

2022 Annual Report

Normanhurst West Public School



4275

Introduction

The Annual Report for 2022 is provided to the community of Normanhurst West 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 Normanhurst West Public School we instill the values of trust, honesty, responsibility and respect. We foster diversity in a supportive environment that embraces inclusion and a sustained sense of belonging for all students, staff and parents.

Our learning community prides itself in the collaborative development of evidence-based teaching and learning programs which inspire our students to authentically engage with curriculum. These teaching and learning opportunities drive continued academic growth whilst fostering a deep love of learning. We continue to enable all learners to "Aim High" and achieve their personal best.

School context

Normanhurst West Public School is a large metropolitan school located within the high socio-economic region of Northern Sydney. The school has remained as a focal point of the community for the past 60 years and enjoys the ongoing support of an educated and engaged parent community. NWPS has 31 teaching staff with a current student enrolment of 458. A valuable asset to the school is our Early Intervention Unit which provides outstanding support to students and their families. Set within open leafy grounds, the school hosts a large OOSH Centre and community preschool. NWPS has a proud history in providing outstanding extracurricular opportunities across a number of fields.

The school has completed a situational analysis that has identified three areas of focus for this Strategic Improvement Plan. This builds upon the work already undertaken within the previous planning cycle around quality learning environments, formative assessment and effective curriculum differentiation.

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	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Excelling
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

After analysing a number of student outcome measures it has become more apparent that a high percentage of our students continue to achieve excellent results in literacy and numeracy within the top two bands. The school continues to be on track to meet the annual agreed targets. These results are historically on par or above statistically similar schools. Other measures such as progressive assessments have helped triangulate this data.

Although student results are reaching set targets it has become more apparent that expected growth, especially in reading, and our value add between Years 3 and 5 is an area for continued focus and improvement.

Our whole school will apply the evidence base outlined in the "What Works Best 2020 update" document to systematically collect and analyse student data in order to inform the teaching and learning cycle. High impact teaching strategies will be utilised especially targeting the effective teaching of reading. High expectations of continued student growth in numeracy will remain a priority for our school. Teachers will access and analyse targeted student assessments that will enable the explicit differentiated teaching of 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.

- A culture of continued learning.
- Data driven evidence-based teaching strategies.

Resources allocated to this strategic direction

Literacy and numeracy intervention: \$45,968.40

Professional learning: \$679.88

Literacy and numeracy: \$12,395.00

Summary of progress

A culture of continued learning.

Our school has made continued progress in meeting the annual progress measures within strategic direction one - student growth and attainment. Our school remained focused on expertly utilising student performance measures to determine the expected growth of each student. Internal progress and achievement data and standardised test outcomes confirmed significant gains in student growth with a very high percentage of our students achieving within the top two bands in NAPLAN literacy and numeracy. In 2022 our school expanded the use of standardised progressive assessments to include all students from Year 2 through to Year 6. These results were reviewed by each Assistant Principal and reported back to the whole school executive. Data driven formative and summative assessment practices continued to be an expected and integral part of daily instruction within our classrooms. The expansion of the Agile Leadership model in conjunction with Teaching Sprints frameworks focused our vision and allowed for detailed improvement measures across the whole school.

In 2023, in this initiative, we will review our whole school summative assessment schedule to ensure that current data around learning progress is readily available to teachers at their point of need. An earlier NAPLAN assessment window will allow us to identify trends earlier and make the necessary adjustments to the teaching and learning cycle.

Data driven evidence-based teaching strategies.

In 2022 our school made determined steps to improve our explicit and evidence based teaching strategies. Over the past two years, the school invested heavily in targeted professional development that focused upon the explicit and systematic teaching of synthetic phonics. In preparation for the new K-2 curriculum our teachers evaluated current practice and made adjustments to meet best practice and identified student need. Investment in physical resources supplemented this change. Teaching Sprint cycles enabled our teachers to respond to trends in student achievement at individual, group and whole school levels. Effective teaching, particularly in reading, were identified, promoted and modeled. The impact of this initiative has been an improvement in teacher capacity to analyse data to inform teacher practice and the formation of professional learning communities that encouraged collaboration and sharing of best practice..

In 2023, in this initiative, we will align our current practice to the teaching requirements of the new curriculum. We will appoint an Assistant Principal Curriculum and Instruction who will be tasked with adding value to this initiative.

