2022 Annual Report

Lynwood Park Public School

4258

Introduction

The Annual Report for 2022 is provided to the community of Lynwood Park 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 Lynwood Park Public School we are committed to providing quality education in a nurturing, inclusive environment where learners are engaged and feel valued by their teachers.

Through a focus on the whole child, we aim to prepare our students for rewarding and productive lives as well-rounded, confident and responsible members of multicultural Australian society.

We achieve this by supporting the development of our students through attending to their wellbeing, academic growth and social interaction success, thereby developing individuals who aspire to achieve their full potential.

School context

Lynwood Park Public School is a small school in the Blacktown community of western Sydney. The school was built in 1960 which is reflected in its architecture and layout. The school caters for students from Kindergarten to Year 6, with a current enrolment of 243 students. Lynwood Park has a strong relationship with its active and supportive P&C and enjoys the support of its community of parents and carers. Despite its size, the school has a strong sporting achievement history and provides a comprehensive array of extra-curricular activities, particularly in the area of the performing arts.

Lynwood Park is a diverse school with just under 50% of its students having a language background other than English. This diversity is a key factor in the identity of the school and its community recognises the school's efforts in creating a safe environment with equal access to quality learning for all students.

Approximately 3% of the school's students are of Aboriginal or Torres Strait Islander background. The school has a strong focus on first nations' culture and history being embedded in the curriculum and is a member of and consults with the local Nurringingy AECG.

The school is an active member of the Blacktown Learning Community of schools, the Nurringingy AECG and supports the initiatives of the Blacktown Primary Principals Council.

The school completed an External Validation in late 2020, which led to the completion of a situational analysis that has identified three areas of focus for this Strategic Improvement Plan:

1. **Student growth and attainment**

Our whole school focus is to maintain solid growth levels while improving overall achievement in Reading and Numeracy. Using evidence-based best practice in teaching and learning, we will develop and sustain quality whole school practices to provide quality, explicit teaching for every student K-6.

2. **Whole school use of data to inform practice**

Our aim is to ensure that the school is collecting quality student data in the areas of growth, achievement and wellbeing that is being used to guide leadership and classroom practice decision making across the school.

3. **Collaborative practices across the school community leading to sustainable student growth and wellbeing**

We will develop a focus on building collaborative practices that foster aspirational expectations of learning progress and achievement for all students. We will aim to build effective partnerships in learning with parents and students and to strengthen collaborative practices between staff that are designed to ensure that students are reaching their full potential.

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	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

A whole school focus on the explicit and effective teaching of reading and numeracy with a view to improving achievement, while at the same time maintaining expected growth, as guided by the system-negotiated targets set for the school in these two areas.

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.

- Whole School Effective Teaching Strategies
- Personalised Learning
- Data Informed Practice

Resources allocated to this strategic direction

AP Curriculum & Instruction: $150,571.00
Professional learning: $15,900.00
QTSS release: $42,577.00
English language proficiency: $58,987.00
Refugee Student Support: $993.00
Socio-economic background: $80,915.00
Aboriginal background: $9,500.00
Per capita: $47,660.00
Low level adjustment for disability: $28,012.00

Summary of progress

Whole School Effective Teaching strategies

The appointment of an Assistant Principal - Curriculum and Instruction allowed the school additional leadership and support for improved classroom practice across the school and especially for the K-2 team who were self-selected members of the statewide Curriculum Reform project.

By electing to be a self-select school in the Curriculum Reform project, the K-2 teaching team gained a deeper understanding of and familiarity with the new syllabus documents, leading to better positioning for implementation in 2023.

The year-long investment in a focus on improved practice in the teaching of EALD students resulted in all staff being upskilled in identifying the correct level of proficiency for EALD students with regard to the EALD progressions. This in turn resulted in each student being assessed, and recommendations made regarding the appropriate level of support required for each - whether in-class or a small group targeted intervention. The school's self-assessment against the EALD School Evaluation Framework went from being Minimum Requirement in 2021 to Sustaining and Growing by the end of 2022.

Personalised Learning

The staff undertook a year long project into the study of the teaching of vocabulary to students of low SES and EALD backgrounds. Staff response was overwhelmingly positive to this way of delivering professional learning and teaching programs all reflected a deeper understanding of the role of vocabulary development and an explicit inclusion of this development across KLAs.

Professional learning was provided for staff in the area of effective differentiation of teaching practices. While scheduling for collaboration among teaching teams was interrupted due to circumstances beyond the control of the school, teacher feedback was positive and evidence of quality differentiation practices in the classroom was evident in teaching programs as the year progressed.

