

2022 Annual Report

Edgeworth Heights Public School



4155

Introduction

The Annual Report for 2022 is provided to the community of Edgeworth Heights 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

Respect, Responsibility and Strive

Edgeworth Heights Public School has high expectations for all students to achieve their full potential in calm, safe and supportive learning environments. Our authentic collaboration promotes engagement and nurtures positive wellbeing for all students to support learning.

School context

Edgeworth Heights Public School (EHPS) is located in western Lake Macquarie and has an enrolment of 377 students. The school has 15 classes in operation. 17% of students enrolled identify as Aboriginal or Torres Strait Islander and approximately 4% of students identify as English as an Additional Language/Dialect (EAL/D). Our enrolments and socio-economic dynamics continue to change with the rapid development of the neighbouring Cameron Grove estate.

All aspects of EHPS strategic improvement plan are based on our commitment towards engaging and challenging learning experiences for all students, high expectations and a planned approach to support whole school wellbeing processes.

The school continues to have a strong focus on research based and evidence informed practices which encompasses explicit teaching of literacy, numeracy and wellbeing. The development and implementation of consistent school practices will support improved student learning outcomes. Students are provided with opportunities to participate in extra-curricular activities supporting increased engagement and exposure to new experiences.

Staff range from early career to experienced teachers, who are dedicated and caring professionals. Targeted professional learning opportunities include identified teacher needs to ensure dynamic teaching and learning programs are evident in all classrooms.

EHPS embeds a culture of authentic relationships that promote equity in the school community through embracing valued and effective partnerships with Parent & Citizens (P&C), Student Representative Council (SRC), Sugarloaf Community of Schools (SCoS), Kumaridha Aboriginal Education Consultative Group (AECG), local preschools and OOSH providers.

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	Delivering
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	Delivering
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

Our Situational Analysis and the Premier's targets has identified the need to improve student learning outcomes in reading and numeracy by developing and sustaining whole school processes for collecting and analysing data. This is underpinned by evidence-informed strategies and evaluative practices.

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 and assessment
- Explicit teaching and feedback

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.20

QTSS release: \$71,940.55

Per capita: \$93,289.28

Summary of progress

• Data and Assessment

The school prioritised several key initiatives to build capacity in data and assessment. The work of the APCI supported stage teams and collaboration time, so that teachers were better able to use data to inform practice. This was evident in fluid student groupings aligned with guided reading data and improved processes for student goal setting. The school is yet to see gains for student NAPLAN achievement, with a moderate increase in students achieving in the top 2 bands of reading and numeracy. LEED professional learning was significant in building leadership capacity in data and assessment, with the development of a whole school assessment schedule. In 2023 the school will continue to target initiatives which strengthen practices for assessment and data.

• Explicit teaching and feedback

The school Executive continued into the third year of the CESE LEED project. This enabled contact for professional learning, guidance, and resources to support the school to deliver work that aligns with features of 'best practice'. This led to the school's specific focus on teacher use of Learning Intentions and Success Criteria [LISC]. The need for the building of teacher capability to uplift the quality use of LISC and student understanding, was informed through student focus groups, staff survey and analysis of teaching and learning programs. Teacher impact has been noted through direct observation, shoulder to shoulder teaching and collaboration discussion and planning. Deep understanding and quality use of this initiative will be ongoing in 2023 through professional learning, collaboration, APC&I support.

• General

The summary for the achievement of the activities and processes outlined for 2022 include the following points:

- The school has implemented a focus on data and assessment in the classroom, resulting in an increased understanding of student performance and areas for improvement.
- The upskilling of executive staff in curriculum instruction and evaluative thinking has led to more effective instruction and a greater emphasis on student growth and attainment.
- Scheduled assessments and teacher collaboration have been implemented effectively, resulting in a more comprehensive understanding of student performance and opportunities for targeted instruction.
- The school has seen improvements in student growth and attainment as a result of the explicit teaching and feedback provided by teachers.
- Overall, the school has made significant progress in promoting student growth and attainment through the implementation of data-driven instruction, teacher collaboration, and effective feedback.
- The school is looking forward to continue to improve and set clear goals and action plans for the next academic year. 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
Increase the proportion of students achieving an uplift in the top two NAPLAN reading bands by 11.5% from baseline data.	2022 NAPLAN data indicates 30% of students are in the top two skill bands (NAPLAN) for reading indicating the school did not achieve the system negotiated target.
<ul style="list-style-type: none"> • Increase the proportion of students achieving an uplift towards the expected growth in NAPLAN reading from lower target data. 	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 Assessments indicates ongoing focus for teachers to use the EHPS guided reading process to monitor student achievement and this will inform teacher practice and programming.
Increase the proportion of students achieving an uplift in the top two NAPLAN numeracy by 11.6 % from baseline data.	2022 NAPLAN data indicates 16% 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 achieving an uplift towards the expected growth in NAPLAN numeracy from lower target data.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Connect, succeed, thrive and learn

Purpose

There is a strategic and planned approach to enhance whole school wellbeing processes that support the wellbeing and engagement of all students enabling them to connect, succeed, thrive and learn.

