

2022 Annual Report

South Coogee Public School

SOUTH COOGEE



PUBLIC SCHOOL

3703

Introduction

The Annual Report for 2022 is provided to the community of South Coogee Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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Message from the principal

Dear Parents and Carers

I am thrilled to present our school's annual report for the academic year 2022. This year has been a year of growth and accomplishment, and we are proud to share our progress with you.

Our success this year is due in large part to our collaborative staff. Our team has worked together tirelessly to create a positive and productive learning environment for our learners. Our teachers are dedicated to delivering high-quality teaching and learning experiences that prioritise the needs of each child.

We are also proud of our partnerships with parents. We believe that parents play a critical role in their child's education, and we have worked hard to foster open communication and collaboration with families throughout the year. This has allowed us to create a strong community that supports student learning and growth.

We have also placed a strong emphasis on professional development for our teachers. By providing opportunities for ongoing learning and growth, we are better able to meet the needs of our learners and help them achieve their full potential.

Our efforts have paid off, as we have seen significant improvements in student growth and achievement this year. We are thrilled to see our learners making progress and developing a love for learning.

Furthermore, we have fostered a strong sense of school spirit among our learners. We believe that a positive school culture is critical to student success, and we are proud of the ways in which our learners have embraced this culture.

At the heart of all our efforts is the child. We believe that every child deserves to be at the centre of their own education, and we are committed to creating a learning environment that fosters their individual growth and development.

We are proud of the progress we have made this year, and we look forward to continuing to work together to support the success of every learner.

Sincerely,

Trish Fisher, Principal

School vision

Our Vision at South Coogee PS is to empower our learners to have clarity in learning and progress, together with the ability to embrace effective dispositions to engage in challenge as lifelong learners. Our educators are evaluators, change agents, learning experts and seekers of feedback who are constantly engaged in collective teacher efficacy to support every learner to shape their own educational, social and emotional success.

Our Mission is:

- to enable clarity and a shared language of learning that reflects a practice of respect, tolerance, inclusion and excellence
- to deliver differentiated, in-depth and cohesive learning programs aligned to evidence informed progress achievement
- an inclusive learning environment that is responsive to student voice
- engaging high quality educational resources to enhance future focused pedagogies
- continue a strong relationship with the community and parents to participate in learning and decision making partnerships

School context

South Coogee Public School provides a nurturing and welcoming environment for students from diverse cultural and socio-economic communities, accommodating 22 classes. The school population is made up with 34% of students from language backgrounds other than English, 10% of students come from Australian Defence Force families (supported by a part time Defence School Mentor) and 5% identify as First Australians.

The school has an active focus on Visible Learning practices in a restorative and resilient school environment. Researched based practices support teacher and student clarity for effective learning. All learners, teachers and students, understand 'Visible' as learners who apply effective habits of thinking and doing, can explain and understand progress, as well as understand how to learn and regularly seek and act on feedback.

The 2021-2024 school plan has a focus on reflective professional practices and connection as part of the three strategic directions. In order to grow the school, an expansion of the senior leadership team with a DP, an Assistant Principal Instructional Leader role and an Assistant Principal Learning Support has been employed to join the current executive team. Additionally an EaLD 2-day teaching position and additional significant equity funding has been allocated for School Learning and Support Officers to support students directly as well as small group tuition in reading and number.

School data collect practices for academic analysis is triangulated with both internal and external data points. The internal effect size data results are based on diagnostic and standardised tests and are higher than external data. All data is utilised by teachers and learners to identify 'Where they are at in their learning', 'How they are learning' and 'Where to next'.

Furthermore, the continuation of strong wellbeing practices to build connection, consistent language and communication with the entire school body through the focused 2021-2024 school plan also embraces the high expectations for sporting endeavours, the performing arts and the provision of extracurricular programs. There is a provision of programs for gifted and talented students, combined with learning support assistance that ensures individual student learning needs are met. A strong Parents and Citizens association supports a dedicated staff in providing high quality teaching and learning programs for all students. There is also an onsite committee led OOSH facility and a community based full time day care centre for 2 to 5 year olds.

