

2022 Annual Report

Scotts Head Public School



3635

Introduction

The Annual Report for 2022 is provided to the community of Scotts Head 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

Scotts Head Public School

Gloucester St

Scotts Head, 2447

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

scottshead-p.school@det.nsw.edu.au

6569 8144

School vision

At Scotts Head Public School, our vision is to nurture everyone's physical, social, emotional and academic wellbeing, in a safe, caring, happy, orderly, bilingual and productive community of lifelong learners.

We believe in building a culture of high expectations for students to feel valued and cared for, to enable them to succeed and thrive. At our school students are engaged in rigorous learning experiences in local and global contexts to continually develop learner habits, learning strategies and assessment capability, that result in at least a year's worth of growth for a year of learning in all key learning areas.

Staff and students collaborate and encourage peers and colleagues using effective feedback, to reflect and empower all members of our school community to be confident self-directed and successful learners.

We are committed to supporting each other and creating an empathetic and compassionate learning environment which fosters self-regulation, leadership and autonomous thinking.

School context

Scotts Head Public School is a highly-regarded NSW public school which offers a unique educational experience for students. This small, regional coastal school on the Mid North Coast has a Bilingual Indonesian Program which has been in operation for 12 years. The schools' current enrolment is 105 students. Our school is increasingly recognised for our excellence in delivering a quality education within a cohesive, supportive, learning-focused culture. The school's Family Occupational Educational Index (FOEI) is 104 which indicates it is slightly above the state average for disadvantage.

The school is staffed by a principal, an assistant principal with five other full time classroom teachers, two part time Indonesian language teachers, a full time Administrative Manager and two part time School Administration Officers. Support staff includes four part time School Learning Support Officers, one part time Aboriginal School Learning Support Officers, one part time Indonesian Support Officer and a General Assistant one day a week.

Whole school improvement has been a focus in previous school plans and will continue to be a focus for the next four years. We will continue to build the capacity of our inspired and passionate teachers while developing reflective and responsible learners. Our school community has worked collaboratively to support a focus on learning at all levels within our school to promote wellbeing and develop learners who have the belief, skills and personal qualities to achieve their dreams for their future, in a global context.

We have identified the need for a continued emphasis on embedding quality teaching practices in literacy and numeracy. High impact professional learning will provide opportunities to improve teacher practice and ensure students achieve growth and attainment in their learning. This will be achieved through highly effective self-directed learning opportunities for all students and through staff collaboration to develop feedback strategies in order to deeply reflect on teaching and learning. We have identified the need to move towards reflective practices based on quality data analysis and embed into school planning including teaching and learning practices, student learning opportunities and community engagement. This reflective practice will involve a deeper use of data to inform all processes and practices across the school.

The wellbeing and engagement of our students is a priority. Internal surveys provided data sets pertaining to student voice and community perceptions and expectations around wellbeing and engagement. Professional learning and engagement with the Wellbeing for School Excellence Evaluation Support Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student becoming a confident, self-directed and successful learner.

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

Strategic Direction 1: Student growth and attainment

Purpose

School wide systems and processes for assessment and learning are expertly used by all stakeholders to promote learning excellence and responsiveness in meeting the needs of all learners and ensure all students achieve or exceed expected growth in literacy and numeracy.

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
- Systems for Ongoing Assessment

Resources allocated to this strategic direction

Consolidated Fund (6100): \$4,200.00

Professional learning: \$10,141.51

Literacy and numeracy: \$12,947.69

Summary of progress

Covid Reading Intervention -Targeted students have received weekly timetabled support for reading inclusive of individual and in class tuition in both semesters 2022. The timetable has been flexible, changing each term. Individual student data has been entered in Plan 2 which has evidenced growth across all students. Because of the success of this initiative in 2022 the school will fund the continuation of the program for 2023.

The school was targeted for Strategic School Support (SSS) over 15 weeks in Terms 3 and 4. The focus of this targeted support was identified through a co-designed process which included collaborative data analysis and considerations of the school's context. The identified focus for this professional learning was vocabulary. All teaching staff participated in ongoing intensive professional learning guided by the Lead Specialists Literacy. Micro lessons were recorded and used for collaborative reflection of teaching practice. This resulted in improved awareness by all teachers of the targeted focus area and the impact of integrating professional learning into their practice.