Data Informed Practice

Twice termly student performance analysis and planning sessions continued to be funded and supported throughout 2022. While the intitiave suffered at times due to circumstances beyong the control of the school, teachers reported positivity towards this collaborative practice and an increasing confidence in the use of student data to guide classroom

teaching practice.

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 is at least a 7.3% increase (over the target baseline percentage) in the number of students achieving in the top 2 bands of NAPLAN in Reading.	There was a 9.2% increase (over the target baseline percentage) in the number of students achieving in the top 2 bands of NAPLAN in Reading.
There is at least a 5.7% increase (over the target baseline percentage) in the number of students achieving expected growth in NAPLAN in Reading.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance measures are not available.
There is at least a 7.3% increase (over the target baseline percentage) in the number of students achieving in the top 2 bands of NAPLAN in Numeracy.	There was a 2.1% increase (over the target baseline percentage) in the number of students achieving in the top 2 bands of NAPLAN in Numeracy.
There is at least a 3.6% increase (over the target baseline percentage) in the number of students achieving expected growth in NAPLAN in Numeracy.	Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance measures are not available.
A range of evidence supports the school's assessment/ validation of **Effective Classroom Practice** in **Explicit Teaching** and **Feedback** at Sustaining and Growing / Excelling as defined by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school performing at Delivering for both elements of Explicit Teaching and Feedback.
A range of evidence supports the school's assessment/ validation of **Curriculum** in **Teaching and Learning Programs** and **Differentiation** at Sustaining and Growing as defined by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school performing at Sustaining and Growing for both elements of Teaching and Learning Programs and Differentiation.
A range of evidence supports the school's assessment/ validation of **Assessment** in **Whole School Monitoring of Student Learning** at Sustaining and Growing as defined by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school performing at Sustaining and Growing for the element of Whole School Monitoring of Student Learning..

Strategic Direction 2: Quality Whole School Data Collection and Monitoring

Purpose

To ensure that the school is collecting quality data that is being used on a regular basis to guide leadership and classroom practice decision making in order to ensure that students are reaching their full potential.

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.

- Student Achievement Data Collection and Storage
- Student Wellbeing Data Collection and Storage

Resources allocated to this strategic direction

Socio-economic background: $10,000.00

Summary of progress

The student assessment schedule was evaluated, modified and reviewed with staff by the end of the year, ready for implementation in 2023.

Attendance: Time was scheduled to one of the Assistant Principals to monitor and manage attendance plus HSLO liaison. Percentage of students attending 90% of the time or more calculated and reported fortnightly. Student attendance tracked in SENTRAL.

PBL: The PBL Team was strengthened to allow monitoring of behaviour metrics (majors, minors, locations and cohorts) and reporting to whole staff meetings termly. Tracked in SENTRAL.

LST Caseload: LST meeting agendas were streamlined and scheduled to cover whole school cohorts in a logical, frequent sequence. Data relevant to LST decision making was defined and captured in a specifically designed student caseload document, stored alphabetically. No decision was made regarding electronic storage at this stage.

TTFM: TTFM results were monitored through SCOUT and TTFM reports. Analysed by executive staff and later by all teaching staff to monitor trends and evidence based remedies/solutions twice per year - firstly when TTFM results are published and secondly at end of year when determining SIP activities for the following period.

Instructional Practices Inventory Senior executive staff undertook training in Instructional Practices Inventory (IPI) and conducted two surveys in Terms 3 and 4. The information gained from these surveys strongly indicated that while the TTFM Student Surveys over the last two years showed disengagement with school overall, in-class engagement across the school (K-6) was very high. To improve classroom engagement levels further, the data led to a decision being made for whole staff training in Questioning and Task Design in 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
By the end of 2022, numeracy data sets collected and analysed: Quantifying Numbers, Additive Strategies, Multiplicative Strategies	Progress was made generally across all data set collection, but the aim of concentrating on numeracy data was not able to be supported. This progress measure will be rolled over to 2023.
Wellbeing and Learning Support data sets are reviewed at least once per year (by the end of Term 3) for relevance and sufficiency. Collection and storage are amended accordingly and documentation is updated and	Wellbeing and Learning Support data sets were reviewed as scheduled: Attendance fortnightly, PBL termly, Learning Support termly and Wellbeing (based on metrics taken from the TTFM survey), twice per year. Collection and storage protocols were finalised for all aspects except Learning Support data, which largely remains paper based.

made known to stakeholders.	
A range of evidence supports the school's assessment/ validation of **Data Skills and Use** in **Data Literacy, Data Analysis** and **Data Use In Teaching** at Sustaining and Growing / Excelling as defined by the School Excellence Framework.	Self-assessment against the School Excellence Framework shows the school performing at Delivering for both elements of Data Literacy and Data Analysis, and at Sustaining and Growing for the element of Data Use In Teaching.
By the end of Term 3, school engages expertise from within the department to review existing processes and procedures, and to make recommendations on improvements and efficiencies.	Will roll over into 2023.

