

2022 Annual Report

Edward Public School



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Introduction

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

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

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School vision

Edward Public School staff, students and community will work together collaboratively to provide rich learning experiences focused on developing all students being supported to achieve their personal best in a nurturing and caring environment focused on aspirational outcomes for all.

School context

Edward Public School is located in the rural town of Deniliquin with an approximate population of 8,000. The school has an enrolment of approximately 113 students, of which approximately 30% identify as Aboriginal.

The school is renowned for its inclusivity and welcoming atmosphere. The school has large grounds which provide a range of spaces for student to play and learn. There is a vast range of educational, sporting, creative and cultural opportunities available to our students to support their engagement in learning across all key learning areas. A Multi Categorical Class was established in 2020 to support students with identified needs.

The school is committed to continually improving effective classroom practices with staff professional learning being the key to ensuring this. This learning will ensure that both literacy and numeracy levels can be enhanced through improved data analysis and use to support individualised and differentiated learning.

The wellbeing of students in our school is supported by our staff, a part time counsellor, chaplain and home school liaison officer. Edward Public School also has an active Parents and Citizen's Association focused on supporting the school and students by running the school canteen, uniform shop and fundraising activities to support the school.

After undertaking a thorough situational analysis the following areas for development were identified:

- the development of literacy skills, in particular reading comprehension and phonemic awareness
- the development of numeracy skills, in particular number sense and measurement
- strengthening teachers working collaboratively across the school to support refined teacher practice so support student learning
- continue to focus on student wellbeing to support student engagement across the school.

This helped identify the following strategic directions for our strategic improvement plan:

- Student Growth and Attainment
- Refined teacher practice and collaboration
- Developing and fostering wellbeing.

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to maximise student learning outcomes in reading and numeracy and to build strong foundations for success, we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual 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.

- Using data to inform our teaching of literacy and numeracy
- Differentiated classroom practices

Resources allocated to this strategic direction

Socio-economic background: \$87,240.00

Professional learning: \$3,750.00

Low level adjustment for disability: \$112,324.00

Integration funding support: \$158,750.00

Aboriginal background: \$46,400.00

English language proficiency: \$2,400.00

Summary of progress

Using data to inform our teaching of literacy and numeracy

The focus for 2022 was on evaluating the progress of using data to inform the teaching and learning cycle and continue to embed these practices across the school. Executive met with staff on a regular basis and discussed and reviewed programs. It was identified that staff still needed support in using data to inform their teaching practice to support student improvement.

Executive staff were supported by the Leading Evaluation, Evidence and Data (LEED) program to analyse internal and external data. Teachers implemented the LIPI phonemic awareness program, Heggerty Phonemic Awareness program and the Top Ten Mathematics programs. The Student Learning Support Officers (SLSOs) and teachers continued to work together to implement these strategies consistently and the programs were monitored.

Teacher expertise and confidence are improving. Students have improved their reading ability and staff feel more confident in knowing how to better teach reading and mathematics using the necessary components that students must master to be competent readers and mathematicians. Teachers have improved their skills in gathering relevant data and analysing this to guide their future teaching directions. The impact of these programs can be seen by the evidence from regular assessments.

Next year, in this initiative, the Assistant Principal, Curriculum and Instruction (APC&I) will work intensively with staff to model and further increase their confidence in using data to inform practice.

Differentiated classroom practices

The focus for 2022 was to develop staff understanding of the value of assessment and for them to use data and progressions to inform and provide differentiation in teaching practice to improve student growth and attainment. This was done by focusing on using Best Start, PLAN 2, NAPLAN and Check In Assessment data. Teachers continued to work on refining their skills to provide differentiated instruction in the classroom, an understanding of student achievement and where to next for each child.

Professional learning was provided during staff meeting time to support teachers in analysing classroom data and using this information to plan future lessons. Teachers interacted with the school Google Drive to store programs, assessment data, organisational documents and master copies of professional documentation. This storage system will continue to be updated to ensure current information is stored centrally.

The implementation of a whole school Personalised Learning Plan proforma led to a greater awareness of the adjustments required for students. Funding allowed teachers to be provided with support and additional release time to create individual plans for targeted students.

