

# 2022 Annual Report

## Goulburn West Public School



3741

# Introduction

The Annual Report for 2022 is provided to the community of Goulburn 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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Goulburn West Public School

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## School vision

At Goulburn West Public School we are committed to providing quality teaching and learning programs that foster high ideals, high expectations and high achievement. We believe that each child brings a different set of experiences, knowledge and skills to school each day and understanding these is essential in planning their learning pathways.

We believe that student learning is underpinned by quality teaching, high levels of professionalism and commitment. Teacher professional learning and growth are a strong focus and along with a supportive and involved community, we take a shared responsibility for student engagement, learning, development and success.

## School context

Goulburn West Public School is a K-6 school established in 1962. Extensive grounds with a great deal of open space, play areas, gardens and trees support a positive sense of student and staff wellbeing. Goulburn is 1.5 hours from Sydney and Canberra. Goulburn West Public School's population has been slowly increasing over the past 5 years although this trend is not expected to continue in accordance with the Department's revised enrolment policy. The school student population averages around 400 students for the past 3 years, 24 students identify as Aboriginal (5%) and 34 students are EALD (8%). The school NSW FOEI (family occupation and employment index) is 98 which is close the average school FOEI of 100.

Goulburn West enjoys strong community support. The P&C is active in our school community along with other local stakeholders that value partnerships with our school.

Goulburn West Public School is a growing and changing learning centre with a proud reputation of providing quality teaching and learning programs resulting in excellent student learning outcomes. An Opportunity Class supports gifted and high potential students from across the Goulburn community. We foster strong academic results for all our students as well as delivering current teacher professional learning for our staff. Like many schools in our area we are experiencing growth and change.

We are working towards building a learning environment based on collaboration, innovative, critical and creative thinking where our students and staff will be responsible learners and reflect on their work to build future success. Underpinning this commitment is a focus on the delivery of evidence-based explicit teaching in every classroom and data informed practice. A focus on attendance and student wellbeing will promote engagement and community partnerships.

## 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	Sustaining and Growing
LEARNING: Student performance measures	Sustaining and Growing
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	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	Excelling
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

For every student to maximise their learning, we will build strong foundations for academic success and progress in literacy and numeracy. All staff will provide a learning environment, that fosters communicative, collaborative, creative, critical and innovative thinking within a framework based on effective, evidence and data based practices.

### Initiatives

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

- Evidence based and data informed literacy strategies
- Evidence based and data informed numeracy strategies

### Resources allocated to this strategic direction

**Literacy and numeracy intervention:** \$52,000.00

**Literacy and numeracy:** \$10,500.00

**Aboriginal background:** \$19,776.00

**Low level adjustment for disability:** \$71,000.00

**Per capita:** \$100,200.00

**Socio-economic background:** \$122,000.00

### Summary of progress

All staff participated in high impact professional learning. GWPSs instructional leaders led and guided staff through evidence based practices such as Dibels, the use of decodable readers and NSW Doe Mathematics strategies. All staff undertook professional learning of the new English and Mathematics K-2 syllabus. As a result teacher capability was enhanced and staff cultivated a researched based learning environment that enabled every student to thrive, engage and succeed.

### 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
A minimum of 29.1% of Year 3 and 5 students achieving the top two bands in NAPLAN numeracy inclusive of our Aboriginal and English as an additional language or dialect students. (Lower bound system-negotiated target).	2022 NAPLAN data indicates 16% of students in Year 3 and 13% of Year 5 students achieved in the top two bands for numeracy indicating the school is working towards exceeding the system negotiated target.
A minimum of 63.1% of students achieve expected growth in NAPLAN numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence in comparison data from the 2020 cancellation of NAPLAN.
A minimum of 40.7% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading inclusive of our Aboriginal and English as an additional language or dialect students. (Lower bound system-negotiated target).	2022 NAPLAN data indicates 37% of students in Year 3 and 31% of Year 5 students achieved in the top two bands for reading indicating the school is working towards exceeding the system negotiated target.
A minimum of 63% of students achieve expected growth in NAPLAN reading	Student achievement data is unavailable for this progress measure in 2022 with an absence in comparison data from the 2020 cancellation of NAPLAN.
At least 75% of students K to 6 will demonstrate a 0.4 growth (calculated through effect size) when comparing	In 2022, 72% of K-6 students demonstrated a years growth (0.4) in writing.