Further professional learning focus will be ongoing in 2023 with planned reviews taking place at strategic times.

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
NAPLAN Top 2 Bands Reading There will be an uplift from 5% from baseline data in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Reading. This is equivalent to 4 students.	An increased percentage of students achieved in the top two skill bands for reading. Due to the small size of the cohort accurate/actual percentages cannot be reported.
Numeracy There will be an uplift of 5% from baseline data in the number of students in Year 3 and 5 achieving in the top two bands in NAPLAN Numeracy. This is equivalent to 4 students.	An increased percentage of students achieved in the top two skill bands for numeracy. Due to the small size of the cohort accurate/actual percentages cannot be reported.
No NAPLAN Growth data available in	Student achievement data is unavailable for this progress measure in 2022

2022.	with an absence of comparison data from the 2020 cancellation of NAPLAN.
No NAPLAN Growth data available in 2022	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal Assessment Data - Literacy Literacy Progressions At least 70% of students completing Kindergarten will have achieved within Level 4 of the Understanding Text elements of the progressions. At least 70% of students completing Year 3 will have achieved Level 7 of the Understanding Text elements of the progressions. At least 75% of students completing Year 3-6 will have achieved Level 8 of the Understanding Text elements of the progressions. K-2 Reading Data At least 70% of students completing K-2 will be reading at the expected level. K - Level 9-11 Year One - Level 17-18 Year Two - Level 21-22	Literacy Progressions 85% of students completing Kindergarten achieved stage appropriate level in the area of Understanding Texts. 74% of students completing Year 3 achieved stage appropriate level in the area of Understanding Texts. 75% of students completing Year 5 stage appropriate level in the area of Understanding Texts. K-2 Reading Data At least 71.6% of students completing K-2 were reading at the expected level. 60% of students completing Kindergarten were reading at the expected level or above. 70% of students completing Year One were reading at the expected level or above. 85% of students completing Year Two were reading at the expected level or above.
Internal Assessment Data - Numeracy Numeracy Progressions At least 65% of students completing Kindergarten will have achieved within Level 4 of the Quantifying Number element of the progressions. At least 65% of students completing Year 3 will have achieved Level 7 of the Quantifying Number element of the progressions. At least 65% of students completing Year 5 will have achieved Level 9 of the Quantifying Number element of the progressions. K-6 Numeracy Data At least 65% of students achieved green target (expected outcome level) in Essential Assessment Numeracy.	Numeracy Progressions 86% of students completing Kindergarten achieved within stage appropriate level in Quantifying Number. 85% of students completing Year 3 achieved achieved within stage appropriate level in Quantifying Number. 75% of students completing Year 5 achieved within stage appropriate level in Quantifying Number. K-6 Numeracy Data 65.3% of students achieved green target (expected outcome level) in Essential Assessment Numeracy.
Self-assessment in the SEF element of Assessment demonstrates that the school is sustaining and growing in the themes of Whole School Monitoring of Student Learning and Formative Assessment.	Self-assessment in the SEF element of Assessment demonstrates that the school is <i>sustaining and growing</i> in the themes of Whole School Monitoring of Student Learning and Formative Assessment .

Strategic Direction 2: Enhanced Learner Capabilities

Purpose

Students have the belief, skills and learner habits to be life-long learners.

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.

- Feedback
- A Culture of Personalised Self-Directed Learning

Resources allocated to this strategic direction

Professional learning: \$3,950.00

Low level adjustment for disability: \$22,984.20

QTSS release: \$20,702.19

Summary of progress

This year staff engaged with the final year of a three year professional learning focus on Visible Learning provided by Corwin. It is clear that the use of learning intentions and success criteria has become embedded practice within the school evidenced by classroom observations and the micro lessons associated with the SSS professional learning. Previous learning on the progressions and Plan 2 strengthened the value of this learning for teachers enabling them to accurately assess students' point of need and to tailor future learning more accurately.

