

2022 Annual Report

Narraweena Public School



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Introduction

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

At Narraweena Public School, our vision is to be partners in learning with our parents, students and teachers. We will collaboratively prepare and inspire our students to achieve their personal best which will enable them to contribute to their school, family and wider community. We believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We will empower all students to embrace learning and build their academic, social, emotional and physical well-being.

School context

Narraweena Public School is located on the Northern Beaches of Sydney and has a current enrolment of 509 students. Students come from a wide variety of socio-economic backgrounds with 2% of students identifying as Aboriginal and 37% from language backgrounds other than English. Our staff is innovative and dynamic, providing leadership that inspires learning across all key learning areas.

Extra-curricula opportunities and enrichment programs for example, Science, Technology, Engineering and Mathematics (STEM), creative and performing arts, High Potential Gifted Education (HPGE) and sport, enable our students to excel through a range of different experiences that have a focus on challenging students to reach their full potential.

The school culture is one of connectedness, inclusion and belonging with students, staff, parents and the wider community working together to promote school excellence. We have a strong relationship with our active and supportive P and C and we have a strong connection with local businesses.

Student individual needs are a key focus with tailored programs, for example 'Smiling Minds', that support wellbeing.

A comprehensive Situational Analysis has been conducted which led to the development of the 2021 - 2025 Strategic Improvement Plan, both of which involve genuine consultation with students, staff and parents.

We have identified a need to focus on assessment, data-driven analysis and planning, to ensure the delivery of quality teaching to enable students to consistently perform at their best. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by *What works best: 2020 update*. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student data to inform teaching and learning programs to embed evidence-informed teaching strategies for every student in every classroom.

When conducting an analysis of school wellbeing through TTFM surveys it was evident that student sense of belonging is an area of ongoing focus. While PBL was revamped during our previous school plan we will continue this and have a whole school focus on activities that can be grouped broadly into 'promoting social and emotional learning and school attendance', 'strengthening transitions' and 'creating' a safe environment.

We are committed to continuing to strengthen collaborative partnerships with the whole school community through ongoing performance improvement and high expectations to build a positive school culture.

Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

To improve literacy and numeracy outcomes for every student, school wide systems will be established to support the consistent use of data and evidence-informed strategies. Research based practices will drive quality teaching and learning throughout the school, ensuring the learning needs of each individual student are met.

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.

- What Works Best in Practice
- Data Driven Practices

Resources allocated to this strategic direction

QTSS release: \$102,394.61

Literacy and numeracy: \$32,749.66

Professional learning: \$31,788.32

Summary of progress

The initiatives in Strategic Direction 1 - Data Driven Practices and What Works Best continued to drive teaching and learning in 2022. Professional Learning Communities (PLCs) and Teaching Sprints ensured that teachers were engaging with evidence-based practices that directly impacted their classroom practice. The focus on explicit teaching has been reflected in classrooms, lesson observations and teaching and learning programs. The explicit teaching of phonics in K-2 was adjusted, moving away from streamed phonics and commercial programs. This has been a big adjustment but has been a successful change as evidenced in student phonics data. Teachers see the benefit of teaching phonics this way and want to maintain the approach going forward with continued support and refining. In 2023 the focus will be on the teaching of mathematics in Stage 2 - using student data and evidence based practices to program.

Grade data and planning days have continued to be well received and have driven changes in teaching and learning. Delays in NAPLAN data did impact some of these days, however, utilising other sources of student data was still beneficial. As the capacity of school leaders is building, teachers continue to develop their confidence with analysing and utilising student data, the data driven dialogue and evidence based planning is being seen in some stage teams. This being regular practice is the goal to ensure that teaching and learning is student focussed and data driven. These data analysis and planning days will continue to be scheduled in 2023, with the aim to have at least one a term and become embedded in school practice. The development of teaching and learning programs that are reflective of student data and evidence based practices e.g. explicit teaching, science of reading, learning intentions and success criteria will be a focus 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
Numeracy: 5.3% uplift from baseline in Year 3 and Year 5 students achieving in the top two bands in NAPLAN.	Data indicates 34.78% of students in top 2 bands in Numeracy, working towards lower bound target in Numeracy.
Reading: 6.2% uplift from baseline in Year 3 and Year 5 students achieving in the top two bands in NAPLAN.	Data indicates 48.92% of students in top 2 bands in Reading, working towards lower bound target in Reading.
Expected growth cannot be calculated as NAPLAN was not conducted in 2020.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Expected growth cannot be calculated as NAPLAN was not conducted in	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for

2020.	2022.
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Strategic Direction 2: Engagement and Wellbeing

Purpose

For students to connect, succeed and thrive, there will be a systemic research based approach to developing whole school wellbeing processes that support high levels of engagement and attendance.

