

# 2022 Annual Report

## Pleasant Heights Public School



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# Introduction

The Annual Report for 2022 is provided to the community of Pleasant 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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Pleasant Heights Public School

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## School vision

At Pleasant Heights Public School we work in partnership with all members of our school community to educate our students with learning that is needed for success at school and in life.

Our vision is that every student, teacher, leader and our school improves each year. We have high expectations of ourselves, our practice and students and work collaboratively to ensure those expectations are realised. Our school culture is focused on learning, the building of educational aspiration and ongoing performance improvement so that all can "Strive for the Heights".

## School context

Pleasant Heights Public School is an inclusive, innovative school with a strong focus on academic excellence and positive wellbeing. In 2021, a total enrolment of 259 students attend Pleasant Heights Public School, in 10 classes. The school provides a child-centred learning environment, where teachers and parents set high expectations of success for all students, and work in partnership to support students to fulfil their potential in all areas of learning and life.

A dedicated and talented team of school leaders, teachers and support staff work collaboratively to design and implement outstanding teaching and learning programs based on the NSW syllabus. The school-wide commitment to future-focused learning approaches including formative assessment, visible learning and thinking results in the development of essential skills for citizens in the 21st century. A holistic approach to education, focusing on the development of the whole child, is a key component of the school's philosophy. A comprehensive sporting program enables participation in a range of sports and develops fitness and healthy lifestyles and the school offers a wide range of co-curricular programs including band, choir, drumming and Environmental Education.

An onsite Out of School Hours Care service works closely with the school to meet the needs of the school community. Parents, carers and the wider community are highly invested in the school, with parents and community members providing strong support for the school through volunteering, fundraising and collaboration with staff members.

The visible and active P&C Committee meets twice per term, and enables consistent and meaningful collaboration and consultation between the school and its community, as well as organising events and initiatives which raise valuable funds for the school and provide opportunities for the school community to connect and thrive.

Through a comprehensive situational analysis, the school has identified focus areas of Growth and Attainment, High Expectations and Challenge and a Culture of Improvement.

## Self-assessment and school achievement

This section of the annual report outlines the findings from self-assessment using the School Excellence Framework, school achievements and the next steps to be pursued.

This year, our school undertook self-assessment using the School Excellence Framework. The Framework is a statement of what is valued as excellence for NSW public schools, both now and into the future. The Framework supports public schools throughout NSW in the pursuit of excellence by providing a clear description of high quality practice across the three domains of Learning, Teaching and Leading.

Each year, we assess our practice against the Framework to inform our Strategic Improvement Plan and annual report.

Our self-assessment process will assist the school to refine our Strategic Improvement Plan, leading to further improvements in the delivery of education to our students.

For more information about the School Excellence Framework: <https://education.nsw.gov.au/teaching-and-learning/school-excellence-and-accountability>

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Excelling
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Sustaining and Growing
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

In order to maximise student growth and attainment in reading and numeracy, we will implement evidence-based teaching practices and embed consistent school-wide practices for assessment so that the work of every teacher is underpinned by research-informed strategies and student data.

### 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.

- Effective Classroom Practice
- Assessment for Teaching

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$70,636.00

**QTSS release:** \$29,516.00

**English language proficiency:** \$22,069.00

**Literacy and numeracy:** \$11,550.00

**Professional learning:** \$14,109.00

### Summary of progress

In 2022, the focus of the school work in Strategic Direction 1; Student Growth and Attainment was to improve the quality of effective classroom practice.

The school developed staff capacity in the explicit teaching of reading and multiplicative strategies, in alignment with the reformed K-2 syllabus and current research. The school also formalised the process of classroom observations to gather data on teaching practice across all classrooms K-6. Staff completed professional learning in the use of Decodable Readers, Sparkle Kits, the Reformed K-2 English and Mathematics Syllabus, Sounds Write and Multiplicative Strategies. The school purchased a range of teaching and learning resources to support effective classroom practice. These resources were utilised in all K-2 classrooms.

Classroom observations were conducted across all classes K-6 to gather evidence on classroom practice. The high-impact professional learning that occurred was designed explicitly for our setting and was driven by the Strategic Improvement Plan and data collected. Teaching and learning programs were collaboratively designed based on student data, to drive the implementation of effective classroom practice.

In 2023, we will continue to facilitate professional learning to build teachers' understanding of effective strategies in the teaching of numeracy and literacy and provide direct support to teachers in classrooms to trial and implement new practices. Teachers will continue to develop and deepen their knowledge of the new curriculum in order to translate knowledge into practice. This will lead to teaching practice that reflects the current evidence base as articulated in the new curriculum.

