

# 2022 Annual Report

## Albion Park Rail Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Albion Park Rail 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

Albion Park Rail Public School pursues excellence and equity in education for all. Our staff nurture, inspire and challenge students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focuses on working collaboratively as a productive learning community where all stakeholders feel connected, respected and value.

## School context

Albion Park Rail Public School, located in Shellharbour City Council, currently caters for around 341 students including 23% Aboriginal and Torres Strait Islander enrolments. The school hosts 13 mainstream classes and a number of special education classes including two intellectually mild (IM), two Multi-Categorical (MC) classes and one Autism (AU) class.

Our school is supported in curriculum implementation with two Assistant Principal's Curriculum and Instruction that deliver tailored interventions in literacy and numeracy as well as focused professional learning for teachers to strengthen personalised learning for K-6.

Our school has a strong well being program underpinned by the core values of Safe, Respectful Learner. Students can participate in alternative education opportunities, an active Student Representative Council, electives and a pastoral care program.

Environmental education programs are a focus with an established poultry breeding program and sustainable gardens.

Technology is integrated throughout the school with computer hubs a mobile lab K-2, interactive whiteboards and tablets in every classroom. In 2022 we will have every student in Years 3-6 provided with a laptop that they will use over their four years in Primary.

Our school also hosts a School as a Community Center on the grounds which develops programs for children aged 0 - 8 years of age.

The school conducted a thorough Situational Analysis involving consultation with students, parents, carers, staff and the local AECG. The key findings of this analysis were that the school needs to improve students level of engagement in their learning and improve student attendance rates. Staff need to be up skilled in differentiating literacy and numeracy teaching to ensure all students make growth in their learning. The specific literacy skills that require further attention include reading comprehension and phonemic awareness. Student numeracy skills that require further attention are whole number and place value. Analysis of our schools experience during COVID -19 indicated that parents need more regular communication on the daily learning practice and families have a lack of access to technology in the home environment. These observations led to our three strategic directions of Growth and Attainment, Engagement and Wellbeing.

## 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

The purpose of Strategic Direction 1, Growth and Attainment is for all students to make the expected growth in Literacy and Numeracy for each year of learning. All staff will have the knowledge and skills to implement an effective teaching and learning cycle. Upon leaving Year 6, all students will have consolidated foundational numeracy and reading skills to successfully transition to a high school setting.

### 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.

- Literacy and Numeracy Professional Learning
- Measuring and analysing learning

### Resources allocated to this strategic direction

**Socio-economic background:** \$564,577.85

**Professional learning:** \$36,147.58

**AP Curriculum & Instruction:** \$210,799.40

### Summary of progress

The focus for the school for 2022 was developing teacher practice through high-impact professional learning and measuring and analysing learning through systematic organised processes and practices. Numeracy knowledge and quality teaching practices were enhanced following our participation in inspired mathematics. All teachers actively participated in high-impact professional learning on effective formative assessment strategies so that assessment is embedded as part of daily classroom practice. K-2 teachers' knowledge, understanding and confidence in the pedagogical changes in the new K-2 English and Mathematics syllabuses was developed following weekly curriculum hour sessions led by the APC&I's. A whole school data planning spreadsheet was trialed where teachers collected and analysed data to inform where students are with their learning and to inform teacher planning.

In 2023, the focus will be on engaging, enacting, and embedding the new syllabuses for all staff with fortnightly curriculum hour facilitated by the APCIs. Embedding formative assessment will remain a professional learning focus so that assessment is used flexible and responsively. This will support further advancements towards improving student progress by developing and strengthening teacher practice and embedding whole school assessment practices.

