

2022 Annual Report

Kingswood Park Public School



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Introduction

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

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

School contact details

Kingswood Park Public School

24 Caloola Avenue

Penrith, 2750

<https://kingswoopk-p.schools.nsw.gov.au>

kingswoopk-p.school@det.nsw.edu.au

4721 4414

School vision

Striving to work together to inspire successful and engaged learners for life.

School context

Kingswood Park Public School is located in Western Sydney and has a student enrolment of 165 from Kindergarten to Year 6. The school Preschool that operates 2.5 day programs per week supports students across two groups with 20 in each group and are rated as exceeding National Quality Standards. The majority of students come from a low socio-economic background with 40% of students identifying as Aboriginal and Torres Strait Islander and 19% from English as an Additional Language/Dialect background.

Kingswood Park Public School has a combination of experienced and early career teachers. The school values it's learning community and is focused on maintaining and building strong relationships with staff, parents and students. The school works closely with the Aboriginal Education Consultative Group (AECG), Nepean Community and Neighbourhood Services (NCNS) and the Smith Family to provide support to all families in our community. The school participates in the National School Chaplaincy Program to provide a community liaison role for our families and community.

There is a strong focus on the delivery of differentiated, quality teaching programs with a particular emphasis on literacy and numeracy outcomes. The school embeds Aboriginal perspectives in all key learning areas and has an Aboriginal Education Officer. We provide targeted professional learning to support this focus. The school promotes participation in sport, dance, music, environmental groups and student leadership. At Kingswood Park Public School we actively engage and communicate with the community using a variety of platforms including KeptMe, SeeSaw and Facebook.

At Kingswood Park Public School, students, staff, parents and other community groups were consulted in the development of the situational analysis, leading to the development of the strategic improvement plan. The analysis has allowed us to identify several areas for future development at Kingswood Park Public School. These are in the areas of literacy and numeracy, collaboration and student and community wellbeing. We continue to use data driven practices to ensure that school and system negotiated targets are met. Differentiation and a high expectation culture leads to students with additional needs, including high potential and gifted students, being identified and successfully catered for.

School performance will be consistently monitored using a wide range of assessment data. This data will continue to inform teaching practice moving forward.

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

Strategic Direction 1: Student growth and attainment

Purpose

Student growth and attainment ensures that our school community is *striving together to inspire successful and engaged learners for life*.

In order to improve student learning outcomes in **reading** and **numeracy** and to build strong foundations for academic success, we will further develop and refine quality teaching practices to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative 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.

- Systematic and explicit reading instruction
- Systematic and explicit numeracy instruction

Resources allocated to this strategic direction

Per capita: \$13,000.00

Professional learning: \$7,318.00

AP Curriculum & Instruction: \$180,685.20

Aboriginal background: \$16,500.00

Summary of progress

In preparation for implementation of the new K-2 English syllabus next year, a significant focus has been the purchasing of suitable resources for reading, including accompanying professional learning. The purchase of decodable texts, big books, phonics and phonemic awareness kits was followed by piloting the effective use of these resources in the classrooms. Professional learning was conducted around quality literary texts and used to teach modeled and shared reading approaches in the classroom. Substantial time was allocated for professional learning for teachers to engage with the new syllabus documents, scope and sequences, HUB resources and units of work. After targeted interventions for Aboriginal students in Year 4, check-in reading data improved by 10.5%.

In the area of mathematics, a review of classroom resources was undertaken and many new resources purchased in the area of number. Classroom kits were made and teachers now have adequate resources for their classrooms. In Term 4, high impact professional learning was implemented by the AP's and the APCI working in classrooms across the school to identify areas where teachers required support in the numeracy block. Teachers were released to watch their colleagues teach numeracy lessons and many adapted their practice as a result. Aboriginal students from Years 4-6 were targeted through the QuickSmart numeracy program to increase their automaticity of number facts. The QuickSmart program was a success with all students making progress of an average of 9 levels. After targeted interventions for Aboriginal students in Year 4, check-in numeracy data improved by 14%.

The APCI funding enabled effective practice to be shared and observed across the school. Teaching staff are feeling supported, not only by the purchase of additional resources but because of the point of need professional learning in the areas of literacy and numeracy.

In 2023, this support will continue with the executive team working shoulder to shoulder with teachers in the classroom for numeracy and literacy.

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
Improvement in the percentage of students achieving in the top 2 bands in reading to 24.2%.	14% of students achieved in the top 2 bands of NAPLAN reading, indicating progress yet to be seen towards the lower-bound target of 24.2%.