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.

- Wellbeing
- Productive learning environments

Resources allocated to this strategic direction

Socio-economic background: \$105,634.41

Per capita: \$1,465.59

Low level adjustment for disability: \$175,220.25

Professional learning: \$26,713.26

Aboriginal background: \$70,803.09

Summary of progress

- **Wellbeing**

In 2022 we continued our investment to support student wellbeing with in school PBL committee and ongoing implementation. Wellbeing was also supported by external providers such as Art Therapy, Occupational Therapists from University of Newcastle and School Learning Support Officers. Professional learning based on the Berry Street Education Model was delivered to all staff to upskill on effective behaviour management and wellbeing strategies.

The impact was an increase in staff confidence to identify, communicate and support student wellbeing needs across the school and in class. The Art Therapy program created a refined process to identify students for Learning and Support Teacher. Through the OT program, selected classes engaged in the 'Zones of Regulation' to support student self regulation. The PBL award system has recognised and validated positive student achievement through celebratory events and assemblies and are regularly communicated to the community. In 2022, the Kids Hope mentoring program continued in the school. The New Heights Church continued their mentoring program. In 2023 staff will continue to implement and further develop knowledge and skills in improving student wellbeing and engagement.

- **Productive Learning Environments**

SLSOs continued to be employed to support student well being and engaged in BSEM PL shoulder to shoulder learning with teaching staff. Three SLSOs were engaged in learning support through the COVID Instructional Learning Support Program tutoring program. 2022 saw the employment and establishment of an AP LAST position. Engagement with University of Newcastle OTs involved student, and teacher up skilling in and out of the classroom. Targets were handwriting and zones of regulation

In 2023 we will refine the PBL awards systems, continue investment in OT and specialists to support the needs of identified students. Staff to refine and monitor BSEM strategies.

All of the above will continue to flow down into the EHPS Learning Support Team structure.

- **General**

The summary for the achievement of the activities and processes outlined for 2022 include the following points:

- The school has implemented initiatives to support the strategic direction of connecting, succeeding, thriving and learning through a focus on student well-being and productive learning environments.
- Staff professional learning has been provided to support students with trauma and EALD students, resulting in increased understanding and capability to support these students.
- A whole school positive behaviour for learning program has been implemented and is having positive impact on student behaviour and school culture.
- The school has employed an art therapist and student learning support officers to support student wellbeing and learning.
- The school continued to develop and engage in learning support structures to provide tailored support for students.
- The school has made efforts to promote cultural connections through the employment of an Aboriginal Education Officer and monitoring student attendance, resulting in more inclusive and culturally responsive learning

environments.

- Overall, the school has made significant progress in promoting student well-being, learning and development by implementing these initiatives and activities, and is looking forward to continue progress in the next academic year, 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
Increase the proportion of students achieving an uplift in students attending school greater than 90% by 9.3% from baseline data.	48.43% of students achieved attendance greater than 90% in 2022. The school did not achieve the progress measure.
Increase the proportion of students achieving an uplift in Tell then From Me (TTFM) by 10.4% from baseline data in wellbeing (Advocacy, Belonging, Expectations).	The school did not achieve the annual progress measure from Tell Them From Me. This will be a continuing priority in 2023.
Progressing from Delivering to Sustaining and Growing as measured by the School Excellence Framework in the themes of classroom management and wellbeing.	School results demonstrate that the school is delivering for the Theme classroom management and sustaining for the element wellbeing.

Strategic Direction 3: Walking, working and striving together.

Purpose

To improve communication and collaborative practices which ensure a whole school culture of high expectations and 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.

- High Expectations
- Collaboration

Resources allocated to this strategic direction

Socio-economic background: \$86,000.00

Refugee Student Support: \$305.02

English language proficiency: \$6,118.45

Summary of progress

High Expectations

In 2022 there was progress in learning and achievement with a demonstrated commitment within the school community that all students make learning progress. The impact of this has led to an increase in partnership with parents and students with clear improvement aims and planning for learning. In 2023 communication and effective partnerships in learning with parents and students will focus on students being motivated to deliver their best and continually improve.

