students in the classroom in phonological awareness across P-6.</li> <li>- Improved teacher understanding and importance of providing an environment that is engaging and culturally safe.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> a continued focus on ensuring students have the phonological awareness skills to support reading improvement and replicate the strategic school support model to improve phonics. There will also be a continued focus on increasing staff knowledge and understanding of Aboriginal Culture to strengthen education for Aboriginal learners.</p>
<p>Socio-economic background</p> <p>\$897,915.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Dubbo West 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>

<p>Socio-economic background</p> <p>\$897,915.44</p>	<ul style="list-style-type: none"> <li>• Individual Student Growth</li> <li>• Continuous Improvement</li> <li>• Student Wellbeing</li> <li>• Community Engagement</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 strategic school support model to support student learning</li> <li>• employment of additional staff to support learning and support team program implementation and improvement.</li> <li>• Providing students with access to sufficient food to support their wellbeing</li> <li>• Providing students with a engaging outdoor learning environment.</li> <li>• Streamlined communication systems to deliver services and information to support parental engagement and satisfaction.</li> <li>• employment of additional staff to support student wellbeing and engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ensuring all students start each day ready to learn and teachers are applying trauma informed practice strategies to support student engagement. In addition, the school was responsive to student voice about their outdoor learning environments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide breakfast through the breakfast club and emergency lunches to ensure that all students have sufficient access to food. The school will also continue to upgrade outdoor learning environments to support student engagement.</p>
<p>Aboriginal background</p> <p>\$754,950.07</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Dubbo West 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>• Individual Student Growth</li> <li>• Continuous Improvement</li> <li>• Community Engagement</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 specialist additional staff (SLSO) to support Aboriginal students</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students from Aboriginal backgrounds were able to access additional support in literacy and numeracy to build their capacity and work toward closing the educational gap.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to fund additional support staff across all stages, aiming for one School Learning Support Officer (SLSO) in each classroom.</p>
<p>English language proficiency</p> <p>\$18,040.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Dubbo West 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>• Individual Student Growth</li> </ul>

<p>English language proficiency</p> <p>\$18,040.00</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 to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students demonstrated an increased capacity in phonemic awareness across P-6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use funding for phonemic awareness interventions P-6 to further increase student growth and achievement.</p>
<p>Low level adjustment for disability</p> <p>\$195,380.77</p>	<p>Low level adjustment for disability equity loading provides support for students at Dubbo West 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>• Individual Student Growth</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>• 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> <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> An additional teacher was employed 0.5 to reduce class size. This reduced the number of students in each class to minimise behaviour and increase the opportunity for more engaged learning within the classroom environment. In addition, a full-time learning and support teacher was employed to support staff and identify the most beneficial intervention for targeted students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use additional funding sources to reduce class sizes across K-6.</p>
<p>Location</p> <p>\$2,428.21</p>	<p>The location funding allocation is provided to Dubbo West 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>• Student Wellbeing</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>• Erection of a bus shelter will be finalised in 2023.</li> <li>• Work for the compliance of the fixed play equipment will not be completed in 2022 but will be done by the end of Term 1 2023.</li> <li>• The front office area has been totally refurbished and has security doors throughout. More staff toilets were installed as a part of this process.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The front office is more secure and has an improved facade.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

Location \$2,428.21	to complete a staff evaluation once school beautification projects are completed in 2023, to determine whether the improvements made to the physical environment has impacted on student behaviour.
QTSS release \$90,098.00	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Dubbo West 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>• assistant principals provided with additional release time to support classroom programs</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> All Assistant Principals received release from face to face Teaching. This provided time for them to manage behaviours, communicate with parents and support staff on class during complex transition time.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to allocate a class to all Assistant Principals. This will support student learning as Assistant Principals are our most experienced teachers and can lead change from their classrooms.</p>
COVID ILSP \$354,589.00	<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><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 additional staff to support the monitoring of COVID ILSP funding</li> <li>• providing intensive small group tuition for identified students who required additional support in Literacy and Numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students worked in small groups with an SLSO and this led to increased confidence with reading fluency and improved comprehension. Staff developed a rapport with identified students and this impacted on the wellbeing of students involved in the interventions.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use School Learning Support Officers to facilitate COVID ILSP in 2023.</p>
AP Curriculum & Instruction \$210,835.40	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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>• Individual Student Growth</li> <li>• Explicit Teaching</li> </ul>

<p>AP Curriculum &amp; Instruction</p> <p>\$210,835.40</p>	<p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Employing an Assistant Principal Curriculum and Instruction an additional 0.2 to develop staff capacity when delivering effective reading to students in K-2 and improving comprehension in Years 3-6.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff participated in professional learning to inform their practice when explicitly teaching phonological awareness.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to build on these practices using the expertise of the Assistant Principals, Curriculum and Instruction to drive improvement across the learning progressions.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	209	209	225	210
Girls	180	180	184	194

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	87.2	67.0	86.8	78.7
1	84.6	73.2	85.7	79.4
2	89.7	71.9	84.3	77.4
3	87.5	83.6	84.2	77.1
4	88.6	82.1	85.5	75.5
5	88.3	81.3	81.2	78.6
6	88.3	78.8	83.1	77.2
All Years	87.7	76.3	84.7	77.8
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

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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)	7.4
Classroom Teacher(s)	18.98
Learning and Support Teacher(s)	1
Teacher Librarian	1
School Administration and Support Staff	9.82

\*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 <b>Actual</b> (\$)
<b>Opening Balance</b>	473,636
<b>Revenue</b>	7,639,777
Appropriation	7,516,546
Sale of Goods and Services	31,891
Grants and contributions	88,361
Investment income	2,979
<b>Expenses</b>	-6,701,339
Employee related	-5,796,000
Operating expenses	-905,338
<b>Surplus / deficit for the year</b>	938,438
<b>Closing Balance</b>	1,412,074

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

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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>	192,731
<b>Equity Total</b>	1,866,227
Equity - Aboriginal	754,899
Equity - Socio-economic	897,916
Equity - Language	18,042
Equity - Disability	195,370
<b>Base Total</b>	3,851,320
Base - Per Capita	111,230
Base - Location	2,428
Base - Other	3,737,662
<b>Other Total</b>	1,039,425
<b>Grand Total</b>	6,949,704

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 2022 parents and carers were surveyed. Parents and carers informed the school that felt that the way the staff greeted families and students at the start of the day provided a positive start to the school day. There was also positive feedback in relation to the presentation of the grounds and the school. Parents and carers also made reference to the positive attitude of the staff, seeing this as one of the strengths of the school.

Students commented positively on the breakfast club, the technology that they have available at school as well as the covered bus shelter which provides protection from the rain.

Staff commented positively about the collegial relationships that exist and enjoy having professional conversations with colleagues. The staff also see value in the rebranding and implementation of Positive Behaviour for Learning.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.