Feedback from teaching staff indicated that the micro lesson model was highly valued and effective in enabling collaborative professional growth. The use of micro lessons will be continued as an efficient process for enabling teachers to reflect on practice. This will support future plans to use the teaching sprints model in 2023 as a vehicle for future professional learning focus areas.

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
School Excellence Framework - The school will move from Sustaining and Growing to Excelling in the Assessment element theme of Student Engagement.	The school maintained <i>Sustaining and Growing</i> in the Assessment element theme of Student Engagement .
School Excellence Framework The school will move from Sustaining and Growing to Excelling in the Effective Classroom Practice theme of Feedback.	The school maintained <i>Sustaining and Growing</i> in the Effective Classroom Practice theme of Feedback .
School Excellence Framework The school will move from Sustaining and Growing to Excelling within the element of Learning and Development.	The school maintained <i>Sustaining and Growing</i> within the element of Learning and Development .

Strategic Direction 3: Wellbeing and Engagement

Purpose

The school is focused on building individual and collective wellbeing through a culture of care and growth mindset. Staff nurture professional relationships with students in a safe, respectful and supportive environment, which enable students to achieve their personal best. Students have positive and respectful relationships with each other, their teachers and their local and global community.

Collaborative partnerships are built with students, staff, families, local and global communities and other organisations to support and develop students and school communities.

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.

- Parent connections
- Student connections

Resources allocated to this strategic direction

Integration funding support: \$104,953.00

Socio-economic background: \$30,304.63

Low level adjustment for disability: \$16,209.78

Aboriginal background: \$19,358.33

QTSS release: \$902.96

Summary of progress

Following a period of time in which the school was unable to effectively connect with the community because of Covid 19 restrictions, we were committed to reinvigorating this connection during 2022.

We created multiple opportunities to engage in an authentic manner with the community. Some examples include the Education Week showcase which comprised of whole school performance of "Learn as You Grow", a song about learning habits that children can develop to enhance everyday learning opportunities. This was followed by exceptionally well produced individual class performances which received overwhelmingly enthusiastic positive responses from the parent audience. The day also included engaging classroom based activities which relied on direct parent active involvement. Other successful examples included, The Young Archies art exhibition, Mothers Day and Special Friends morning tea, Indonesian Consulate visit performances including student produced Indonesian meals and many other positive examples.

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
System negotiated targets Attendance Increase the proportion of students attending at least 90% of the time by at least 8% from the baseline.	<p>Students attendance data is reflective of periods of flooding, isolation, positive covid results and now Term 2 2022 a significant Flu epidemic. Staff have consistently been using the platform Class Dojo to communicate with individual families, class cohorts and whole school messages with highly successful rates of correspondence in relation to individual students justification of absence.</p> <p>As of the beginning of Term 2 2022 we have implemented the platform Sentral across the school, this now allows the school to send immediate SMS messages directly to parent/carers phones and we have had 99% response rate at week 4 Term 2. Prior to this we were sending out emails, then letters to explain absence.</p> <p>Learning and Support meetings include attendance on the weekly agenda,</p>

<p>System negotiated targets Attendance</p> <p>Increase the proportion of students attending at least 90% of the time by at least 8% from the baseline.</p>	<p>Scout and Sentral data analysed.</p>
<p>School Excellence Framework</p> <p>In the Learning Domain, the school will be excelling in the element of Wellbeing.</p>	<p>In the Learning Domain, the school is <i>sustaining and growing</i> in the element of Wellbeing.</p>
<p>School Excellence Framework</p> <p>In the Leading Domain, the school will continue to excel in the Community Engagement theme of Educational Leadership.</p>	<p>In the Leading Domain, the school is <i>sustaining and growing</i> in the Community Engagement theme of Educational Leadership.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$104,953.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Scotts Head Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student connections <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Supported students with moderate to high level learning needs to engage with and succeed in accessing curriculum at appropriate levels of learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor student needs and provide SLSO support and other resources to meet individual learning needs.</p>
<p>Socio-economic background</p> <p>\$30,304.63</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scotts Head Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional SLSO staff time to increase student support in line with identified increased need. • Extended SLSO hours to support teachers with the collection and collation of relevant student performance data. • professional development of SLSO staff through use of Plan 2 data and internal assessment tools to support student learning <p>The allocation of this funding has resulted in the following impact: Increased levels of student performance and success for identified high need students. Increase capacity of SLSOs to support the work of teachers in gathering and using formative assessment data.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage SLSOs to monitor student need and collation of data to inform teaching practice. Continue to provide professional learning support for SLSOs.</p>
<p>Aboriginal background</p> <p>\$19,358.33</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scotts Head Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student connections