### 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
5.8% uplift in the percentage of students achieving in the top two bands in NAPLAN Reading	2022 NAPLAN data indicates 73.53% of students in the top two skill bands for reading indicating the school exceeded the system-negotiated target.
6.9% uplift in the percentage of students achieving in the top two bands in NAPLAN Numeracy	2022 NAPLAN data indicates 64.62% of students in the top two skill bands for numeracy indicating the school exceeded the system-negotiated target.
Expected growth data in NAPLAN reading unavailable due to the	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

suspension of the National Assessment Program in 2020. Internal assessment measures used to monitor growth.	
Expected growth data in NAPLAN numeracy unavailable due to the suspension of the National Assessment Program in 2020. Internal assessment measures used to monitor growth.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Internal data indicates that teachers are routinely and explicitly reviewing content and previewing the planned learning through the use of learning intentions and success criteria.	Classroom observation data indicates 75% of staff are utilising learning intentions and success criteria in their lessons to review content and preview the planned learning.

## Strategic Direction 2: High Expectations & Challenge

### Purpose

In order for teachers to challenge students and encourage continuous improvement in their learning, we will develop student agency and further refine our learning culture to ensure all students experience and benefit from high expectations.

### 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 Agency
- High Expectations Culture

### Resources allocated to this strategic direction

**Socio-economic background:** \$6,125.00

**Low level adjustment for disability:** \$5,500.00

**Aboriginal background:** \$1,465.00

### Summary of progress

In 2022, the focus of the school work in Strategic Direction 2; Student Agency was to improve leadership opportunities for Year 6 students through implementing the Peer Support Program K-6, led by year 6 students, and the restructuring of leadership roles across Stage 3.

The school established 6 different Action Leadership Teams for all year 6 students to be a part of, having defined roles and responsibilities. Students were able to choose an action team that aligned with their interests or expertise. The Stage Assistant Principal introduced and implemented the Peer Support program and provided training for both staff and students. Year 6 students attended 2 days of Peer Support training, learning how to become effective Peer Support Leaders. PHPS students K-6 were placed in vertical groups across the school for a 7-week Peer Support Program on "Keeping Friends". The SRC executive team attended the GRIP leadership conference, increasing their knowledge of how to become effective leaders. Stage 3 teachers helped facilitate and mentor student leadership skills for the 6 Action teams. School Captains attended Wollongong SRC network meetings once a term. All Year 6 students reported they had a "Voice" and developed their leadership skills. There was a 75% increase in students who were nominated to run for SRC executive leadership roles for 2023.

In 2023, the school will continue to develop and document student leadership mentor processes and procedures, and incorporate the explicit teaching of roles, responsibilities, and expectations into Stage 3 programs. Making sure that consistent structures are embedded, and student leadership opportunities are more formalised, will help to ensure the sustainability of this initiative.

In 2022 the school have seen growth in the development of the culture of high expectations at Pleasant Heights through engagement with and implementing the High Potential and Gifted Education policy. The school staff developed an identification and tracking framework for HPG students and all teachers implemented Differentiation Adjustment Strategies within their classrooms. These strategies were informed and supported through high-impact professional learning and review protocols throughout the year. A survey of staff at the end of 2022 showed all staff had experienced growth in their understanding HPGE policy and differentiation adjustments strategies and increased confidence in catering for students who show potential or giftedness, with most staff expressing confidence when supporting students in the intellectual domain. The survey also showed that the vast majority of staff want to continue our Differentiation Adjustment Strategy professional Learning. In 2023 staff will continue their professional development journey focusing on the remaining five differentiation strategies and the refinement of processes to identify and cater for HPG students.

### 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
5.17% uplift in the percentage of students attending school greater than	The number of students attending greater than 90% of the time or more has decreased by 36.91%.

90% of the time.	
Tell Them from Me Wellbeing data (advocacy, belonging and expectations of success) demonstrates an uplift to be above the 2021 achievement level.	Tell Them From Me data indicates 88.77% of students report a positive sense of wellbeing (Expectations for success, advocacy, and sense of belonging at school).
Internal data indicates that professional learning in High Potential and Gifted Education has deepened teachers' knowledge and understanding of differentiation and adjustment strategies to cater for the learning needs of all students.	Survey data indicates that 92% of staff have a deeper knowledge and understanding of differentiation and adjustment strategies to cater for the needs of high potential and gifted students.