Strategic Direction 3: Quality Collaborative Practices Across the School Community Leading to Sustainable Student Growth

Purpose

To develop effective collaborative practices throughout the school community that lead to and support student achievement and growth across three relational areas:

* Teacher - Teacher

* Teacher - Student

* Teacher - Parent

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.
- Teacher - Teacher Collaboration
- Teacher - Student Collaboration
- Teacher - Parent Collaboration

Resources allocated to this strategic direction

Per capita: $14,500.00
QTSS release: $5,000.00
Professional learning: $2,500.00
Socio-economic background: $3,000.00
Low level adjustment for disability: $5,000.00

Summary of progress

Teacher - Teacher Collaboration

Sheduled opportunities for teacher collaboration were provided throughout the year. Extensive professional learning delivered by the Executive Team was provided on a weekly basis and where possible, twice termly data analysis collaborations across stages were facilitated. Weekly Stage Team meetings were also prioritised. The K-2 team in particular worked collaboratively to meet the expectations of being a self-select school for the new Curriculum Reform preparations. Two Professional Learning Communities were established around better supporting the needs of the school's EALD students and the current pedagogy relating to the teaching of Vocabulary across the school.

Two classroom teachers with middle leadership aspirations and potential were identified and participated as part of the Executive Team as full members. The initiative was very successful and provided on the job professional learning for both staff members. It will be continued in 2022.

Teacher - Student Collaboration

PBL continued to be the underlying foundation for wellbeing and behaviour expectation practices in the school.

Attendance showed a decline on the previous year from 79% to 63% in Semester 1, but picked up significantly in Semester 2 - averaging 78%. Positive attendance recognition procedures were amended in order to increase frequency. Several attendance improvement programs were implemented for problematic students. The school's AP-Attendance worked closely with HSLO throughout the year.

The School Chaplain (SWSO) role was continued in 2022.This again proved beneficial for those students who were exhibiting low level anxiety and social relationship problems. The SPARC (social skills development) program commenced in Term 2 run by the SWSO. We will continue this initiative next year and self-fund if necessary based on evidence obtained from teacher feedback and anecdotal student comments. The 2022 TTFM Student Survey showed an increase in student sense of Belonging.

The Getting On Track In Time (Got It) Program was successfully implemented across Term 2. The initiative received positive feedback from 90% of participating parents.

Teacher - Parent Collaboration

Extensive community education was undertaken on the importance of regular school attendance to a child's learning and social development - particularly through the school newsletter and social media platforms.

At least once per semester, classroom and support teachers made phone contact with parents to report on a positive aspect of their child's learning. This activity was referred to as our Wellbeing Phone Calls. The initiative was implemented across the school with teachers reporting positive feedback from parents.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
The Tell Them From Me "Focus On Learning" Teacher survey data shows a 5% improvement in the Collaboration driver of student learning from 2020 figures.	The "Focus On Learning" Teacher TTFM survey showed no increase or decrease from 8.2 in the area of Collaboration, with the NSW Government Norm being 7.8.
There is at least a 6.8% increase (over the target baseline percentage) in the proportion of students attending school > 90% of the time.	There was a 7.0% decrease (over the target baseline percentage) in the proportion of students attending school > 90% of the time (Semester 1 2022).
There is at least a 4.5% increase (over the target baseline percentage) in the proportion of students reporting positive attitudes towards Expectations for Success, Advocacy and Sense of Belonging in the Tell Them From Me Student Outcomes and School Climate survey.	There was an increase of 3.2% on the previous reporting year in the number of students reporting positive attitudes towards Expectations for Success, Advocacy and Sense of Belonging in the TTFM Student Outcomes and School Climate survey, however this is yet to reach the baseline percentage.
The Tell Them From Me "Partners In Learning" Parent survey data shows a 5% improvement from 2020 figures in the following measures: * Parents Feel Welcome * Parents Are Informed * Parents Support Learning At Home	The "Partners In Learning" Parent TTFM survey showed: * no increase or decrease from 7.4 in the area of Parents Feel Welcome, with the NSW Government Norm being 7.4 * a decrease from 6.7 to 6.4 in the area of Parents Are Informed, with the NSW Government Norm being 6.6 * no increase or decrease from 7.2 in the area of Parents Support Leaning At Home, with the NSW Government Norm being 6.3