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	Excelling
LEARNING: Reporting	Excelling
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	Sustaining and Growing
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 maximise student learning outcomes for every student in reading and numeracy and to build strong foundations for academic success in all key learning areas, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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 Driven Practices

Resources allocated to this strategic direction

Literacy and numeracy: \$20,258.00

Per capita: \$138,468.00

Low level adjustment for disability: \$138,569.89

English language proficiency: \$65,773.46

Aboriginal background: \$22,703.21

Socio-economic background: \$19,764.44

Literacy and numeracy intervention: \$60,333.53

New Arrivals Program: \$18,208.00

Integration funding support: \$176,544.00

Summary of progress

Enablers/barriers:

- Continue targetted Literacy interventions (MiniLit/MultiLit) to boost identified learners in Literacy
- Continue the QuickSmart program to boost identified learners in Numeracy
- Targetted Number Talks implemented in each classroom

Next Steps:

- Classroom teachers continue to engage in evidence based practices that have high impact on student learning outcomes.

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
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy increases from 48.9% to above system-negotiated targets to at least 56.2%.	Data indicates that 48.92% of students achieved in the top two bands.
The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading increases from 55.3% to above system-negotiated targets to at least 63%.	Data indicates that 59.71% of students achieved in the top two bands. This indicates a 4.41% increase in results.
A minimum of 51.12% of students achieve expected growth in NAPLAN numeracy.	Due to COVID there is no data to support expected growth for this period of time.
A minimum of 57.62% of students	Due to COVID there is no data to support expected growth for this period of

achieve expected growth in NAPLAN reading.	time.
Teachers identify target students as part of daily instruction in every classroom ensuring formative and summative data is regularly monitored and reviewed.	<p>Teachers apply a range of formative and summative assessment strategies to inform teaching and learning that lead to measurable improvement.</p> <p>Data is collected, monitored, and analysed in reading numeracy and literacy.</p> <p>Whole school assessment schedule is implemented and followed K-6.</p> <p>Whole school regularly analyses data to insure student growth and to evaluate improvement measures</p>

Strategic Direction 2: Collaborative Leadership

Purpose

To inspire a collaborative culture where leadership capacity is built through a clear performance and development framework and high quality professional learning. Teachers demonstrate personal responsibility for improving teaching practice in order to improve students' learning. School leaders have a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for students success.

Initiatives

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

- Reflective Professional Practice

Resources allocated to this strategic direction

Professional learning: \$30,928.00

QTSS release: \$106,991.45

Summary of progress

Enables/Barriers:

- All staff engaged in PL with lead specialists (SSS) in QTSS sessions in Maths

Next Steps:

- Continue to implement PL from Lead specialist training in maths in the classroom for all teachers facilitated by APCI in TPL and QTSS sessions.
- K-2 to embed the New English and Maths Curriculum supported by APCI and QTSS sessions
- 3-6 Engage with New English and Maths Curriculum supported by APCI and QTSS sessions

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
Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes, year groups, stages, faculties, or for particular student groups. Stage teams use the Impact Cycle approach in collaborative learning communities for monitoring professional knowledge and practice.	Explicit systems are embedded that facilitate professional dialogue and high quality collaboration through ongoing classroom observations, modelling of effective practice, embedding the connectionist approach and feedback between colleagues (Learn-Do-Reflect). Teacher professional learning is devised from school based data and school strategic directions, whereby teachers are engaged with curriculum documents to further develop their knowledge and evaluate teaching and learning programs.
Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in their school to improve whole school practice. In building capacities, teachers are supported to trial innovative or evidence based, future-focused practices.	<p>The whole school was involved in SSS targetted maths support developing teacher capabilities and student results.</p> <p>Targeted coaching and mentoring by lead specialists were targeted towards each stage and based on teachers' needs to build teacher capabilities and collective pedagogical practice. Demonstration lessons were led by expert teachers. with a focus on various "talk Moves", using collaboratively constructed success criteria. Observations were facilitated by teachers across all stages.</p> <p>PDP Framework processes are linked to identifying staff individual goals and professional learning to improve practice.</p>

