

# 2022 Annual Report

## Kotara South Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Kotara South Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

## School contact details

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## School vision

A school of excellence, demonstrating outstanding school culture and educational success for all.

## School context

Kotara South Public School has a proud tradition of providing a stimulating, rich and relevant education for each of our 347 students through quality teaching and life-long learning practices in a positive, safe and supportive environment. Student excellence is promoted through the partnership between school, students and families, and cultural awareness that 'together we can achieve our very best'.

Our school is situated 7km south from the center of Newcastle, surrounded by a variety of native flora and fauna in a peaceful bush setting, enjoying views of Newcastle and environs. Our students achieve at a high level academically, artistically, socially and in sport, reflecting the values inherent in doing things the 'Kotara South Way'.

The whole school community, involving students, staff, parents and the local AECG, was consulted in a thorough situational analysis followed by the development of Strategic Improvement Plan. Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Departmental support staff will be utilised to build understanding on how to do this successfully and the Instructional Leader will lead much of this work in the school. Work will take place on developing quality summative and formative assessment tasks and data collection practices and developing greater consistency of judgement within and across schools.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need intervention and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential for success.

We have a highly professional, experienced and cohesive staff who in partnership with parents and the community, are committed to fostering a love of learning and maximising quality educational experiences for all students. Kotara South Public School values and encourages excellence.

The school is well resourced and offers a diverse and enriched range of programs to support, challenge and extend our students. We have innovative programs in Literacy and Numeracy as well as outstanding Science, Sport, Public Speaking, Debating, Chess, Creative and Performing Arts, Choir, Technology, Robotics, Leadership and Transition programs for students from Kindergarten through to Year 6.

To engage students and deliver quality learning experiences. Building the social, emotional and motivational capacity of our students is a focal point of our school and is embedded in all aspects of school life. The students at Kotara South Public School are tolerant, caring and accepting.

Parents are valued, are well informed, and actively participate in all aspects of school life whether it be canteen and classroom volunteer work, participation in special events or school evaluation and planning. The P&C is actively involved and supports the school and its goals. An Out of School Hours (OOSH) operates within the school grounds and now has 100 positions available for our KSPS community.

We are proud to be able to successfully integrate students with special needs such as those who attend the Hearing Support Unit. Students are exposed to signed English and use this in school assemblies. The school encourages a sense of harmony and belonging. Our school represents one student from a non English speaking background and fourteen students who identify as Aboriginal and/ or Torres Strait Islander.

Our school is set in picturesque leafy surrounds in the middle of our school zone. It continues to be a community hub to our families.

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

## Strategic Direction 1: Student growth and attainment

### Purpose

To maximise student learning outcomes in reading and numeracy, building strong foundations for academic success. We will further develop and refine data-driven teaching practices that are responsive to the learning needs of individual students to improve the learning outcomes of students in literacy and numeracy.

### 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
- Personalised Learning

### Resources allocated to this strategic direction

### Summary of progress

The whole school approach to gathering consistent formative assessment using Dibels has provided valuable data, as part of a triangulation of data, to ensure teachers are highly knowledgeable about student reading skills and their next step in learning. The educationally high standards of reading delivery, monitoring, and planning will be maintained through a consistent focus in data analysis. In 2023, practices will be established in data gathering in Mathematics to mirror the high standards in reading data. The consistent and systematic whole school approach to data driven practices will support the high-quality personalised learning for all students.

The whole school approach to supporting every individual student in literacy and numeracy has seen processes and procedures across the school improve. The reciprocal process of monitoring students between LST and classroom teachers/Assistant Principal has built a support network around each child, empowering teachers by creating a team-approach to supporting students learning needs. As a collective LST team with representatives across all Stages of the school, there is the capacity to identify whole family needs.

Each classroom teacher has a known role and responsibility in the support of the students in their classroom. This is achieved through systematic collection of data, collegial analysis of data and collective programming to support student's where to next in their literacy and numeracy learning.

### 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
There will be an uplift of 5.5% of students who achieve expected growth in Reading. Trend data will indicate an upward growth.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
There will be an uplift of 5% of students who achieve expected growth in Numeracy. There will be an upward trend of data reflecting growth.	• Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
There will be an uplift of 7% of students who achieve the top two bands in Reading. Trend data will indicate an upward growth.	• 2022 NAPLAN data indicates 51.92% of students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, being below the target baseline by 1.98% .
There will be an uplift of 7% of students who achieve the top two bands in Numeracy. Trend data will indicate an upward growth.	• 2022 NAPLAN data indicates 40% of students are in the top two skill bands for numeracy indicating the school did not achieve the system negotiated target, being below the target baseline 6.5% .