## Strategic Direction 3: A Culture of Improvement

### Purpose

In order to strengthen our culture of continuous improvement, teachers will collaborate to systematically evaluate and improve teaching and learning practices, ensuring every student, teacher, leader and our school improves every year.

### 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.

- Professional Collaboration

### Resources allocated to this strategic direction

**QTSS release:** \$19,900.00

**Literacy and numeracy:** \$18,514.00

**Professional learning:** \$3,850.00

### Summary of progress

In 2022, the focus of Strategic Direction 3; A Culture of Improvement was to facilitate professional planning and collaboration. The school designed, upskilled and implemented coaching partnerships and Teaching Sprints across K-6. Two members of the Executive Team completed training in Teaching Sprints to lead the K-2 and 3-6 sprint sessions, with funding allocated to release staff for Teaching Sprints throughout the year. Stage meetings were utilised to reflect on the Teaching Sprint process, the impact of the sprint and future implications. Executive staff completed coaching training and engaged in mock coaching sessions to develop capacity as coaches. Staff that self-nominated to participate in the coaching process also completed training and were provided with release time. This led to the development of professional relationships across the school, as teachers were able to identify strengths and areas of improvement within a trusting environment.

During coaching and Teaching Sprints, staff engaged in professional dialogue that focused on the improvement of practice. Teachers utilised the research presented in the Teaching Sprints and coaching sessions to evaluate and reflect upon their practice.

In 2023, the school will continue to provide opportunities and support for staff to work collaboratively, so that teachers continue to engage in professional dialogue to improve teaching practice. Explicit systems of collaboration will be developed and documented to drive ongoing school-wide 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
Internal data indicates that collaboration processes support teachers in reflecting on their practice to identify, understand and implement evidence based teaching strategies	Teacher survey data indicates that the school's collaborative processes have supported them in reflecting on their practice in support of the implementation of evidence-based strategies and has facilitated their sharing of professional learning goals with their peers
Internal data indicates that formal coaching structures and processes have supported staff to refine their evidence based teaching strategies through cycles of feedback and reflection.	71% of teachers involved in the formal coaching processes of the school found the sessions valuable or highly valuable in support of their improved practice and the achievement of their improvement goal.
Tell Them From Me (TTFM) teacher survey data shows an uplift in Collaboration above the 2021 measure.	Tell Them from Me teacher survey data indicates an uplift in Collaboration to be above the 2021 measure.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$176,513.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Pleasant 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>• 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>• 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>• staffing to support students with additional learning needs outside of school hours on extra curricula activities</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all eligible students demonstrating progress towards their personalised learning and support needs through the specialised support of teaching staff and School Learning Support Officers (SLSOs). Plans were aligned to each student's learning and behaviour needs and collaboratively reviewed and updated, 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 specialised staff to assist students in meeting their individual learning and wellbeing goals. The school will continue to regularly monitor their progress as part of our Learning and Support Team processes, with personalised learning and support plans being refined in response to student need. When required, the use of integration funding will be adjusted to ensure that it is used to specifically address each student's support needs.</p>
<p>Literacy and numeracy</p> <p>\$30,064.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Pleasant Heights Public School from Kindergarten to Year 6.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Professional Collaboration</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>• targeted professional learning to improve literacy and numeracy</li> <li>• resources to support the quality teaching of literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy through the use of the Teaching Sprints pedagogy</li> <li>• teacher release to engage staff in Sounds Write professional learning</li> <li>• staff training and support in literacy and numeracy through collaborating on student progress and achievement data</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Professional learning supported teachers in preparation for the effective implementation of the new K-2 syllabuses in 2023. Teachers understanding of and practice in implementing evidence-based teaching strategies was enhanced by collaborative reflection and feedback. The introduction of new assessment tools, aligned with the new syllabuses, supported teachers to monitor, plan and report on student learning.</p>

