

2022 Annual Report

Garden Suburb Public School



4136

Introduction

The Annual Report for 2022 is provided to the community of Garden Suburb 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

At Garden Suburb Public School, we strive for excellence in an inclusive environment where all students and teachers are supported to achieve success and their personal best. Teachers, parents and students work in partnership for learning and collaboratively empower all students to become respectful and responsible learners. We support the development of student growth and wellbeing with a valued approach to culture and community.

School context

Garden Suburb Public School is located in Lake Macquarie North with an enrolment of 211 students, including two Autism and one multi categorical Support classes. We promote the values of respect, responsibility and personal best in all aspects of the students' learning, providing opportunities in the performing arts and technology. Garden Suburb Public School has a proud sporting history and the spacious playground allows students to learn and participate in a large variety of sports.

Garden Suburb Public School have strong collaborative relationships with an energetic P&C consisting of parents and caregivers, Kumaridha Aboriginal Education Consultative Group and the wider community. Our Yarning Circle and extensive school grounds provides us opportunities to conduct outdoor learning and invite families and the community onto school grounds for organised events and to support student learning.

High expectations are supported across our Cardiff Community of Schools in the development of leadership for students, opportunities for High Potential and Gifted (HP&G) students and Aboriginal initiatives. Our close working relationships within the Cardiff Community of Schools allow us to support all students in a successful transition to high school and provide evidence-based interventions for students with additional learning and support needs.

The school has completed a situational analysis that has identified two areas of focus for this Strategic Improvement Plan:

1. Numeracy - focusing on whole number in particular multiplication, division, fractions and decimals. This focus has been highlighted by SCOUT trend data for 2017-2019.
2. Reading - all skills in reading and comprehension have been identified as areas of need and in particular improving student vocabulary. Garden Suburb Public School staff are committed to improved use of PLAN2 to create focus areas for student learning.

From our external validation the focus is on accurate and timely feedback, use and analysis of data and engagement with all members of the school community.

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

Strategic Direction 1: Student growth and attainment

Purpose

To maximise student learning growth and quality teacher practice, student learning is underpinned by high quality teaching. Teachers evaluate the effectiveness of their teaching practices, including sophisticated analysis of student engagement, learning growth and outcomes, to plan for the ongoing learning of each student in their care.

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.

- Data Driven Practices
- Effective Feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$120,456.80
QTSS release: \$15,000.00
Socio-economic background: \$11,040.71
Low level adjustment for disability: \$15,500.00
English language proficiency: \$2,400.00
New Arrivals Program: \$23,329.00
Professional learning: \$12,533.91
Integration funding support: \$55,000.00
Per capita: \$18,000.00
Aboriginal background: \$2,500.00

Summary of progress

The focus of this strategic direction was to build teacher capacity, using data informed practice and effective feedback to drive the planning and implementing of literacy and numeracy programs.

Staff were supported to plan and implement evidence-based spelling programs focusing on the forms. Targeted PL included shoulder to shoulder mentoring from expertise teachers and ongoing collaboration. In response to teacher feedback, the implementation phase was longer than expected. Evidence of impact is evident in staff surveys where all staff have indicated their confidence in teaching spelling has increased. K-6 spelling data indicates growth in all areas of spelling.

In response to Check in Assessment and NAPLAN data, staff engaged with Teaching Sprints to further enhance vocabulary in reading and writing. To support collaborative analysis of data, staff were provided with a number of opportunities to collaborate within and across stage groups. A focus on PLAN2 data was implemented and embedded within COVID ILSP program. Staff are enhancing their understanding of using data to plan and evaluate their teaching and assessment practices.

Staff have begun to explore intentional mathematics pedagogy and mindsets through Number Talks and the evidence-base underpinning mathematical approaches and knowledge. The expertise of the Executive Team was utilised to provide PL and demonstration lessons. This activity commenced in Term 4 due to the focus on spelling. Initial staff surveys indicate 80% of teachers feel confident integrating working mathematical proficiencies in their Mathematics lessons.

Through the LEED project, staff have begun to plan for and implement explicit learning intentions and success criteria within Number Talks. Utilising the LEED package resources, executive members facilitated staff to develop an understanding of how explicit learning intentions and success criteria contribute to effective feedback. Staff were supported in the classroom through a team teaching approach. Throughout the team teaching phase, 81% of classrooms had visible learning intentions and success criteria that were referred to throughout the lesson.