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.

- Authentic Student Engagement
- Student Wellbeing
- Attendance

Resources allocated to this strategic direction

Summary of progress

Following two challenging years of disrupted learning, it has been noticed in 2022 that students' social and emotional well-being including personal characteristics such as emotional regulation, behavioural regulation, resilience, coping skills, self-esteem, confidence, persistence in learning, and social and interpersonal characteristics have been compromised. Sentral data has informed us that students are struggling to identify emotions in others, they are lacking the capacity to form and maintain relationships, and the development of social skills including empathy, trust, cooperation and conflict resolution requires extensive support.

Student engagement has been identified as a contributing factor to improving student's social and emotional well-being. The HPGE team is evaluating our school's approach to addressing the requirements within the HPGE policy as this is an area of need to improve student engagement. The leadership team is also looking for opportunities to embed good practice in our stage teaching and learning programs, with authentic differentiation. The HPGE team and leadership team are also investigating opportunities for professional learning to enhance and build capacity among team/stage leaders to address the needs of our students so that they are feeling their skills and level of challenge are being met.

Quality processes and key principles that have guided teaching and learning programs to improve student engagement currently in place are as follows:

- teachers and students understand that there are many classroom elements that can be used as tools to promote individual and whole-class success, such as: time, materials, modes of teaching, ways of grouping students, ways of expressing learning and ways of assessing learning.
- the teacher views everything that a student says or does as useful information to understand the learner and craft their effective instruction for that learner (differentiation of instruction stems from effective and ongoing assessment of learner needs).
- each student needs to be involved in challenging tasks that are equally interesting and engaging, to offer equal access to essential understanding and skills.
- the teacher studies their students to ascertain what works and what doesn't work for them, and continually involves students in decision-making about the classroom
- teachers plan student working arrangements that vary widely and purposefully often over relatively short periods of time, for example whole-class, small group and one-on-one arrangements are used (the flexible grouping of students helps ensure access to a wide variety of learning opportunities and working arrangements).
- teachers provide clarity about what is essential for students to know, understand and do.
- teachers find key opportunities to meet learners where they are 'at' in order to propel them forward in knowledge, understanding and skill.

In turn, quality processes are in place to manage the improvement of student attendance. We can attribute the comparative positive attendance results to our consistent and persistent communication with our students' parents and carers. Procedures are in place to ensure teachers keep in regular contact with families following consecutive absences. Regular reminders that 'Every Day Counts' and 'Every Minute Counts' are posted in our fortnightly newsletter and sent home via our school app. The following flow of actions: Identify and Investigate, Individual Planning and Barriers to Contact take place with mostly positive outcomes. Where positive outcomes are not achieved, the support of the HSLO is requested via the DoE's application process.

Narraweena Public School has identified that students with high social and emotional well-being, who are engaged and regularly attend school are optimistic and confident. They have a strong sense of purpose and they believe in themselves. They understand their own emotions, have positive relationships with others and are good at working

through difficulties and resolving conflict. We are committed to providing effective support and interventions. By aligning student well-being improvement measures with the School Excellence Framework themes and the Principles of Inclusive Practice, we are working towards improving well-being, engagement and attendance.

Lastly, as a new activity, we are working towards developing our understanding of the value add for participating in Learning walks and talks. We understand there is a need to create an opportunity to record reflections away from the classrooms so that the Learning Walks and Talks process is not seen as evaluative but as growth-promoting in strengthening practice together.

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
47.5% of students have scores that placed them in the desirable quadrant of high skills and high challenge, in the Tell The From Me Survey (Student Engagement).	Tell Them from Me data indicated 30% of students place themselves in the desirable quadrant of high skills and high challenge. This dropped from 33% last year. There was an increase of 3% in the high skills and low challenge quadrant from last year.
Adjustments to teaching and learning that address improving student engagement are recorded in 90% of programs, in numeracy and reading.	Adjustments to teaching and learning that address improving student engagement are recorded in more than 90% of programs, in numeracy and reading. Teachers at Narraweena Public School use a number of guiding principles that reflect effective practice in their differentiated classroom.
Students attending >90% of the time to be at or above the lower bound system-negotiated target of 85.4%.	The number of students attending greater than 90% of the time or more has decreased by 28.5% since last year. This would be due to attendance marking during COVID home learning in 2021. While we experienced this local decrease at a school level, our results compared to others is as follows: <ul style="list-style-type: none"> • Narraweena Public School 63.1% • SSG 53.0% • DoE State 62.8% • Network 49.%
2.7% uplift in students reporting positive wellbeing in the Tell Them From Me Survey to be at or above the lower bound system-negotiated target of 91%.	Tell Them from Me data indicated 67% of students reported positive well-being. This is a 3% decrease from last year.

