

# 2022 Annual Report

## Riverwood Public School



3743

# Introduction

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

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## School vision

Riverwood Public School has a positive school culture underpinned by four shared values; trusting relationships, high expectations, growth and being student focussed. Building positive and trusting relationships between students, staff and the community is the key to our successful, collaborative and inclusive school environment. Our relationships are built through ongoing, respectful communication and support. Students are the central focus for our school community, guiding all decision making. We respond to the needs of our students and encourage them to be active, engaged, participants in their learning. Our school community has a shared understanding of the importance of quality education to future success. Every student at Riverwood Public School accesses an education that promotes excellence and equity. Our students are happy and want to come to school every day. Riverwood Public School is inspiring, nurturing, safe and a place of belonging for everyone.

## School context

Riverwood Public School is a small school in south western Sydney, that provides quality education programs for 150 students from Preschool to Year Six. The school has a strong focus on enhancing learning and wellbeing outcomes for our students. The school values and celebrates a diverse student population with 98% of students from a language background other than English. The school currently has a range of multi-stage classes K-6 and two preschool groups. We work in partnership with our parent community to support and develop a student centred culture of high expectations and growth. We offer a range of extra curricular opportunities to support the physical, emotional, social, spiritual, and cognitive wellbeing of our students. Our recent playground upgrades provide student with a rich and engaging environment. The school is committed to Explicit Direct Instruction as an instructional model and our literacy practices are aligned with the research from the Science of Reading. We have a strong learning culture and use instructional coaching as part of our collaborative approach towards professional growth.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in 2020 around explicit instruction and evidence-based reading practices.

Analysis of internal and external data indicate that expected growth in both reading and numeracy will be a continued focus in the new school plan. Internal data demonstrates positive student growth in some areas, however external data (NAPLAN, Check-in Assessment) indicates student achievement is significantly below Statistically Similar School Groups (SSSG), state and national measures. Reflecting on the research around high impact pedagogy, effective professional learning and instructional leadership, we have prioritised professional learning. The learning will address the Science of Reading, Explicit and Direct Instruction, assessment and data practices and EAL/D practices to enhance student growth in literacy and numeracy.

When conducting the analysis of wellbeing data it was evidence that students' sense of belonging is an area of ongoing focus. Evidence identified strong processes are currently in place to support student wellbeing. Reflecting on the research around wellbeing (CESE, 2015) it is considered that these processes could be enhanced through greater student voice, stronger parent engagement and the implementation of tier two intervention programs targeting social and emotional learning. Data also indicates a continued focus on trauma informed practices would enhance student wellbeing support in place at Riverwood Public School. Analysis of staff surveys and teacher feedback indicate there is a growing culture of collaboration, shared decision making, reflection and ongoing improvement. Staff wellbeing continues to be a priority in our 2021-2024 School Improvement Plan.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Enhanced teacher knowledge and practice will ensure equity in growth, access and opportunity for all learners at Riverwood Public School. We will further develop and refine effective teaching and assessment practices to enhance literacy and numeracy outcomes for all students.

### Initiatives

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

- Effective Teaching and Learning Practices
- Effective Assessment and Data Processes
- Personalised Support

### Resources allocated to this strategic direction

**Socio-economic background:** \$154,558.00

**English language proficiency:** \$112,802.00

**AP Curriculum & Instruction:** \$180,685.20

**QTSS release:** \$25,742.00

### Summary of progress

Our focus for 2022 has been on implementing evidence based instruction include Explicit Direct Instruction (EDI) and continuing to build staff knowledge on the Science of Reading and Science of Learning. It has also been a priority to implement a whole school assessment schedule to inform planning, differentiation, progress monitoring and evaluation. The focus of professional learning has been to build consistent implementation of the EDI framework and its research underpinnings, such as cognitive load theory.

All staff engaged in high impact professional learning to develop teacher knowledge around how students learn and its implications for classroom practice. Differentiated professional learning for all staff encompassed instructional coaching, lesson observations, demonstration lessons by our Assistant Principal Curriculum and Instruction, peer observations, instructional rounds, video observations, data conversations, and collaborative planning. This continues to affect significant changes in teacher programming, assessment, classroom routines and teaching practice.

Next year we will shift our focus to the implementation of EDI using the content of Prime Mathematics. Professional learning will also encompass retrieval practice and a continued focus on cognitive load theory. There are planned opportunities for collaboration with other schools who implement EDI. This professional learning will enhance teacher knowledge and classroom practice, providing practical opportunities for staff to collaborate on knowledge rich curriculum writing.