During Semester 2, all staff engaged in the Collaborative Walks process that saw them observing the teaching practice of another colleague that was linked to their PDP. 70% of teachers acted as mentors during this process, modelling best practice to another colleague. 77.5% of staff agree this process had a positive effect on their teaching practice.

2023 will see a strategic focus on using data and assessment to drive teaching and learning programs in literacy and numeracy that are differentiated to cater for all students. Improvement will be supported with evidence-based professional learning and teacher mentoring using (leadership CORWIN). Resourcing will include APCI, Executive staff,

links to CCoS experts, the assessment and reporting schedule and tools for formative assessment strategies.

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
Increase the proportion of Year 3 and Year 5 students achieving in the Top 2 bands of NAPLAN Reading by 8% from the baseline.	2022 NAPLAN data indicates 53% of students in the top two skill bands for reading indicating the school exceeded the system negotiated target.
Increase the proportion of Year 3 and Year 5 students achieving in the Top 2 bands of NAPLAN Numeracy by 7% from the baseline.	2022 NAPLAN data indicates 31% of students are in the top two skill bands (NAPLAN) for numeracy indicating the school did not achieve the system negotiated target.
Increase the proportion of students in Year 5 achieving expected growth in NAPLAN Reading towards 5% from the baseline.	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 Assessment data indicates that 57% of students demonstrated growth of one of more bands in reading.
Increase the proportion of students in Year 5 achieving expected growth in NAPLAN Numeracy towards 5% from the baseline.	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 Assessment data indicates that 54% of students demonstrated growth of one of more bands in numeracy.
School Self-Assessment of the School Excellence Framework (SEF) of the element 'Data Skills and Use' indicates improvements from Sustaining and Growing towards Excelling.	Self-assessment against the School Excellence framework shows the school currently performing at sustaining and growing in the areas of data literacy and data analysis. Self-assessment against the School Excellence framework shows the school currently performing at delivering in the areas of data use and teaching and data use and planning.
School Self-Assessment of the School Excellence Framework (SEF) of the themes 'Feedback' and 'Feedback and collaborative practice' indicates improvements from Sustaining and Growing towards Excelling.	Self-assessment against the School Excellence framework shows the theme of collaborative practice and feedback to be trending towards excelling from sustaining and growing. In the theme of feedback the school is sustaining and growing.

Purpose

In order for all of our students to be known, valued and cared for there is a strategic and planned approach to develop whole school wellbeing processes that support the wellbeing of all students.

Initiatives

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

- Learning Support Practices
- Student Wellbeing

Resources allocated to this strategic direction

Aboriginal background: \$2,551.30

Low level adjustment for disability: \$70,075.46

COVID ILSP: \$60,573.00

Integration funding support: \$18,765.00

Per capita: \$1,500.00

QTSS release: \$0.00

Summary of progress

The focus of this Strategic Direction was to embed a school culture that promotes the importance of school attendance and well developed learning support practices.

The school has continued to implement a consistent whole school approach using the Positive Behavior for Learning (PBL) framework to develop a sense of a positive, safe and supportive learning culture. In response to teacher and community feedback, our PBL framework was reviewed and modified to include opportunities for more students to be recognised through the whole school award system throughout their primary school years. The impact of this has resulted in more students aspiring to achieve the higher levels of awards at the school.

Regular opportunities for Aboriginal and/or Torres Strait Islander families enhanced genuine partnerships during a PLP afternoon tea, breakfast celebration and informal and formal opportunities for families to engage in teaching and learning programs. The continuation of a cultural program, including the a dance performance by the cultural group during community the NAIDOC assembly, has seen a positive impact on student attendance and the promotion a sense of belonging.

Learning Support procedures were evaluated after consultation with staff and the analysis of student outcomes and Behavioural Data on Sentral. Learning Support procedures were refined to ensure clear, consistent processes and a policy was developed through consultation with staff and the P&C. In 2023 the Learning and Support Team policy will be presented to the community, aligning with the Inclusive, Respectful and Engaging schools documents, providing an explicit explanation of processes and providing opportunities for feedback from the whole school community.

