

2022 Annual Report

New Lambton South Public School



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Introduction

The Annual Report for 2022 is provided to the community of New Lambton South 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

Creating a space that inspires everyone to be their best.

School context

New Lambton South Public School (NLSPS) is a New South Wales Department of school in Newcastle. with a population of approximately 472 students in 2021. 72% of the student population comes from families in the top 2 quartiles for Index of Community Socio Educational Advantage whilst only 8% of the student population comes from the lowest quartile. In addition to this, 3% of students identify as Aboriginal or Torres Strait Islander and 13% identify as a student with a background language other than English. (ACARA, 2019). Teaching staff at the school have a range of experiences. 65% of teachers have greater than 10 years teaching experience with 35% less than this and 9% of teachers are in their first year of teaching. There are 83% of teachers are women, with 17% male teachers in the school. The school has built a signature pedagogy based in socio-constructivist methodology focussing on the development of learners who can think critically (Lucas and Spencer, 2020). The school has some unique characteristics including a large Out of School Hours (OOSH) care facility that caters for over 200 students each morning and afternoon. A Regional Opportunity Class for students identified as high potential or Gifted and Talented. The school also embraces a curriculum built on fostering core capabilities in students. The high

The whole school community, involving students, staff, parents, and the local AECG, was consulted in a thorough situational analysis followed by the development of strategic improvement plan. Through our situational analysis, we have identified a need to enhance the teaching of literacy through High Impact Professional Learning and Effective teaching practices between years 3-6. To further promote a holistic approach to student wellbeing and to future proof the school by strengthening organisational density.

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

Strategic Direction 1: Student growth and attainment

Purpose

At New Lambton South Public School our pedagogical frameworks are developed based on academic research. Students are taught the full breadth and depth of the NSW Syllabi. Thus, enabling their academic growth and attainment.

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.

- HIGH IMPACT PROFESSIONAL LEARNING
- HIGHLY EFFECTIVE TEACHING PRACTICES

Resources allocated to this strategic direction

Refugee Student Support: \$3,743.42
Socio-economic background: \$19,722.67
Professional learning: \$29,209.58
Literacy and numeracy: \$18,673.44
QTSS release: \$89,753.30
Aboriginal background: \$5,000.00
English language proficiency: \$28,361.67
Literacy and numeracy intervention: \$48,266.82

Summary of progress

External data measures indicated an improvement in the number of students in the top two bands of numeracy and literacy in both years 3 and 5. Furthermore, this evidence indicated that the school performed above state average in all areas. The weakest area identified in this external measure was that of writing. To ensure that this is addressed Professional Learning will focus on expanding the Noella McKenzie writing framework in 2023 across the school. This pedagogical strategy will be complimented by professional learning in writing feedback and developing strong learning intentions success criteria in 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
A minimum of 52.1% of year 3 and 5 students achieve in the top two bands in NAPLAN NUMERACY (Lower bound system negotiated target).	2022 NAPLAN data indicates 36.36% of students in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target.
A minimum of 64.5% of year 3 and 5 students achieve in the top two bands of NAPLAN reading (Lower bound system negotiated target).	2022 NAPLAN data indicates 64.54% of students in the top two skill bands for reading indicating achievement of the system negotiated target.
Increase the proportion of year 5 students achieving expected growth in NAPLAN numeracy from 55% to 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN
Increase the proportion of year 5 students achieving expected growth in NAPLAN reading from 55% to 60%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN
Working towards excelling in the aspect of learning and development	The school has achieved this target maintaining sustaining and growing in this element.
Achieve sustaining and Growing in	The school has achieved this target maintaining sustaining and growing in

School Excellence Framework aspect of Data skills and Use	this element.
>80% OF PARENTS OF PRIMARY AGED STUDENTS PARTICIPATE IN ONLINE LEARNING CONFERENCES Working towards excelling in the SEF aspect of high expectations	93% of parents attended 3 way conferencing with their student. The school has maintained sustaining and growing in the element of high expectations
Improve from delivering to sustaining and growing in the SEF aspect of individual learning needs	The school has achieved this target maintaining sustaining and growing in this element.
>60% of students in equity groups achieving at or above expected growth, equals or exceeds the growth for the wider student cohort in reading and numeracy.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN

Purpose

Students of New Lambton South Public School are provided with opportunities to be their best academically, socially and emotionally. Students are taught specific capabilities as identified in academic research necessary for future success. Furthermore, every school initiative is selected so that it provides students to develop these uniquely human capabilities as they grow.