Next year in this initiative, the AP C&I will work closely with teachers to support staff in developing and monitoring teaching and learning programs PLPs, IEPs and behaviour plans to inform differentiated classroom practices.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the percentage of students achieving in the Top 2 NAPLAN reading bands by 8%	2022 NAPLAN data indicates a decrease of 1% of students in the top two skill bands for reading indicating the school did not achieve the system negotiated target.
An increase in the percentage of students achieving in Top 2 NAPLAN numeracy bands by 8%	2022 NAPLAN data indicates an increase of 1.7% of students in the top two skill bands for numeracy indicating progress towards the system negotiated target.

Strategic Direction 2: Refined teacher practice and collaboration

Purpose

In order for all students to achieve expected growth, teachers will undertake targeted high impact professional learning focused on collaboration and effective evidence-based teaching strategies and will embed these practices across the school.

Initiatives

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

- Teacher learning and development
- Collaboration

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$180,685.00

Professional learning: \$3,000.00

QTSS release: \$23,900.00

Summary of progress

The focus for 2022 was on continuing to implement evidenced based professional learning, refine the collaboration structures and evaluate current practice to support the ongoing refinement of teacher practice across the school. Collaboration was used to develop professional relationships. The focus was on the development of skills and knowledge so that teachers could confidently refine their practice and develop collaboration skills .

Professional learning was delivered to staff. They were supported by the APC&I. Staff were provided with time to implement, reflect, analyse and reset so that they could develop their confidence in the implementation of phonemic awareness and mathematical skills. The teaching and learning cycle was reviewed to assist staff in improving their practice. Staff collaboration was encouraged and providing time for staff to collaborate, analyse and input data was effective. Planning and monitoring were essential components of this initiative. Some staff were less confident when participating in the collaborative implementation of these programs. They were provided with support from the LAST (Learning and Support Teacher) to develop their confidence. Teachers continued to engage with some of the assessments and universal resources from the literacy and numeracy hub.

Next year, in this strategic direction, the APC&Is will enhance teacher expertise and continue to provide support for effective teaching of literacy and numeracy through collaboration.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
An increase in the percentage of students achieving expected growth in NAPLAN reading by 5%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
An increase in the percentage of students achieving expected growth in NAPLAN numeracy by 14%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 3: Developing and fostering wellbeing

Purpose

In order to ensure that all our students are able to connect, succeed, thrive and learn, there will be a planned approach to developing whole school wellbeing 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.

- High Expectations and Engagement
- Developing partnerships

Resources allocated to this strategic direction

Per capita: \$29,568.00

Socio-economic background: \$86,500.00

Aboriginal background: \$39,800.00

Location: \$6,600.00

Professional learning: \$15,000.00

Summary of progress

In 2022, staff were continually supported to improve student engagement. (LST) The data from the attendance self assessment provided valuable information for Assistant Principal, Wellbeing to continue to refine current attendance procedures to support students.

All staff were up-skilled through professional learning on how to accurately use Sentral to record attendance and SCOUT to access attendance data. Staff regularly followed up on student absences and liaised with the HSLO, AP Wellbeing and the Principal. The regular communication via school newsletters and social media was used to promote attendance.

Student Learning Support Officers continued to provide extra supervision during break times.

All Aboriginal students were included in the development of their negotiated goals in their Personalised Learning Pathways (PLPs).

The school continued to promote Positive Behaviour for Learning (PBL) values. The breakfast program with the support of Foodbank, was successfully implemented.

Next year in this initiative, staff will continue to work on accessing Sentral and Scout data to monitor attendance and implement strategies to improve student attendance rates. The school will implement the text messaging feature on Sentral to follow up unexplained absences. Following the success of the breakfast program, this will be continued in 2023 and accessibility will be increased from 3-5 days a week. Timetabled playground supervision and support from Student Learning Support Officers will continue to be provided next year.