Attendance process have been embedded to ensure staff, students and the community have a sound understanding of attendance expectations outlined by department policy. This has included reports to Learning Support Team and fortnightly meetings with the Home School Liaison Officer and families. Office processes have been refined and a new text message service has resulted in an increase in the prompt explanation of student absences. Classroom teachers closely monitor student attendance and make contact with parents to offer support, check in and encourage student attendance.

In 2023 the school will continue to enhance its whole school wellbeing initiatives by implementing the Bounce Back Wellbeing program, embedding this within the PBL framework. A Student Representation Council will be developed to enhance opportunities for student voice. This SRC involves students from the school leadership team and class representatives who meet fortnightly to represent the student body in school decision-making and contribute to a sense of 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
Percentage of students attending 90% or more of the time increases 5% from baseline.	The number of students attending greater than 90% of the time is 56.1%, which is above the state average of 55.3%
Tell Them From Me data reporting 'Expectations for Success, Advocacy and Sense of Belonging' improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 5% increase from baseline.	Tell Them From Me data indicates 83.68% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
School Self-Assessment of the School Excellence Framework (SEF) in the themes 'A planned approach to wellbeing' and 'Individual learning needs' indicates improvements from Sustaining and Growing to Excelling.	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of a planned approach to wellbeing.</p> <p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the theme of individual learning needs.</p>

Strategic Direction 3: Shared Learning Community

Purpose

The school leadership team model instructional leadership and support a culture of high expectations and community engagement.

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.

- Collaboration and Engagement
- Leadership Practices

Resources allocated to this strategic direction

Professional learning: \$9,580.00

Low level adjustment for disability: \$600.00

Aboriginal background: \$11,757.40

Per capita: \$36,893.04

QTSS release: \$30,853.48

Socio-economic background: \$8,000.00

Summary of progress

The focus of this Strategic Direction was to build leadership capacity across the school to support a culture of high expectations and community engagement.

The Principal and Assistant Principals participated in a range of profession learning sessions including Corwin, Middle Leaders Workshop and Primary Executive Network Conference to develop their leadership capacity. This enabled leaders to refine their skills in instructional leadership and school management. Learning from these activities were embedded in school leadership and management practices.

Staff participated in high impact Professional Learning provided by the executive team targeted to the new curriculum and syllabuses. This will equip staff with the skills and confidence to successfully implement the new K-2 English and Mathematic syllabus in 2023. Next year the school will reflect on processes used in 2022 regarding new K-2 syllabuses implementation to ensure continued success with the new 3-6 Syllabuses. To further strengthen the successful implementation of the curriculum, parents will be invited to curriculum workshops to support their child's learning at home.

Staff participated in Collaborative Learning Walks which aligned to teacher's PDP goals and identified areas of development. This has built a cultural of continuous improvement through openness and sharing of practice. Collaborative Walks will continue in 2023 to further enhance collaboration and build capacity of school teams.

In 2022, the school welcomed back the community through a range of community events. The most notable event was the Biannual School Art Show. This event gave students the opportunity to showcase their work and strengthened the partnership with the school and community. The school worked alongside the P&C to host the event which demonstrated the active partnership. In 2023 the school will continue to provide a range of opportunities for community involvement including NAIDOC celebrations, Easter celebrations and the school musical.

Aboriginal and Torres Strait Islander students participated in weekly cultural groups and the school celebrated culture through NAIDOC Celebrations, PLP breakfasts and afternoon tea. These events promoted a positive cultural understanding within the school. In 2023, Term 2 Staff Development Day will focus on Aboriginal Education to increase staff knowledge and understanding of Aboriginal histories and cultures ensuring all our students feel known, valued and cared for.