### 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
Improvement in the proportion of students achieving NAPLAN top 2 bands in Reading to the lower bound system negotiated target of 26.3%.	18.09% of students attained results in the top two bands in Reading demonstrating progress yet to be seen toward the lower bound target. Focus on this target has resulted in a K-2 approach towards implementing decodable readers to support phonics learning.
Improvement in the proportion of students achieving NAPLAN top 2 bands in Numeracy to the lower bound system negotiated target of 19.3%.	2022 NAPLAN data indicates 7.53% of students are in the top two bands in Numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in developing mathematical vocabulary so teachers plan for, use and explicitly teach mathematical terms.
Improvement in the proportion of Aboriginal students achieving NAPLAN top 3 bands in Numeracy to the lower bound system negotiated target of 29.3%.	16.67% of Aboriginal students have achieved results in the top 3 NAPLAN bands in Numeracy indicating progress yet to be seen toward the lower bound target of 29.3%.
Improvement in the proportion of	33.3% of Aboriginal students have achieved results in the top 3 NAPLAN

Aboriginal students achieving NAPLAN top 3 bands in Reading to the lower bound system negotiated target of 36.8%.	bands in Reading indicating progress yet to be seen toward the lower bound target of 36.8%.
Increase the proportion of students achieving expected growth in NAPLAN Reading to the lower bound system negotiated target of 57.8%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In data indicates ongoing focus is required in comprehension, vocabulary and processes.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy to the lower bound system negotiated target of 54.1%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However Check In data indicates ongoing focus is required in measurement and geometry and number sense and algebra.
Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Data Skills and Use shows the school currently performing at Sustaining and Growing.

## Strategic Direction 2: Engagement

### Purpose

The purpose of Strategic Direction 2 is to engage all students with an innovative curriculum that encourages students to hold high expectations for their educational outcomes. Relationships will be strengthened with all stakeholders to support a sense of belonging.

### 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.

- Engaging Community
- Engaging and innovative curriculum

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$57,192.75

**Socio-economic background:** \$45,968.40

### Summary of progress

Albion Park Rail Public School pursued excellence and equity in education for all. Staff nurtured, inspired and challenged students to find joy and strength in knowledge, build their life and academic skills, and help them make sense of their world. The school focused on working collaboratively as a productive learning community where all stakeholders felt connected, respected and value. The school has focused on strengthening transition programs to promote active parent involvement in supporting children as they moved between stages. Creating and strengthening links with outside agencies who supported the parent/carer learning partnerships with our school. The school effectively linked with the Wellbeing Health In-Reach Nurse to create positive links with the wider school community and successfully linked families and students with internal and external resources. The school utilised student interest areas and staff expertise to implement an elective program throughout the whole school. As a result of these initiatives further partnerships were developed with accurate identification and implementation of supports for individual student needs. Student engagement throughout the elective program demonstrated a positive increase and the staff were able to develop a rapport with a wider range of students.

Next year the focus will be on further developing our High Potential and Gifted programs which will support further improvement towards the identification of student needs and positive partnerships across the wider school 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 (TTFM) student survey indicates an increased score in the measure 'students with aspirations of attending university'.	Tell Them From Me (TTFM) student data shows 43% of students agree or strongly agree in the measure 'students with aspirations of attending university'.
Internal data indicates increased parent involvement in school activities.	Parent involvement in school activities showed positive participation this year with an increase of parents and carers attending parent teacher interviews, student review meetings and whole school events.
Tell Them From Me (TTFM) student survey indicates an increased score in the measure 'Aboriginal students feel good about their culture'.	Tell Them From Me (TTFM) student data shows a score of 77% of students agree or strongly agree in the measure 'Aboriginal students feel good about their culture'.
Increase in the number of students interested and motivated in learning, with students identifying their learning to be challenging their skills.	Tell Them From Me (TTFM) student data shows a score of 59% with students feeling challenged and confident of their skills.

## Strategic Direction 3: Wellbeing

### Purpose

The purpose of Strategic Direction 3 is to position our students to thrive and live fulfilling, productive and responsible lives by providing them with the knowledge, skills and values to make positive choices .

