

2022 Annual Report

Speers Point Public School



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Introduction

The Annual Report for 2022 is provided to the community of Speers Point 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

To be leaders in inclusive, innovative and individualised learning.

School context

Speers Point Public School is located on the north side of Lake Macquarie with 240 enrolments in 2022. This has almost doubled the school population over the last four years, leading to an increase in staff and executive. The school's Aboriginal and Torres Strait Islander population is at 10% with 24 students in 2022.

Along with the mainstream classes, Speers Point is proud of our support classes, two MC (Multi-categorical) one IO (Intellectually Moderate) and one Au (Autism). This whole school inclusion is a very integral aspect of the school and is widely regarded, respected and preserved by all community members. With an average FOEI of 111, the community is supportive of the school, and the inclusive ethos embodied in the school.

Our school has seen major redevelopment over 2019/2020 with the design and construction of new facilities including new administration, hall, library, and five new innovative learning environments. Two existing learning spaces were also refurbished in this style, and the four support classrooms were refurbished to meet student needs.

With the elements within "What Works Best" forming the bedrock of strategies, it is enhanced with approaches towards developing student leadership, innovative learning environments and building student transference of learning. Transference and retention of learning will be developed through a school-wide embedded program based on the concepts of a "toolbox for learning."

Speers Point Public School has firmly embedded learning and wellbeing practices into its whole school and classroom practices with the key expectations of Safe, Respectful, Responsible, Achievers. Speers Point is a proud member of the Lake Macquarie Area Collegiate (L-MAC) community of schools in the West Lake Macquarie area.

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to maximise student learning outcomes and personal growth through explicit, consistent and evidence based teaching, underpinned by individualised student data to inform evaluative practice and targeted professional learning.

Initiatives

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

- Evidence Based
- Data Informed

Resources allocated to this strategic direction

Professional learning: \$570.00

QTSS release: \$33,999.53

Summary of progress

Across 2022, a deep focus on literacy and numeracy, underpinned by strong professional development and quality teaching formed the basis of our school's growth within this strategic direction. Key elements supporting progress include:

Seven Steps of Writing

With the continued implementation and capacity building of staff, the Seven Steps of Writing program continued its impact through Years 3 to 6. Implementation of the program commenced in Year 2. Teacher professional learning was prioritised in this area, with effective collaboration on planning and programming. Assistant Principals and experienced staff developed teacher pedagogy through professional learning. During Term 4, the AP C & I and the tutor-teacher worked with Year 2 teachers and students to introduce the big ideas of Seven Steps. The explicit teaching of writing skills has resulted in an improvement in student writing, as measured through 2022 NAPLAN results where 63% of Yr 3 were in the top 2 bands for writing against 24% pre introduction of Seven Steps.

School focus - Comprehension

In 2022, our school focused on the explicit teaching of comprehension across Years 3-6. This focus concentrated on building teacher capacity to explicitly teach comprehension, monitor student progress and analyse student data to inform planning. Teachers were supported through targeted professional learning, using quality resources and using data to measure student growth. Time for collaboration was one of the most effective tools and provided greater consistency in planning and delivery of explicit comprehension lessons. Teaching programs demonstrate the systematically planned teaching of explicit comprehension skills, based from student assessment data, including the use of DoE short assessments. Use of PAT Reading test was utilised in both Term 1 and Term 4. The implementation schedule in Term 4 was heavily impacted through disruption, and on reflection, data may but not be truly indicative of student achievement. Conditions around PAT testing has been reviewed in order to give reliable and clear data for teachers.

Collaboration Days

High impact professional learning occurred throughout 2022 focused on reading, writing, numeracy and assessment. Topics for Collaboration Days included:

- New K-2 Syllabus
- Comprehension

- 7 Steps Writing
- Maths

Collaboration Days are a highly valued initiative and regarded as an effective way to deliver differentiated professional learning. Collaboration Days often needed to be rescheduled or postponed due to difficulties with securing casual staff to release classroom teachers so they were able to participate in the Collaboration Day.

Intervention - Utilising Covid ILSP and school-based funding, students were assessed to identify where additional small group support would assist student learning. Students worked with intervention teachers or SLSOs on a targeted program. Students were identified through data review at Collaboration Days, with point-of-need identified and student learning goals developed by the intervention teacher. There was ongoing monitoring and communication between the intervention and class teacher. Student intervention strategies are documented in participating student reports at end of each semester with a comment provided on learning goal attainment by the intervention teacher. Intervention included the implementation of MacqLit and MiniLit, and 3-6 Numeracy support. Many of the students who participated in intervention programs demonstrated growth in school-based measures, such as PAT tests.

