

# 2022 Annual Report

## Coal Point Public School



4022

# Introduction

The Annual Report for 2022 is provided to the community of Coal 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.

## School contact details

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Coal Point Public School

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Reconciliation Walk with the Toronto Learning Community

## School vision

Coal Point Public School community strives to enrich the lives of students and to inspire and nurture their development as confident, persistent, resilient and self-directed learners, individuals and citizens. We work together and build partnerships to realise student growth and attainment, strengthen social emotional capabilities and provide our students with a quality learning environment to connect, succeed and thrive.

## School context

Coal Point Public School caters for the educational needs of the children in our lakeside community. Our school facilities have wide open spaces and learning focused classroom environments, incorporating interactive panels, a full computer lab, as well as a fantastic school hall and outdoor learning areas. Our students come from many varied backgrounds, where education is highly valued by all. The school enjoys strong family and community support. The greatest care is always taken to support the needs of all children through an awareness of both their individuality and the diversity of their life experiences.

We have exceptional classroom educators, who nurture and care for all students in a genuinely supportive way. Our school provides excellence in teaching and learning, with explicit focus on integrating technology into the everyday curriculum, higher order thinking skills and values education. High expectations and the encouragement of our 'You Can Do It!' philosophy ensures CPPS students excel in all academic areas, as well as in the many varied extra-curricular opportunities we provide. Our school band, choir, dance, sport and debating programs provide outstanding teaching, while supporting fun and a love of learning.

Coal Point Public School has an enrolment of approximately 272 pupils across the Years K to 6, with 3% of students identifying as Aboriginal and 7% identifying as being students with English as an additional language or dialect (EAL/D). Our school's Family Occupation and Education Index (FOEI) value is 56, compared with the NSW average of 100. Our school strives to provide each child with the skills necessary to become lifelong learners, caring citizens and leaders of the future.

During 2021, Coal Point Public School participated in External Validation and used panel findings to inform the next steps and future directions of our 2022-2025 School Improvement Plan. The executive and staff members consulted with the P&C and the Community Consultation Team to adjust the school plan accordingly. Our plan will have greater emphasis on distributive leadership and strengthening partnerships with parents, including soliciting feedback, to improve student academic outcomes and student wellbeing. The impact of professional learning will be assessed using the HIPL tool and the impact of student growth.

Our school has a strong connection with the local Aboriginal Education Consultative Group and collaborates with the Aboriginal Education Consultative Group community of schools. Learning, wellbeing and cultural programs are shared through school reports and attendance at Mankillikan Aboriginal Education Consultative Group meetings. Aboriginal perspectives are embedded into all Key Learning Areas and supported by cultural celebration and significant events through the year. Multiculturalism is further celebrated and integrated into teaching and learning programs.

Through whole school data analysis and reflection, our improvement areas include student growth and attainment, outstanding practices and programs to support and improve student wellbeing and learning and strong educational leadership to improve teacher efficacy and build staff capacity. Wellbeing practices foster a sense of belonging and engagement, as research shows high levels of wellbeing are linked to higher levels of academic achievements (What Works Best in Practice, 2020). Our strategic directions are aimed at ensuring all students attain at or above expected growth in literacy and numeracy. The school community strongly believe these three areas are interconnected and are essential to the development of the whole child.

## 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	Delivering
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

There is a strong focus to develop excellent skills in literacy and numeracy and to build foundations for academic success in all Key Learning Areas. Teachers collaboratively develop, analyse and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Evidence based teaching practices.
- Data Skills and Use

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$60,200.00

**Integration funding support:** \$131,237.00

**Low level adjustment for disability:** \$63,727.56

**English language proficiency:** \$2,400.00

**Socio-economic background:** \$15,443.00

### Summary of progress

The school has been through a period of change, with a new principal starting in Term 2. Although we did not reach set goals, systems and practices have been streamlined. Staff professional development has been targeted towards identified areas of need, with a narrow and deep focus on multiplicative skills, as a part of guided support. Extensive professional development, led by the executive team, in effective teaching of numeracy has occurred throughout 2022. From initial classroom observations it was noticed that staff required further development and understanding of the use of learning intentions and success criteria. Staff were provided with professional development in this area. Further observations of classroom practice and programs showed all staff effectively using learning intentions and success criteria in mathematics lessons and programs. A Professional Learning Community (PLC) was established in order to create a school scope and sequence for Mathematics to ensure consistency across all stages. The APCI has worked extensively K-6, to build capacity of all staff, as reflected through the PDP process. We have also conducted an assessment of current data collection and assessment with staff. We have streamlined assessment and data collection to ensure that it is purposeful and meaningful.