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>NAPLAN TOP 2 BANDS - NUMERACY</p> <p>The percentage of students achieving in the top two bands in NAPLAN numeracy increases to be at or above the lower bound system negotiated target of 67.1%.</p>	<ul style="list-style-type: none"> • 58.20% of students achieved in the top two bands in NAPLAN numeracy indicating progress yet to be seen toward the lower-bound target.
<p>NAPLAN TOP 2 BANDS - READING</p> <p>Increase the percentage of students achieving in the top 2 bands of NAPLAN reading to be at or above the system-negotiated lower bound target of 70.0%.</p>	<ul style="list-style-type: none"> • 70.25% of students achieved in the top two bands in NAPLAN reading indicating achievement of the lower-bound target.
<p>EXPECTED GROWTH - READING</p> <p>The proportion of students achieving expected growth in NAPLAN reading increases to be moving towards the lower bound system negotiated target of 68.7%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
<p>ATTENDANCE</p> <p>Increase the proportion of students attending more than 90% of the time to be moving towards the system negotiated lower bound target of 94.60%.</p>	<ul style="list-style-type: none"> • The number of students attending greater than 90% of the time or more has decreased by 18.43%. • At the time of harvesting of this data, the school's attendance patterns were impacted by the public health orders in place at this time.
<p>EXPECTED GROWTH - NUMERACY</p> <p>The proportion of students achieving expected growth in NAPLAN numeracy increases to be moving towards the lower bound system negotiated target of 62.2%.</p>	<ul style="list-style-type: none"> • Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.

Strategic Direction 2: Explicit systems for collaboration and feedback.

Purpose

Collaboration and feedback were identified as an area of focus following the 2020 SEF S-aS. Staff surveys have demonstrated that although staff feel confident in their ability to effectively differentiate curriculum, they find it difficult to efficiently evaluate teaching/learning programs and provide timely feedback to others. Our staff have adapted considerably over the past three years with new syllabus documents and working from home having an impact upon curriculum delivery.

Our situational analysis has indicated that a renewed focus upon staff collaboration is needed. The school excellence framework clearly outlines a number of key indicators that the school should utilise in order to enhance staff collaboration and the effective use of resources both physical and human. As a result, the school will look to ensure that there are explicit systems for ongoing collaboration and feedback thus sustaining quality teaching practice.

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 performance culture.
- Systematic and reliable assessment.

Resources allocated to this strategic direction

QTSS release: \$94,924.75

Professional learning: \$28,643.76

Literacy and numeracy: \$3,330.00

Summary of progress

High performance culture.

Throughout 2022, the teaching faculty demonstrated continued flexibility and resilience when adapting to meet the needs of the learner. Throughout the year, our teachers worked within their own stage cohorts and as a whole staff in response to the restrictions of the time. In order to meet these needs, our staff embraced the technology partnerships within the DoE to develop a range of collaborative practices. These enabled our staff to develop and maintain shared online programming. The impact of this initiative has been systems developed for professional collaboration that helped to instill a culture focused on high performance with meaningful collaboration evident through shared programs.

In 2023 our school will ensure that systems and processes that facilitate professional dialogue in order to promote a high performance collaborative culture across the whole school, and we will continue to review our teaching and learning programs to ensure that they are student centered and dynamic whilst meeting the educational requirements of the new curriculum.

Systematic and reliable assessment.

In 2022, scheduled professional learning sessions focused on student assessment data was implemented across each term to ensure that consistent teacher judgement remained paramount. Whole of grade assessments were analysed collaboratively by teachers and their peers. The analyses of student response with colleagues standing shoulder to shoulder enabled a consistent, evidence-based judgement of student progress. The impact of this initiative ensured that assessments were authentically moderated and adjusted to meet the learning needs of individual students. Evidence of collaboration, and professional dialogue was seen throughout teaching and learning programs.

In 2023, in this initiative, our school will refine the student assessment schedule to ensure that student need is readily identified and acted upon. The need for a centrally stored data hub will be revisited with the options available to our school scrutinised in line with DoE guidelines.

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>School Excellence - Learning Culture and Assessment</p> <p>An improvement in the element of "Learning Culture" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p> <p>An improvement in the element of "Assessment" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning Culture. • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Assessment.
<p>School Excellence - Learning and Development</p> <p>An improvement in the element of "Learning and Development" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Learning and Development.
<p>School Excellence - School Planning, Implementation and Reporting</p> <p>An improvement in the element of "School Planning, Implementation and Reporting" to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.</p>	<ul style="list-style-type: none"> • Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of School Planning, Implementation and Reporting.

Strategic Direction 3: A planned and measurable approach to wellbeing.

Purpose

School wellbeing metrics have been analysed and it is evident that student sense of belonging is an area for renewed focus. Tell Them from Me data outlines that the student responses have shown a sharp decline in this domain over the past three surveys. The school sits 9 percentage points below state average. Our reflection upon this data is consistent with supporting literature. Although our students are very well behaved, there is much to be done to improve student wellbeing and as such it will form a vital part of our Strategic Improvement Plan.

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.

- Positive relationships that foster recognition and respect.
- An adaptive and supportive environment that allows all students to thrive.