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.

- STRATEGIC HOLISTIC APPROACH TO STUDENT WELLBEING

Resources allocated to this strategic direction

Integration funding support: \$43,554.00
Aboriginal background: \$6,346.19
Low level adjustment for disability: \$114,776.76
Per capita: \$30,000.00

Summary of progress

The activities that the school undertook in this strategic direction were designed to holistically address student wellbeing. The cornerstone of this initiative was the school's engagement with The Resilience Project. To support this the school implemented various mentoring, leadership and support strategies for students. During the first semester of 2022 these initiatives were well implemented. The student body elected a Student Representative Council. Boys and girls mentoring programs were introduced and all classes engaged daily in the practices of The Resilience Project. Internal qualitative data and Tell Them from Me data shows that the school is achieving aspirational targets in student wellbeing. Further to these strategies all staff engaged in restorative practice training, emotion coaching and zones of regulation training. Qualitative surveys of students, parents and staff correlate the impact that the schools strategies are having on students with particular reference to The Resilience Project. Dedicated staff were re-allocated to wellbeing programs in order to address the reactive daily needs of students. Finally, the school engaged Priority Health monitoring implementing an online application for tracking student wellbeing. This application has proved crucial in providing real time data of student wellbeing issues, allowing school staff to intervene with students to address issues. The Resilience Project will continue to underpin these strategies with plans to engage more fully the school community in this program.

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
Improve from Delivering to sustaining and Growing in the school excellence framework aspect of Wellbeing.	The school has achieved the target evidence shows that the school is sustaining and growing
Greater than 70% of students will be engaging with the daily principles of GEM and 15% of families.	The Resilience Project was implemented across the school and with the wider community. Qualitative data shows significant student engagement and enjoyment of the program. The elements of The Resilience Project including daily journalling and mindfulness are evidenced to be implemented effectively in the majority of classes.
Initial planning around embedding capabilities and strengths based profiling completed Professional Learning completed by all staff members Design and initiation of suite of material	Capabilities continuums were developed based on ACARA continuum's. Tracking and reporting on these capabilities was embedded in term 2. Feedback from the parent body indicated that a more traditional report was the preferred method for reporting. The school returned to this in semester 2.

to recognise capabilities in students	
Work towards excelling from sustaining and growing in the school excellence framework aspect of facilities.	The school has achieved excelling in this element.

Strategic Direction 3: SCHOOL EXCELLENCE

Purpose

New Lambton South Public School strives to be a school of excellence. The School Excellence Framework underpins our relentless commitment to developing a school which excels pedagogically, administratively and organisationally in order to meet the ever changing demands of its students and 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.

- SCHOOL EXCELLENCE

Resources allocated to this strategic direction

Per capita: \$89,264.81

Summary of progress

The school undertook a range of activities within this strategic direction. These included; improving attendance, enhancing transition with partner pre and high schools. Strengthening ties with community and building the professional capital of staff. The systems to monitor student attendance have been successful. All parents receive daily communication regarding students absences. During semester 1 the school improved its connections with the local pre and high schools through information sessions and the establishment of a middle school team to design transition from year 6-7. The local community presented an enhanced model for parental engagement and collaborative structures were implemented in order to enhance professional capital. There has been no impact on attendance trend data. Further investigation shows that the majority of long term absence in this school is due to parents removing children for holidays. Attendance systems will be maintained into 2023. The implementation of the first phase of the middle school transition model will be implemented also. The school will continue to build on the structures required to enhance professional capital through the implementation of a professional learning community approach supported by adequate resourcing. Finally a strategic plan for marketing the school and engaging more deeply with community has been developed for implementation in 2023.