<p>start of year to end of year scores in our school writing assessment</p>	
<p>Value added data in Scout K-3 moves from Delivering to Sustaining and Growing; Y3-5 maintains Sustaining and Growing or increases to Excelling; Y5-7 maintains Sustaining and Growing or increases to Excelling</p>	<p>Value added data cannot be calculated for years 3-5 and years 5-7 for 2020/2022 as the NAPLAN test was not run in 2020.</p> <p>Value added data cannot be calculated for years K-3 due to changes in the BEST START Kindergarten Assessment .</p>
<p>The School Excellence Framework Self-assessment Survey in the domain of Data Skills and Use and Effective Classroom Practice identifies some elements of Sustaining and Growing are met.</p>	<p>The schools self assessment against the School Excellence Framework shows the domain of Data Skills and Use is currently performing at Sustaining and Growing.</p> <p>The schools self assessment against the School Excellence Framework shows the domain of Effective Classroom Practice is currently performing at Sustaining and Growing.</p>

## Strategic Direction 2: Enhancing teacher efficacy and capacity

### Purpose

To ensure consistent school wide practices for intentional and effective teaching so that instruction is driven by high expectations, current research and data. Through high impact professional learning, teachers will work individually, collaboratively and at a whole school level to deliver strong, strategic and effective strategies enabling a self-sustaining and self-improving learning community.

### 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.

- Collaborative Practice
- Instructional Leadership

### Resources allocated to this strategic direction

**QTSS release:** \$76,500.00

### Summary of progress

Observation of co-teaching practice (with the IL and other teachers) in the school found that the most commonly used co-teaching strategies were parallel and one teach / one support. It was observed that station teaching and team teaching were used the least. Staff have participated in data talks, TPL and collaborative planning activities to gain and maintain consistency.

Instructional Leadership has targeted reading, spelling, writing and aspects of numeracy. ILs have led weekly stage data talks and worked shoulder to shoulder with teachers. Instructional Leaders have led TPL and assisted the executive team with modelling and training staff in a range of computer software, data collection and use.

### 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
All staff to be trained in PAX behaviour management following the schools Wellbeing procedures and processes aligning with the DoE's Behaviour Policy.	All staff have been trained. The school will need to address the need for training new staff and look for updates to the PAX TPL.
All staff collect data according to our assessment schedule, PBL, medical and enter the data according to deadlines.	All staff with the assistance of the executive team, have learnt the schools systems. There have been some changes from the Department of Education for Term 4 and will be ongoing in to 2023. New systems or adapted systems will need to be looked at in 2023.
Initiate focus groups e.g PBL Literacy	Groups were initiated in PBL/PAX, literacy and numeracy. These groups had termly meetings focusing on data. This data was then shared in stage teams and or whole school staff meetings. Information from these groups were shared with the community and students.

## Strategic Direction 3: Consistent and planned school systems and processes

### Purpose

We aim to be responsive to our school community and embed a culture of high expectations focusing on learning through a consistent planned approach to teaching and learning. This will underpin effective practices to build a cohesive, positive and engaged educational community.

### 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.

- Effective School Systems
- Planned Approach to Teaching/Learning and Wellbeing

### Resources allocated to this strategic direction

**Professional learning:** \$30,000.00

**Literacy and numeracy intervention:** \$8,000.00

**Integration funding support:** \$23,000.00

**Low level adjustment for disability:** \$137,000.00

**English language proficiency:** \$3,450.00

**Location:** \$1,900.00

### Summary of progress

Throughout 2022, staff reviewed and adjusted some whole school processes and procedures. The school set up processes to streamline communication with all families and the school had a high turn out to school events. The school will continue to review and refine wellbeing and engagement practices into 2023, to continue to strengthen high expectations and engagement.

### 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
Continue to evaluate, enhance and develop contextual documents. Implement and embed these documents into daily practice upskilling staff and their knowledge through TPL.	The school has continued to evaluate, enhance and develop contextual documents to suit Goulburn West's students, staff and community, aligning with The NSW DoE. Some of the draft documents have had consultation with the GWPS P&C.
In the School Excellence Framework elements of Learning Culture, Wellbeing and Educational Leadership the schools self assessment will move from Sustaining and Growing to Excelling	<p>The schools self assessment against the School Excellence Framework shows the domain of Learning Culture is currently performing at Sustaining and Growing.</p> <p>The schools self assessment against the School Excellence Framework shows the domain of Wellbeing is currently performing at Sustaining and Growing.</p> <p>The schools self assessment against the School Excellence Framework shows the domain of Educational Leadership is currently performing at Sustaining and Growing.</p>
A minimum of 90.4% of students attending school 90% of the time or more (Upper bound system-negotiated target).	Students in K-6 have an average of 51.9% attending school 90% of the time or more. The school is working towards exceeding its upper bound target.
A minimum of 89.8% of students with	Students in K-6 have an average of 74.68% with a positive wellbeing. The



positive wellbeing (Upper bound system-negotiated target).

