

# 2022 Annual Report

## Marayong Heights Public School



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## Introduction

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

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

### School contact details

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Marayong Heights Public School

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## School vision

Marayong Heights Public School is committed to working in partnership with the community to empower all students so they are equipped with the skills to become resilient, confident and responsible learners. Through inclusive practices, we aim to build a sense of belonging, ensuring that all students are known, valued and cared for. Our teachers aim for excellence, having high expectations of themselves and their students. We provide leadership opportunities for staff and students as we believe that through building capacity we can turn our vision into reality.

## School context

Marayong Heights Public School, is situated in Marayong which is located in the city of Blacktown in Western Sydney. The school is in the Quakers Hill Principal Network and is an active member of the Blacktown Learning Community (BLC). The school enrolment of 301 students includes 41% English as an Additional Language/Dialect (EAL/D) and 9% of the students identify as Aboriginal. There are 12 mainstream classes.

The school staff is a mix of experienced and early career teachers, with a variety of strengths and specialisations, who work collaboratively to deliver differentiated learning programs. The school provides a safe and supportive environment that promotes positive relationships and encourages students to achieve their full potential.

We identified, through consultation with the whole school community, the need for consistent implementation of effective practices and strategies to increase engagement for our students and improve connections with our community.

Through our situational analysis, we determined that we will continue to refine teaching practice through explicit quality teaching in literacy and numeracy, allowing students to achieve expected growth and attainment in their learning. A focus will be on strengthening the use of data-driven practices for differentiated delivery of the curriculum. Staff will engage in high impact professional learning on gathering and analysing quality, valid and reliable data, to ensure data is being used to drive student learning and teacher decision making in the classroom. A continued focus on building a culture of collaborative practice where teachers have the opportunity to give and receive feedback about their lessons will be evident in their planning.

Our school embeds the Positive Behaviour for Learning (PBL) framework across all school systems to enhance academic and social behaviour outcomes for students. To continue to embed consistency around the teaching and implementation of wellbeing practices and behaviour management strategies, ongoing professional learning will be embedded into our planning.

Marayong Heights Public School offers a range of co-curricular activities that are supported by the Parents and Citizen's (P&C) Association. The school works closely with the community to promote and celebrate student achievement in all aspects of school life. Marayong Heights has an on-site out of school hours care service, run by Camp Australia.

## 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>

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to build strong foundations for academic success in all key learning areas we will improve student learning outcomes in reading and numeracy and further developing explicit teaching practices that are responsive to the learning needs of every child.

### 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.

- Explicit Quality Teaching of Reading
- Explicit Quality Teaching of Numeracy

### Resources allocated to this strategic direction

**Socio-economic background:** \$138,685.04

**Professional learning:** \$20,052.04

### Summary of progress

#### Explicit Quality Teaching of Reading

All teaching staff completed professional learning on the K-2 and 3-6 Reading guides delivered by the APCI and Deputy Principal. This shaped the whole school approach to teaching reading K-6. A strong focus on ongoing HIPL coupled with shoulder to shoulder support by executive in classrooms through demonstration lessons, co-teaching, ongoing reflective practices has created a consistent approach to planning, programming and delivery of reading concepts. This activity has been effective in implementing a collaborative process to make necessary adjustments to programs to cater to the individual need of students this program will be consolidated in 2023 with a focus on revisiting Comprehension due to new staff and new English curriculum.

Analysis of staff survey on the effectiveness of the reading professional learning that was delivered during Curiosity hour shows 100% of teachers have improved understanding of effective pedagogy in the teaching of reading. There is more consistency across the school in relation to the teaching of reading. Whilst there has been small gains in student knowledge, there is still room to improve to evaluate student engagement and outcomes alongside teacher practice.

#### Explicit Quality Teaching of Numeracy

Teachers have a foundational knowledge of the Numeracy Guides and have been provided professional learning on the teaching tripod. Visible learning is embedded in all numeracy lessons across K-6. The school has embedded regular, ongoing data collection and analysis ensuring differentiated instruction for students. Teachers have an improved understanding of their students abilities as a result of using summative assessment data such as Essential Assessment. Whilst we have commenced our professional learning on Numeracy, our professional learning for 2023 will relate to the teaching tripod, talk moves and number talks to develop teacher understanding and modify their teaching practices to consistently implement effective pedagogy.

The next steps in teacher professional learning will be focused on unpacking of the components of a quality numeracy block, demonstration lessons on the teaching tripod and consistency across K-6 in the implementation of the Learn, Do Reflect Cycle.