Future steps for CPPS is to continue the focus on multiplicative strategies in 2023 across K-6, as a part of Guided Support. The implementation of the new syllabus will see a focus on the 'launch, explore, summarise' approach to the teaching of mathematics. This should see our students become more capable of problem solving and more confident to try and solve problems independently. Continued lesson observations and modelling of lessons will embed collective efficacy. We will also be participating in some quality teaching rounds with a partner primary school 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
The school's self-assessment of the School Excellent Framework element of 'Data Skills and Use' is trending towards Excelling.	All aspects of Data Skills and Use has been identified by staff as 'Sustaining and Growing,' trending towards Excelling. The staff have undertaken professional learning around effective data collection and using data to inform practice. Staff are feeling more confident in their ability to use data to drive the teaching and learning cycle.
Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading trending towards the lower bound target of 63.5%	We did not achieve an increase in students achieving in the top 2 bands in NAPLAN.
Increase the percentage of students	We did not achieve an increase in students achieving in the top 2 bands in

achieving in the top 2 bands of NAPLAN Numeracy trending towards the lower bound target of 54%	NAPLAN Numeracy. The school has participated in Guided Support, with a focus on multiplicative strategies to address identified areas of concern. Staff have participated in professional development with a narrow and deep focus on numeracy. The school also ran a professional learning community to restructure the scope and sequence document for numeracy to ensure consistency across all stages of learning.
Increase the percentage of Year 5 students achieving at or above expected growth in NAPLAN Numeracy by 6%	No prior scores from NAPLAN were available to determine levels of student growth. Check-in data confirmed that Number Sense and Algebra needs to be a focus for our school, with scores showing a decline from 2021 to 2022 in all cohorts. The executive team have worked to provide professional learning for all staff around effective evidence-based practices in teaching numeracy.
Increase the percentage of students achieving at or above expected growth in NAPLAN Reading by 4%.	No prior scores from NAPLAN were available to determine levels of student growth. Check-in data shows a slight decrease in scores from 2021 to 2022 across all cohorts. More data is required to determine a possible focus area for 2023.



School Band 2022



## Strategic Direction 2: Outstanding practices and programs to support and improve staff and student wellbeing and learning.

### Purpose

There is a strategic and planned approach to whole school wellbeing processes that support the social and emotional learning of our students, where every child is known, valued and cared for.

### 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.

- Attendance
- Wellbeing

### Resources allocated to this strategic direction

**Socio-economic background:** \$2,250.00

**Aboriginal background:** \$7,369.00

### Summary of progress

An attendance team has been established where student attendance is discussed and monitored regularly. A focus group of students identified as having concerns with attendance was established. The Principal worked with the students and families to support and encourage positive attendance rates. 100% of the students in this focus group had significant improvements in attendance rates in Semester 2.

The school has participated in a wide range of activities to support wellbeing at CPPS. Peer Support groups have supported student wellbeing throughout the year, with opportunities for each group to connect throughout the year. We have worked to embed stronger processes for leadership opportunities as well as more opportunities for students to have a voice.

### 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
To increase current attendance of students at or above 90% of the time by 6%.	We had a significant drop in the percentage of students attending at or above 90% in 2022. The school was impacted by various illnesses, particularly in Term 2 and 3. We have established an 'Attendance Team' and will work towards better communication with families around the consequences of poor attendance. A small group of students were identified as having concerning attendance rates. These students became a part of a 'focus group' where the principal worked with the students and families to encourage positive attendance rates. All students in the focus group demonstrated considerable improvement in attendance rates from Semester 1 to Semester 2 (an average of 11% improvement).
Trending towards all students reporting an increase in Expectations for Success, Advocacy, and Sense of Belonging at School to our upper bound target of 98.7%.	We had a slight decline in overall Wellbeing in 2022. Staff have been involved in discussions around how to improve student wellbeing in 2023. At the end of the year staff participated in a session where a whole school approach to a positive behaviour system was formulated, ready to start in 2023. A second staff member has been trained in Rock and Water. All staff will receive professional development at the beginning of 2023 to develop understanding of the Rock and Water program. All classes will participate in the program in 2023. It has also been noted that staff wellbeing was not part of the activities in 2022, with plans to include this as an activity in 2023.

## Strategic Direction 3: High impact leadership to build collective efficacy across the whole school community.

### Purpose

There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. Planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with parents/carers.

### 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 Leadership
- Collective Efficacy

### Resources allocated to this strategic direction

**Professional learning:** \$19,956.00

**AP Curriculum & Instruction:** \$60,257.00

**Per capita:** \$20,000.00

**QTSS release:** \$53,897.00

### Summary of progress

With new leadership in 2022, this saw the 3rd strategic direction reviewed, with input from staff and families, and slightly adjusted to include collective efficacy and building stronger connections with our parents and community.