Strategic Direction 3: Community Culture

Purpose

Creating a culture that enables a self-sustaining and self-improving community that will continue to support the highest levels of learning. The school has a commitment to fostering a school-wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success.

Initiatives

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

- Connections

Resources allocated to this strategic direction

Summary of progress

Enables/ Barriers to the success of implementation:

- The school supported parent re-engagement into the physical school grounds by organising a wide range of community events to reestablish a sense of belonging and community spirit.

NEXT STEPS:

- continue to re-engage our parent/carer community to create that positive connection between home and school
- continue to build a vision for improvement through high expectations and consistent use of language to support learning and wellbeing.
- develop consistent school-wide practices to align, observe and evaluate the effectiveness of student wellbeing programs and community engagement initiatives

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
<p>Consistent Language:</p> <p>Expectations of behaviour are co-developed with students, staff and the community and are designed to ensure effective conditions for learning. They are explicitly, consistently and supportively applied across the school.</p> <p>All staff feel supported through process and procedures to manage problematic behaviours.</p>	<p>Teachers and school staff reflected on our whole school behaviour matrix aligned to our three school values of Safety, Respect and Participation. Classroom teachers throughout the year continually used the language associated with our three school values when providing positive praise to students and also in restorative justice conversations. Students are able to identify our three school values when reflecting on incidents that occur in the classroom and/or playground.</p>
<p>Connection:</p> <p>Continuing to build a strong sense of collaboration through communication, clarity of practices across the school and sense of belonging to the school community.</p> <p>Increase percentage of students and teachers positive responses to and accessing TTFM surveys. (91% of students report positive wellbeing)</p>	<p>Systems were in place for teachers to regularly engage with families to maintain a connection and inform parents/carers of academic progress to give positive feedback on students' learning/ behaviour and student wellbeing.</p> <p>The school provided opportunities through information evenings, gallery walks, creative and performing arts evenings, and presentation days, for parents to connect and be informed about their child's learning</p> <p>Wellbeing target: Our system negotiated target for wellbeing was not met for this year. Our actual was 82.48%.</p>

<p>according to Tell Them From Me survey data.)</p> <p>A minimum of 92.20% of students achieve system-negotiated targets for wellbeing.</p> <p>91% of students attending school 90% of time or more. Expected decrease in student partial attendance from each previous year.</p>	<p>Attendance target: 96% of students were attending school.</p>
<p>Communication:</p> <p>Create a positive and connected school community culture through the use of communication and consistent language aligned with our school values.</p>	<p>Creating a sense of belonging through partnerships and streamlined communication (Skoolbag and Operoo) to engage school members.</p> <p>Systems were in place to inform parents and carers on a regular basis about what was going on with their child's learning: newsletter, What's On, and Google Classroom.</p> <p>Transition programs for pre Kindergarten and identified students and families to integrate into the school culture successfully.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,544.00</p>	<p>Integration funding support (IFS) allocations support eligible students at South Coogee 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"> • Data Driven Practices <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 • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • intensive learning and behaviour support for funded students • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) <p>The allocation of this funding has resulted in the following impact: Targetted support for identified students with a focus on Literacy skills and wellbeing and behaviour.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ School Learning Support officers to run targetted intervention programs and support identified students on the playground.</p>
<p>Socio-economic background</p> <p>\$19,764.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at South Coogee 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support our EALD program implementation. <p>The allocation of this funding has resulted in the following impact: Targetted support for our identifies students in the area of Literacy and Numeracy. Identified students supported to feel safe and happy at school with the economic support for educational materials, uniforms and equipment and other items.</p> <p>After evaluation, the next steps to support our students will be: Continue to monitor families who may require financial support and maintain payment plan processes already in place.</p>
<p>Aboriginal background</p> <p>\$22,703.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at South Coogee 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>