Resources allocated to this strategic direction

Summary of progress

Positive relationships that foster recognition and respect.

In 2022, human resources were flexibly allocated in order to meet the needs of students both individually and collectively. Staff, including key personnel within the Learning and Support Team, were integral in assisting students when learning at school. The introduction of the SeeSaw application across all Kindergarten classrooms resulted in positive relationships between the home and school environment.

In 2023, in this initiative, we will continue to analyse essential data and monitor the wellbeing of our members. Our staff will participate in a number of wellbeing professional learning opportunities that foster positive relationships, recognition and respect. Emotion Coaching will be explained and utilised by our School Counselling service. A renewed student behaviour policy will be developed collectively by all staff, students and the community.

An adaptive and supportive environment that allows all students to thrive.

In Term 4 of 2022, a trial of You Can Do It was implemented across the Kindergarten classes to help develop social skills across varying situations. This initiative was realised in response to identified need by both the teachers and in the home. Teaching and support staff engaged in a common language which was seen to make an impact in both the classroom and in the playground.

The need for continuation in 2023 will be reviewed.

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
School Excellence Wellbeing An improvement in the element of " Wellbeing " to be moving towards the school identified target of Excelling as measured by the School Excellence Framework. Management Practices and Processes	<ul style="list-style-type: none">• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Wellbeing.• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Management Practices and Processes.

An improvement in the element of **"Management Practices and Processes"** to be moving towards the school identified target of Excelling as measured by the School Excellence Framework.

Wellbeing

Increase in the proportion of students reporting a positive sense of belonging in the Tell Them From Me student survey to be moving towards the school's lower bound system-negotiated target of 90.8%.

• Tell Them From Me data indicates 75.92% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$101,970.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Normanhurst West 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 <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrating progress towards their personalised learning goals. All PLSPs were regularly updated and responsive to student learning needs and progress ensuring eligible students receive personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. The use of integration funding will be adjusted throughout the year in response to student PLSPs reviews to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$7,989.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Normanhurst West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: equitable access to all school programs and events. Community requests are always treated in the strictest of confidence.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide ongoing student assistance for families experiencing financial hardship. Monitor the need for non-perishable food rations for students who may require it.</p>
<p>Aboriginal background</p> <p>\$1,053.21</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Normanhurst West 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Aboriginal background</p> <p>\$1,053.21</p>	<ul style="list-style-type: none"> • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: in all Aboriginal families engaging in the Personalised Learning Pathway process.</p> <p>After evaluation, the next steps to support our students will be: to enable an early transition and sharing of information regarding the Personalised Learning Pathway between staff members as students move through the primary years. Early identification and review of the PLP is vital in order to ensure that our indigenous students' culture is valued at school and endorsed through Tell Them From Me surveys.</p>
<p>English language proficiency</p> <p>\$16,052.73</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Normanhurst West 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"> • Other funded activities <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 support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: all identified students achieving their expected growth on the EAL/D progressions. Classroom observations and work samples indicate that students are taking risks in their language use and developing more confidence when engaging in whole class settings.</p> <p>After evaluation, the next steps to support our students will be: continue to provide additional assistance where required and capitalise on student growth across the whole curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$98,608.09</p>	<p>Low level adjustment for disability equity loading provides support for students at Normanhurst West 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"> • Other funded activities <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 LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: an increase of students achieving at or above expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: to further expand the support offered by our learning and support team whilst improving communication between the learning and support team, classroom teachers, support staff (SLSOs) and families.</p>
<p>Professional learning</p> <p>\$29,323.64</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 Normanhurst</p>

<p>Professional learning</p> <p>\$29,323.64</p>	<p>West 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"> • A culture of continued learning. • Systematic and reliable assessment. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Engaging a specialist teacher to unpack evidence-based approaches to teaching synthetic phonics. • Engaging a specialist paraprofessional to enhance leadership frameworks and school improvement measures.. <p>The allocation of this funding has resulted in the following impact: all teachers across K-2 have now been able to fully participate in targeted professional development particularly in the teaching of synthetic phonics. 80% of the schools executive remain to be active members of the Agile Schools Collective under the guidance of Dr Simon Breakspear.</p> <p>After evaluation, the next steps to support our students will be: to evaluate the impact of Teaching Sprint methodology on the professional learning of our workforce. Support teachers with targeted professional learning that coincides with the release of the new K-2 curriculum.</p>
<p>Literacy and numeracy</p> <p>\$15,725.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Normanhurst West Public School from Kindergarten to Year 6.</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"> • A culture of continued learning. • Data driven evidence-based teaching strategies. • Systematic and reliable assessment. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: a full suite of decodable readers were purchased to support young readers in their homes. A decline in the number of students requiring intervention support through MiniLit and MacqLit. Stage 2 Sound Waves trial was expanded with additional online learning tools being utilised in conjunction with explicit teaching.</p> <p>After evaluation, the next steps to support our students will be: to seek feedback from the community regarding the further roll out of synthetic phonics resources and program across the whole of K-2 including the updated decodable home reading resources. The continued expansion of the sound waves program. Further stocktake of concrete materials required to assist teaching.</p>
<p>QTSS release</p> <p>\$94,924.75</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Normanhurst West 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"> • High performance culture. <p>Overview of activities partially or fully funded with this initiative</p>