### 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 proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Reading increases from 36.1% to at least 42.1%.	<ul style="list-style-type: none"><li>• 26.19% of students achieved in the top two bands in NAPLAN <b>reading</b> indicating progress toward the lower-bound target.</li><li>• </li></ul>

The proportion of Year 3 and 5 students achieving in the top 2 bands in NAPLAN Numeracy increases from 19.7% to at least 27.1%.	<ul style="list-style-type: none"> <li>• 9.88% of students achieved in the top two bands in NAPLAN numeracy indicating progress toward the lower-bound target.</li> </ul>
The proportion of Year 5 students achieving expected growth in NAPLAN Reading increases to be above the system negotiated baseline of 44.2%, nearing 55.10%, the lower bound system-negotiated target.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
The proportion of Year 5 students achieving expected growth in NAPLAN Numeracy increases above the system negotiated baseline of 36.9%, nearing 50.50% ,the system negotiated target.	<ul style="list-style-type: none"> <li>• Expected growth cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.</li> </ul>
<p>Uplift in School Excellence Framework (SEF)</p> <p>Learning Domain: towards of Sustaining and Growing in the theme of Curriculum.</p> <p>Teaching Domain: towards of Sustaining and Growing in the theme of Effective Classroom Practice.</p>	<ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Curriculum and at progress yet to be seen in the element of Effective Classroom Practice.</li> </ul>
An annual uplift in the number of students reading and comprehending at grade level expectations.	<ul style="list-style-type: none"> <li>• Year 5 annual check-in data reflects there was decrease in reading and comprehension from 57.1% in 2021 to 45.4% in 2022 of students comprehending at grade level.</li> <li>• Year 3 annual check-in data reflects there was a decrease in reading and comprehension from 52.1% in 2021 to 46.2% in 2022 of students comprehending at grade level.</li> </ul>
An annual uplift in the number of students at grade level range expectations in Number Sense and Algebra.	<ul style="list-style-type: none"> <li>• Year 5 annual check-in data reflects there was a decrease in Number Sense and algebra from 49.4% % in 2021 to 36.4% in 2022.</li> <li>• Year 3 annual check-in data reflects there was a decrease in Number Sense and algebra from 56.4%% in 2021 to 47.4%% in 2022.</li> </ul>

## Strategic Direction 2: Belonging and Engagement

### Purpose

In order to ensure all students are able to connect, succeed and thrive at school, we will implement a planned approach to inclusive wellbeing practices that support high levels of attendance, engagement and student wellbeing, ensuring all students are known, valued and cared for.

### 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 Wellbeing
- Engagement and Partnerships Matter

### Resources allocated to this strategic direction

Integration funding support: \$40,035.00

Aboriginal background: \$33,736.42

### Summary of progress

#### Student Well being

In term 2, 2022 the school re-launched Positive Behaviour for Learning. This initiative has been effective in ensuring students know our expectations and teachers and students are using a consistent language. The impact of this initiative was a positive and consistent change in student and teacher language when discussing expectations. The majority of students were invited to attend end of term rewards days indicating that the majority of students followed our school wide expectations of being a Safe, Respectful, Active Learner. In 2023, the school will continue to refine the practices based on the new student behaviour policy, IER implementation and feedback from students, teachers and parents. .

#### Engagement and Partnerships Matter

In 2022, there was a school wide focus on improving partnerships with parents and the wider community after the effects of COVID 19 lock downs and restrictions. The school created many opportunities for parents and carers to come to school and celebrate assemblies and whole school events such as open day, the Easter Hat parade and grandparents day. The school created external partnerships with a local Aboriginal group, Dalmarri, Sporting Schools, First Foot Forward, Souths Cares and other organisations to assist with student wellbeing. The school overhauled the Facebook page and website to ensure information was up to date, celebrated student achievements and gave the community timely information. As a result, the Facebook page grew in followers and engagement levels on posts increased. This activity has successfully increased levels of parent engagement both in person and online. Parents felt connected to the school and their child's learning. As a result, in 2023, the school will continue to build on this success to ensure that all families and the wider school community have a positive view of our school.

### 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
A minimum of 81.9% of students will have an attendance rate above 90%.	• The number of students attending greater than 90% of the time or more has decreased to 53.48%, however; this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID 19.
Tell Them From Me student wellbeing data (advocacy, belonging, expectations) increases to be at or above the target of 89.8%.	• 79.75% of students report positive wellbeing at school which indicates we are yet to meet the agreed lower bound target of 89.8%.
Uplift in School Excellence Framework (SEF)	• Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of A Planned