### 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.

- Comprehensive and proactive wellbeing programs
- Staff wellbeing and professional growth

### Resources allocated to this strategic direction

**QTSS release:** \$77,686.60

**Socio-economic background:** \$50,000.00

**Low level adjustment for disability:** \$172,381.50

**Integration funding support:** \$165,128.00

**Aboriginal background:** \$139,138.00

**English language proficiency:** \$2,713.62

### Summary of progress

The focus for 2022 was on delivering a comprehensive and proactive wellbeing program to all students through the Assistant Principal Wellbeing. A focus was on maintaining consistency within the school to enhance a positive, safe and supportive learning culture in order to improve social, emotional, behavioural and academic outcomes for students in line with Positive Behaviour for Learning (PBL) values. The school had a focus on promoting and enhancing the well-being of all staff by providing opportunities for growth through meaningful and targeted professional learning as part of the Professional Development Plan (PDP) process.

As a result, all identified students have had individual student profiles and behaviour plans created and implemented. PBL universals have continued to be delivered across the school with greater consistency. All staff participated in professional learning in the areas of Choice, Theory, Formative Assessment and evidence-based pedagogy. Next year the focus will be on continuing to deliver wellbeing practices in line with Inclusive, Engaging and Respectful Schools reform, a focus on implementing PBL classroom systems and developing the leadership capabilities of staff.

### 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 (TTFM) student survey indicates an increased score in the measure of 'advocacy', with students feeling they have someone at school who consistently provides encouragement and can be turned to for advice.	Tell Them From Me data shows 80% of students identify as having positive 'advocacy' at school indicating a reduction of 8% from the previous year.
Increase the proportion of students attending school 90% or more of the time to the lower bound system-negotiated target of 72.6%.	The number of students attending greater than 90% or more of the time is 33.97% indicating limited progress toward the lower bound target.
Increase the proportion of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school to the lower bound system negotiated	Tell Them From Me data shows 76.94% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress toward the baseline system negotiated target.



target of 90.4%.	
Self-assessment against the School Excellence Framework in the element 'Wellbeing' will be maintained at Sustaining and Growing.	Self-assessment against the School Excellence Framework in the element Wellbeing shows the school currently performing at Sustaining and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$165,128.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Albion Park Rail 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>• Comprehensive and proactive wellbeing programs</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>• additional staffing to assist students with additional learning needs</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• staffing release for targeted professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students being supported in their learning and behaviour with human and physical resources.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to embed supportive programs maximising the use of funding, to ensure all students' individual needs are met.</p>
<p>Socio-economic background</p> <p>\$660,546.25</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Albion Park Rail 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>• Literacy and Numeracy Professional Learning</li> <li>• Measuring and analysing learning</li> <li>• Engaging and innovative curriculum</li> <li>• Comprehensive and proactive wellbeing programs</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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• professional development of staff to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> individualised literacy and numeracy support, including learning goals for students with targeted teaching and learning programs in place. A supportive class structure with reduced class sizes has further ensured intervention and effective planning and resourcing across the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide quality literacy and numeracy support and targeted intervention, with needs-based whole school planning and resourcing of teaching staff and programs.</p>
<p>Aboriginal background</p> <p>\$139,138.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Albion Park Rail 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><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>• Comprehensive and proactive wellbeing programs</li> </ul>

<p>Aboriginal background</p> <p>\$139,138.00</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level</li> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Aboriginal students being supported through the PLP process and individual intervention.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to implement PLP time so that our Aboriginal students' goals are monitored, reviewed and reset.</p>
<p>English language proficiency</p> <p>\$2,713.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Albion Park Rail 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>• Comprehensive and proactive wellbeing programs</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>• employment of additional staff to support delivery of targeted initiatives using 0.2 FTE Teaching load to support Phase one English learners in their first year of school in Australia</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students being supported through small group intervention or in class support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuing small group intervention to support individual learning needs.</p>
<p>Low level adjustment for disability</p> <p>\$229,574.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Albion Park Rail 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>• Engaging Community</li> <li>• Comprehensive and proactive wellbeing programs</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• 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</li> <li>• employment of LaST and interventionist teacher</li> <li>• targeted students are provided with an evidence-based intervention to increase learning outcomes</li> </ul>