<p>QTSS release</p> <p>\$94,924.75</p>	<p>funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: increased staff collaboration with a strong focus on embedded formative assessment. Planning days have strengthened curriculum provision with consistent professional reviews and collaborative lesson planning resulting in targeted reflections and improvements in line with a culture of lifelong learning.</p> <p>After evaluation, the next steps to support our students will be: ensuring sufficient allocation of time is afforded to teams in order to enable effective collaboration. Teaching Sprints methodology to be expanded across all stage teams.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Normanhurst West Public School who may be at risk of not meeting minimum standards.</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"> • A culture of continued learning. <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices <p>The allocation of this funding has resulted in the following impact: differentiated teaching through on-going formative assessment followed by targeted literacy programs for identified students performing below the expected level for their stage. Targeted support has seen a marked improvement as evidenced through both formative and summative assessment.</p> <p>After evaluation, the next steps to support our students will be: to closely monitor student growth and value add results over the following 2 years in order to ascertain improvement measures against standardised testing i.e Best Start, NAPLAN and Check In Assessment.</p>
<p>COVID ILSP</p> <p>\$26,747.00</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 • employing staff to provide online tuition to student groups in literacy/numeracy - Reading <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of small group tuition (MacqLit) using data sources to identify specific student need. The school learning and support</p>

COVID ILSP
\$26,747.00

processes will involve regular monitoring of student progress and effective reporting to parents. Providing additional in-class support for some students to continue to meet their personal learning goals will also be enabled.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	276	273	252	240
Girls	243	234	228	203

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.0	97.0	95.0	92.8
1	95.4	95.6	96.1	92.1
2	95.6	96.4	94.9	92.3
3	95.6	96.5	95.3	91.6
4	95.8	95.7	95.5	91.5
5	95.2	95.9	91.6	91.6
6	94.7	94.8	94.1	88.0
All Years	95.3	95.9	94.5	91.3
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	15.34
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.6
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.28

*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	583,699
Revenue	4,464,530
Appropriation	4,120,900
Sale of Goods and Services	39,436
Grants and contributions	295,132
Investment income	9,063
Expenses	-4,357,141
Employee related	-3,828,611
Operating expenses	-528,530
Surplus / deficit for the year	107,389
Closing Balance	691,088

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	101,970
Equity Total	123,703
Equity - Aboriginal	1,053
Equity - Socio-economic	7,989
Equity - Language	16,053
Equity - Disability	98,608
Base Total	3,413,745
Base - Per Capita	121,286
Base - Location	0
Base - Other	3,292,459
Other Total	383,594
Grand Total	4,023,012

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

In 2022 the school sought the opinions of students, staff and parents/carers about various aspects of the school. 'Tell Them from Me' online surveys were utilised to canvas student, teacher and parent opinions on a wide range of school activities.

Students - Overall, students feel that they enjoy going to school each day and they have access to excellent resources and an interesting learning environment.. They enjoy the range of opportunities available within the school and many favourable comments were made about their teachers. They also enjoy the large grounds to play on and feel supported by their teachers. Over the past twelve months it has been pleasing to see that student sense of belonging has increased and now sits on the State average. It is still an area for continued focus for the school as improving student wellbeing is a major part of the Strategic Improvement Plan.

Teachers- With 2022 starting off still with challenges faced by all due to Covid, teachers continued to do their best to meet the needs of all students. When restrictions lifted, teachers felt that they were well supported by their colleagues. Teachers feel that it is an inclusive school with a harmonious working environment. They feel that the school is well resourced and that there are high expectations of the Learning Culture across the school.. Even though the students are consistently very well behaved, teachers do feel that behaviour expectations still need to be supported consistently across the school. The development of an updated Behaviour Plan will assist with this in 2023.

Parents/Caregivers - With restrictions being lifted in 2022, parents wanted more contact with the school after nearly two years of not being allowed on school grounds.. TTFM survey results showed that parents want more streamlined communication processes in place from the school. Earlier information about upcoming events, quicker responses to questions for admin and class teachers and hearing from their teachers more often were all valid points made and is something the school will work on improving in 2023. Transitioning to School Bytes in 2023 will enable quicker and more concise communication between the home and school.

The support of the parents, students and teachers in our community continues to be excellent.

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.