<p>Learning Domain: minimum of Sustaining and Growing in the themes Wellbeing and Behaviour.</p> <p>Teaching Domain: minimum of Sustaining and Growing in the theme Classroom Management.</p>	<p>Approach to Wellbeing.</p> <ul style="list-style-type: none"> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Behaviour.</li> <li>• Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of Classroom Management.</li> </ul>
<p>The 'Partners in Learning' parent Tell Them From Me data shows a year on year uplift of the school mean from baseline date in the areas of school supports positive behaviour, parents are informed, parents feel welcome and inclusive school.</p>	<ul style="list-style-type: none"> <li>• The Tell Them From Me data shows an increase of 0.2 in the area of <i>'school supports positive behaviour'</i>, 0.4 increase in the area of <i>'inclusive school'</i>, 0.4 decrease in the area of parents <i>'feeling informed'</i>, and an increase of 0.4 in parents <i>'feeling welcome'</i>.</li> </ul>
<p>Annual uplift in the attendance rates of Aboriginal students.</p>	<p>Data indicates that 25% of Aboriginal and Torres Strait Islander students attended school more than 90% of the time, this is an 11% decrease from 2021. Overall attendance for Aboriginal and Torres Strait Islander students is 82.8%.</p>



## Strategic Direction 3: Excellence in teaching

### Purpose

To improve student learning outcomes and teacher capabilities we will establish a culture of collaborative practice in which teachers will have the opportunity to embed data driven teaching practices into their pedagogy.

### Initiatives

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

- Data Driven Practices
- Collaborative Practice

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$150,571.00

**QTSS release:** \$57,230.66

### Summary of progress

#### Data driven practices

In 2022, beginning in term 1, systems were created to allow staff to meet fortnightly with their stage to plan collaboratively. Teaching staff were also released for 2 half day planning sessions twice a term with their stage colleagues to plan 5 weekly learning cycles. The planning days and collaborative planning sessions have improved teacher knowledge and practices around data collection and interpreting data to create meaningful teaching and learning programs. The half days were not always long enough to allow in depth analysis into planning. As a result of this initiative teachers expertly apply a range of summative assessment strategies to inform teaching and learning. In 2023 the school will continue to provide professional learning to all teachers and support staff on formative assessment across both literacy and numeracy. This alongside the assessment schedule will provide detailed information about all students and their learning goals. This information will then be used to allocate appropriate learning and support to targeted students.

#### Collaborative Practices

During this initiative the school executive worked with Professor David Hopkins and other schools within the network to develop whole school narrative and a theory of action. This allowed the school to participate in instructional rounds at participating schools and host instructional rounds. The school used the feedback and professional learning on best practice to create some consistency in school wide expectations on lesson planning and delivery. Stages worked in triads and observed their peers regularly and provided and received targeted feedback. The school embedded Walk Through Wednesdays in the timetable. Some barriers to this initiative were the regularity of 'walk throughs' as some teachers found they were occurring too often. Walk through Wednesdays have been instrumental in creating consistency in classroom practices and providing teachers with immediate, effective feedback. In 2023, we will continue this model but scale back on how often they occur. Further enhancement of the feedback method by implementing a digital feedback forum that will be effective in measuring growth and common trends in classroom practices.

### 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
An annual uplift in SEF elements Data Skills and Use and Learning and Development to a minimum of Sustaining and Growing.	Self-assessment against the School Excellence framework shows the school currently performing at delivering in the element of data skills and delivering in the element of assessment indicating progress yet to be seen.
An annual increase in school mean can be seen in the teacher Tell Them From Me data in the areas of Collaboration, Data Informs Practice and Teaching Strategies.	Tell Them From Me data shows a school mean of 7.4 in Collaboration (an increase of 0.7), 6.9 in Data informs Practice (a decrease of 0.6) and Teaching strategies 7.4 (a decrease of 0.3). indicating some progress towards the annual progress measures.

Tell Them From Me student survey data shows an annual increase in the area of High Expectations.

Tell Them From Me data shows a slight decrease in Expectations for Success from 8.0 to 7.9 indicating progress yet to be seen.

Funding sources	Impact achieved this year
<p>Refugee Student Support</p> <p>\$687.68</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for staff to provide targeted support to students, including mentoring and tutoring</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> refugee students were supported in their transition to Marayong Heights Public School.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue support for Refugee students with additional support as needed.</p>
<p>Integration funding support</p> <p>\$40,035.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Marayong Heights Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> targeted students making progress towards their learning goals (both academic and social) through learning and support provided by Student Learning Supports Officers. Individualised Education Plans 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><b>After evaluation, the next steps to support our students will be:</b> to continue to employ additional SLSO's to support students both in class and non-class settings. 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 regularly throughout the year to ensure funding is used to specifically address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$184,653.44</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Marayong Heights Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching of Reading</li> <li>• Other funded activities</li> </ul>