Based on our evaluation of teaching programs and practices, and student assessment results, in 2023 we will:

- continue to build teacher knowledge of evidence-based mathematics practices.
- revise our literacy and numeracy assessment practices and schedule.
- ensure all staff have planned Collaboration Days (1 per term) to support teacher literacy and numeracy pedagogical content knowledge and to support the NSW curriculum reform K-6.
- support identified students through small group tutoring programs, including MacqLit and MiniLit.

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 38.4% of Year 3 and 5 students achieve in the top two bands in NAPLAN reading. (Lower bound system negotiated target)	In NAPLAN Reading, collectively 43.9% of Year 3 and Year 5 students achieved in the top two bands, exceeding both the lower bound and upper bound target.
A minimum of 27% of Year 3 and 5 students achieve in the top two bands in NAPLAN numeracy. (Lower bound system negotiated target)	In NAPLAN Numeracy, 29.1% of students achieved within the top two bands, exceeding the lower bound target. This increase was contrary to the trending decline across the state.
Expected growth data not available due to Covid-19 in 2020.	Due to the cancellation of NAPLAN in 2020, there is no growth data for this cohort in 2022.
Expected growth data not available due to Covid-19 in 2020.	Due to the cancellation of NAPLAN in 2020, there is no growth data for this cohort in 2022.
Learning Assessment - focus themes: Formative & Summative assessment (both <i>excelling</i>)	Both Formative and Summative Assessment have been determined to be at Sustaining and Growing for 2022.
Uplift of 60% or greater of students demonstrating 0.4 effect size growth (or higher) in PAT Reading.	The At Home Learning period in 2021 interfered with the implementation of Term 3 PAT tests. As students returned early Term 4 and were engaged with Check-In assessments (3-6), PAT testing was moved back to the 12 month mark to Term 1 2022, which will allowed us to determine a full year's effect size. In 2022, the follow data indicates the percentage of students in Year 2-6 that achieved an effect size of >0.4:

<p>Uplift of 60% or greater of students demonstrating 0.4 effect size growth (or higher) in PAT Reading.</p>	<p>Year 2 2022 - 60%</p> <p>Year 3 2022 - 53%</p> <p>Year 4 2022 - 43 %</p> <p>Year 5 2022 - 32%</p> <p>Year 6 2022 - 50%</p> <p>School average 47.6% of students</p> <p>In 2023 our target is to increase all cohort percentages by 10%.</p>
<p>Uplift of 60% or greater of students demonstrating 0.4 effect size growth (or higher) in PAT Maths.</p>	<p>The At Home Learning period in 2021 interfered with the implementation of Term 3 PAT tests. As students returned early Term 4 and were engaged with Check-In assessments (3-6), PAT testing was moved back to the 12 month mark to Term 1 2022, which will allowed us to determine a full year's effect size.</p> <p>In 2022, the follow data indicates the percentage of students in Year 2-6 that achieved an effect size of >0.4:</p> <p>Year 2 2022 - 60%</p> <p>Year 3 2022 - 39%</p> <p>Year 4 2022 - 53%</p> <p>Year 5 2022 - 53%</p> <p>Year 6 2022 - 28%</p> <p>School average 46.6% of students</p> <p>In 2023 our target is to increase all cohort percentages by 10%.</p>

Strategic Direction 2: Innovative Leaders

Purpose

To build the capacity of leadership in staff and students to develop inspirational, effective and reflective practitioners and learners, with a basis of supporting opportunity, change and sustainability.

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.

- Opportunity
- Transformation & Sustainability

Resources allocated to this strategic direction

QTSS release: \$17,600.00

Aboriginal background: \$22,127.46

Summary of progress

Within this strategic direction opportunities were sought to lift the leadership capabilities of staff and students. This was evidenced through:

PDP Process

A formalised process was implemented to provide more opportunities for staff to have deeper conversations around development goals, work collaboratively and engage in meaningful observations. PDP goals were identified considering individual learning needs and school priorities. Some teaching observations were delayed, however all observations were completed as required. While all teachers have developed PDPs, there is still further support required for SASS staff in preparing and working towards PDPs. The PDP process was completed to schedule with staff reflecting on performance goals as part of the structured conversations with supervisor and principal. Conversations also identified performance goals for 2023.