Funding sources	Impact achieved this year
Refugee Student Support $993.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Effective Teaching Strategies **Overview of activities partially or fully funded with this targeted funding include:** • employment of additional staff (full time EALD teacher) for targeted student support • additional staffing to map individual students against the EAL/D progressions • intensive English language and learning support to increase educational outcomes for refugee students **The allocation of this funding has resulted in the following impact:** The school has been able to employ a full time EALD teacher whose brief includes support for refugee students and developing quality professional learning for teaching staff in the area of supporting learning outcomes for refugee and EALD students. **After evaluation, the next steps to support our students will be:** Continue with targeted professional learning delivered by experienced teaching personnel to consolidate awareness of refugee issues in the general student population and school community.
Integration funding support $17,354.00	Integration funding support (IFS) allocations support eligible students at Lynwood Park Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing (SLSO time) to assist students with additional learning and social/emotional needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • implementation of targeted programs to differentiate teaching and learning programs **The allocation of this funding has resulted in the following impact:** Targeted support (as designed by the Learning Sypport Team) for the students involved in both the classroom and the playground. **After evaluation, the next steps to support our students will be:** Continued classroom and playground support as needed.
Socio-economic background $93,915.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Lynwood Park Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Effective Teaching Strategies • Personalised Learning • Student Achievement Data Collection and Storage

Socio-economic background $93,915.00	• Teacher - Student Collaboration **Overview of activities partially or fully funded with this equity loading include:** • employment of additional SLSO staff to support literacy and numeracy intervention program implementation. • employment of additional teaching staff to support EALD and Refugee program implementation. • staff release to increase community engagement with the school's focus on Attendance rate improvement **The allocation of this funding has resulted in the following impact:** The employment of additional SLSO time has allowed the school to conduct targeted literacy and numeracy interventions in the areas of numeracy fact recall, phonics, word attack and spelling - over and above interventions funded through ILSP. This, and the investment in a specialist EALD teacher, has meant a much more tailored and targeted means of addressing student achievement underperformance due to disadvantage. **After evaluation, the next steps to support our students will be:** The purchase of extra teaching and SLSO time will continue based on student need and the evaluation of effectiveness of intervention programs.
Aboriginal background $9,500.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Lynwood Park 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students in literacy **The allocation of this funding has resulted in the following impact:** The student who received literacy support in class showed significant improvements in phonics mastery and subsequently reading accuracy. **After evaluation, the next steps to support our students will be:** Future funding will be directed towards in-class support for students with lower than necessary achievement in literacy outcomes.
English language proficiency $58,987.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Lynwood Park Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Effective Teaching Strategies **Overview of activities partially or fully funded with this equity loading include:** • employment of additional specialist teaching staff to support delivery of targeted initiatives for EALD students **The allocation of this funding has resulted in the following impact:** Targeted interventions and support in English for EALD students combined with in class mentoring and support for classroom teachers - particularly in the area of curriculum differentiation and the teaching of vocabulary. **After evaluation, the next steps to support our students will be:**

English language proficiency $58,987.00	Continued targeted intervention for students and support for cassroom teachers.
Low level adjustment for disability $147,933.00	Low level adjustment for disability equity loading provides support for students at Lynwood Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Personalised Learning • Teacher - Parent Collaboration • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • 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 LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students **The allocation of this funding has resulted in the following impact:** Targeted support for students with additional learning needs in literacy and numeracy. **After evaluation, the next steps to support our students will be:** Continued use of the funding to employ specialist teaching time and SLSO in-class and small group student support.
Professional learning $18,400.00	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 Lynwood Park Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Effective Teaching Strategies • Personalised Learning • Teacher - Student Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • Whole staff training on the importance and best practice in the explicit teaching of Vocabulary • Whole staff professional learning on the EALD learning progressions including how to use them for assessment and explicit teaching • Purchase of casual release days for the K-2 Self-Select Curriculum Reform team to engage with the evaluation and implementation of the new mathematics and English syllabus documents **The allocation of this funding has resulted in the following impact:** An increase in the confidence of classroom and support teachers to effectively meet the needs of the school's EALD and disadvantaged students. **After evaluation, the next steps to support our students will be:** Continued use of this funding to support teaching and SLSO staff to develop best practice in the support of students with literacy and learning needs.
QTSS release $47,577.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Lynwood Park Public School.