Improvement in the percentage of students achieving in the top 2 bands in numeracy to 19.9%.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy (4%), indicating progress yet to be seen towards the lower bound target of 19.9%
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be close to 57.8%.	Expected growth in Reading cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be close to 56%.	Expected growth in Numeracy cannot be calculated as NAPLAN was not conducted in 2020 and comparative student performance results are not available for 2022.
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in reading to be above 28.8%.	No Aboriginal students achieved results in the top 3 NAPLAN bands in reading, indicating progress yet to be seen toward the lower-bound target of 28.9%
Increase the percentage of Aboriginal students achieving in the top 3 NAPLAN bands in numeracy to be above 31.9%.	No Aboriginal students achieved results in the top 3 NAPLAN bands in numeracy, indicating achievement progress yet to be seen toward the lower bound target of 32%.

Strategic Direction 2: Excellence through quality practices

Purpose

Excellence through quality practices ensures that our school community is *striving together to inspire successful and engaged learners for life*.

To improve student learning outcomes and teacher capabilities, we will develop processes to ensure that all staff are **collaborating** effectively to embed evidence-based explicit teaching practice into their pedagogy.

In order to maximise the learning outcomes for every student, all staff will **use data** to understand the learning needs of individual students and inform differentiated teaching for all students.

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.

- Collaboration
- Data skills and use

Resources allocated to this strategic direction

Socio-economic background: \$114,920.00

QTSS release: \$32,292.80

Per capita: \$10,000.00

Summary of progress

During 2022, Kingswood Park Public School embarked on a journey to improve collaboration and communication between all staff, across all levels of the school, to enable the needs of all students to be met more effectively. The introduction of Striving Together Days for all staff to engage with those in leadership positions has been instrumental in having a positive effect on collaborative practice within the school. The school has continued to be innovative with timetabling and funding resources, QTSS and per capita funding, to provide the time for collaboration to occur without impacting on any other programs within the school. The impact of this creative approach has built the capacity of all staff. They have been able to engage in quality, professional dialogue within the school and across school networks. These conversations and capacity building opportunities create confidence in staff to meet the learning needs of all students. In 2023, Striving Together Days will continue and focus on targeted areas for improvement.

Data has been collected from a variety of sources across the school to evaluate individual student progress, staff professional learning and whole school programs. The data has been used to guide teaching, improve teacher knowledge and pedagogy as well as monitoring and developing whole school programs. As a result of time provided to focus on data skills through socio-economic background funding, all staff have used data to guide their teaching to achieve student outcomes across all learning areas. In 2023, the continued use and refinement of selected data in all areas of the school will continue to drive teaching and learning program improvement.

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 range of evidence supports validation at sustaining and growing in the element of data skills and use in the themes data analysis and data use in teaching.	Self assessment against the School Excellence Framework shows the school currently performing at delivering in the element of data skills and use in the theme of data analysis. Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of data skills and use in the theme of data use in teaching.
A range of evidence supports validation at sustaining and growing in the element of Learning and development	Self assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development in the theme of collaborative practice and

in the theme of collaborative practice and feedback.	feedback.
A range of evidence supports validation at sustaining and growing in the element of Assessment in the theme of whole school monitoring of student learning.	Self assessment against the School Excellence Framework shows the school currently performing at delivering in the element of assessment in the theme of whole school monitoring.

Strategic Direction 3: Striving together

Purpose

Striving together is the key premise of our school vision statement to ensure that our school community is *striving together to inspire successful and engaged learners for life*.

We will establish a **learning culture** of high expectations and positive connections for a cohesive school community that is purposeful, flexible and dynamic in order to meet the diverse needs of our students, staff and community.

To ensure that all of our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing **whole school wellbeing** and attendance processes that support high levels of wellbeing and engagement.

Initiatives

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

- Learning Culture
- Wellbeing

Resources allocated to this strategic direction

Socio-economic background: \$254,122.00

English language proficiency: \$15,092.57

Low level adjustment for disability: \$120,185.48

Integration funding support: \$396,149.00

Per capita: \$10,000.00

Professional learning: \$2,859.16

Summary of progress

Teachers, parents and the community work together to support consistent and systematic processes that ensure student absences do not impact on learning outcomes. While target data indicates the attendance target has not been met due to the measure being taken in Semester 1, 2022, when COVID flexible attendance procedures impacted significantly on this figure. However, an increase has been shown in Semester 2 data due to the 'incentive drive' implemented by the school where over 58% of students were at school 90% or above. This is a significant increase. In 2023, the use of targeted funding will support the continuation of the 'incentive drive'.