### 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
Between 30.1% and 35.1% of students achieve the top 2 bands in NAPLAN reading.	Year 3 - 35.71% Year 5 - 15.38%
Between 28.3% and 33.3% of students achieve the top 2 bands in NAPLAN numeracy.	Year 3 - 21.43% Year 5 - 15.38%
Increased % from 2021 of students achieving an effect size of 0.4 in reading (measured by WARP).	77% of students in Years 2-6 achieved an effect size of 0.4 or greater in reading, upwards trend of 20.75% from 2021 data.
Increased % of students, from 2021,	52% of students in Year 1 passed the Year One Phonics Screener, an

pass the Year One Phonics Screener.	increase of 2% compared to 2021 data.
Increased % of students, from 2021, pass Phonics Screener (years 2-6).	73.1% of students Years 2-6 passed the Year One Phonics Check. (excludes students enrolled after December 2021). This is a decrease from 89.5% in 2021.
Increased % from 2021 of students achieving at or above school determined literacy and numeracy performance targets using PLAN2 data.	<p>Performance Target - Phonological Awareness</p> <p>Early Stage 1</p> <p>Orally Blends and segments syllables - 20% increase</p> <p>Initial sound identification - 53 % increase</p> <p>Orally blending 2-3 phonemes - 52% increase</p> <p>Orally segmenting 2-3 phonemes - 21 % increase</p> <p>Stage 1</p> <p>Orally blending 4 phonemes - 63% increase</p> <p>Orally segments 4 phonemes - 59% increase</p> <p>There was no baseline data for PLAN2 in Term 1. 2022.</p>
Improvement from 2021 SEF/SAS data in the elements 'Curriculum,' 'Assessment,' 'Effective Classroom Practice' and 'Data Skills and Use.'	<p>Curriculum remained as 'Excelling'</p> <p>Assessment moved from Sustaining and Growing' to 'Excelling"</p> <p>Effective Classroom Practice remained as 'Excelling'</p> <p>Data Skills &amp; Use has moved from 'Sustaining and Growing' to 'Excelling'.</p>
Increase % from 2021 of preschool children achieving or exceeding personalised learning goals.	Baseline data has not been consistently or effectively collected in order to set goals and monitor/evaluate progress. Implications for 2023 will be a strengthening of expectations about goal setting, recording and reviewing. This will include the recording of goals, timelines for evaluation/setting of new goals, and consultation with families.
School 'Value Add' for years K-3, 3-5 & 5-7 data indicates improvement from 2021.	Due to there being no NAPLAN in 2020, there is no Value Add data in 2022.

## Strategic Direction 2: Belonging

### Purpose

A planned and strategic approach to whole school wellbeing will ensure that students, staff and families are connected and engaged, to support high levels of belonging. Strengthening our leadership capabilities will help to support whole school improvement.

### Initiatives

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

- Student Wellbeing and Community Connections
- Staff Success and Support
- Preschool

### Resources allocated to this strategic direction

**Professional learning:** \$16,740.00

### Summary of progress

Our focus for 2022 has been on implementing a whole school evidence based wellbeing framework. Key initiatives included developing strong student wellbeing and community connections, trauma informed practice, enhancing current Positive Behaviour for Learning processes to reflect trauma informed approaches. Staff wellbeing has been prioritised through the implementation of self-care plans and professional learning.

This year we have made strong gains in the planning, implementation and evaluation of a strategic whole school approach to wellbeing. A Riverwood Public School Wellbeing Framework has been devised, reflecting our twin focus on student and staff wellbeing. All staff have completed 4 days of professional learning in the Berry St Education Model and there is consistent classroom implementation of planned strategies. There has been a significant focus on implementing school wide routines. An enhanced transition to school program 'Riverwood Ready' was launched this year to strengthen school readiness in our incoming Kindergarten cohort.

Engagement of parents and carers has increased through the scheduling of regular 'Coffee and Chat' sessions (3 per term). Additional sessions have been held in response to community feedback about emotional regulation, supporting literacy and numeracy in the home and oral language development in preschoolers. Next year we are hoping to build on these positive gains through planned collaborative initiatives.

Evaluation data indicates that students continue to benefit from personalised behavioural support, academic support and social and emotional learning.

Next year we will continue our focus on prioritising building stronger parent partnerships, enhancing student and staff wellbeing, strengthening the preschool profile and embedding processes to work towards continuous improvement.