<p>Literacy and numeracy</p> <p>\$30,064.00</p>	<p><b>After evaluation, the next steps to support our students will be:</b> to engage an Assistant Principal, Curriculum and Instruction with our new executive entitlement allocation. This new, permanent leadership role will share the broader educational imperatives of the assistant principal position but with an explicit focus on the leadership of effective, evidence-based literacy and numeracy teaching and assessment practices for improved student learning outcomes across the curriculum.</p>
<p>Professional learning</p> <p>\$17,959.00</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 Pleasant 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>• Effective Classroom Practice</li> <li>• Professional Collaboration</li> <li>• Assessment for Teaching</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>• Executive teacher release to provide shoulder-to-shoulder support in classrooms - modelling and team-teaching</li> <li>• Executive teacher release to provide coaching and mentoring</li> <li>• Release time for teachers to engage in the Teaching Sprint methodology</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 numeracy, resulting in measurable student growth. The implementation of Teaching Sprints enabled teachers to engage in professional discussion and collaborate to improve their teaching practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to embed explicit systems for collaboration and feedback in support of teachers implementing the most effective strategies to improve their teaching and learning. Professional learning programs will be targeted to school priorities, the needs of students and achievement of teachers' professional development goals.</p>
<p>Socio-economic background</p> <p>\$7,854.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Pleasant 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>• Student Agency</li> <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>• providing students without economic support for educational materials, uniform, equipment and other items</li> <li>• resourcing to increase equitability of resources and services</li> <li>• professional development of staff through Got It and Second Step to support student learning</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> All students having equitable access to resources required to fully participate in the life of the school. K-2 students participated in evidence-based wellbeing programs that supported their engagement in learning. Year 6 students led the peer support program across the school, acting as positive role models to younger students as they developed their leadership skills.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

<p>Socio-economic background</p> <p>\$7,854.00</p>	<p>to continue to ensure all students have equitable access to resources that will ensure success at school. The student leadership program will be extended to ensure each leadership group is mentored by a member of staff.</p>
<p>Aboriginal background</p> <p>\$1,465.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Pleasant 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>• High Expectations Culture</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 Pathways</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> the development of, in consultation with students and families, Personalised Learning Pathways (PLPs). The PLP process supported students in setting goals that were meaningful to them and that could be monitored regularly.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to refine our PLP processes to align with the updated Department of Education guidelines, helping to ensure our students achieve their goals.</p>
<p>English language proficiency</p> <p>\$22,069.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Pleasant 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>• Effective Classroom Practice</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>• provision of EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students requiring EAL/D support received additional teaching time to ensure that they met their learning goals. Professional learning for teachers built their capacity to analyse achievement and progress data in order to develop teaching and learning programs that met student needs. EAL/D students were observed to be confident when using their language skills both orally and in writing.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to align teacher expertise in support of all EAL/D students and ensure that planned units of learning meet their needs. Professional learning will also support teachers to deepen their understanding of how EAL/D practices can be aligned with the demands of the new syllabuses.</p>
<p>Low level adjustment for disability</p> <p>\$76,136.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Pleasant 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>

<p>Low level adjustment for disability</p> <p>\$76,136.00</p>	<ul style="list-style-type: none"> <li>• Effective Classroom Practice</li> <li>• Assessment for Teaching</li> <li>• High Expectations Culture</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>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• employment of LaST and interventionist teacher</li> <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> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• staff engaging in professional learning to deepen their understanding of evidence-based strategies in literacy and numeracy</li> <li>• professional learning for staff in differentiating the curriculum and developing resources to meet the needs of students with additional learning needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>~ 100% of Year 5 students achieving in Band 5 or above for numeracy, with 65.4% of students achieving in the top two bands or higher</p> <p>~ 47.3% of Year 5 students achieving in the top two bands or higher in NAPLAN reading</p> <p>~ 67.7% of Year 3 students achieving in the top two bands or higher in NAPLAN numeracy</p> <p>~ 77.2% of Year 3 students achieving in the top two bands or higher in NAPLAN reading</p> <p><b>After evaluation, the next steps to support our students will be:</b></p> <p>to further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs. Learning and support staff will engage in professional learning aligned to the new syllabuses to ensure that interventions reflect the current evidence base.</p>
<p>QTSS release</p> <p>\$49,416.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Pleasant 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>• Effective Classroom Practice</li> <li>• Professional Collaboration</li> <li>• Assessment for Teaching</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> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> <li>• implementation of instructional coaching to strengthen quality teaching practices</li> <li>• provision of release time to all teaching and executive staff to collaborate on student progress and achievement data</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p> <p>Coaching and mentoring structures have provided teachers with the opportunity to focus on improving their teaching practices with the support of an instructional coach. Walkthroughs provided important data for the whole staff to reflect upon when seeking to improve their practice and when applying professional learning from the High Potential and Gifted Education initiative. Leadership of the Assistant Principals deepened teachers' understanding of the evidence base underpinning the new syllabuses, with the Teaching Sprint process providing the opportunity for teachers to</p>