<p>Aboriginal background</p> <p>\$22,703.21</p>	<ul style="list-style-type: none"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Small group tuition to support our Aboriginal students in the areas of Literacy and Numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued to engage an Aboriginal SLSO to support our students and to also look to engage the community and embed cultural lessons.</p>
<p>English language proficiency</p> <p>\$65,773.46</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at South Coogee 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing intensive support for students identified in beginning and emerging phase <p>The allocation of this funding has resulted in the following impact: Targetted support for our identified students in the area of Literacy.</p> <p>After evaluation, the next steps to support our students will be: Continued focused on targetted literacy intervention to support newly arrived students experience success.</p>
<p>Low level adjustment for disability</p> <p>\$138,569.89</p>	<p>Low level adjustment for disability equity loading provides support for students at South Coogee 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"> • Data Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention MiniLit/MultiLit to increase learning outcomes • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Support for identified students in Literacy through the use of MiniLit/MultiLit (Evidence-based program) that is run by School Learning Support Officers - Analysis of the data showed that the small group tuition has been implemented well in literacy for Year 1, 2, 3 and 4. Learning Support Teacher engaged with classroom teachers too create Individual learning plans for identified students.</p>

<p>Low level adjustment for disability</p> <p>\$138,569.89</p>	<p>After evaluation, the next steps to support our students will be: Continue to employ SLSOs to support the running of Literacy intervention programs and QuickSmart (Numeracy intervention). Continue to support identified students learning and wellbeing.</p>
<p>Professional learning</p> <p>\$30,928.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at South Coogee 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"> • Reflective Professional Practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff engaged in high impact teaching strategies through the support of the Instructional Leader - Focus on Numeracy <p>The allocation of this funding has resulted in the following impact: Impact cycles that focus on building capacity in staff to identify areas of need based on student data. As part of the cycle to then implement a teacher strategy in the classroom and then to improve and reflect on the impact on student learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in the Impact Cycle process as a school.</p>
<p>Literacy and numeracy</p> <p>\$20,258.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at South Coogee 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 Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: A refresh of reading resources in the K-2 - providing access to quality texts for students. Targetted training for teachers with a focus on Number Talks as an evidence based practice.</p> <p>After evaluation, the next steps to support our students will be: Continue to: - look at refreshing reading resources with a focus on decodable texts as the new K-2 curriculum will be coming into effect - APCI role to continue the momentum of embedding Number Talks</p>
<p>QTSS release</p> <p>\$106,991.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at South Coogee 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"> • Reflective Professional Practice <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$106,991.45</p>	<p>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: High impact professional learning focussed on data analysis to inform teaching. Teachers update their class PLAN2 data based on this focus area through the engagement of Impact cycles. Number Talks as a numeracy focus being delivered in all classrooms.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement the Impact cycle process to embed and sustain the numeracy and reading focus areas over the year. Impact Cycle process - Identify / Learn / Review and Reflect. Ensure Number Talks is embedded in all Numeracy teaching and learning programs.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at South Coogee Public School who may be at risk of not meeting minimum standards.</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 Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Upskilling executive and staff on evidence based strategies - numeracy Students have been exposed to evidenced-based strategies that have had an impact on student learning outcomes.</p> <p>After evaluation, the next steps to support our students will be: Continue to engage in High Impact Literacy and Numeracy teaching strategies</p>
<p>COVID ILSP</p> <p>\$61,203.00</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 • ILST/CILSP coordinator to work with teachers, using data to monitor and assess student progress and achievement and design future learning on group and/or individual levels. <p>The allocation of this funding has resulted in the following impact: Literacy - Analysis of the data showed that the small group tuition has been implemented well in literacy for Year 1 and 2. An analysis of early Literacy data indicates 100% of the students have demonstrated literacy growth/improvement; as evidenced in the PM BenchMarking/PAT Tests/</p>