## Strategic Direction 2: Productive Pedagogies- teaching and leading

### Purpose

All school teaching staff will have an integrated approach to quality teaching, curriculum planning and delivery, and assessment that promotes learning excellence and responsiveness in meeting the needs of every student.

### 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.

- Quality Teaching Practice
- A Culture of Coaching and Collaboration

### Resources allocated to this strategic direction

### Summary of progress

The focus of this strategic direction was to build teacher capacity, using data informed practice to drive the planning and implementing of literacy and numeracy programs. Staff were supported to plan and implement evidence-based spelling programs by engaging in professional learning across the whole school. Professional learning was also focused on the new incoming K-2 syllabus in English and Mathematics. Time has been allocated to K-2 teachers to ensure that teachers are skilled and knowledgeable ready for high level curriculum delivery in 2023. The incoming syllabus has also been released with a wide range of resources, including Scope and Sequences, which will be adopted and implemented.

The Coaching and Collaboration time allocated to all stages was highly valuable in supporting a whole school approach to contemporary content knowledge. Teacher knowledge of the reading skills and strategies was the core focus of Coaching and Collaboration time, supporting well-sequenced curriculum delivery to improve student learning outcomes in Reading. All teachers were provided with professional learning in reading, connected with the What Work's Best document. Collaborative space was provided for teachers to learn collectively and work together to ensure a consistent approach across each Stage.

### 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
Achieve Sustaining and Growing against the SEF element of <i>Educational Leadership</i> .	• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Educational Leadership.
Working towards Excelling in the themes of <i>Coaching and mentoring</i> .	• Self-assessment against the School Excellence Framework shows the school currently performing at Excelling in the themes of Coaching and Mentoring.

## Strategic Direction 3: Being Well- A KSPS culture

### Purpose

The purpose is to create a supportive whole school culture where both teachers and students are seen as learners who focus on nurturing curiosity and creativity. When students regularly attend school they are able to connect, succeed, thrive, and learn. The school provides enriched educational programs involving the ability to think creatively, work collaboratively and independently to solve problems, and to apply new skills to real-world situations.

### 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.

- Being Well
- Connect | Succeed | Thrive
- Attendance and Participation

### Resources allocated to this strategic direction

### Summary of progress

The activities that the school undertook in Strategic Direction 3 were designed to address student wellbeing and attendance. One of the underpinning activities was the introduction of the Go2 initiative. The focus of SD3 was to match the holistic approach to wellbeing by surrounding an individual student's wellbeing with a wider community of support. Upon launch and initial embedding, students and staff were focused on this initiative, however as the spotlight moved to other areas across the school, the initiative lost momentum. During one-on-one discussions with students, all indicate that the Go2 initiative provides an improved support and should be maintained. The school will continue to enhance the wellbeing initiatives in 2023 and develop strategies to maintain a consistent approach, embedded across the year, including the Go2 initiative. SD3 will evolve in 2023, with a focus on continuing whole child wellbeing and building a support network around the child.

### 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
TTFM Wellbeing data (advocacy, belonging, expectations) improves to be at the lower bound system-negotiated target with an increase of 2.9% from the baseline.  The maintenance of a whole school data collection procedure for the collection of wellbeing information to inform practice.	92.7% of students reporting positive wellbeing outcomes has decreased by 2.23% across the positive wellbeing measures.
A minimum of 87.1% of students will attend school more than 90% of the time. (Baseline- 81.83%)	The number of students attending greater than 90% of the time is 81%.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$22,191.00</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 Kotara South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ EAL/D teachers to support eligible students with English language proficiency.</p>
<p>Integration funding support</p> <p>\$82,008.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kotara South Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved student learning outcomes for students with identified needs, in the areas of: social and emotional support, attendance and literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ additional staff to support students with additional learning needs.</p>
<p>Socio-economic background</p> <p>\$20,242.56</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kotara South Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• employment of additional staff to support literacy and numeracy program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>