<p>Aboriginal background</p> <p>\$19,358.33</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Employment of Aboriginal SLSO to provide direct support to students in sport. • Provision of cultural knowledge, understanding and as a role model for Aboriginal and other students. (Uncle Richie) <p>The allocation of this funding has resulted in the following impact: Increased confidence and pride for Aboriginal student in their cultural heritage. Increased understanding and respect of local Aboriginal culture demonstrated by non Aboriginal students. Enhancing opportunities for students to engage in and perform at a higher level in sport.</p> <p>After evaluation, the next steps to support our students will be: More formalised opportunities for integration with Aboriginal culture within the school timetable. Further involvement of a young Indigenous SLSO being mentored towards a future leadership role.</p>
<p>Low level adjustment for disability</p> <p>\$39,193.98</p>	<p>Low level adjustment for disability equity loading provides support for students at Scotts Head Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • A Culture of Personalised Self-Directed Learning • Student connections <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Purchase of quality texts for the library. • Providing support for targeted students within the classroom through the employment of School Learning and Support Officers. • Purchase of flexible learning library furniture. <p>The allocation of this funding has resulted in the following impact: Increase student connection and exposure to quality texts in an increasingly student centred reading environment. Targeted students enabled to engage with and access curriculum in all KLAs across the school K-6.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor library use and renew text resources regularly and in alignment with the new curriculum. Provide continued promotion of increased opportunities for exposure to authors and rich literature. Continued employment of SLSOs to engage student learning.</p>
<p>Location</p> <p>\$25,660.39</p>	<p>The location funding allocation is provided to Scotts Head Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Subsidising student excursions to enable all students to participate • Purchase of flexible learning furniture for 5/6 stage 3 classroom including movable semicircle desks and kidney teaching table <p>The allocation of this funding has resulted in the following impact:</p>

<p>Location</p> <p>\$25,660.39</p>	<p>The whole school was able to celebrate their learning progress at the end of the year by travelling to Grassy Head, attending the fun day and having lunch and recess provided. This positive reinforcement and tangible experience with a destination allowed positive reflection for all learners, celebrating with a tangible reward for progress in learning all year.</p> <p>After evaluation, the next steps to support our students will be: Next steps will be to continue to celebrate student learning with authentic reward experiences. This allowed the whole school to acknowledge their success and be part of the celebration.</p>
<p>Professional learning</p> <p>\$14,091.51</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 Scotts Head Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Systems for Ongoing Assessment • A Culture of Personalised Self-Directed Learning • Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Whole school processes including formative assessment, explicit teaching of vocabulary, use of the progressions to support learning intentions and success criteria, and formalised teacher observations have been implemented and embedded across the school K-6.</p> <p>After evaluation, the next steps to support our students will be: The next steps to support our students to build their capacity to become assessment capable learners where they are able to talk about learning identify their goals and talk about where to next in their learning continuum will be: Use of the APCI in supporting teachers to undertake formative assessment and analyse data to inform teaching practice. Allocate staff meeting time to develop professional dialogue around data analysis and consistent teacher judgement. Utilising essential assessment K-6 to improve explicit teaching of numeracy and literacy. Continued inquiry cycle around LISC and accessing the student voice around their understanding of what they are learning.</p>
<p>Literacy and numeracy</p> <p>\$12,947.69</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Scotts Head Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of an additional Learning and Support intervention teacher • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: The purchase of Numeracy and literacy resources inclusive of decodable texts, maths manipulatives, developmental play resources and teachers resources has supported the explicit teaching of numeracy and literacy in the K-2 setting. The time spent building the capacity of SLSO staff to work with students to collect assessment data across multiple platforms</p>