<p>COVID ILSP</p> <p>\$61,203.00</p>	<p>WARL/MiniLit Assessment.</p> <p>Numeracy - Analysis of the data showed that small group tuition has been implemented well in numeracy for Year Three and Year Four. The data indicates that 100% of the students have demonstrated numeracy growth/improvement as evidenced in the PAT Tests, NAPLAN results, Check In Assessments (Year Four twice/year, Year Three once/year) and diagnostic Stage Two tests.</p> <p>After evaluation, the next steps to support our students will be: Continue implementation of literacy tuition. Plan for frequent analysis of student assessment and recording of data on PLAN2 and build in time for this information to be shared between COVID Coordinator and class teachers. Ensure ongoing PL has been undertaken to enable consistent delivery of effective practice into next term. Evaluate impact on teaching and learning.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	258	255	255	243
Girls	290	299	293	266

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.5	93.4	94.8	89.7
1	94.1	92.2	94.0	88.7
2	95.2	92.6	94.1	88.3
3	93.9	94.7	93.6	89.2
4	94.7	92.8	95.1	87.7
5	94.3	93.8	93.8	89.4
6	93.3	92.5	94.5	87.3
All Years	94.2	93.2	94.3	88.6
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	18.57
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Administration and Support Staff	3.96

*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	325,690
Revenue	5,219,278
Appropriation	4,786,548
Sale of Goods and Services	9,244
Grants and contributions	416,669
Investment income	6,317
Other revenue	500
Expenses	-4,948,607
Employee related	-4,417,178
Operating expenses	-531,428
Surplus / deficit for the year	270,671
Closing Balance	596,361

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	176,544
Equity Total	246,811
Equity - Aboriginal	22,703
Equity - Socio-economic	19,764
Equity - Language	65,773
Equity - Disability	138,570
Base Total	3,808,228
Base - Per Capita	138,468
Base - Location	0
Base - Other	3,669,759
Other Total	307,007
Grand Total	4,538,590

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

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. In 2022 the school community, including students, staff and parents, were involved in the Tell Them From Me (TTFM) surveys.

In 2022 a total of 173 students from Years 4,5,6 participated in the TTFM surveys. The responses highlight our results on measures that are based on the most recent research on school and classroom effectiveness.

Feedback from the student TTFM indicated the following;

86% of students indicated that built positive relationships with their peers (increase on 2021)

93% participated in sport (increase on 2021)

85% of students display positive behaviour at school (decrease on 2021)

160 students provided a response to our open ended question that asked the students to name one learning area they think they have improved in. A number of students highlighted that Mathematics has been an area of improvement and that setting learning goals has helped them to focus on their learning.

Parent responses:

39 parents responded to the Partners in Learning Parent survey. Our school average score results indicated the following:

6.7 Parents supporting learning at home (increase of 0.3 on 2021)

6.1 school supports learning (decrease of 0.5 on 2021)

7.1 school supports positive behaviour (maintained on 2021)

Teacher responses"

Less than 50% of the school staff completed the Teacher survey. Our school average score results indicated the following:

7.0 Leadership (increase of 0.2 on 2021)

8.3 Learning culture (maintained on 2021)

8.5 Inclusive School (increase of 0.2 on 2021)

Staff indicated that within the four dimensions of classroom and school practices that Quality Feedback, Planned Learning Opportunities and Challenging and Visible Goals are above the NSW Govt norm. Overcoming Obstacles practices has increased. Additionally our professional learning focus on Number Talks featured in the open ended responses that we recieved as a positive evidence based practice that has been implemented in the classroom.

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.