<p>Socio-economic background</p> <p>\$20,242.56</p>	<p>improved outcomes for students from a low socio-economic background in the areas of attendance, extra-curricular engagement in various activities and access to educational materials.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to monitor the needs of these identified students with differentiated support as required.</p>
<p>Aboriginal background</p> <p>\$13,933.85</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kotara South Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to deliver personalised support for Aboriginal students</li> <li>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of specialist additional staff (LaST) to support Aboriginal students</li> <li>• employment of specialist additional staff (SLSO) to support Aboriginal students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes for Aboriginal students in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ additional staffing to provide support for Aboriginal students.</p>
<p>English language proficiency</p> <p>\$3,268.31</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kotara South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing to implement Individual Educational Plans for all EAL/D students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes for students identified as English as an Additional Language or Dialect, in the areas of literacy and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to employ EAL/D teachers to support identified students within the classroom.</p>
<p>Low level adjustment for disability</p> <p>\$108,815.02</p>	<p>Low level adjustment for disability equity loading provides support for students at Kotara South Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Low level adjustment for disability</p> <p>\$108,815.02</p>	<p><b>including:</b></p> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention program to increase literacy learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved outcomes for students with special needs, in the areas of: literacy and numeracy, attendance, wellbeing, nutrition and hygiene.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continue to support students until this level of close support is not longer needed.</p>
<p>Professional learning</p> <p>\$27,654.98</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 Kotara South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Professional learning within stage, online and with external DoE staff.</li> <li>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The specific PL provided by online learning has seen 100% take up of What Works Best practices by all staff. This is evident in most practices within their classrooms.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Follow up and continue to promote current researched based PL</p>
<p>Literacy and numeracy</p> <p>\$15,241.35</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Kotara South Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• literacy and numeracy programs and resources, to support teaching, learning and assessment</li> <li>• staff training and support in literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• employment of an additional Learning and Support intervention teacher x 2 to deliver intervention programs K-2</li> <li>• teacher release to engage staff in Intervention programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Deeper knowledge has been achieved across the literacy focus of reading</p>

<p>Literacy and numeracy</p> <p>\$15,241.35</p>	<p>and the numeracy focus of number</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the intervention program</p>
<p>QTSS release</p> <p>\$67,228.79</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kotara South Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum- Intervention teachers, and the 0.4 top up of APC&amp;I position.</li> <li>• assistant principals provided with additional release time to support classroom programs for a day each week to ensure that each stage has strong leadership for curriculum delivery.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Ongoing up-skilling of Assistant Principals with current researched based learning to ensure that all staff are receiving the most innovative and effective professional learning for their practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing pedagogical skill building of AP's.</p>
<p>Literacy and numeracy intervention</p> <p>\$22,984.20</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Kotara South Public School who may be at risk of not meeting minimum standards.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices</li> <li>• employment of additional LaST to address the identified needs for students who require additional support in literacy and numeracy</li> <li>• implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The extra employment of 0.3 FTE to add tot he LaST teacher to allow for a full time person to be able to meet the needs of the growing intervention strategies for all students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue the employment of a full-time 1.0 LaST teacher.</p>
<p>COVID ILSP</p> <p>\$45,708.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p>

<p>COVID ILSP</p> <p>\$45,708.00</p>	<ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> <li>• providing intensive small group tuition for identified students who were...</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The collation of data in Plan 2 gathered from Numeracy tuition groups and teacher observations enhanced Covid ILSP functionality. Immediate and ongoing feedback to students activated confidence and supported and improved student learning outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continuation of support with Numeracy strategies to allow for the growth of skills.</p>
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	169	174	172	178
Girls	160	174	170	162

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	95.8	95.3	92.9
1	94.3	96.1	95.5	91.7
2	95.5	94.6	94.1	91.4
3	95.6	95.6	94.8	91.3
4	93.8	95.5	94.5	91.0
5	95.4	95.9	95.0	91.0
6	93.1	97.1	94.2	89.7
All Years	94.9	95.8	94.8	91.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

## Workforce information

### Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.05
Literacy and Numeracy Intervent	0.2
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	4.32

\*Full Time Equivalent

### Workforce composition statement

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

### Aboriginal and Torres Strait Islander workforce composition

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

### Aboriginal and Torres Strait Islander school workforce composition

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

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

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

### Teacher qualifications

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

### Professional learning and teacher accreditation

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



## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	305,806
<b>Revenue</b>	4,209,174
Appropriation	3,951,388
Sale of Goods and Services	17,334
Grants and contributions	237,669
Investment income	2,784
<b>Expenses</b>	-4,292,233
Employee related	-3,846,154
Operating expenses	-446,079
<b>Surplus / deficit for the year</b>	-83,059
<b>Closing Balance</b>	222,747

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	56,928
<b>Equity Total</b>	146,260
Equity - Aboriginal	13,934
Equity - Socio-economic	20,243
Equity - Language	3,268
Equity - Disability	108,815
<b>Base Total</b>	2,763,251
Base - Per Capita	87,720
Base - Location	0
Base - Other	2,675,531
<b>Other Total</b>	824,053
<b>Grand Total</b>	3,790,492

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

In the Tell Them From Me survey of 2022 from students, there was a 26% increase in the number of students who have a good understanding of Aboriginal culture. There was a decrease of 18% of students reporting that they had been subjected to bullying.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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