

2022 Annual Report

Condell Park Public School



3789

Introduction

The Annual Report for 2022 is provided to the community of Condell Park 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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School vision

Condell Park Public School is an inclusive school with a culture of high expectations and collaboration. The whole community are partners in collective decision making. Student voice and parental engagement in learning are highly valued.

Exemplary teachers utilise evidence-based research, data analysis and reflective practices to create learning experiences that inspire and challenge students and continually drive whole school improvement.

Our wellbeing practices foster positive relationships, self-regulation and self-reflection, providing a strong foundation for effective teaching and learning while supporting students to become actively engaged learners and responsible citizens.

School context

Condell Park Public School was established in 1950 and is situated near Bankstown Airport in south-western Sydney. The school has approximately 560 students from diverse cultural, religious and socioeconomic backgrounds. Our teaching and learning, student well-being and parent programs are designed to address our community's needs. The school invests heavily in teacher professional learning and innovative teaching practices. Condell Park Public School focuses on data driven decision making in all areas of the curriculum, with a major focus on literacy and numeracy. Approximately 93% of our students are from a language background other than English. Many students benefit from community language instruction in Arabic and Vietnamese. The 2020 situational analysis highlighted three focus areas namely: Student Growth and Attainment; Data to Inform Practice and Community Engagement in Learning. Our school underwent External Validation in Term 4 2021 and were validated at excelling in many areas of the School Excellence Framework. This process, together with the Situational Analysis and community consultation led to further development of these same focus areas.

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>

Strategic Direction 1: Student growth and attainment

Purpose

To improve student results and teacher knowledge and skills through explicit, reflective and collaborative systems which sustain and grow quality teaching 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.

- Instructional Leadership
- Professional Experience (PEX) Hub

Resources allocated to this strategic direction

Socio-economic background: \$313,192.01
Low level adjustment for disability: \$174,876.65
QTSS release: \$55,162.08
AP Curriculum & Instruction: \$105,399.70
Literacy and numeracy: \$64,964.15
6300: \$80,000.00

Summary of progress

2020, 2021 and early 2022 have been difficult academically, socially and emotionally for our community and the impact of COVID school closures has felt across all grades. Despite the setbacks we have continue to make small gains in terms of our system negotiated targets.

In mathematics our main initiatives were 1. shoulder to shoulder teaching based on construct goals 2. the development of systematic structures within classrooms K-6. The intervention team was established in term 1 and supported teachers to achieve their goals as established by the mathematics construct. The implementation of TAP enabled interventionists to provide feedback to teachers on their progress towards goals. Due to COVID interruptions in previous years, K-2 teachers had not received the planned support therefore in semester 2 2022 K-2 teachers were specifically targeted to develop an understanding of whole school systems and structures. Being part of the accelerated adopter team, our school priorities had to be adapted and time given to the adaptation of mathematics units, this limited our progress towards the fulfillment of our initiative targets..

In 2023, we will have a number of new staff and the priority will be to provide shoulder to shoulder support in the establishment of whole school systems and structures within their classrooms. There will also be a focus on working with stage teams which had limited intervention support due to the barriers in 2019-22.

In literacy our main initiatives were 1. shoulder to shoulder teaching based on construct goals 2. the development of systematic structures for reading (including phonics and spelling) and reading comprehension across the curriculum K-6. The development of the intervention team enabled support to be provided in each stage during semester 1. This consistency allowed us to maintain momentum in each initiative, resulting in improved teacher capacity and improved results. In spelling as an example in stage 2 & 3 the majority of classes saw 100% growth. In talk for writing, as a school we were able to complete 2 cycles per term, an improvement on previous years. Being part of the accelerated adopter team, our school priorities had to be adjusted and time given to the adaptation of English units which limited the time available to implement our improved Talk for Writing units and support effective teacher professional learning.

In 2023, we will have a number of new staff and the priority will be to provide strategic shoulder to shoulder support in the establishment of whole school systems and structures within their classrooms while building the capacity of stage experts. Professional learning will be driven by teacher constructs and the requirements of the new syllabus with external support as required.

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

Uplift of 8.5% in the percentage of students achieving the system negotiated target in top 2 bands in NAPLAN reading.	In NAPLAN reading 2022, students exceeded the lower bound target of 8.8% by 1.4%.
Uplift in the percentage of students achieving expected growth in NAPLAN reading is trending up towards the system negotiated uplift target of 8.8%.	No growth data was available in NAPLAN 2022 due to the cancellation of the test in 2020.
Uplift of 7.3% in the percentage of students achieving the system negotiated target in top 2 bands in NAPLAN numeracy.	In NAPLAN numeracy we did not meet the system negotiated target in 2022. The school saw an uplift of 2.8% and will continue to work towards this goal.
Uplift in the percentage of students achieving expected growth in NAPLAN numeracy is trending up towards the system negotiated uplift target of 6.8%.	No growth data was available in NAPLAN 2022 due to the cancellation of the test in 2020.