QTSS release $47,577.00	**Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Effective Teaching Strategies • Teacher - Teacher Collaboration **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • classroom release for staff to review and upgrade the school's scope and sequences and programming and assessment expectations with regard to the Creative Arts KLA **The allocation of this funding has resulted in the following impact:** Improved staff confidence and teaching practice combined with improved ability in executive staff to support their teams. **After evaluation, the next steps to support our students will be:** The school will continue to support best pedagogical practice with this funding - particularly with regard to creating opportunities for staff to work together colleagially towards the goal of improving classroom practice.
COVID ILSP $114,920.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] **The allocation of this funding has resulted in the following impact:** The majority of the students in the program achieved progress towards their personal learing goals. All students reported deep satisfaction with the program and felt positive towards it as per the exit surveys conducted for each participant. **After evaluation, the next steps to support our students will be:** The success of these small group interventions will inform the school's decision to continue to self-fund such teaching practices in the future.
AP Curriculum & Instruction $150,571.00	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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Whole School Effective Teaching Strategies **Overview of activities partially or fully funded with this Staffing - Other funding include:** • an Assistant Principal C&I was recruited and permanently employed before the end of Term 1. **The allocation of this funding has resulted in the following impact:** An APC&I has been recruited and is participating in the curriculum implementation leadership of the school.

AP Curriculum & Instruction $150,571.00	**After evaluation, the next steps to support our students will be:** In 2023, the APC&I's primary focus will be on K-2 implementation of the new curriculum. The APC&I will also provide guidance for the 3-6 Team with regard to the new curriculum due for implementation in 2024.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	117	120	111	116
Girls	124	123	135	130

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	91.7	91.7	92.9	85.6
1	91.8	90.5	94.0	90.8
2	93.9	91.4	92.4	90.0
3	93.4	96.0	92.5	87.6
4	92.9	90.6	92.7	88.6
5	93.1	90.8	94.1	90.4
6	93.5	91.7	93.3	89.7
All Years	92.9	91.8	93.1	89.1
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)	4
Classroom Teacher(s)	8.23
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
School Administration and Support Staff	2.52

*Full Time Equivalent

Workforce composition statement

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

Aboriginal and Torres Strait Islander workforce composition

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

Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark[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	384,101
Revenue	2,881,726
Appropriation	2,721,296
Sale of Goods and Services	7,240
Grants and contributions	147,555
Investment income	5,535
Other revenue	100
Expenses	-2,640,085
Employee related	-2,341,843
Operating expenses	-298,242
Surplus / deficit for the year	241,641
Closing Balance	625,742

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	18,347
Equity Total	310,334
Equity - Aboriginal	9,499
Equity - Socio-economic	93,915
Equity - Language	58,987
Equity - Disability	147,933
Base Total	1,987,016
Base - Per Capita	62,159
Base - Location	0
Base - Other	1,924,856
Other Total	301,371
Grand Total	2,617,068

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

Parents / Caregivers

In the 2022 "Partners In Learning" Parent Survey, parents and caregivers reported agreement (at or above state norms) with statements relating to areas of:

* Parents Support Learning at Home

* School Supports Positive Behaviour

* Safety at School

* Inclusive School

* Parents Feel welcome

* School Supports Learning

Our parents and caregivers rated the school below the state norm in statements relating to:

* Parents are Informed

Students

In the 2022 "Tell Them From Me" Student Survey, students reported the following in the drivers of student outcomes. Our student results are as follows:

* Relevance (7.5 School / 7.9 State)

* Advocacy (7.7 School / 7.7 State)

* Expectations for Success (8.5 School / 8.7 State)

* Effective Learning Time (7.9 School / 8.2 State)

* Positive Student-Teacher Relations (8.2 School / 8.4 State)

Teachers

In the 2022 "Focus on Learning" Teacher Survey, staff reported the following results.

In the eight drivers of student learning, our teachers' assessment scores compared with the state norm as follows:

* Leadership (8.1 School / 7.1 State)

* Collaboration (8.2 School / 7.8 State)

* Teaching Strategies (8.0 School/ 7.9 State)

* Inclusive School (8.1 School/ 8.2 State)

* Learning Culture (8.0 School / 8.0 State)

* Data Informs Practice (7.8 School / 7.8 State)

* Technology (5.8 School / 6.7 State)

* Parent Involvement (6. 4 School / 6.8 State)

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.