Kingswood Park has implemented evidence based change to whole school practices, resulting in measurable improvements in wellbeing and engagement to support learning. There is a school-wide, collective responsibility for student learning and success, which is shared by parents and students. By strategically using targeted funding such as low level adjustment for disability and integration funding support, planning for learning is informed by sound holistic information about each student's wellbeing and learning needs in consultation with teachers, parents and carers. The impact has been seen in the Tell Them From Me data being above expectations. In addition, Advocacy at school is above state levels and there is an increase in expectations of success due to the demonstrated commitment by all staff.

In 2023, the school will continue to collaborate with students, staff, carers and the community to support systematic approaches to student engagement, attendance, wellbeing and learning, including embedding Trauma Informed Practices. In addition, new policies, procedures and programs, such as Growing Strong Minds, will be developed and implemented as planned and required. Due to the success of engaging external providers in 2022, a focus will be on engaging other external providers to implement new programs in 2023 such as Barnados' Dare program, as well as continuing to support students through our occupational and speech therapy sessions. Improvements to whole school case management approaches for every student, in each class, within a high expectations framework, is the target.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students attending school more than 90% of the	The number of students attending greater than 90% of the time is 34.6%.

time to 65.7%.	
Tell Them From Me Wellbeing data (advocacy, belonging, expectations) improves to be at or above 88%.	Tell Them From Me data shows an overall 88.69% in wellbeing.
A range of evidence supports validation at sustaining and growing in the element of Learning Culture in the themes of High Expectations and Attendance.	The school has met sustaining and growing through self-assessment against the School Excellence Framework in the element of learning culture in the theme of High Expectations.
A range of evidence supports validation at sustaining and growing in the element of Wellbeing in the theme A planned approach to wellbeing.	The school has met sustaining and growing through self-assessment against the School Excellence Framework for the element of Wellbeing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$396,149.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Kingswood Park 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"> • Wellbeing <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing of 1135 days SLSO support to assist students with additional learning needs. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • the use of SLSOs being engaged in the students' Individual Educational Plans (curriculum, health and behaviour). • the students being supported in the playground with active play activities. • each teacher creating a daily plan which outlines the student needs and the SLSO support for each day. <p>These activities have led to students being supported in mainstream classes where they have become more engaged with the curriculum and are regulating their emotions on a more consistent basis as well as learning social skills. Attendance data shows these students have improved their attendance.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ SLSOs to support students with disabilities to enhance the student learning as well as to support annual reviews, case management approaches, active play and plans for interventions.</p>
<p>Socio-economic background</p> <p>\$369,042.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Kingswood Park 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"> • Collaboration • Learning Culture • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 1.0 classroom teacher to have Assistant Principal off class to support ongoing PL of staff. • 1.0 teacher to support the creation of an additional class to create smaller class sizes across Stage 2 and fulfill needs of students with higher needs. • 0.2 RFF support to cover teachers each Friday for their Striving Together PL days. • 0.4 Teacher on class to relieve permanent teacher to run attendance, LST and PBL processes. • 0.194 SAO role in the office as a support role to lesson teacher administration. • 12 days casual SLSO role to upskill and further train non-teaching staff to support students in the classroom. • Allied Health support - Occupational Therapist one day a week (Zoom OT) and Speech Program (DOTS Speech) as well as a 0.1 SLSO to implement speech program for Kindergarten. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • all teaching staff completing online professional learning to improve their