Strategic Direction 3: Partners in Learning

Purpose

We will work in partnership with students and our school community to ensure sustainable improvement within a culture of high expectations, focused on enriching and enhancing learning 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.

- Partnerships
- Communication

Resources allocated to this strategic direction

Professional learning: \$1,100.00

Summary of progress

In 2022, there has been successes in elements of our annual progress measures for 'Partners in Learning'. Learning goals have been communicated to parents and class parent roles have continued to develop as a result of responsibilities being collaboratively revised at the beginning of Term 1, 2022. This allowed for a more transparent and connected approach to communication between the school and home. In other areas, staff confidently applied for professional learning but as a result of only having two PDP goals this year due, those chosen were a whole school goal and a stage goal. An opportunity did not present itself to have a personal goal relating to personal and leadership growth. Professional Learning did occur, however, with this success a direct result of executive members discussing suitable professional learning with their teams and creating a more streamlined and clear process for applications. The administration upgrade has begun and will be completed early in 2023. It will provide suitable places for collaboration between staff and members of the community on completion. The impact of lockdown has led to a slow development of parent focus groups and on-site meetings. We successfully held two focus sessions with parents in the evening.

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
Learning goals have been communicated to parents across 100% of classes.	Communication of learning goals was shared at the parent/teacher meetings at the end of term 1. Students worked towards achieving these goals in semester 1 and completed an evaluation sheet which was shown to their parents. Similar academic and wellbeing goals were set and shared with parents in Semester 2.
PDPs show an increase in teachers' engagement in leadership opportunities and professional learning.	During 2022, there has been significant progress in the engagement of staff in professional network groups and leadership opportunities. Collected data demonstrates that our staff has been actively engaged in professional learning and have led a number of successful initiatives that include internal opportunities as PLC leaders, subject coordinators, pedagogical team leaders and relieving Assistant Principal and Deputy Principal roles. External opportunities include involvement in ATSI NBLA teams, Middle Leaders courses and the HPGE leadership group. Due to only two PDP goals in 2022, next year a focus will be placed on developing individual PDPs that target areas of expertise and interests so that opportunities can be connected to appropriate staff members. This change will be in conjunction with a professional learning request form that connects each staff members PDPs to NESA's professional standards and our own school SIP.
Parents/carers understand the language and importance of focus groups and/or information sessions and	Two parent information sessions occurred in Semester 2. A home Reading tips and suggestions session and a music information session took place. They were represented by a small number of parents. Parents are now well

base line data established.

informed in these areas. Our focus for next year is to increase the number of these, with a specific focus.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$149,894.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Narraweena 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 eligible students demonstrating progress towards their personalised learning goals which were regularly updated and responsive to student learning needs and progress. Students received personalised learning and support within their own classroom.</p> <p>After evaluation, the next steps to support our students will be: To continue to use integration funding to support students in response to their individual and specific needs.</p>
<p>Socio-economic background</p> <p>\$33,721.69</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Narraweena 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in the following impact: Equitable access to academic and extra-curricular activities.</p> <p>After evaluation, the next steps to support our students will be: To continue to support students in literacy and numeracy while promoting inclusion and engagement.</p>
<p>Aboriginal background</p> <p>\$11,171.22</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Narraweena 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"> • employment of additional staff to deliver personalised support for 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:</p>