### 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
Tell Them From Me 'Focus on Learning' teacher survey displays that the Educational Leadership domain increases above the government norm.	The leadership domain increased from 6.3 in 2021 to 6.9 in 2022, with the government norm being 7.1. There has been a change in the leadership team in 2023 with the Assistant Principal Curriculum and Instruction beginning in Term 1 and a new principal starting in Term 2.
Tell Them From Me 'Focus on Learning' teacher survey displays that the Collaboration domain increases towards the government norm. (Baseline of 7.6 in 2022, Gov. norm of 7.8)	Collaboration increased from 7.1 in 2021 to 7.6 in 2022, with the government norm being 7.8. The executive team have worked to provide a number of opportunities for collaboration in 2022, with plans to embed and extend these opportunities in 2023.
Tell Them From Me 'Partners in Learning' parent survey displays that the 'Parents feel welcome' and the 'Parents are informed' domains trend towards the government norm. (Baselines of 6.4 and 5.9 in 2021, Gov. norm of 7.4 and 6.6)	This improvement measure was added late in 2022, after consultation with staff and the community. Our baseline data from 2021 - Parents feel welcome: 6.4 (norm - 7.4) and Parents are informed: 5.9 (norm -6.6). This will be a focus in 2023.



Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$131,237.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Coal Point Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based teaching practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students have been supported both in learning and with social and emotional needs. SLSOs have supported in classrooms, both at an individual level and with small group support to assist with intervention programs in both literacy and numeracy. All supported students have made progress on internal and external data sources.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <ul style="list-style-type: none"> <li>* Ensuring our SLSO staff have appropriate professional development opportunities to enhance their capabilities to support student learning.</li> <li>* Ensuring teaching staff have knowledge of how to utilise support staff effectively.</li> </ul>
<p>Socio-economic background</p> <p>\$17,693.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Coal Point Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based teaching practices.</li> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff in Rock and Water to support student learning.</li> <li>• resourcing to increase equitability of resources and services</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> A second staff member is also now fully trained in the 'Rock and Water' program to support whole school implementation in 2023. The school is now well resourced with technology in Years 5 &amp; 6 as well as teaching resources for Mathematics. All students have had opportunities to participate in a wide range of activities, and have the correct uniform, regardless of economic circumstances.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Planning for whole school implementation of 'Rock and Water' throughout 2023 and management of human resources to ensure the program runs smoothly. Continuing to purchase technology for K-2 and Stage 2 and ensure the school is well resourced for the implementation of the new curriculum.</p>
<p>Aboriginal background</p> <p>\$7,369.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Coal 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>\$7,369.00</p>	<p>educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• whole school cultural activities through NAIDOC Week, Reconciliation Week and a school excursion to Murrook Cultural Centre.</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff and students have gained cultural awareness and knowledge through a range of activities. Aboriginal and Torres Strait Islander families have been consulted with and welcomed into the school to participate in activities and share their culture.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to strengthen ties with our community and continue to develop staff and student cultural awareness through a range of activities.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Coal Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based teaching practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Identified students have been supported with their learning through small group and individual instruction in areas of need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support students in areas of need and identify areas of high potential.</p>
<p>Low level adjustment for disability</p> <p>\$63,727.56</p>	<p>Low level adjustment for disability equity loading provides support for students at Coal Point Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based teaching practices.</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• targeted students are provided with an evidence-based intervention, Heggarty's, to increase learning outcomes.</li> <li>• support for students in Individual Learning Plans</li> </ul>

<p>Low level adjustment for disability</p> <p>\$63,727.56</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> We have seen considerable growth for the majority of students who have participated in individual instruction with the Heggarty's program. The school has a well organised process for student IEPs that are well communicated with parents and regularly reviewed. Students with identified learning needs are well supported in the classroom in order to achieve their learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to embed strong systems and processes to support students with learning needs. To begin to identify and support gifted and talented students through an IEP process.</p>
<p>Professional learning</p> <p>\$19,956.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Coal Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> <li>• Releasing staff to work collaboratively on stage teams to undertake professional development around the new curriculum.</li> <li>• Releasing staff to work on stage teams to plan collaboratively, building collective efficacy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff have been provided with high impact professional learning opportunities that align with the school's Strategic Improvement Plan. Staff have participated in a deep dive into Multiplicative strategies and Learning Intentions and Success Criteria. 100% of staff indicated in a survey that they are finding professional learning to be relevant and supportive of improving their teaching practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue refining professional learning opportunities, ensuring that it aligns with school and departmental requirements.</p>
<p>QTSS release</p> <p>\$53,897.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Coal Point Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• High Impact Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The leadership team has worked collaboratively to build the capacity of all staff through the implementation of staff PDPs, aligned with the Strategic Improvement Plan. Executive staff have observed teaching practice and teaching programs. Executive staff have also demonstrated lessons for staff in literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>QTSS release</p> <p>\$53,897.00</p>	<p>To continue building the capacity of all staff and further embed collective efficacy across the school.</p>
<p>COVID ILSP</p> <p>\$71,586.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted students have demonstrated growth in focus areas in both internal and external assessments.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue target interventions in areas of need. To develop the skills and knowledge of staff to utilise data to determine student need.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$120,457.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Evidence based teaching practices.</li> <li>• High Impact Leadership</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning for all staff</li> <li>• Whole school assessment</li> <li>• Whole school data analysis</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All staff have been provided with a range of professional learning opportunities to meet their PDP goals as well as school targets. A whole school assessment schedule has been designed in collaboration with staff. A review of data collection has occurred with staff, ensuring that there is a purpose to the data collected.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To embed PDP processes for both teaching and support staff. To continue providing high quality professional learning for all staff.</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	116	131	137	139
Girls	147	148	144	145