<p>Socio-economic background</p> <p>\$184,653.44</p>	<p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through planning days to support student learning</li> <li>• employment of additional staff to support curriculum implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> identified students are provided with targeted support at their level of need. Classroom programs are created based on student data.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to engage the APCI K-2 and DP 3-6 to support our trajectory towards achieving literacy and numeracy targets.</p>
<p>Aboriginal background</p> <p>\$33,736.42</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Marayong Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Engagement and Partnerships Matter</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• staffing release to support development and implementation of Personalised Learning Plans</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all Aboriginal and Torres Strait Islander students have a Personalised Learning Pathway that was developed with the student and in most cases a carer or parent.</p> <p><b>After evaluation, the next steps to support our students will be:</b> for staff to complete further professional learning in the areas of Turning Policy into Action and Aboriginal Histories and Culture to further enhance staff understanding of how to embed Aboriginal Culture into the curriculum.</p>
<p>English language proficiency</p> <p>\$44,929.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Marayong Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• withdrawal lessons for small group (developing) and individual (emerging) support</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to build on teacher confidence and their capacity to design integrated writing units that reflect the needs of EAL/D learners. Personalised and targeted professional development will be provided to each teacher in the form of</p>

English language proficiency \$44,929.27	mentoring, co-teaching and co-planning.
Low level adjustment for disability \$148,072.93	<p>Low level adjustment for disability equity loading provides support for students at Marayong Heights Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> achievement of 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><b>After evaluation, the next steps to support our students will be:</b> to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of LaSTs and trained SLSOs..</p>
Professional learning \$20,052.04	<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 Marayong Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Quality Teaching of Reading</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• SISA was engaged to release stages of teachers for an hour per fortnight to work and learn collaboratively.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> increased capacity of all teachers to embed effective practices in the explicit teaching of reading and phonics.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue Curiosity Hour with a shift of focus to numeracy.</p>
QTSS release \$57,230.66	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Marayong Heights Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data Driven Practices</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved staff confidence and teaching practice. Teachers use learning</p>

<p>QTSS release</p> <p>\$57,230.66</p>	<p>intentions, success criteria and have a strong focus on consistent practices across the school. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom practice.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to seek external specialist support from LEAD specialists in Mathematics to lead improvement in an area where teachers need support, such as numeracy.</p>
<p>COVID ILSP</p> <p>\$171,457.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers/educators to deliver small group tuition</li> <li>• development of resources and planning of small group tuition</li> <li>• releasing staff to participate in professional learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the majority of the students in the program achieving significant progress towards their personal learning goals</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>

## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	155	157	132	137
Girls	150	153	154	154

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.8	83.8	90.6	88.3
1	89.7	83.7	94.3	82.4
2	91.4	84.8	93.0	89.8
3	92.4	79.6	93.2	88.7
4	93.0	85.8	91.0	88.6
5	91.2	85.9	92.9	86.1
6	92.8	86.3	91.3	87.6
All Years	91.3	84.3	92.4	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	10.9
Learning and Support Teacher(s)	0.9
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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

## Financial information

### Financial summary

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

	2022 <b>Actual</b> (\$)
<b>Opening Balance</b>	476,186
<b>Revenue</b>	3,383,825
Appropriation	3,297,766
Sale of Goods and Services	3,280
Grants and contributions	77,765
Investment income	4,515
Other revenue	500
<b>Expenses</b>	-3,422,234
Employee related	-3,034,299
Operating expenses	-387,936
<b>Surplus / deficit for the year</b>	-38,409
<b>Closing Balance</b>	437,777

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	40,723
<b>Equity Total</b>	411,393
Equity - Aboriginal	33,736
Equity - Socio-economic	184,653
Equity - Language	44,929
Equity - Disability	148,074
<b>Base Total</b>	2,277,769
Base - Per Capita	72,266
Base - Location	0
Base - Other	2,205,502
<b>Other Total</b>	304,764
<b>Grand Total</b>	3,034,648

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## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

During 2022, parents, carers and community members had the opportunity to participate in a range of school based and department generated surveys.

When parents and carers were surveyed about events such as Meet the Teacher, Three Way Interviews, Kindergarten Orientation and general communication, the majority said they enjoyed being a part of their child's learning and they felt very connected and welcome in the school.

In the Tell Them From Me survey parents, students and teachers were asked the following questions:

*P-What can we do better as a school?*

*P-What do we do well?*

*S-How does your teacher support your learning? How do you know you are on track?*

*T-What is an area we could improve in teaching and learning?*

*T-What are we currently doing well?*

Overall, parents commented that our school is welcoming, inclusive and safe environment for their children.

Some suggested areas of improvement from parents were a canteen, improved communication and parent workshops.

Students stated that their teachers always check in with them on how they are going with their work, they have posters and learning intentions around the room to help and teachers provide feedback to help them.

Students have suggested the following as areas to improve, a canteen and nicer toilets.

TTFM social-emotional outcomes data indicated 80% of students have positive relationships at school and 82% of students try hard to succeed in their learning. .

Teachers commented that planned time for collaboration is very effective as is the focus on reading in improving consistent practices across the school.

Areas to improve from a teacher's perspective were managing disruptive students and a shift to focus on mathematics for professional learning and resourcing.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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