Collaboration

In 2022 teachers engaged in professional discussion and collaborated to improve teaching and learning in their classes. This included negotiated observations of classroom teaching practice with feedback to improve professional knowledge and practice. School resourcing enabled identified and uninterrupted time for stage groups to analyse student data, consistent teacher judgement in writing, reading and number talks. This time allowed expertise within staff to further develop as a professional learning community. In 2023 this model will continue as staff feedback through internal data indicated staff valued this model of collaboration. Employment of an Aboriginal Education Officer was effective in providing opportunities for students to develop understanding of and respect for Aboriginal and Torres Strait Islander histories, cultures and languages.

General :

The summary for the achievement of the activities and processes outlined for 2022 include the following points:

- The school has implemented initiatives to support the strategic direction of working, walking, and striving together through a focus on high expectations and collaboration.
- Staff professional learning has been provided through scheduled collaboration time to understand the correlation between high expectations and student attainment and attendance, resulting in a better understanding and implementation of this correlation.
- Staff have received training in differentiation of learning and the use of learning intentions and success criteria, resulting in more effective instruction for all students.
- A detailed transition program has been established for students moving from preschool to kinder, resulting in a supported transition for these students.
- A cultural excursion was organised by an Aboriginal Elder for teaching staff, resulting in a deeper understanding and appreciation of the culture and experiences of Indigenous students.
- Staff training and school activities were engaged in to increase cultural inclusiveness by all the community, resulting in a more inclusive and culturally responsive learning environment.
- Overall, the school has made significant progress in promoting high expectations, collaboration and cultural inclusiveness by implementing these initiatives, activities and is looking forward to continued progress in the next academic year.

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>Progressing from Sustaining and Growing towards Excelling as measured by the School Excellence Framework in themes Collaborative practices and feedback and High expectations.</p>	<p>Self assessment against the School Excellence Framework demonstrated attainment for each of the themes as:</p> <p>Collaborative Practice-Sustaining and Growing</p> <p>Feedback- Delivering</p> <p>High Expectations-Sustaining and Growing</p>
<p>Increase the % of teachers that identify that collaborative practice is supported by explicit systems as identified in Tell Them From Me baseline data of 78%.</p>	<p>Tell them from me data indicated teacher perception for collaborative practice, with the highest indicators of attainment evident for: I talk with other teachers about strategies that increase student engagement. 7.8</p> <p>I discuss learning problems of particular students with other teachers. 8.1</p> <p>However, this data could not be tracked against the baseline for the annual progress measure.</p>
<p>Increase the % of parents that identify with being informed about their child's academic and social progress as measured against the Tell Them From Me baseline data of 57% .</p>	<p>Tell them from me data indicated that online learning platforms were a very useful tool in informing parents about their child's academic and social progress. However, this data could not be tracked against the baseline for the annual progress measure.</p>

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$305.02</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</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"> • Collaboration <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of additional staff for targeted student support <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy and wellbeing identified by EALD learning progressions and internal school data.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staff for targeted student support.</p>
<p>Integration funding support</p> <p>\$150,346.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Edgeworth Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs. • intensive learning and behaviour support for funded students. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of learning and engagement identified by school learning support data.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ additional staffing to assist students with additional learning needs and support for intensive learning and behaviour support for funded students.</p>
<p>Socio-economic background</p> <p>\$191,634.41</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Edgeworth Heights 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"> • Wellbeing • Productive learning environments • Collaboration <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 Berry Street and OT staff meetings to support student learning. • employment of external providers to support students with additional learning needs. • employment of additional staff to support wellbeing programs implementation. <p>The allocation of this funding has resulted in the following impact:</p>

<p>Socio-economic background</p> <p>\$191,634.41</p>	<p>Improved outcomes for identified students in the areas of literacy /numeracy, wellbeing, cultural connections, identified by Check in assessments, internal school behaviour data, Tell Them From Me surveys, Community feedback and staff professional learning feedback.</p> <p>After evaluation, the next steps to support our students will be: Continue professional development of staff through Positive Behaviour for Learning and Berry Street to support student learning. Continue the employment of external providers such as University Occupational Therapist, Art Therapist, to support students with additional learning needs. Continue the employment of additional staff such as Aboriginal Education Officer and Cultural educator to support Cultural program implementation.</p>
<p>Aboriginal background</p> <p>\$70,803.09</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edgeworth Heights 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"> • Productive learning environments <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students. • employment of specialist additional staff (SLSO) to support Aboriginal students. • 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. <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy numeracy, attendance and wellbeing as identified by Tell Them From Me Data, Student voice , community feedback and learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue employment of additional staff to deliver personalised support for Aboriginal students such as a Cultural Educator. Continue employment of specialist additional staff (SLSO) to support Aboriginal students. Continue 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.</p>
<p>English language proficiency</p> <p>\$6,118.45</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Edgeworth Heights 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"> • Collaboration <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 teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy, numeracy</p>