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.0	94.6	94.1	90.3
1	94.9	94.2	93.7	89.4
2	94.8	93.9	93.0	89.1
3	94.0	95.5	92.9	88.2
4	94.7	94.1	92.3	89.3
5	92.8	95.6	93.9	90.4
6	94.5	91.2	93.2	89.3
All Years	94.6	94.2	93.3	89.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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



2022 Soccer Team



## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.8
Classroom Teacher(s)	10.47
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.6
School Administration and Support Staff	2.52

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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



## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	296,077
<b>Revenue</b>	3,038,575
Appropriation	2,912,044
Grants and contributions	124,248
Investment income	2,284
<b>Expenses</b>	-2,956,807
Employee related	-2,578,404
Operating expenses	-378,402
<b>Surplus / deficit for the year</b>	81,768
<b>Closing Balance</b>	377,845

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.



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## Financial summary - Equity loadings

The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments (\$)</b>
<b>Targeted Total</b>	131,237
<b>Equity Total</b>	91,190
Equity - Aboriginal	7,369
Equity - Socio-economic	17,693
Equity - Language	2,400
Equity - Disability	63,728
<b>Base Total</b>	2,255,923
Base - Per Capita	71,003
Base - Location	0
Base - Other	2,184,920
<b>Other Total</b>	255,291
<b>Grand Total</b>	2,733,641

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.



Book Week 2022

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.



## Parent/caregiver, student, teacher satisfaction

**Parent/Caregiver satisfaction:** A new principal started at the beginning of Term 2 and sourced informal feedback from parents at P&C meetings and other school events. Feedback was that parents and the community were unhappy with the school grounds looking unkept, unhappy with the lack of technology in classrooms and unhappy with the level of parental involvement in the school. The principal obtained extra funding for additional GA days to work towards grounds improvement. Funds carried forward were utilised to purchase laptops for all students in Stage 3. The community were welcomed into the school at every possible opportunity throughout the year. Feedback at the end of the year was extremely positive about the changes that had been made. Parents did not complete the TTFM survey in 2022 but will do so in 2023.

### **Student Satisfaction:**

*In the Tell them From Me survey:*

- 91% of students identified that they had positive relationships, compared with the NSW Govt Norm of 85%.
- 90% of students identified that they try hard to succeed in their learning, compared with the NSW Govt Norm of 88%.
- Only 54% of Year 6 students were interested and motivated, compared with the NSW Govt Norm of 78%. This will be a focus area for our school in 2023.

**Staff Satisfaction:** In Term 1 and Term 4 in-school surveys were completed by staff. Data showed 100% of staff noted improvements in the areas of professional learning, staff culture and collaboration. 100% of staff stated that they felt they had opportunities to collaborate and share with colleagues, Statements reflecting this data include;

*Term 1:*

- Big picture needs to be clearly communicated and work towards achieving the big picture.
- Clear learning intentions for all staff so they know what the PL is about. Planned PL sessions that have relevance and a link between our needs, directions and current practices/expectations. Meaningful and organised PL that is interesting and is relevant to our teaching and the learning of the students.
- Open communication forum- everyone regardless of position is valued. Opportunities for discussion/interaction with stage teams as well as all staff.

*Term 4:*

- First, I love that PL has helped me grow my confidence! I have loved the opportunities to share and learn from others in a very supportive and encouraging environment. I have also built my teaching practice in mathematics, enhancing my understanding in multiplicative and additive strategies has been an area where I have experienced great growth. Very well organised, clear focus and outcomes. Accessible and meaningful for everyone.
- Plenty of opportunities for collegial sharing, based on areas of needs identified by staff, time to implement and receive feedback.
- People are more willing to speak up and contribute their ideas. I think staff culture has improved a lot, as approachability and willingness to support one another has grown.

### **Tell Them From Me results:**

Comments about staff culture: "Our school culture is in a transition phase, " "Our culture has improved over the past 12 months."

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.