Purpose

To improve whole school collection and analysis of data to inform teaching and future directions. Improving student results through tiered interventions targeting specific skills in literacy and numeracy.

Initiatives

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

- Teaching as Partners (TAP) and Data Skills and Use
- Tiered Interventions

Resources allocated to this strategic direction

Socio-economic background: \$313,192.01

Low level adjustment for disability: \$174,876.65

QTSS release: \$55,162.08

AP Curriculum & Instruction: \$105,399.70

Literacy and numeracy: \$64,964.15

Summary of progress

In mathematics our main initiatives were 1. Using a maths construct to determine support needs in the area of 'data collections and analyse to plan point of need lessons with step-up and step-downs 2. Develop an intervention process (Maths Machine) which targeted students requiring support to navigate online assessments and those requiring attention in the area of problem solving. An intervention team focused on the collection of stage data and the development of lessons which accommodated the full breadth of abilities in classrooms. The TAP process enabled an improved knowledge and understanding of syllabus content and the progression of learning within and across stages. The growth through the implementation of the Maths Machine was exceptional with an effect size of 1.5. Barriers to both initiatives were the staffing shortage and interruptions caused by the need to cover classes and the lack of casuals.

We will continue the TAP process to build the capacity of teachers across the school to plan point of need lessons from data. Aspects of the Maths Machine will be transferred to classrooms, to streamline the collection of data (2-6) and to support all students to become confident users of technology based testing. Maths Machine as a targeted intervention will continue with a focus on year 1 and 2.

In literacy our main initiatives were 1. Utilising student data to adapt lessons, trialing a method of assessment which enabled us to compare student results in writing through consistent teacher judgement. 2. The development of intervention processes to support the improved results of students in reading and phonological awareness. A speech therapist was employed and worked with teachers in classrooms and within the Reading Factory in semester 1. The reading factory was established and a system developed which targeted the needs 140 students across the year. The effect size of 1.5 was exceptional in semester 2 with the targeted students in year one benefiting from an approach which saw the reading factory instruction replicated in classrooms.

In 2023 a speech therapist will be employed 3 days per week and the reading factory system developed further to enhance its effectiveness. We will have the added ability in 2023 to implement full diagnostic speech assessments for students K-2. TAP will continue with a similar process.

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
Uplift in the percentage of students achieving expected growth in NAPLAN numeracy is trending up towards the system negotiated uplift target of 6.8%.	In NAPLAN reading 2022, students exceeded the lower bound target of 8.8% by 1.4%.
Uplift in the percentage of students	No growth data was available in NAPLAN 2022 due to the cancellation of

achieving expected growth in NAPLAN reading is trending up towards the system negotiated uplift target of 8.8%.	the test in 2020.
Internal school assessment data in numeracy demonstrates an increase on the 2021 average school effect size.	The school was unable to collect effect size data due to the lack of congruence between data subsets. Internal school data was collected for the Maths Machine intervention program which demonstrated (through pre and post assessment data) effect sizes of 1.2 in Term 1, 2.1 between Term 2 and 3 and 1.2 in Term 4. In 2023, the school will utilise a system which enables the analysis of effect size data in Years 2-6.
Internal school assessment data in comprehension and writing demonstrates an increase on the 2021 average school effect size.	The average school effect size in writing did not improve on 2021 data. This can be attributed to a number of reasons which will be explored in 2023. The school was unable to collect effect size data in comprehension due to the lack of congruence between data subsets.

Strategic Direction 3: SD 3 Community engagement in learning and wellbeing

Purpose

To build a school community where families are actively engaged in well-being and learning processes. Students, teachers and families share the language of self-reflection and together, with effective student voice, build a high expectations culture in all aspects of school life.

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.

- Connecting with Parents - Learning Ecosystem
- Wellbeing

Resources allocated to this strategic direction

Summary of progress

In 2022 for the focus area of wellbeing we have continued to focus on Positive Behaviour for Learning (PBL) and implementing Zones of Regulation. The PBL team continued to monitor the progress of PBL throughout the year. Semester Two saw the introduction of peer support where all stage 3 students became peer leaders, mentoring a group of students from Kindergarten to Year 4. Two experienced teachers were trained in Peer Support as it had been a number of years since the initial training. These teachers then delivered professional learning to the rest of the school to explain the importance of Peer support and what the focus areas would be. In 2022 this linked to our learner quality of resilience. In 2023, peer support will continue and begin earlier in the year, with a focus area of healthy friendships. This is based on PBL data from different settings across the school. The disruption of COVID and the restrictions of this has meant that the students need more opportunities to be explicitly taught and practise social skills.