<p>Low level adjustment for disability</p> <p>\$229,574.25</p>	<p><b>The allocation of this funding has resulted in the following impact:</b> individualised learning and small group intervention for identified students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued individual and small-group support for identified students via a range of data sources, including check in assessments and NAPLAN data.</p>
<p>Professional learning</p> <p>\$36,147.58</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Albion Park Rail 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>• Literacy and Numeracy Professional Learning</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>• engaging in teacher professional learning around the new curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective evidence-based teaching practices, resulting in improved internal student results.</p> <p><b>After evaluation, the next steps to support our students will be:</b> personalised and targeted professional learning aligned to whole school and individual goals.</p>
<p>QTSS release</p> <p>\$77,686.60</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Albion Park Rail 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>• Comprehensive and proactive wellbeing programs</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>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> supported students and staff. Individual student profiles to guide learning and support goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to implement and refine AP Wellbeing role to support student behaviour.</p>
<p>COVID ILSP</p> <p>\$305,620.00</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</b></p>

<p>COVID ILSP</p> <p>\$305,620.00</p>	<p><b>funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy</li> <li>• development of resources and planning of small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> students receiving additional support and improvement in literacy and numeracy outcomes, with a focus on Years 2 - 6.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to provide small group tuition reflective of the data identified needs.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$210,799.40</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>• Literacy and Numeracy Professional Learning</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>• Introduction of Curriculum hour for K-2 Teachers</li> <li>• AP C&amp;I team teaching with K-2 teachers</li> <li>• K-2 teachers trial units of work from the new syllabus documents</li> <li>• introduction of decodable readers into K-2</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers in K-2 engaging in the new curriculum with in class support from AP C&amp;I when trialing new units of work</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to roll out curriculum hour to all teachers K-6, embed decodable readers into K-2 classes</p>

## Student information

### Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	197	191	199	193
Girls	167	170	179	157

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	90.8	93.5	92.4	85.1
1	92.4	92.2	90.8	85.4
2	89.7	94.1	88.7	84.6
3	88.9	89.4	89.6	82.8
4	90.9	91.2	85.9	82.1
5	91.3	92.2	85.4	82.4
6	89.5	91.2	85.7	76.0
All Years	90.5	92.0	88.2	82.6
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

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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.

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	18.14
Learning and Support Teacher(s)	1.5
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	8.82

\*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>	423,417
<b>Revenue</b>	6,335,811
Appropriation	6,171,380
Sale of Goods and Services	4,940
Grants and contributions	156,739
Investment income	2,651
Other revenue	100
<b>Expenses</b>	-6,261,228
Employee related	-5,272,850
Operating expenses	-988,378
<b>Surplus / deficit for the year</b>	74,582
<b>Closing Balance</b>	498,000

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

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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>	165,128
<b>Equity Total</b>	1,031,972
Equity - Aboriginal	139,138
Equity - Socio-economic	660,546
Equity - Language	2,714
Equity - Disability	229,574
<b>Base Total</b>	3,492,292
Base - Per Capita	107,465
Base - Location	0
Base - Other	3,384,827
<b>Other Total</b>	998,383
<b>Grand Total</b>	5,687,775

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](https://myschool.edu.au) to access the school data.

## Parent/caregiver, student, teacher satisfaction

In the 2022 Tell Them From Me survey results:

\*80% of students reported High Advocacy at school which was above the SSSG and State.

\*90% of students reported High Expectations for Success which was higher than the SSSG and State.

\*60% of students reported a Sense of Belonging which was slightly lower than the SSSG and State.

\*The school has continued to engage with parents through an active P&C, community events, workshops, transition programs, parent teacher meetings, presentation days, open classrooms, school based celebrations and through the regular publication of photos on school social pages.

\*The 2022 Christmas Carols Event had the biggest turn out from community that the school has ever seen.

\*Teachers indicated that school leaders have helped them improve their teaching (7.7) and that school leaders had supported them during stressful times (7.9).

# 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.