Student Leadership Program

The Student Leadership Program was extensively revamped with a redesign of the student leadership framework. Additional school leadership positions were created to increase student leadership opportunities. Students logged their achievements and growth as student leaders. Process for change included:

- Team established and a process review occurred to develop a more effective scaffold for Speers Point
- Draft program established for collaboration and feedback with future school leaders, P&C group and staff
- Program finalisation and release to students and community - parent survey for feedback
- Yr 5 Student leadership "SOAR" designed and delivered with student leadership journals

Open community survey received one response following a 3 page explanation of the new system. The response received was positive. It is noted that no feedback is a form of feedback in itself, and often a lack of response, is a silent response of support. For the lack of responses, staff have taken opportunities to talk directly with the community at events to get verbal feedback. All have been positive about the changes. The new voting/staff choice system was implemented and on reflection, worked very well, with student voice and staff views equally reflected in the process.

Based on our evaluation of programs and practices in 2023 we will:

- Continue to strengthen successful programs from 2022 including Student Leadership Program and PDPs
- Implementation of the BYOD program to support innovative learning environments. (ILEs)
- Ongoing support in curriculum reform, implementation of K-2 syllabus and preparation for 3-6 syllabus implementation
- Supporting Aboriginal students in developing and working towards their goals as per their PLPs

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
<p>Leading</p> <p>Educational Leadership- Performance management and development to <i>Excelling</i>.</p>	<p>The 2022 School Excellence Framework Self Assessment in the element of Performance Management and Development is <i>Sustaining & Growing</i>. There are opportunities for growth towards <i>Excelling</i>. The Leadership team does support the recognition of high performing teachers, not only by the accreditation process but also through the school's PDP process.</p>
<p>Evidence through teaching programs and observations of future focused strategies implemented in all Innovative Learning Environments.</p>	<p>Evidence showed limited use of future focused strategies in the Innovative Learning Environments in 2022. This is an area of focus for 2023.</p>
<p>Uplift of 60% or greater of Aboriginal students demonstrating 0.4 effect size growth (or higher) in PAT scores.</p>	<p>The At Home Learning period in 2021 prohibited Term 3 PAT tests as scheduled. As students returned early Term 4 and were engaged with Check-In assessments, (3-6) PAT testing was moved back to the 12 month mark to Term 1 2022, which allowed us to determine a full year's effect size.</p> <p>In 2022 the follow data has determined the benchmark. In 2022, 71% of Aboriginal students demonstrated a >0.4 effect size in Literacy, well above peer groups and whole school average of 47%. In Numeracy 57% of Aboriginal students demonstrated >0.4 effect size above the 46% school average.</p>
<p>Most teaching & learning programs demonstrating embedded perspectives in all KLAs.</p>	<p>Learning program formats changed considerably throughout 2022, with the biggest influences being high staff absences and the availability of casual teachers. The weekly teaching and learning overview did not include perspectives, however, core program documents sitting a tier below, show embedded perspectives in most teaching and learning programs.</p>

Strategic Direction 3: High Expectations Culture & Transference

Purpose

To cultivate challenge, aspiration and active partners to connect, give meaning to and enrich learning.

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.

- Connect & Drive
- Succeed & Thrive

Resources allocated to this strategic direction

Socio-economic background: \$72,004.00

Summary of progress

The strategic direction aims to support the ongoing wellbeing of students, with strong focuses on student attendance and support learning goals.

Attendance

Attendance data was reviewed through LST and supported by fortnightly reviews with the Home School Liaison Officer. While no at-home learning periods occurred through 2022, the year was marked with significant periods of high absences due to Covid and other illnesses. Students were highly supported to attend school when well, with letters generated each term for students falling below a quality attendance rate. Several cases required more intensive support and monitoring. Processes have been reviewed and additional strategies will be implemented in 2023 to support greater student attendance.

PBL / Wellbeing

Strategies through PBL to support the ongoing maintenance of school PBL systems, reward systems and reward days included:

- PBL Team (staff team)
- PBL focus lessons
- PBL student leaders (Parliament Ministers)
- Developing sports house mascots selected from student design.

PBL focus lessons took a different approach in 2022 with PBL focus lessons being specific to a stage or group of students, rather than whole school. While the concept was sound, it lacked the impact of a whole school focus where it was a common target for all staff and students. PBL team had a reduction in the members from previous years which impacted the traction of PBL across the school. Due to time constraints, meetings were moved to every 5 weeks rather than fortnightly. This accommodated the very full PL and meeting schedule but was hard to implement with some staff were juggling multiple roles. We incorporated student leaders (Year 6) as part of Parliament as PBL Ministers. This worked well for students that had the time to work alongside the leaders for assemblies and reporting back to the 3-6 students about our student values. This model will be tweaked to suit the SRC leaders in 2023.