A new school mascot was introduced at the end of 2022 to make the learner value of resilience visible to the community. In 2023, students will have the opportunity to earn a resilience badge as a result of the learning this year.

The PBL team will focus on consistency of teacher expectations at the beginning of 2023. Due to a high turnover of staff, this is an important refresher of the PBL school expectations and the role of the teacher in explicitly teaching these to students and preparing them for success. In 2023, the PBL team will also look for opportunities to authentically embed student voice in all decision-making processes.

The Learning Eco systems was established in 2021 and expanded in 2022. The experienced team ran the project and utilised resources effectively to run 6 sessions across the year. Feedback from parents indicated their appreciation of the initiative, they felt they were better equipped to support their children (school aged and younger siblings). Sessions covered areas such as forward and backward counting, sight word fluency, reading an analogue clock, phonics, decodable reading and additive strategies. COVID restrictions in term 1, scheduling conflicts and parent work schedules were all barriers to the initiative which we hope to address in the future. The project success was recognised through a Department of Education case study and a newspaper article in the Daily Telegraph.

In 2023, methods of maintaining parent attendance will be explored and the project will be up-scaled to stage 2 and 3. The team will develop a systematic approach to building parent capacity as student needs progress across stages.

Our transition to school team was successful in gaining a grant to explore methods to strengthen the connections between local early childhood settings and schools. Time was provided to ensure the success of the project as the team visited local pre-schools to develop an understanding about what was seen as an effective transition project. The staffing ratio in pre-school settings and work hours were a barrier that we hope to overcome in 2023. The school surveyed the professional learning requirements of the pre-school educators and provided on-line training in literacy and numeracy. Resource packs were prepared for the educators based on the new syllabus. The professional learning and resources were well received.

In 2023, the pre-schools will be invited to our Learning Eco sessions and the online professional learning will continue. The team will work to further develop our own transition programs.

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
Internal measures indicate a continuing upwards trend in parent engagement with the school and a continuing upwards trend in authentic parent partnerships in learning K-6.	The Learning Eco-system was expanded to Stage 1 families and the number of parents participating increased. In Early Stage 1, 7/10 of families participated and in Stage 1, there was 91% increase from Semester 1 to Semester 2.
Attendance improves with an uplift of 5.9% in the number of students attending 90% of the time.	Attendance continues to be an area of focus as we work towards achieving an uplift of 5.9%. We have seen some improvements in 2022 and in 2023 we will work towards sustainable improvements throughout the year.
Uplift of 2.7 % in the percentage of students indicating a positive response in the 'Tell Them From Me' survey to the questions related to; Sense of Belonging, Expectations of Success and Advocacy at School.	Due to the impact of COVID and students returning to school this will continue to be worked towards in 2023. The data from this year has been consistent with the results from 'Tell Them From Me' in 2021.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$1,680.38</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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 additional staff for targeted student support • intensive English language and learning support to increase educational outcomes for students <p>The allocation of this funding has resulted in the following impact: A number of refugee students arrived in Term 4 and the funding was used to provide support to those students through targeted intervention.</p> <p>After evaluation, the next steps to support our students will be: Continue the staffing and support model from 2022.</p>
<p>New Arrivals Program</p> <p>\$28,500.00</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 Condell Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: Students newly arrived in Australia were supported through an individualised program.</p> <p>After evaluation, the next steps to support our students will be: The progress of these students will be monitored and any future new arrivals supported through individualised support.</p>
<p>Integration funding support</p> <p>\$51,702.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Condell Park 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"> • Other funded activities <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 <p>The allocation of this funding has resulted in the following impact: All students on IFS were supported by SLSOs in classrooms.</p> <p>After evaluation, the next steps to support our students will be: This process will continue in 2023.</p>

<p>Socio-economic background</p> <p>\$741,305.02</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Condell Park 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"> • Instructional Leadership • Tiered Interventions • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through instructional leadership to support student learning. • staff release to increase community engagement and employment of a community liaison officer. • employment of additional staff to support literacy and numeracy interventions. <p>The allocation of this funding has resulted in the following impact: Please see Strategic Direction 1 and 2 evaluation.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to use instructional leadership.</p>
<p>Aboriginal background</p> <p>\$1,588.91</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Condell Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • This funding was used to develop a garden and yarning circle to support the integration of Aboriginal perspectives into school planning. <p>The allocation of this funding has resulted in the following impact: A garden and yarning circle have been established to support the integration of Aboriginal perspectives into school planning.</p> <p>After evaluation, the next steps to support our students will be: The use of the garden and Aboriginal perspectives will be promoted in 2023.</p>
<p>English language proficiency</p> <p>\$353,332.11</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Condell Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing intensive support for students identified in beginning and emerging phase