### 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
Minimum of 87.8% of students report a positive sense of wellbeing (TTFM data).	79% of students reported a positive sense of belonging, which is an improvement from the previous year (53%).
Increase % of students, from 2021, achieving or exceeding personalised learning and support goals.	93.40% of PLaSP goals were met in Semester One (an improvement of 10.6% from 2021). 98.4% of PLaSP goals were met in Semester Two (an improvement of 46.7% from 2021).
An increased percentage of students attending - a minimum of 83.5% of students reaching 90% attendance.	SCOUT Data reports that 46.13% of students have an attendance of 90% or greater. This is well below our target however Covid and high rates of illness have impacted on attendance this year.

<p>Increase % of staff, from 2021, report a positive sense of wellbeing (TTFM).</p>	<p>According to 2022 People Matter survey data, 67% of staff rate their overall sense of wellbeing as positive. This is a decrease from last year of 16% from 2021. 94% of staff report that they feel a sense of belonging within our organisation (Department of Education). 100% of staff report a positive sense of accomplishment from their work. According to TTFM 2022, there is a strong sense of collaborative staff culture (8.6 - this is sitting above state norms of 7.8). According to the TTFM report, teachers believe the school has a strong learning culture (8.4 - this is sitting above state norms of 8).</p>
<p>Increase % of staff, from 2021, perceive leadership to be 'highly effective' (TTFM).</p>	<p>TTFM 2022 data indicates that staff report that leaders are highly effective (8.9 - this is above the state average of 7.1).</p>
<p>Improvement from 2021 annual self-assessment against the National Quality Standard for Early Childhood Education and Care.</p>	<p>2022 data has been collected through self assessment. Further work is required to improve preschool evaluation processes.</p>



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$25,036.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Riverwood Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional EAL/D instruction for newly arrived students.</li> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students received additional EAL/D support through the provision of an extra day's funding of the school's EAL/D teacher.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Liaise with other schools to explore high impact support options for newly arrived students.</p>
<p>Integration funding support</p> <p>\$332,762.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Riverwood Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional staffing to assist students with additional learning needs</li> <li>• Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs)</li> <li>• Employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p>Implementation of targeted programs to differentiate teaching and learning programs</p> <ul style="list-style-type: none"> <li>• Intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Provision of high impact support across all school settings, for students with a range of additional needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing professional learning for to teachers to devise effective PLaSP goals and evaluation through the school's Learning Support Teacher. Preschool children to have personalised goals documented and evaluated through PLaSPs.</p>
<p>Socio-economic background</p> <p>\$224,878.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Riverwood 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>• Effective Teaching and Learning Practices</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$224,878.00</p>	<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 6th classroom teacher K-6.</li> <li>• Enhanced instructional coaching</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Effective organisation of students into class sizes which afford greater support. Enhanced teacher capacity via DP/IL instructional coaching.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue resourcing an additional class beyond the school's staffing allocation. Explore options to enhance instructional coaching support eg bring additional coach on board, establishing RPS instructional coaching framework.</p>
<p>Aboriginal background</p> <p>\$5,105.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Riverwood 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>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Achievement of student progress towards PLaSP and PLP goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Explore options for greater family engagement in PLP and PLaSP goal setting.</p>
<p>English language proficiency</p> <p>\$178,963.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Riverwood 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 Teaching and Learning Practices</li> <li>• Effective Assessment and Data Processes</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of speech and occupational therapy - whole class, small group and individual intervention.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved articulation, speech and language development. Improved fine motor skills and assessment information to information behaviour response plans from targeted OT support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued focus on providing intervention which target student needs.</p>
<p>Low level adjustment for disability</p>	<p>Low level adjustment for disability equity loading provides support for students at Riverwood Public School in mainstream classes who have a</p>

<p>\$79,133.00</p>	<p>disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• Provision of SLSO to deliver intervention programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Intervention programs provide tier 2 programs in literacy and numeracy to support students progress towards achieving their PLaSP goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued funding of SLSO provision to ensure all students who require literacy and numeracy intervention are supported.</p>
<p>Professional learning</p> <p>\$33,480.00</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 Riverwood 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>• Student Wellbeing and Community Connections</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• 4 day Berry St Education Model - trauma informed practice.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff have demonstrated an increased understanding of how trauma impacts learners and can identify some practical strategies to support students. Shared commitment and stronger application to the areas of Body and Relationship in particular.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued roll out of trauma informed practice initiatives outlined in the student wellbeing program logic.</p>
<p>QTSS release</p> <p>\$51,484.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Riverwood 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 Teaching and Learning Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Additional release time to facilitate planning days for classroom teachers with AP C&amp;Is.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Strong impact stems from planning days, which facilitates release from class with APCIs to effectively plan learning aligned with the school's instructional handbook.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued planning days to support the planning of effective instructional practices.</p>