Student Led 3 Way Conferences

3-Way conferences were scheduled between parents, students, and teachers to develop student learning goals for each semester. Student goals were based on the SMART goals model and were reported on in Semester 1 and Semester 2 reports. 70% of students attended a 3-Way conference in Semester 1, and the online booking system worked well to arrange face-to-face meetings. All students had personal learning goals on their Semester 1 reports, which included progress toward these goals, and the next steps. Semester 2 follow-up was conducted but had a lower attendance rate than Semester 1 3-Way conference. During Semester 2 it was re-titled as "Student Goal Planning" moving away from

the previous title of 3-Way conference.

Based on our evaluation of programs and practices in 2023 we will:

- Improve PBL systems including whole school focus, and acknowledgment system
- Further promote Student Goal Planning for all students to include reportable goals in student reports
- Introduction and implementation of the PPA's Anxiety Project (pilot school) to include student lessons and parent workshops
- Build and improve student attendance systems and the promotion of the importance of regular attendance

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
Proportion of students attending 90% of the time or greater will rise from 77.5% to 81.1% - 86.1% (or greater) (Lower bound system negotiated target)	Through 2022, student attendance rates varied, especially when we analysed the contextual information of COVID spikes, previous mandatory isolation periods and community anxiety. Our school is working towards this measure with improved strategies for 2023.
Increase "Sense of Belonging" from (2021 data)% to 85% Increase "Advocacy at School" from (2021 data)% to 93% Maintain or better "Expectations for Success" at 94.87%	In reflection of school targets in Wellbeing, <ul style="list-style-type: none"> • "Sense of Belonging" from 72% in 2021 to 62% • "Advocacy at School" from 91% in 2021 to 86% • "Expectations for Success" from 97% to 83%
Leading Educational Leadership- Performance management and development to <i>Excelling</i> .	The 2022 School Excellence Framework Self Assessment in the element of Performance Management and Development is <i>Sustaining & Growing</i> . There are opportunities for growth towards <i>Excelling</i> . The Leadership team does support the recognition of high performing teachers, not only by the accreditation process but also through the school's PDP process.
85% of parents and students engage with goal development sessions.	Given the restrictions for Face to Face meetings during the early half of 2022, a variety of options were used to engage in Student Goal Development including phone and video-conference technologies. While all students engaged with goal development at school, community engagement, largely due to restrictions fell below the 85% target. Semester 2 (Term 3) goal update sessions had an attendance rate of 54%. K-2 classes were predominately attended by the community with a significant decline in the senior classes.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$13,402.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Speers Point 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"> • Targeted SLSO support in classroom and playground for specifically identified students in accessing curriculum and learning. <p>The allocation of this funding has resulted in the following impact: Continued confidence and growth in student reading and numeracy outcomes. Improved academic/social/emotional outcomes for students which has resulted in improved positive peer relationships in a range of school settings.</p> <p>After evaluation, the next steps to support our students will be: To continue planning and programming where teachers build the capacity of SLSOs to implement quality differentiated programs in reading and numeracy. All staff ensure that student PLSPs are regularly reviewed to ensure they are relevant to student needs.</p>
<p>Socio-economic background</p> <p>\$90,299.42</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Speers Point 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"> • Connect & Drive • Succeed & Thrive • 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 support identified students with additional needs • Kindergarten is highly supported in the transition and start to school with two additional SLSOs supporting through Term 1 between the two Kinder classrooms and one SLSO through Terms two to four. • providing students without economic support for educational materials, uniform, equipment and other items • professional development of staff through to support student learning • supplementation of extra-curricular activities <p>The allocation of this funding has resulted in the following impact: Student growth as evidenced through NAPLAN, Check-In and reported PAT testing data. Teaching and learning programs across the school reflect adjustments to meet individual needs, that ensure students are challenged and make learning progress.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support for the social, academic and emotional goals of students, supported through staff professional learning, support staff allocation and resources.</p>
<p>Aboriginal background</p> <p>\$22,127.46</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Speers Point 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</p>

<p>Aboriginal background</p> <p>\$22,127.46</p>	<p>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"> • Transformation & Sustainability <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 • cultural activities and learning <p>The allocation of this funding has resulted in the following impact: SLSO intervention support was provided to support the student goals from PLPs. Class teachers guided SLSO's in working towards academic goals in a group approach to student support. Student goals were also addressed through the Deadly Kids and language programs to support cultural knowledge and understanding.</p> <p>After evaluation, the next steps to support our students will be: Continued support through identified strategies.</p>
<p>Low level adjustment for disability</p> <p>\$53,195.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Speers Point 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"> • 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 <p>The allocation of this funding has resulted in the following impact: Ongoing intervention for identified students through small group tuition. Given the pandemic interruptions for students transitioning to Kindergarten, additional support was provided in Term 1, to enable a strong start to the beginning of Kindergarten.</p> <p>After evaluation, the next steps to support our students will be: High level support for identified students in line with our school vision of inclusive, individualised and innovative learning.</p>
<p>Professional learning</p> <p>\$23,749.87</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 Speers Point 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"> • Evidence Based • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Targeted professional learning aligned with school strategic directions and staff PDP goals