school is working towards exceeding its upper bound target.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$23,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Goulburn 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>• Effective School Systems</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> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students supported as funds are allocated.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will continue to utilise allocated funds to support identified students.</p>
<p>Socio-economic background</p> <p>\$122,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Goulburn 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> <ul style="list-style-type: none"> <li>• Evidence based and data informed numeracy strategies</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 program implementation and support identified students.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students supported as required within classrooms and on the playground.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Students will continue to be additionally supported as required through staff and student learning support officers.</p>
<p>Aboriginal background</p> <p>\$19,776.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Goulburn 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>• Evidence based and data informed literacy strategies</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 staff on higher duties to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students were individually supported by the Aboriginal Community Liaison Officer role.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Aboriginal background</p> <p>\$19,776.00</p>	<p>Targeted students will again be identified and supported through individualised support.</p>
<p>English language proficiency</p> <p>\$3,450.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Goulburn 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>• Effective School Systems</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 who have been identified as having English as an additional language/dialect engage in specific programs to support their English language proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds will be used in 2023 to continue these programs for identified students.</p>
<p>Low level adjustment for disability</p> <p>\$208,000.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Goulburn 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>• Evidence based and data informed literacy strategies</li> <li>• Effective School Systems</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the school</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Individual students targeted as required and supported accordingly.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds will continue to be used to aid specific students as required.</p>
<p>Location</p> <p>\$1,900.00</p>	<p>The location funding allocation is provided to Goulburn 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>• Planned Approach to Teaching/Learning and 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>• teacher release for realigning scope and sequences</li> <li>• student assistance</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students were provided assistance as required and other funds supported curriculum reform.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Location</p> <p>\$1,900.00</p>	<p>Students and their families will be supported as required with remaining funds continuing to supported curriculum reform.</p>
<p>Professional learning</p> <p>\$30,000.00</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 Goulburn 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>• Effective School Systems</li> <li>• Planned Approach to Teaching/Learning and Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialists and releasing staff to unpack evidence-based approaches to teaching in literacy, numeracy and PAX training.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff being trained in Sound Waves, PAX, Dibels and the NSW department mathematics strategy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Staff will continue to engage in quality, evidenced-based professional learning, in line with Professional Development Plan goals and the Strategic Improvement Plan.</p>
<p>Literacy and numeracy</p> <p>\$10,500.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Goulburn West Public School from Kindergarten to Year 6.</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>• Evidence based and data informed literacy strategies</li> <li>• Evidence based and data informed numeracy strategies</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>• staff training and support in literacy and numeracy</li> <li>• support instructional leadership roles</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Instructional leaders had the ability to work shoulder to shoulder with staff to deliver best practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds will go towards supporting an instructional leader for years 3-6 in 2023.</p>
<p>QTSS release</p> <p>\$76,500.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Goulburn 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>• Collaborative Practice</li> <li>• Instructional Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>QTSS release</p> <p>\$76,500.00</p>	<p>Staff were supported within classrooms to employ best practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds will be used to support instructional leaders work alongside staff within classrooms for high impact delivery.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,000.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Goulburn West Public School who may be at risk of not meeting minimum standards.</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>• Evidence based and data informed literacy strategies</li> <li>• Evidence based and data informed numeracy strategies</li> <li>• Effective School Systems</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>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Allocated funds were used to support the instructional leadership model and ensure streamlined processes were in place for the collection, collation and reflection of data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> The school will endeavour to support an instructional leadership role to support 3-6 curriculum implementation.</p>
<p>COVID ILSP</p> <p>\$132,160.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Small group tuition timetabled to target literacy and numeracy intervention groups.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Funds will be used in 2023 to continue literacy and numeracy intervention.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	202	196	195	181
Girls	223	207	205	208

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.6	96.2	92.7	88.6
1	91.5	94.7	94.0	88.7
2	93.9	94.2	92.0	88.7
3	93.5	94.6	92.9	88.8
4	92.2	94.4	91.3	87.5
5	91.9	94.7	91.3	86.0
6	93.0	95.5	90.2	87.2
All Years	92.8	94.9	92.0	87.9
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	4
Classroom Teacher(s)	14.04
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	0.5
School Administration and Support Staff	2.93

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation



Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	528,590
<b>Revenue</b>	4,242,319
Appropriation	4,019,853
Sale of Goods and Services	5,960
Grants and contributions	213,320
Investment income	3,086
Other revenue	100
<b>Expenses</b>	-3,938,928
Employee related	-3,357,501
Operating expenses	-581,426
<b>Surplus / deficit for the year</b>	303,392
<b>Closing Balance</b>	831,982

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>	23,863
<b>Equity Total</b>	355,425
Equity - Aboriginal	19,797
Equity - Socio-economic	122,348
Equity - Language	3,595
Equity - Disability	209,685
<b>Base Total</b>	2,953,151
Base - Per Capita	101,072
Base - Location	1,967
Base - Other	2,850,112
<b>Other Total</b>	305,383
<b>Grand Total</b>	3,637,821

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

Parents Feel Welcome - The school's administrative staff are helpful when I have a question or problem - 8.2

Parents Support Learning at Home - Encourage your child to do well at school - 8.2

Schools Supporting Learning - My child is encouraged to do his or her best work - 7.7

School Supports Positive Behaviour - My child is clear about the rules for school behaviour - 8.1

Perception of School Facilities - 93% feel the school is well maintained, 89% feel the school environment is welcoming and 90% easy to access/move around the school

First Choice Public School - 94% have their child enrolled at their first choice of public school

High Potential (HP) Classes - Valued by the community and would like to see the program continue

# 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.