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 number of students achieving 90% or greater, by 2%	The number of students attending greater than 90% of the time or more has decreased.
Wellbeing data from the Tell Them from Me survey will indicate an increase of at least 2%	The number of students reporting positive wellbeing outcomes has increased by 5.73% across the positive wellbeing measures.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$158,750.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Edward 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"> • Using data to inform our teaching of literacy and numeracy • Differentiated classroom practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • additional staffing to assist students with additional learning needs • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: students were able to access the syllabus in an equitable way in the classroom, participate and contribute, develop self esteem and enhance social situations in the classroom and the playground.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ effective SLSOs to support identified students, up-skill staff in areas of need to best support students and further develop a culture of inclusivity and equity throughout the school.</p>
<p>Socio-economic background</p> <p>\$173,740.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Edward 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"> • Using data to inform our teaching of literacy and numeracy • Differentiated classroom practices • High Expectations and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through PAX Good Game to support student learning • employment of additional staff to support LIPI and Top 10 Numeracy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employ the Assistant Principal Wellbeing to support improved attendance and student engagement and behaviour across the school. <p>The allocation of this funding has resulted in the following impact: student improvement evidenced by ongoing data analysis of the LIPI program. Positive Behaviour for Learning and Chaplain programs have indicated increased engagement in school programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage the Assistant Principal Wellbeing to support improved attendance and student engagement and behaviour across the school. To continue to be part of the Chaplaincy program to support students.</p>
<p>Aboriginal background</p> <p>\$86,200.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Edward Public School. Funds under this equity loading have been targeted to ensure that the performance of</p>

<p>Aboriginal background</p> <p>\$86,200.00</p>	<p>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"> • Using data to inform our teaching of literacy and numeracy • Differentiated classroom practices • High Expectations and Engagement <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional teacher to work as a full-time Literacy and Numeracy mentor with students performing below the expected stage level • employment of additional staff to deliver personalised support for Aboriginal students through the LIPI and Top 10 maths program • employment of specialist additional staff (SLSO) to support Aboriginal students in the classroom and the playground • staffing release to support development and implementation of Personalised Learning Plans • engaging 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 an Aboriginal teacher to work one day a week with all students with the idea of embedding cultural knowledge and inclusivity in the school <p>The allocation of this funding has resulted in the following impact: >90% of all Aboriginal families engaged in the PLP process to develop individual student learning goals Tell Them From Me data indicated 100% of Aboriginal students feel they have an advocate at school. Contributing towards employment of SLSO to deliver LIPI and Top 10 program to Indigenous students, improving phonemic awareness and mathematical skills of students</p> <p>After evaluation, the next steps to support our students will be: to continue to have the AEO work with teachers, parents, carers and students to develop, embed and frequently review PLPs. to continue to engage an Aboriginal SLSO to target the learning and social needs of students in the classroom and the playground. to engage a literacy and numeracy focused SLSO to deliver differentiated and personalised support to Aboriginal students during Literacy and Numeracy programs to continue to engage an Aboriginal teacher and further develop and grow the Cultural program in the school</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Edward 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"> • Using data to inform our teaching of literacy and numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives <p>The allocation of this funding has resulted in the following impact: student progress is showing high growth with the EAL/D student achieving expected or above expected growth. The EAL/D student is more confident and prepared to take risks with their language use,. This was noted in teacher observations, programs and work samples. The AEL/D student confidently spoke in front of the school when he put himself forward for election as a school leader and was successful.</p>

English language proficiency \$2,400.00	<p>After evaluation, the next steps to support our students will be: to continue with classroom support for the students where needed.</p>
Low level adjustment for disability \$112,324.00	<p>Low level adjustment for disability equity loading provides support for students at Edward 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"> • Using data to inform our teaching of literacy and numeracy • Differentiated classroom practices <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention Macqlit, LIPI and Top 10to increase learning outcomes <p>The allocation of this funding has resulted in the following impact: students are showing increased engagement with learning tasks across all KLA's. increased self esteem and willingness engage in more learning tasks as noted in teacher observation and programs.</p> <p>After evaluation, the next steps to support our students will be: to continue to review and evaluate the impact of the learning support team. The school will provide additional support for identified students through the employment of trained SLSOs. to continue to implement the LIPI and Top 10 Maths program.</p>
Location \$6,600.00	<p>The location funding allocation is provided to Edward Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • High Expectations and Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: reduced cost of excursion and subsidising allowed all students to participate. Subsidised transport costs allowed students access activities and events.</p> <p>After evaluation, the next steps to support our students will be: to continued to support students financially in regards to excursions, access to visiting performances and traveling to sporting events. students will have access to the latest iPad technology to enhance learning in the classroom..</p>
Professional learning \$21,750.00	<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 Edward 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>