<p>Literacy and numeracy</p> <p>\$12,947.69</p>	<p>increasing hours for two staff 5 days a week.</p> <p>After evaluation, the next steps to support our students will be: Next steps will be continued purchase of teaching and learning resources to support the implementation of the new K-2 curriculum and the continued use of timetabled SLSO's support for the implementation of the assessment scope and sequence K-6. The continuation of employing the Covid Intense support teacher for literacy. Use of 2022 data from NAPLAN and Check In assessments to identify our stretch target students to support in their continued growth and progress in the area of reading.</p>
<p>QTSS release</p> <p>\$21,605.15</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Scotts Head Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Parent connections • Feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • implementation of instructional rounds to strengthen quality teaching practices • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: The employment of casual teaching staff across the school to allow staff to engage in professional learning to develop and support understanding around the requirements of the new curriculum implementation for 2023. Provided release for K-2 staff to attend observations at an early adopter school creating networks with other local schools. The observational teaching rounds provided collaborative feedback around improvement of practice and continued to support and embed strong visible learning practices across the school.</p> <p>After evaluation, the next steps to support our students will be: Next Steps will be to timetable observational rounds within each term, continuing with a focus on use of data informed teaching practices and LISC. Improving and embedding our ongoing feed back processes among staff and students.</p>
<p>COVID ILSP</p> <p>\$53,493.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Improved learning outcomes for 25 students as measured by Reading data and Plan2 student performance data.</p> <p>After evaluation, the next steps to support our students will be:</p>

COVID ILSP \$53,493.00	continued support to identified students.
---------------------------	---

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	60	65	68	55
Girls	45	44	44	39

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.6	93.9	84.8	86.3
1	94.7	92.8	84.4	78.6
2	90.2	88.7	84.1	84.7
3	91.0	90.0	85.9	82.4
4	90.4	89.0	86.6	78.9
5	92.1	90.1	83.3	78.0
6	91.5	89.5	86.0	80.1
All Years	91.4	90.4	85.1	81.0
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)	1
Classroom Teacher(s)	3.52
Learning and Support Teacher(s)	0.2
Teacher Librarian	0.2
School Administration and Support Staff	1.61
Other Positions	1.6

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to

improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

Financial information

Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
Opening Balance	118,309
Revenue	1,635,220
Appropriation	1,591,807
Sale of Goods and Services	-1,121
Grants and contributions	43,452
Investment income	1,082
Expenses	-1,627,894
Employee related	-1,482,027
Operating expenses	-145,868
Surplus / deficit for the year	7,326
Closing Balance	125,635

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 SBAR Adjustments (\$)
Targeted Total	104,953
Equity Total	88,857
Equity - Aboriginal	19,358
Equity - Socio-economic	30,305
Equity - Language	0
Equity - Disability	39,194
Base Total	1,015,172
Base - Per Capita	28,300
Base - Location	25,660
Base - Other	961,211
Other Total	248,320
Grand Total	1,457,302

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

We surveyed parents to gauge their preferences for communication with the school. Data indicated that Class Dojo and the school newsletter were the platforms that most engaged with. Eighty-seven percent of respondents reported that they often or always felt well informed about school matters. One hundred percent of respondents indicated that they often or always could communicate easily with the school. Ninety-two percent indicated that they had enough notice of upcoming events. Overwhelmingly parents preferred face to face interviews with teachers.

Students in Years 4, 5 and 6 completed the Tell Them From Me survey in Term 4 2022.

- 92% of students reported that they do not get into trouble at school for disruptive or inappropriate behaviour. NSW Government Norm is 83%.
- Students reported low levels of bullying, 14% below the NSW Government Norm of 36%.
- 92% of students indicated a high rate of participation in sports with an instructor at school, other than in a physical education class.

A recent survey of teachers found the following:

- 80% of teachers rate the technology support across the school as excellent or good.
- Staff feedback indicated that communication was enhanced by the use of Sentral and also provided some suggestions for improvement.
- Teachers indicated that planning opportunities and lesson observations were the strategies that they would find most useful in supporting the development of their teaching practice.

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.