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>Tell Them From Me data 'Leadership and Collaboration' improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 10% increase from baseline.</p>	<p>Tell Them From Me data in the area of Leadership and Collaboration shows leadership and collaboration is trending towards the improvement measure.</p>
<p>Tell Them From Me data 'Parents Feel Welcome' improves upon the 2021 progress measure and is trending towards the 2024 improvement measure of 10% increase from baseline.</p>	<p>Tell Them From Me data indicates 6.2 of parents report that they feel welcome.</p>
<p>School Self-Assessment of the School Excellence Framework (SEF) in the element 'School planning, implementation and reporting' indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of school planning, implementation and reporting.</p>
<p>School Self-Assessment of the School Excellence Framework (SEF) in the element of Educational Leadership focus theme 'Instructional leadership' and 'Performance management and development' indicates improvements from Sustaining and Growing to Excelling.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of effective classroom practice.</p>

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$23,329.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Garden Suburb 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 Driven Practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling <p>The allocation of this funding has resulted in the following impact: individualised support for students in the area of literacy, evidenced by growth in reading, writing and speaking.</p> <p>After evaluation, the next steps to support our students will be: professional development of classroom teachers in EAL/D to support programming and assessment for new arrivals.</p>
<p>Integration funding support</p> <p>\$73,765.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Garden Suburb 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"> • Data Driven Practices • Learning Support Practices • Student Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs • implementation of targeted programs to differentiate teaching and learning programs <p>The allocation of this funding has resulted in the following impact: targeted individual support for students to achieve PLSP goals</p> <p>After evaluation, the next steps to support our students will be: ensuring professional development for SLSO staff to further support them to work with students with integration funding support</p>
<p>Socio-economic background</p> <p>\$19,040.71</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Garden Suburb 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"> • Data Driven Practices • Leadership Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through spelling to support student

<p>Socio-economic background</p> <p>\$19,040.71</p>	<p>learning</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • stage planning time • develop leadership capacity across all staff <p>The allocation of this funding has resulted in the following impact: there are consistent practices school wide for spelling teaching and learning programs. Teacher confidence to plan spelling that involves a deep understanding of the forms of spelling. Staff have established strong collegial practices have been developed across stages and the whole school practices. PDP end of year evaluations show that 100% of staff achieved PDP goals in 2 or more areas.</p> <p>After evaluation, the next steps to support our students will be: continuing to embed spelling programs across all areas of literacy and ensure the explicit teaching of the forms of spelling. Continue to develop leadership aspirations of staff and develop the capacity of middle leaders through PDP goals.</p>
<p>Aboriginal background</p> <p>\$16,808.70</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Garden Suburb Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective Feedback • Learning Support Practices • Collaboration and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • creation of school literacy resources embedding local language • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: Improved outcomes for students in the area of reading and spelling, evidenced by spelling assessment data showing growth for Aboriginal students. Improved cultural awareness for teaching staff.</p> <p>After evaluation, the next steps to support our students will be: prioritising the review of the school PLP process to ensure authenticity. staff professional learning to develop programming, assessing and reporting consistency for all Aboriginal and/or Torres Strait Islander students.</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 Garden Suburb 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 Driven Practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • additional staffing to implement Individual Educational Plans for all EAL/D students

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>The allocation of this funding has resulted in the following impact: students from EAL/D backgrounds engaged in a differentiated spelling program that was developed to support the EAL/D progressions.</p> <p>After evaluation, the next steps to support our students will be: continue to use the funding towards employment of a teacher with EAL/D experience to support the students with differentiated programming and assessment using the ELA/D progressions.</p>
<p>Low level adjustment for disability</p> <p>\$86,175.46</p>	<p>Low level adjustment for disability equity loading provides support for students at Garden Suburb 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"> • Data Driven Practices • Learning Support Practices • Student Wellbeing • Collaboration and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: positive growth evident in intervention data for high potential and gifted students as well as students who are working below grade level. clear attendance procedures and regular monitoring to ensure early intervention for attendance concerns.</p> <p>After evaluation, the next steps to support our students will be: involvement in intervention programs based on data to support student point of need in literacy and numeracy. recognition of positive attendance at school. teaching and learning programs differentiated to suit all students based on data analysis for planning of class programs.</p>
<p>Professional learning</p> <p>\$22,113.91</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 Garden Suburb 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 Driven Practices • Effective Feedback • Collaboration and Engagement • Leadership Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • releasing teachers to complete learning modules focusing on the forms of spelling • collaborative walks for teachers to observe best practice in the area of spelling • engaging a specialist teacher to unpack evidence-based approaches to teaching spelling and reading <p>The allocation of this funding has resulted in the following impact: the employment of the APCI for 1 day a week to mentor staff and ensure evidence based practices across the whole school. Assistant Principals leading stage programs that have well developed spelling scope and sequences ensuring consistency of spelling programs</p>