<p>Aboriginal background</p> <p>\$11,171.22</p>	<p>NAPLAN successes for Aboriginal Students</p> <p>After evaluation, the next steps to support our students will be: To continue to deliver differentiated and personalised support to Aboriginal students and their families.</p>
<p>English language proficiency</p> <p>\$42,100.07</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Narraweena 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"> • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • withdrawal lessons for small group (developing) and individual (emerging) support • establish a core practice for supporting students learning English as an Additional Language or Dialect <p>The allocation of this funding has resulted in the following impact: Intensive small group to support student progress. High growth in the EAL/D learning progressions. EAL/D students are developing their confidence and beginning to take risks with their language use as noted by teacher observations.</p> <p>After evaluation, the next steps to support our students will be: Utilising EAL/D teachers' expertise to collaboratively design literacy units that support the language needs of EAL/D learners.</p>
<p>Low level adjustment for disability</p> <p>\$125,514.47</p>	<p>Low level adjustment for disability equity loading provides support for students at Narraweena 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: targeted small group literacy support with a focus on phonics and reading. There has been a substantial improvement in engagement and understanding. Consistent whole school approach to learning support referrals and equitable resource allocation.</p> <p>After evaluation, the next steps to support our students will be: Utilising the expertise of the learning support team to make adjustments to teaching and learning to support students in the classroom.</p>
<p>Professional learning</p> <p>\$32,888.32</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 Narraweena Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>Professional learning</p> <p>\$32,888.32</p>	<p>including:</p> <ul style="list-style-type: none"> • Data Driven Practices • Partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging in professional learning to unpack evidence-based approaches to teaching the new K-2 maths syllabus. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed evidence-based practices from What Works Best resulting in improvement in internal student data.</p> <p>After evaluation, the next steps to support our students will be: Personalised professional learning in the for of PLCs, teaching sprints, leadership opportunities and mentoring.</p>
<p>Literacy and numeracy</p> <p>\$32,749.66</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Narraweena 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"> • What Works Best in Practice • Data Driven Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • resources to support the quality teaching of literacy and numeracy • online program subscriptions to support literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Literacy and numeracy programs and resources supporting teaching learning and assessment.</p> <p>After evaluation, the next steps to support our students will be: Purchase high quality literacy texts and resources. Continue and reestablish online program subscriptions to support literacy and numeracy. Teacher release for data analysis to inform practice.</p>
<p>QTSS release</p> <p>\$102,394.61</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Narraweena 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"> • What Works Best in Practice <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 • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Notable increase in Year 2 student understanding and application of place value concepts Building teacher capacity in the explicit teaching of place value and multiplicative strategies Improve staff confidence and teaching practice Number talks</p>

<p>QTSS release</p> <p>\$102,394.61</p>	<p>After evaluation, the next steps to support our students will be: Teachers use learning intentions, success criteria and have a strong focus on formative assessment. Utilising teaching opportunities such as number talks and close reads.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.00</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Narraweena 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • casual relief for literacy and numeracy planning days <p>The allocation of this funding has resulted in the following impact: Collaborative teacher professional learning and guided data discussions, resulting in targeted planning in literacy and numeracy utilising the universal resource hub (URH)</p> <p>After evaluation, the next steps to support our students will be: Continued collaborative teacher professional learning.</p>
<p>COVID ILSP</p> <p>\$82,600.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: Targeted interventions and support for students impacted by COVID in 2020 and 2021</p> <p>After evaluation, the next steps to support our students will be: Monitor students who receive support and utilise NAPLAN and school based data to identify and support students in 2023.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	248	261	269	265
Girls	258	258	267	233

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.0	94.9	96.0	91.5
1	91.9	96.2	95.0	90.4
2	94.2	95.1	94.4	91.4
3	94.1	92.7	93.9	90.9
4	93.3	94.5	93.5	89.2
5	92.6	94.2	93.4	88.3
6	93.1	93.0	94.4	87.7
All Years	93.6	94.4	94.5	90.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	17.53
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Administration and Support Staff	3.96

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	257,727
Revenue	5,108,139
Appropriation	4,552,031
Sale of Goods and Services	6,303
Grants and contributions	531,786
Investment income	4,693
Other revenue	13,328
Expenses	-4,912,939
Employee related	-4,181,170
Operating expenses	-731,770
Surplus / deficit for the year	195,200
Closing Balance	452,927

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	149,894
Equity Total	212,507
Equity - Aboriginal	11,171
Equity - Socio-economic	33,722
Equity - Language	42,100
Equity - Disability	125,514
Base Total	3,685,587
Base - Per Capita	135,436
Base - Location	0
Base - Other	3,550,150
Other Total	245,786
Grand Total	4,293,774

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 2022, parents and carers, teachers and students are satisfied. Students in Years 4 to 6, completed both survey one and two of the Tell Them from Me (TTfM) Survey. The TTfM survey gathers data on student engagement and wellbeing at school. A large percentage of students felt a sense of belonging at school. We were above state average and inline with similar schools. In 2022, our students felt happier and more accepted but we are still working towards the results (pre COVID) . Students now have a greater understanding of learning goals. As a result, we are working on connecting with our students to help them develop personal academic and wellbeing goals which in turn will improve their capacity to learn and develop a positive sense of belonging. Parents and teachers were surveyed as well. 80% of parents felt they can easily speak to their teacher and 86% felt that their child is clear about the rules for school behaviour. Over 85% of teachers felt they know how to follow the discipline and behaviour referral process and 97% know who to go to if they need support with inappropriate or challenging behaviours.

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.