<p>Professional learning</p> <p>\$21,750.00</p>	<ul style="list-style-type: none"> • Using data to inform our teaching of literacy and numeracy • Differentiated classroom practices • Teacher learning and development • Developing partnerships <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • LIPI - The LaST will present PL to the staff and then focus on K - 2 teachers to upskill them in the implementation and delivery of the LIPI program. • Top Ten - The LaST will present PL to the staff and then focus on K - 2 teachers to upskill them in the implementation and delivery of the Top Ten program. • Science of Reading - the Principal and the APC&I will present professional learning around the Science of Reading and phonemic awareness. • Restorative Practice - all staff will participated in the Restorative Practice professional learning with other public schools in Deniliquin at DHS. Follow up activities will be held at local schools. <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to implement the practices in the explicit teaching of phonemic awareness through the LIPI program, the differentiated, specific mathematical skills of the Top Ten Program, the core understanding of the Science of Reading and the strategies of Restorative Practice.</p> <p>After evaluation, the next steps to support our students will be: to continue to implement and monitor the explicit literacy and numeracy programs across the school in 2023. LaST and APC&I to support staff with the continued implementation of the new K-2 and 3-6 English and mathematics syllabi. Restorative Practice and PBL strategies to be maintained across the school.</p>
<p>QTSS release</p> <p>\$23,900.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Edward 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"> • continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority. <p>The allocation of this funding has resulted in the following impact: teachers being given support to plan and provide for individual student needs. Improved and more detailed and explicit PLPs and learning plans</p> <p>After evaluation, the next steps to support our students will be: continue to provide opportunities to support teachers in differentiated learning.</p>
<p>COVID ILSP</p> <p>\$74,733.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>COVID ILSP</p> <p>\$74,733.00</p>	<ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • providing intensive small group tuition for identified students who were... <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieving significant progress towards their personal learning goals. Engagement and self confidence as increased. This has been observed in small groups and in the classroom.</p> <p>After evaluation, the next steps to support our students will be: continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing additional in-class support for some students to continue to meet their personal learning goals will also be a priority.</p>
<p>AP Curriculum & Instruction</p> <p>\$180,685.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</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"> • Teacher learning and development • Collaboration <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Phonemic awareness <p>Digital strategies' LISC K-2 Syllabi Collaboration - staff mentoring/SEF PDP program collaboration during Cultural program</p> <p>The allocation of this funding has resulted in the following impact: Teachers have increased their skills to improve their practice</p> <p>After evaluation, the next steps to support our students will be: Continued and intensive support during RFF and in classroom to mentor and model strategies to inform and improve teaching practice</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	71	61	59	69
Girls	63	57	52	47

Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.5	90.0	88.7	76.5
1	90.5	90.9	85.7	84.5
2	89.4	86.8	91.7	76.5
3	86.5	89.8	89.1	83.7
4	88.7	81.1	87.8	82.4
5	90.2	81.5	83.7	82.7
6	85.6	82.8	81.7	77.4
All Years	88.8	85.9	86.8	80.2
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)	2.2
Classroom Teacher(s)	7.64
Learning and Support Teacher(s)	0.7
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	3.8
Other Positions	1

*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	1,124,417
Revenue	2,955,386
Appropriation	2,864,686
Sale of Goods and Services	938
Grants and contributions	13,921
Investment income	2,260
Other revenue	73,581
Expenses	-3,021,426
Employee related	-2,357,638
Operating expenses	-663,788
Surplus / deficit for the year	-66,040
Closing Balance	1,058,377

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	192,950
Equity Total	374,924
Equity - Aboriginal	86,203
Equity - Socio-economic	173,996
Equity - Language	2,400
Equity - Disability	112,325
Base Total	1,507,620
Base - Per Capita	29,569
Base - Location	6,965
Base - Other	1,471,086
Other Total	608,951
Grand Total	2,684,445

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

In 2022, the school community, staff and students were invited to participate in the Tell Them From Me survey and share their thoughts and opinions about the school. Fifty students, 55% of the staff and 7 parents participated in the survey.

The number of students reporting positive wellbeing outcomes increased by 5.73% across the positive wellbeing measures.

The majority of the students expressed that they were happy at school, enjoyed learning, felt that the teacher knew them, their interests and the best way for them to learn. There was an increase from 2021 in "Advocacy" with 92% of students feeling well supported at school. A sense of "Belonging" increased from 62% to 84% Expectations of "Success" remained very strong with 98% of students feeling that they were supported by all school staff to succeed.

Parents and teachers were supportive of the parent/teacher information sessions that were held early in term one. There were many positive comments about the way that the school supported the students and families. Parents willingly shared information that would benefit their child's learning.

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.