Professional learning \$22,113.91	<p>across the whole school.</p> <p>After evaluation, the next steps to support our students will be: continuing to ensure the development of evidence based programs in all classrooms and professional learning is targeted whole school, stage and individual.</p>
QTSS release \$45,853.48	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Garden Suburb 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 Driven Practices • Effective Feedback • Student Wellbeing • Leadership Practices <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: expert teachers demonstrating and mentoring other teachers to implement evidence based teaching practices. the development of staff wellbeing practices that encourage collegiality and recognition.</p> <p>After evaluation, the next steps to support our students will be: the implementation of reflection tools to support teachers with further implementing new learning. the implementation of a whole school wellbeing program for students that aligns with the PBL framework</p>
COVID ILSP \$60,573.00	<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"> • Learning Support Practices • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact: weekly team meeting with the COVID ILSP, LaST and APCI to implement intervention support derived from data</p> <p>After evaluation, the next steps to support our students will be: intervention groups being targeted to the point of need for students</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	112	111	120	117
Girls	103	98	92	98

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	96.4	94.6	91.6
1	95.7	95.6	94.2	91.4
2	95.2	96.2	94.6	89.0
3	94.7	96.0	96.3	90.1
4	95.1	95.6	94.3	92.0
5	94.3	96.2	93.0	90.6
6	93.2	94.7	93.1	86.6
All Years	94.8	95.8	94.3	90.3
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)	3.8
Classroom Teacher(s)	10.43
Learning and Support Teacher(s)	0.6
Teacher Librarian	0.6
School Administration and Support Staff	5.42

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

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

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	245,833
Revenue	3,189,106
Appropriation	3,102,975
Sale of Goods and Services	143
Grants and contributions	84,071
Investment income	1,818
Other revenue	100
Expenses	-3,090,326
Employee related	-2,745,221
Operating expenses	-345,104
Surplus / deficit for the year	98,780
Closing Balance	344,614

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	73,765
Equity Total	124,425
Equity - Aboriginal	16,809
Equity - Socio-economic	19,041
Equity - Language	2,400
Equity - Disability	86,175
Base Total	2,322,294
Base - Per Capita	56,393
Base - Location	0
Base - Other	2,265,901
Other Total	373,033
Grand Total	2,893,517

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student response to surveys

Year 4, 5 and 6 students participated in the Tell Them From Me student surveys. 91% of students indicated they believe that schooling is useful in their everyday life and will have a strong bearing on their future. The survey also showed that 96% of students identifies that their learning had improved in the year. Of concern was, that only 68% of students felt accepted and valued by their peers and others at their school. This has been a focus of the school in 2022 and will continue to be a focus in the current school plan. through wellbeing initiatives.

Parent response to surveys

In 2022 we had 18 parents/carers complete the Tell Them From Me survey. The survey uses a 10 point scale. Parents reported that the school's administrative staff are helpful when they have a question or problem (7.6) and that they feel welcome when they visit the school (7.3). 4.8 was the average response for parents being informed about their child's behaviour at school, whether positive or negative and the progress of their child at school. 84% of parents said that they had talked to their child's teacher about learning or behaviour since the beginning of the school year and 94% respnded that they have attended a parent teacher meeting or social function at the school. Parents support learning at home was strong with 6.7, which was above the NSW norm of 6.3. Wellbeing was identified as an are for improvement in the survey and is a focus of the 2023 school plan with the implementation of a whole school wellbeing program.

Teacher response to Surveys

9 teachers participated in the Tell Them From Me survey in 2022. On the 10 point scale, the average for an inclusive school was 8.5. The average score for parent involvement was 7.3. 100% of teachers identified that there was a positive sense of belonging of students, the school is a culturally safe place for all students and the school is a welcoming place for all students. Areas for improvement included feedback about school leaders about their teaching and reporting to parents more regularly about student work.

64% of staff completed the People Matter NSW public Sector Employee survey in 2022. 94% of staff identified that they understood what is expected of them to do well in their job. 83% said that their job gives them opportunities to use a variety of skills. An identified area for improvement at the school from this survey was opportunities for collaboration and this is a priority area of the 2023 SiP.

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.