<p>QTSS release</p> <p>\$49,416.00</p>	<p>engage in a structured collaborative process to improve teaching and learning in their classes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to develop and further refine the school's collaborative processes in support of teachers improving their professional knowledge and practice. The Teaching Sprint process will continue to be implemented to support staff to engage with research and intentionally practice strategies identified in professional learning.</p>
<p>COVID ILSP</p> <p>\$41,536.00</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 to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor the progress of student groups</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Post-test data showed evidence of improved outcomes for all students involved in the small group tuition. Students who made significant progress were those who were present for 90% or more of the sessions. As a direct result of the program, students, teachers and parents reported positive outcomes in most of the students' attitudes towards literacy (specifically spelling).</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to use data sources to identify the specific learning needs of students who require additional support and to tailor small group tuition to address those needs. The progress of students that participate in the program will be closely monitored to ensure that learning gains are maintained and that support can be implemented if required.</p>



## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	131	126	130	137
Girls	132	132	130	134

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	96.1	95.7	87.9
1	95.6	94.0	93.4	88.7
2	96.8	95.0	94.0	86.5
3	95.3	95.4	93.7	88.6
4	95.6	93.8	94.5	85.7
5	93.5	94.4	92.4	89.9
6	91.4	94.6	91.1	86.1
All Years	95.0	94.7	93.5	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)	3
Classroom Teacher(s)	9.39
Learning and Support Teacher(s)	0.5
Teacher Librarian	0.6
School Administration and Support Staff	2.42

\*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>	339,225
<b>Revenue</b>	2,866,363
Appropriation	2,686,418
Sale of Goods and Services	-595
Grants and contributions	178,238
Investment income	2,201
Other revenue	100
<b>Expenses</b>	-2,868,167
Employee related	-2,485,134
Operating expenses	-383,033
<b>Surplus / deficit for the year</b>	-1,804
<b>Closing Balance</b>	337,420

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>	176,513
<b>Equity Total</b>	107,527
Equity - Aboriginal	1,466
Equity - Socio-economic	7,854
Equity - Language	22,070
Equity - Disability	76,137
<b>Base Total</b>	2,144,633
Base - Per Capita	65,697
Base - Location	0
Base - Other	2,078,936
<b>Other Total</b>	121,026
<b>Grand Total</b>	2,549,698

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

## School performance - NAPLAN

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

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

## STUDENTS

The Tell them from Me student survey for years 4,5 and 6 elicited responses for their satisfaction in a number of areas. In 2022, there were 100 student responses.

- 70% of students indicated they had a positive sense of belonging
- 88% of students stated they had a positive sense of belonging
- 95% of students value schooling outcomes
- 91% of students believe they demonstrate positive behaviour at school
- 95% of students believe they are trying hard to succeed in their learning
- 95% of students believe that schooling is useful and will have a strong bearing on their future
- 80% of students believe that they have someone at school they can turn to for advice and encouragement
- 86% of students feel teachers are responsive to their needs and encourage their independence

## TEACHERS

The Tell them from Me teacher survey elicited 11 responses for their satisfaction in a number of areas.

- 75% of teachers believe that school leaders have helped them establish challenging and visible goals for their students
- 82 %of teachers believe that school leaders have provided guidance for monitoring student progress
- 82% of teachers believe they have worked with school leaders to provide a safe and orderly school environment
- 75% of teachers believe that school leaders have taken the time to observe their teaching
- 77% of teachers believe that school leaders have supported them during stressful times
- 80% of teachers believe they work with other teachers in developing cross-curricular or common learning opportunities
- 89% of teachers believe they discuss problems with particular students with other teachers
- 88% of teachers believe they set high expectations for student learning
- 79% of teachers believe they discuss learning goals in most of their lessons
- 84% of teachers believe their assessments help them understand where students are having difficult
- 88% of teachers use data from formal assessments to decide if a concept should be taught in a different way
- 84% of teachers use two or more teaching strategies in most class periods
- 86% of teachers believe they can identify unproductive learning strategies
- 73% of teachers believe that students have opportunities to use computers or other interactive technology to analyse, organise and present subject matter
- 83% of teachers believe we have an inclusive school
- 91% of teachers believe they establish clear expectations for classroom behaviour
- 84% of teachers work with parents to help solve problems that are interfering with their child's progress
- 82% of teachers believe that parents understand the expectation for students in their class

## PARENTS

The Tell them from Me arent survey elicited 37 responses for their satisfaction in a number of areas.

- 73% of parents feel welcome when they visit the school
- 87% of parents believe the school's administrative staff are helpful when they have a question or problem
- 80% of parents believe they can easily speak with their child's teacher
- 78% of parents believe their child's report is written in terms that they understand
- 74% of parents believe the school supports learning
- 81% of parents believe the school supports positive behaviour
- 75% of parents believe their child is safe at school
- 66% of parents believe we have an inclusive school

# 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.