Professional learning \$23,749.87	<p>The allocation of this funding has resulted in the following impact: Identified professional learning for all staff, based on needs as specified through PDP goals.</p> <p>After evaluation, the next steps to support our students will be: On-going high level professional learning for all staff in identified areas consistent with professional goals and the Strategic Improvement Plan.</p>
QTSS release \$51,599.53	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Speers Point 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"> • Data Informed • Opportunity <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 <p>The allocation of this funding has resulted in the following impact: Collaboration days were utilised to bring teams together to focus on specific professional learning and opportunities for sharing expertise.</p> <p>After evaluation, the next steps to support our students will be: On-going high level professional learning for all staff in identified areas consistent with professional goals and the Strategic Improvement Plan.</p>
COVID ILSP \$82,600.00	<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 • providing targeted, explicit instruction for student groups in literacy/numeracy <p>The allocation of this funding has resulted in the following impact: Small group instruction enabled students to develop literacy and numeracy skills implementing a differentiated approach.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student learning needs.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	94	101	125	140
Girls	61	66	88	95

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.9	94.0	94.2	89.5
1	91.6	92.8	93.4	89.8
2	88.7	94.0	92.2	89.7
3	89.1	90.9	92.2	89.7
4	89.2	90.8	90.3	85.3
5	85.0	91.5	90.1	82.9
6	92.3	90.8	90.8	83.3
All Years	90.4	92.4	92.1	87.6
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
Assistant Principal(s)	4.2
Classroom Teacher(s)	12.61
Learning and Support Teacher(s)	0.3
Teacher Librarian	0.6
School Counsellor	1
School Administration and Support Staff	6.32

*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 employment 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	131,652
Revenue	3,707,015
Appropriation	3,606,949
Sale of Goods and Services	24,903
Grants and contributions	73,878
Investment income	1,286
Expenses	-3,628,500
Employee related	-3,331,997
Operating expenses	-296,503
Surplus / deficit for the year	78,516
Closing Balance	210,168

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	30,642
Equity Total	191,845
Equity - Aboriginal	22,127
Equity - Socio-economic	111,428
Equity - Language	0
Equity - Disability	58,289
Base Total	2,660,264
Base - Per Capita	60,557
Base - Location	0
Base - Other	2,599,706
Other Total	571,988
Grand Total	3,454,738

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.

Student Voice

When analysing the data from Tell Them From Me it was taken into consideration that the only student voice represented came from students in Years 4-6, mainstream enrolment. As this is the smallest cohort within the school, an internal survey was created and conducted (based on the areas of 'Advocacy, Expectations, Belonging'). The survey was completed by Years 4-6 students from each class across the whole school, inclusive of Support Unit enrolments.

Data collected through the Tell Them From Me surveys (Years 4-6) demonstrated a positive trend in all three target areas.

- Sense of Belonging was recorded at 62%, just below state average of 64%
- Advocacy at School was at 86% against the state average of 69%
- Expectations of Success at 83% against the state average of 84%

Across all three areas, there was a decrease from 2021 results which may be indicative of the 2022 school year and the challenges the year presented. Year 4 was identified as the cohort requiring greater support in the above areas.

Teacher Voice

When analysing TTFM data, it was noted a very small number of teaching staff completed the survey. Another survey, focusing on the themes of 'Connect, Succeed, Thrive' was created and completed by the entire teaching and SLSO staff. The data from this survey clearly indicated that teachers believe students require additional support in the areas of self-regulating emotions and resilience. In 2023 the school will be part of the Anxiety Project pilot program.

Community Voice

2022 TTFM Parent data indicated community responses in all areas of the TTFM survey were above the state average or norms. In particular, data reflected very positive responses in the areas of 'Inclusivity' and 'Communication'. We had an increase in the area of 'Parents Feeling Welcome'. This had been a targeted approach to reconnect without community as outlined in the Strategic Improvement Plan.

As highlighted in 2021, the area of communication was an area of ongoing focus for 2022. During the year, the school trialled different methods of community communication from the traditional school newsletter and sought community feedback about alternative communication strategies. Alternative communication avenues, such as the "What's On" and topic focused communication bursts have been welcomed as replacements.

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.