<p>English language proficiency</p> <p>\$353,332.11</p>	<p>The allocation of this funding has resulted in the following impact: All students are supported to improve English Language proficiency.</p> <p>After evaluation, the next steps to support our students will be: Continue to utilise EAL/D positions connected to stage teams.</p>
<p>Low level adjustment for disability</p> <p>\$349,753.30</p>	<p>Low level adjustment for disability equity loading provides support for students at Condell Park 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"> • Instructional Leadership • Tiered Interventions <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • targeted students are provided with an evidence-based intervention program to increase learning outcomes • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of a Speech Pathologist to develop phonological awareness, articulation, receptive and expressive language for identified students • 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: Intervention programs saw improved results across the curriculum.</p> <p>After evaluation, the next steps to support our students will be: Refine intervention programs as required and continue their use within the limitations of funding adjustments.</p>
<p>Professional learning</p> <p>\$42,710.12</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 Condell Park 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • See Strategic Directions 1 & 2 for professional learning provision. <p>The allocation of this funding has resulted in the following impact: Teachers have been provided with targeted professional learning to support the achievement of strategic direction goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to use funds to support teacher knowledge and skills.</p>
<p>Literacy and numeracy</p> <p>\$129,928.30</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Condell Park 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>

<p>Literacy and numeracy</p> <p>\$129,928.30</p>	<ul style="list-style-type: none"> • Instructional Leadership • Tiered Interventions <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 • resources to support the quality teaching of literacy and numeracy • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Please see strategic direction annual reflections.</p> <p>After evaluation, the next steps to support our students will be: Please see strategic direction annual reflections.</p>
<p>QTSS release</p> <p>\$110,324.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Condell Park 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"> • Instructional Leadership • Tiered Interventions <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Deputy and Assistant Principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: Please see strategic direction annual reflections.</p> <p>After evaluation, the next steps to support our students will be: Please see strategic direction annual reflections.</p>
<p>COVID ILSP</p> <p>\$412,409.00</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 • releasing staff to analyse school and student data to identify students for small group tuition groups/monitor progress of student groups. • providing targeted, explicit instruction for student groups in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: The data collected from each COVID ILSP intervention indicated that students results improved in the targeted areas throughout their involvement in the program.</p> <p>After evaluation, the next steps to support our students will be: Continue with the current model and use school data to determine student needs for future intervention programs.</p>
<p>AP Curriculum & Instruction</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional</p>

<p>\$210,799.40</p>	<p>leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student 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"> • Instructional Leadership • Tiered Interventions <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • APC&Is worked with a DPIL to support the implementation of teacher professional learning (instructional leadership) and tiered interventions. <p>The allocation of this funding has resulted in the following impact: Please see strategic direction annual reflections.</p> <p>After evaluation, the next steps to support our students will be: Please see strategic direction annual reflections.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	297	312	291	283
Girls	263	274	280	280

Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.1	92.1	91.0	83.5
1	90.4	92.0	91.5	85.6
2	90.7	92.3	91.1	85.5
3	90.3	93.6	92.3	83.9
4	88.3	92.3	91.5	84.9
5	90.9	90.9	91.8	85.1
6	88.6	93.0	89.7	83.3
All Years	89.8	92.3	91.2	84.6
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)	5.4
Classroom Teacher(s)	21.87
Learning and Support Teacher(s)	2.1
Teacher Librarian	1
Teacher ESL	2.6
School Administration and Support Staff	4.06
Other Positions	2.6

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	1,177,472
Revenue	7,428,914
Appropriation	7,243,583
Sale of Goods and Services	48,575
Grants and contributions	123,821
Investment income	12,169
Other revenue	768
Expenses	-7,979,826
Employee related	-6,369,554
Operating expenses	-1,610,272
Surplus / deficit for the year	-550,912
Closing Balance	626,561

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	53,382
Equity Total	1,445,979
Equity - Aboriginal	1,589
Equity - Socio-economic	741,305
Equity - Language	353,332
Equity - Disability	349,753
Base Total	4,245,015
Base - Per Capita	144,280
Base - Location	0
Base - Other	4,100,735
Other Total	925,846
Grand Total	6,670,223

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

In Tell Them From Me surveys parents indicated a positive response (above the NSW Government Norm) in all areas including questions relating to feeling welcome when they visit the school, two-way communication, safety at school and supporting positive behaviour.

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.