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
Greater than 88% of students attend school more than 90% of the time. system negotiated target.	72.5% of students attended more than 90% of the time.
working towards excelling in the School Excellence Framework element of transitions and continuity of learning	School has achieved Sustaining and Growing.
Working towards sustaining and growing in the school excellence framework aspect of Parent Engagement	The school has maintained sustaining and growing in this element
Improve from delivering to sustaining and growing in the school excellence framework aspect of accreditation	The school has maintained the element of sustaining and growing

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$3,743.42</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"> • HIGH IMPACT PROFESSIONAL LEARNING <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 • engage with external providers and specialist to provide intensive language support to identified EAL/D students <p>The allocation of this funding has resulted in the following impact: Eligible students received individualised and small group in English acquisition. All students progressed against the EALD scales of language acquisition.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ and allocate the appropriate human resources to support students with language backgrounds other than English.</p>
<p>Integration funding support</p> <p>\$43,554.00</p>	<p>Integration funding support (IFS) allocations support eligible students at New Lambton South 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"> • STRATEGIC HOLISTIC APPROACH TO STUDENT WELLBEING <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional School Learning Support Officers to support identified students • Employment of additional wellbeing staff to target identified students. • Release from Face to Face teaching for development implementation and evaluation of wellbeing programs <p>The allocation of this funding has resulted in the following impact: Decreased negative incidences of playground behaviour. Improved emotional regulation and resilience.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional wellbeing staff to work with identified students. Embed The Resilience Project. Develop and implement whole school "kindness" program linking capabilities framework to curriculum built around a framework of connection, safety and empathy.</p>
<p>Socio-economic background</p> <p>\$19,722.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at New Lambton South 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"> • HIGH IMPACT PROFESSIONAL LEARNING <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Socio-economic background</p> <p>\$19,722.67</p>	<ul style="list-style-type: none"> • professional development of staff through implementation of Noella McKenzie writing and Tessa Daffern spelling to support student learning • Employment of Instructional Leader K-6 • Implementation of Autism training <p>The allocation of this funding has resulted in the following impact: All teaching staff improved their instructional capabilities quantitatively measured on school based measurement tools for teacher performance. This improvement is as a result of regular ongoing training in evidence-based spelling and writing practices through the instructional coaching model employed by the Instructional Leader. Furthermore, Assistant Principals have implemented a data driven approach to determine student needs on a stage by stage basis. This in turn drives stage based professional learning resulting in relevant teacher professional development. This model will be strengthened in 2023 through the employment of an Assistant Principal Curriculum and Instruction and a focus on deepening Assistant Principals ability to lead learning as a key driver of leadership effectiveness.</p> <p>After evaluation, the next steps to support our students will be: Continued strengthening of Spelling and writing approaches. Strengthening the Instructional leadership model through the engagement of an Assistant Principal Curriculum and Instruction.</p>
<p>Aboriginal background</p> <p>\$11,346.19</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at New Lambton South 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"> • STRATEGIC HOLISTIC APPROACH TO STUDENT WELLBEING • HIGHLY EFFECTIVE TEACHING PRACTICES <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 deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: Aboriginal students continue to score above state and Statistically Similar School Group in external testing (NAPLAN). All Aboriginal students have a Personalised Learning and Support Plan developed in consultation with parents and caregivers. Furthermore, all Aboriginal students attend cultural events across schools and are represented specifically on the Student Representative Council (SRC)</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional teaching and non-teaching staff to address literacy and numeracy needs of Aboriginal Students. Continue to strengthen cultural opportunities and provide pathways for Aboriginal students and families to have their voice heard.</p>
<p>English language proficiency</p> <p>\$28,361.67</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at New Lambton South 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"> • HIGHLY EFFECTIVE TEACHING PRACTICES

<p>English language proficiency</p> <p>\$28,361.67</p>	<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 teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EALD students continue to progress using the EALD scales.</p> <p>After evaluation, the next steps to support our students will be: Continue to implement targeted group and individual support for EALD students.</p>
<p>Low level adjustment for disability</p> <p>\$114,776.76</p>	<p>Low level adjustment for disability equity loading provides support for students at New Lambton South 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"> • STRATEGIC HOLISTIC APPROACH TO STUDENT WELLBEING <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 • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: All students with an identified disability have a Personalised Learning and Support Plan developed with their parents and or caregivers. Systematic approaches are undertaken by the school to regularly monitor and provide feedback to caregivers of student's progression towards individualised targets and goals.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff to oversee the implementation of differentiated teaching and learning programs in all classrooms catering for the needs of students with disabilities. The school will continue to engage specialist staff where appropriate to support teaching staff in developing and implementing appropriate learning experiences for students which are inclusive and respectful of students individualised needs.</p>
<p>Professional learning</p> <p>\$29,209.58</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 New Lambton South 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"> • HIGH IMPACT PROFESSIONAL LEARNING • HIGHLY EFFECTIVE TEACHING PRACTICES <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing • engage an instructional leader to develop and implement whole school, stage and individualised professional learning.