<p>English language proficiency</p> <p>\$6,118.45</p>	<p>and wellbeing identified by internal school data, student, staff and parent feedback.</p> <p>After evaluation, the next steps to support our students will be: Continue provision of additional EAL/D support in the classroom and as part of differentiation initiatives Continue additional teacher time to provide targeted support for EAL/D students and for development of programs</p>
<p>Low level adjustment for disability</p> <p>\$175,220.25</p>	<p>Low level adjustment for disability equity loading provides support for students at Edgeworth Heights 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"> • Wellbeing • Productive learning environments <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of learning and wellbeing identified by learning support team minutes, Tell Them From Me, Learning Progressions and internal school data.</p> <p>After evaluation, the next steps to support our students will be: Continue engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting Continue employment of an Occupational Therapist to provide intervention programs that support student needs</p>
<p>Professional learning</p> <p>\$26,713.26</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 Edgeworth Heights 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"> • Productive learning environments <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialists to unpack evidence-based approaches to teaching and learning, behaviour management and building leadership capacity <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy and numeracy as identified by professional learning feedback and learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue engaging a specialists to unpack evidence-based approaches to teaching and learning, behaviour management and building leadership capacity.</p>
<p>QTSS release</p> <p>\$71,940.55</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Edgeworth Heights Public School.</p>

<p>QTSS release</p> <p>\$71,940.55</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"> • Explicit teaching and feedback <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy and numeracy identified by internal school data and learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue additional staffing to support staff collaboration in the implementation of high-quality curriculum. Continue to provide assistant principals with additional release time to support classroom programs.</p>
<p>COVID ILSP</p> <p>\$139,624.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing intensive small group tuition for identified students who were identified through internal school data • employment of additional staff to support the monitoring of COVID ILSP funding <p>The allocation of this funding has resulted in the following impact: Improved outcomes for identified students in the areas of literacy and numeracy as identified by learning progressions.</p> <p>After evaluation, the next steps to support our students will be: Continue employment of teachers/educators to deliver small group tuition in Minilit and number intervention. Continue providing intensive small group tuition for identified students who were identified through internal school data. Continue employment of additional staff to support the monitoring of COVID ILSP funding.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.20</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>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 and assessment <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Employment of 1.2 APC&I working with all staff to improve pedagogical practice in literacy and numeracy. <p>The allocation of this funding has resulted in the following impact:</p>

<p>AP Curriculum & Instruction</p> <p>\$180,685.20</p>	<p>Improved outcomes for identified students in the areas of reading and number as identified by Check in assessments and internal school data.</p> <p>After evaluation, the next steps to support our students will be: Continue to employ 1.2 APC&I working with all staff to improve pedagogical practice in literacy and numeracy. The work of the APCI supports stage teams and collaboration time, so that teachers are better able to use data to inform practice.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	201	199	198	180
Girls	205	194	177	178

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	94.3	93.0	91.1
1	93.0	94.4	92.3	88.1
2	92.2	95.5	93.9	85.2
3	92.5	95.4	92.3	87.8
4	91.4	94.6	91.5	87.0
5	92.5	93.2	91.7	87.7
6	91.0	93.8	91.7	85.4
All Years	92.2	94.5	92.3	87.3
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)	5.2
Classroom Teacher(s)	13.21
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	3.02

*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	642,880
Revenue	4,324,817
Appropriation	4,219,999
Sale of Goods and Services	1,974
Grants and contributions	101,504
Investment income	1,241
Other revenue	100
Expenses	-4,564,799
Employee related	-3,863,104
Operating expenses	-701,695
Surplus / deficit for the year	-239,981
Closing Balance	402,898

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	150,651
Equity Total	443,776
Equity - Aboriginal	70,803
Equity - Socio-economic	191,634
Equity - Language	6,118
Equity - Disability	175,220
Base Total	2,672,022
Base - Per Capita	94,755
Base - Location	0
Base - Other	2,577,268
Other Total	521,252
Grand Total	3,787,702

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

Feedback from parents indicated that the school environment is physically and environmentally welcoming and that their children are clear about the rules for school behaviour. Students are supported to achieve their personal learning goals. An area parents would like to see improvement in is activities are scheduled at times when parents can attend and this is communicated well in advance.

Feedback from students indicated the 88% of students could pursue their goals to completion, even when faced with obstacles. Students are supported to achieve their personal learning goals. An area for focus is an increase in the percentage of students who feel accepted and valued by their peers and by others at their school.

Feedback from teachers implied they regularly use data from formal assessment tasks to decide whether a concept should be taught another way. Teachers indicated that clear expectations for classroom behaviour are established. An area of focus is asking parents to review and comment on students' work through online platforms.

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.