<p>Socio-economic background</p> <p>\$369,042.00</p>	<p>evidence-based understanding for the familiarisation of the new English and Mathematics syllabus documents.</p> <ul style="list-style-type: none"> • the intensive training of SLSOs leading to an increase in students using our Active Playground in a positive manner and a reduction in behaviour referrals. • additional staff employed to reduce class sizes. Staff have observed that students are more engaged with the curriculum and regulating their emotions on a more consistent basis as well as learning social skills. This indicated more time spent on class tasks. • teachers collaborating in teams to write odd year units of work for History, Geography and Science/Technology. <p>These activities have led to an increase in the Tell Them From Me (TTFM) results and has seen consistent growth of reported positive wellbeing. This exceeds our upper bound target. Self assessment against the School Excellence Framework shows the school currently performing at Excelling in the element of Wellbeing in the theme of caring for students. NAPLAN data shows results for low-socio-economic students are not consistent.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage additional staffing to support our trajectory towards achieving literacy, numeracy and wellbeing targets. In 2023, the school will intensify identification and interventions for specific groups including all Stage 3 students participating in Quicksmart Numeracy and continue the Kindergarten speech program to identify and support children with expressive and receptive delays.</p>
<p>Aboriginal background</p> <p>\$139,718.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Kingswood Park Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</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"> • Systematic and explicit numeracy instruction • 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 an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process. • Employment of specialist additional staff (SLSO) to provide intervention and support in classrooms. • 0.2 teacher - one day per week to support teachers to embed Aboriginal perspectives across the curriculum. • Employment of a community member to support the development of cultural understanding through dance. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • 100% of Aboriginal students being involved in the PLP process alongside staff and teachers and more importantly, conversations with parents became more authentic. • All teachers working directly with the AEO to develop goals with Aboriginal students for their PLPs. • All students made progress of an average of 9 levels in the Quicksmart program. • 82% of Aboriginal students believe there are high expectations for them to succeed and feel like their culture is valued at school as indicated by the TTFM data. This is above both the state and SSSG % data. <p>After evaluation, the next steps to support our students will be: for all Years 3-6 Aboriginal students to participate in targeted interventions to increase literacy and numeracy achievement. The AEO will develop a targeted program to support the achievement of student cultural goals.</p>

<p>Aboriginal background</p> <p>\$139,718.00</p>	<p>Teachers will have visual displays of goals in classrooms to further engage students and involve them in the goal setting process.</p>
<p>English language proficiency</p> <p>\$15,092.57</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Kingswood Park 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"> • Learning Culture <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional 0.228 staff to support delivery of targeted initiatives. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • An additional SLSO (3 hours per week) to support EAL/D students has led to 100% of the targeted students improving their sentence structure and grammar levels against our school based writing rubric. <p>After evaluation, the next steps to support our students will be: to build capacity of classroom teachers to support students to further develop their language acquisition and transference of developed oral skills into writing.</p>
<p>Low level adjustment for disability</p> <p>\$120,185.48</p>	<p>Low level adjustment for disability equity loading provides support for students at Kingswood Park Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a 0.7 learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting. • providing support for targeted students within the classroom through the employment of 0.552 School Learning and Support Officers. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • SLSOs being engaged in the development of students Individual Educational Plans. • students being supported in the playground with active play activities. • each teacher creating a daily plan which outlines the student needs and the SLSO support for each day. <p>These activities have led to students being supported in mainstream classes. Targeted students have become more engaged with the curriculum and are regulating their emotions on a more consistent basis as well as learning social skills. Attendance data shows these students have improved their attendance.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ additional staff to support students with disabilities to enhance student learning as well as to support annual reviews, case management approaches and active play.</p>
<p>Professional learning</p> <p>\$10,177.16</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 Kingswood Park Public School.</p>

<p>Professional learning</p> <p>\$10,177.16</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"> • Systematic and explicit reading instruction • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • casual class cover to support teaching staff to engage with high impact professional learning. • release for non-teaching staff to engage in whole school Trauma Informed Practice professional learning. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> • All K-2 teachers using decodable readers in their classrooms and using a Science of Reading approach to teaching reading and spelling. • Teachers having a clearer understanding of the layout and content of the New K-2 English and Mathematics syllabuses and how to use the online interactive syllabuses. • Teachers in K-2 engaged in professional learning from Jocelyn Seamer and Decodable Readers Australia on the components of teaching reading and spelling using a phonological awareness and phonics approach. • All staff completing 4 modules of Trauma Informed Practice professional learning. <p>After evaluation, the next steps to support our students will be: to provide teachers with ongoing support in implementing the K-2 English and Mathematics Syllabuses using units of work provided by the DoE. Stage 2 teachers will require further professional learning with implementing the new syllabuses into their planning and teaching to address the learning needs of their students. In 2023, all staff will receive Curriculum Reform professional learning to familiarise themselves with the new Years 3-10 English and Mathematics syllabuses for a seamless implementation. Non-teaching staff will need ongoing professional learning to develop reading support strategies for students and to implement whole school wellbeing initiatives.</p>
<p>QTSS release</p> <p>\$32,292.80</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Kingswood Park Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Collaboration <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Assistant Principal provided with additional release time (0.273FTE) to support classroom programs. <p>The allocation of this funding has resulted in the following impact: an Assistant Principal provided with relief from face-to-face teaching to support the development and implementation of an intensive assessment schedule incorporating analysis of data with teachers to inform teaching and learning programs.</p> <p>After evaluation, the next steps to support our students will be: the collection of assessment data will allow the executive to work with teachers to analyse and reflect on teaching and learning programs and identify areas of need to set goals in 2023 that align with the school strategic improvement plan.</p>
<p>COVID ILSP</p> <p>\$176,973.00</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</p>

COVID ILSP

\$176,973.00

school as most likely to benefit from additional support in 2022.

Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:

- Other funded activities

Overview of activities partially or fully funded with this targeted funding include:

- employment of 2.51 teachers to deliver small group tuition.
- employment of 0.208 educators to deliver small group tuition.

The allocation of this funding has resulted in the following impact:

- the ILSP program was delivered to groups of students after data was considered and then focus groups developed and interventions took place for literacy and numeracy.
- the tutoring and assessment being delivered by teachers and SLSO's in reading, phonics and number for groups of students determined by need.

These activities led to 100% of participating students from K-6 achieving growth, in reading and numeracy, according to internal assessment data. The capacity of SLSOs was built to ensure they could support students to achieve set goals and outcomes in literacy and numeracy.

After evaluation, the next steps to support our students will be:

- to continue to use SLSO's to work alongside teaching staff to provide explicit targeted interventions for as many students as possible.
- to have teachers specifically work on reading, phonics, writing and numeracy to increase student outcomes in these areas of need.
- teachers to use NAPLAN, check-in assessment data, ALAN assessments (IfSR and Phonological Awareness and Phonics diagnostics) and school based assessments to select students for ILSP tutoring.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	68	82	85	90
Girls	67	59	66	75

Student attendance profile

School				
Year	2019	2020	2021	2022
K	89.2	90.7	88.5	84.6
1	92.8	82.7	89.7	81.8
2	87.1	83.6	89.6	80.7
3	92.5	85.4	93.0	81.7
4	90.4	87.9	88.0	81.7
5	90.7	88.4	89.2	78.4
6	87.1	86.1	90.0	78.7
All Years	89.8	86.2	89.6	81.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	3.2
Classroom Teacher(s)	7.06
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Administration and Support Staff	4.22

*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	146,140
Revenue	3,506,686
Appropriation	3,456,324
Sale of Goods and Services	8,056
Grants and contributions	41,228
Investment income	879
Other revenue	200
Expenses	-3,514,269
Employee related	-3,178,352
Operating expenses	-335,917
Surplus / deficit for the year	-7,583
Closing Balance	138,557

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	281,312
Equity Total	644,202
Equity - Aboriginal	139,514
Equity - Socio-economic	369,409
Equity - Language	15,093
Equity - Disability	120,186
Base Total	1,478,090
Base - Per Capita	40,366
Base - Location	0
Base - Other	1,437,725
Other Total	546,978
Grand Total	2,950,583

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

The school community, students, staff and parents, participated in the Tell Them from Me survey in 2022. The results and areas for action can be seen below.

Parent/Caregivers:

- * 18 parents responded to the survey in October, which is up by 400% on last year.
- * There was an increase from 2021 in how the school supports positive behaviour, safety and supporting learning.
- * School facilities are welcoming, well maintained and easy to access.
- * Parents responses were mixed when it came to homework.

Areas to develop in the future include:

- * Continuing to involve parents in student learning and explain our expectations.
- * Holding parent information sessions on various topics.
- * Surveying parents on homework expectations.
- * Continuing to involve and support our school P&C.

Students:

- * 56 students completed the survey in May and 59 students in October.
- * 80% of our students are engaged with school, 98% value school, 79% report positive behaviour within school and 91% feel we have quality instruction with high positive teacher student relations.
- * Explicit teaching practices and feedback, advocacy at school, a positive learning climate, sense of belonging and expectations of success, all increased over the year to well above norm.

Areas to develop in the future include:

- * Educating the school community on appropriate online behaviour through cyber safety workshops.
- * Continuing to establish clear and consistent expectations of positive behaviour.
- * Establishing a new wellbeing program "Growing Strong Minds" to develop 24 character strengths.

Teachers:

- * 13 classroom teachers responded to the survey, this is 100% of face to face teachers.
- * In the eight drivers of student learning, staff ranked the school near the mean for six of these areas compared to the state. The school was ranked above the mean for leadership and below for technology.
- * The school ranked below the mean for student goal setting.

Areas to develop in the future include:

- * Increasing the technology availability for staff and students to enhance learning.
- * Increasing observations of staff teaching to give further feedback.
- * Delivering professional learning on goal setting and establishing expectations to support staff to develop challenging and realistic learning goals for students.

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.