<p>COVID ILSP \$126,279.00</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>• 1 full time SLSO and 1.5 days per week teacher allocation.</li> </ul> <p>Student identification by assessment (WARP, WARL &amp; Year 1 phonics screener).</p> <p>Professional learning: MultiLit and Orton Gillingham</p> <p>Reading intervention programs:</p> <p>Toe by Toe Word Wasp MiniLit MacqLit Additional Tier 3 student support.</p> <p>Communication, implementation monitoring, assessment and implementation monitoring via Learning and Support Team.</p> <p>Implementation - Implementation of timetabled intervention programs for 33 identified students via SLSO/CRT provision.</p> <p><b>The allocation of this funding has resulted in the following impact:</b> Students in years 2-6 achieved strong reading growth measured by the WARP during Semester 2 (ES 1.1), while growth in year 1 students was even stronger with an average effect size of 2.68. These results display an upwards trend from Semester 1 growth data. 91% of students in years 1-6 achieved beyond expected growth this semester, compared to 77% in Semester 1. There was also an increased percentage of students performing equivalent to grade-based expectations for reading fluency (18%). All students achieved strong growth in their phonic knowledge with an average growth OF 20.9%, again an increase from Semester 1 growth data. Of the students identified for COVID ILSP support, 14% passed the Phonics Check in Term 1. This percentage increased by 41% in Semester 2, with 55% of these students now passing the Year One Phonics Check at the end of Semester 2. COVID ILSP has resulted in strong growth data and a positive shift in reading performance.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued implementation of interventions in 2023. Sharing progress of students with classroom teachers with implications for classroom practice.</p> <p>- LST referrals Ayesha &amp; Retaj</p>
<p>AP Curriculum &amp; Instruction \$361,370.20</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Teaching and Learning Practices</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other</b></p>

AP Curriculum & Instruction

\$361,370.20

**funding include:**

- Instructional coaching
- Professional learning

**The allocation of this funding has resulted in the following impact:**  
See Strategic Direction 1 impacts.

**After evaluation, the next steps to support our students will be:**  
Continued use of AP CIs in instructional coaching roles and to drive professional learning.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	58	63	69	60
Girls	41	41	48	53

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.5	85.9	87.7	83.4
1	95.3	90.2	91.3	80.7
2	95.2	92.4	94.9	86.4
3	93.8	90.7	91.4	88.4
4	96.9	84.0	91.6	87.6
5	87.6	90.9	86.0	84.3
6	95.3	81.1	88.8	78.6
All Years	95.0	88.1	90.0	83.8
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	5.82
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.2
Teacher ESL	0.4
School Counsellor	1
School Administration and Support Staff	3.01

\*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>	29,436
<b>Revenue</b>	3,022,618
Appropriation	2,922,029
Sale of Goods and Services	5,532
Grants and contributions	93,651
Investment income	1,006
Other revenue	400
<b>Expenses</b>	-2,932,646
Employee related	-2,451,998
Operating expenses	-480,647
<b>Surplus / deficit for the year</b>	89,972
<b>Closing Balance</b>	119,408

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>	230,770
<b>Equity Total</b>	384,201
Equity - Aboriginal	5,105
Equity - Socio-economic	187,781
Equity - Language	112,182
Equity - Disability	79,133
<b>Base Total</b>	1,133,179
Base - Per Capita	31,395
Base - Location	0
Base - Other	1,101,784
<b>Other Total</b>	826,155
<b>Grand Total</b>	2,574,304

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

Satisfaction data was collected around wellbeing themes. 100% (67% very satisfied, 33% satisfied) of parents and carers, 98% of staff were very satisfied and 96% of students indicated the school explicitly teaches expected behaviours to students.

92% of parents and carers, 96% of staff and 95% of students indicated the school recognises students who make positive behaviour choices and that the school supports students who need extra support with their behaviour.

92% of parents and carers, 100% of staff and 98% of students indicated they were satisfied that the school supports students who need extra help with their learning.

100% of parents, carers and staff indicated their children/students felt safe at school. 98% of students indicated they felt safe at school.

100% of parents and carers and staff indicated they were very satisfied with the way the school supports student wellbeing, 96% of students indicated they were satisfied with the way the school supports their wellbeing.

# 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.