<p>Professional learning</p> <p>\$29,209.58</p>	<p>The allocation of this funding has resulted in the following impact: All teachers have engaged in professional learning relevant to their stage and level of expertise. Professional Learning has been delivered in literacy, numeracy and wellbeing approaches in order to drive whole school consistent approaches to teaching and learning.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ an Assistant Principal Curriculum and Instruction to oversee the implementation of professional learning across the school. The whole school focus for 2023 will be on writing. Stage learning will be developed based on evidence of student achievement. Individualised learning will be differentiated and delivered collaboratively with stage Assistant Principals.</p>
<p>Literacy and numeracy</p> <p>\$18,673.44</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at New Lambton South Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HIGH IMPACT PROFESSIONAL LEARNING <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 • teacher release to engage staff in [program name] • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: Teaching staff have undergone training in Tessa Daffern spelling and Nowella McKenzie writing. The school has purchased significant resources to assist in the teaching of mathematics K-6 and to enable the delivery of K-2 syllabus with the purchase of decodable readers a priority in 2022.</p> <p>After evaluation, the next steps to support our students will be: Continue to strengthen teaching and learning approaches in literacy and numeracy. Provide additional support for the implementation for the K-2 syllabus and planning for the implementation of the 3-6 syllabus.</p>
<p>QTSS release</p> <p>\$89,753.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at New Lambton South 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"> • HIGH IMPACT PROFESSIONAL LEARNING <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The employment of additional staff to release Assistant Principals in order to lead professional learning, provide additional support through classroom observations and complete managerial and administrative tasks. Part of this funding was used to employ additional staff to ensure the implementation of aspects of the School Improvement Plan particularly those pertaining to teacher professional learning and curriculum delivery.</p>

<p>QTSS release</p> <p>\$89,753.30</p>	<p>After evaluation, the next steps to support our students will be: Continue to employ the appropriate additional staff to ensure that high quality teaching and learning is being delivered in all classrooms. Continue to provide additional release to management in order for administrative tasks to be completed and ensure the effective operations of the school</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at New Lambton South Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • HIGHLY EFFECTIVE TEACHING PRACTICES <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: The employment of an K-2 interventionist teacher resulted in significant academic gains from identified students</p> <p>After evaluation, the next steps to support our students will be: Continue to employ interventionist, both teachers and non-teaching staff to implement targeted support and predeveloped programs including min lit and multi lit.</p>
<p>COVID ILSP</p> <p>\$67,968.00</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 <p>The allocation of this funding has resulted in the following impact: The employment of additional teaching staff to deliver high quality instruction in literacy and numeracy. Including the analysis and monitoring of student learning data to ensure improvement.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ intervention staff in order to deliver data driven programs in targeting student needs in literacy and numeracy</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	238	245	244	260
Girls	246	234	228	196

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.3	96.5	96.2	86.6
1	96.0	95.1	95.2	90.7
2	94.2	95.8	93.8	89.5
3	95.7	93.8	95.2	88.0
4	93.1	92.3	95.0	87.0
5	94.9	92.0	94.2	90.1
6	93.8	93.2	92.9	87.6
All Years	94.9	94.0	94.5	88.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.46
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	5.48

*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	507,998
Revenue	4,873,799
Appropriation	4,434,833
Sale of Goods and Services	60,287
Grants and contributions	369,003
Investment income	7,231
Other revenue	2,445
Expenses	-4,803,715
Employee related	-4,033,051
Operating expenses	-770,664
Surplus / deficit for the year	70,085
Closing Balance	578,083

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	47,297
Equity Total	174,207
Equity - Aboriginal	11,346
Equity - Socio-economic	19,723
Equity - Language	28,362
Equity - Disability	114,777
Base Total	3,572,899
Base - Per Capita	119,265
Base - Location	0
Base - Other	3,453,634
Other Total	384,603
Grand Total	4,179,006

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

The school community was surveyed through the P and C in terms of community satisfaction and engagement. The community identified that the school was initially slow to respond to the changing environment following the COVID-19 pandemic. However, after community consultation and the establishment of clear communication channels these issues were allayed. Overwhelmingly, parents indicated that they were positive about the schools teaching, learning and extra curricular options in 2022. This data was gained from interviews with parents, Tell Them From Me survey data and through the school's PArnts and Citizens Association.

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.