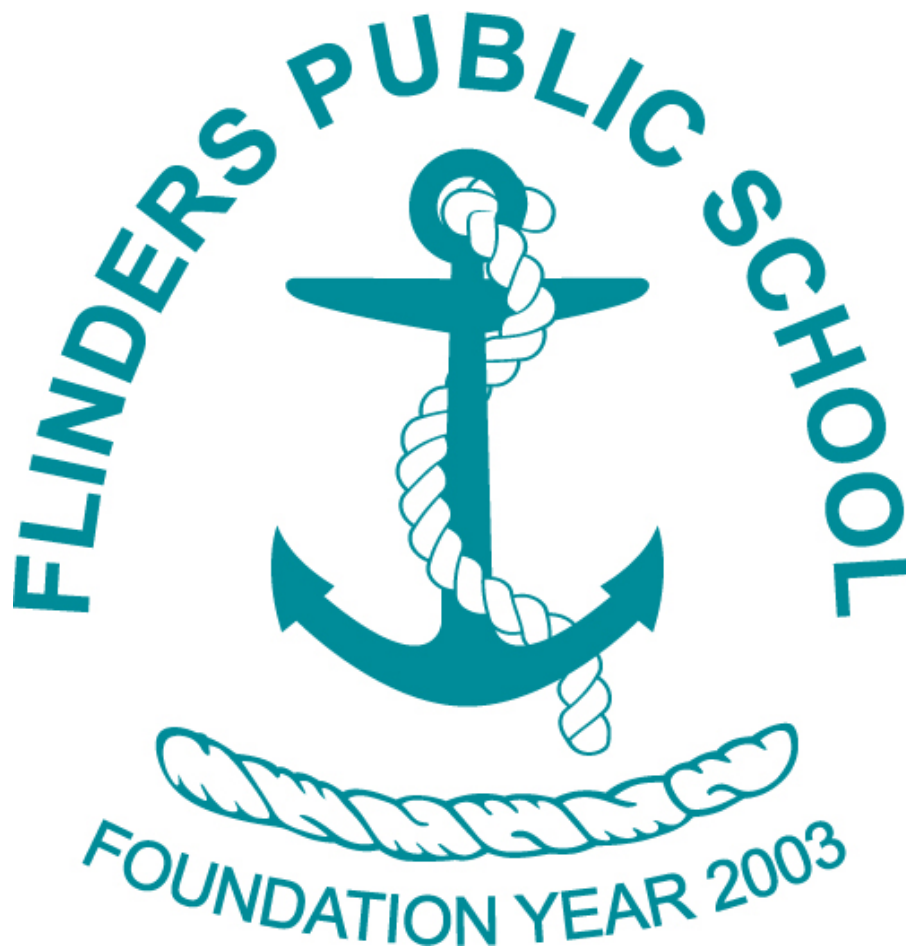


2022 Annual Report

Flinders Public School



4463

Introduction

The Annual Report for 2022 is provided to the community of Flinders 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

Flinders Public School

Adam Murray Way

Flinders, 2529

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

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

4295 7355

School vision

A caring learning community, focusing on quality education."

At Flinders Public School we aim to ensure every student is immersed in an engaging and challenging learning environment to pursue personal excellence. The vision we hold, is one which prepares all learners within our school, for the opportunities arising in an ever changing world.

School context

Flinders Public School has an enrolment of 551 students. The school supports 21 mainstream class groupings across Kindergarten to Year 6. Our students celebrate a diverse cultural background with over 20 languages identified. Flinders Public School is located in the local government area of Shellharbour. The school is located approximately 1.5 hours south of Sydney, on the State's South Coast. Flinders Public School was established in 2003 and serves a young and diverse new suburb. Our school is literally the hub of our developing community. The parents, carers and families add to the rich fibre of our school. The partnership between home, community and our school promotes learning, personal best and a collective responsibilities for all. This is evident in the manner in which staff demonstrate a genuine care for each and every one of our students. There is a culture that embodies our school motto of "quality teaching and learning in a caring environment".

The school undertook an extensive situational analysis that involved an extensive examination of both internal and external data sources across all domains of the School Excellence Framework to inform the development of this four year Strategic Plan. This also included two external providers working in collaboration with the school to ensure constructive feedback through rigorous reviews in and across the school.

Challenging Learning Baseline Report 2020.

A Community of Practice between four schools; Flinders Public School, Barrack Heights Public School, Kiama Public School and Farmborough Heights Public School have begun to implement the Challenging Learning Process to improve learning dispositions and skills for all. Central to this commitment was the establishment of three aims that were co-developed across all four schools. These are:

1. **Empowering learners to learn,**
2. **A culture of collaborative growth and**
3. **Engagement through challenge.**

The Challenging Learning Process is a continuous cycles of action learning that is shared and developed across all of the involved schools. All action learning is grounded in identifying baseline data to inform the project that is collected by independent and objective educators who are at arms-length to the school.

On 28th February 2020 baseline data was collected in the following ways; learning walks, teacher and student consultations, photographs, 11 classroom visits and leadership meetings. The focus was on looking for examples of Challenge, Dialogue, Language for Learning, Questioning and Growth Mindset. **The focus was to see patterns of practice or trends across the school rather than highlight specific teaching and to discover 'what is actually happening rather than what is hoped or believed is happening'.**

Baseline data regarding Challenging Learning has been established to identify **where are we now? where we are going? what are our next steps?** This data was collected through the following methods; Learning walks, classroom observations, student consultation, parent/carers conversations, teacher meetings, executive meetings and photographs. This confirmed that there is important work that needs to be undertaken within this plan to support and extend our students, particularly in the areas of academic engagement and challenge.

Student Wellbeing Review - External Report 2020

The school also secured the services of external educational experts to review student wellbeing at our school. This review consisted of a team involving two Flinders Public School staff, a teacher and an executive member working alongside external experts to review what is happening. What are the next steps in student wellbeing. The review methodology consisted of student focus group interviews, teaching and non-teaching group interviews, parent and carer group interviews and an examination of the documentation and data that is used by the school, executive team, teachers and parents and carers. Recommendations were made and utilised extensively in the development of this strategic plan.

The evaluation focused on identifying areas of strength and areas for development regarding how well:

- * The effectiveness and appropriateness of student wellbeing and discipline programs, policies and practices.
- * The extent to which the current approaches to student wellbeing ensure all students can connect, succeed, thrive and learn.
- * The effectiveness of communication with the school community that ensures understanding of and support for the school's student wellbeing and discipline programs, policies and practices.

Recommendation 1 - That targeted teacher professional learning be deployed to support staff understanding and engagement with whole-school wellbeing structures that are designed to underpin improved student learning outcomes.

Recommendation 2 - That the current school merit system be comprehensively evaluated to ensure alignment with Positive Behaviour for Learning protocols and improved student learning outcomes.

Recommendation 3 - That the 2021-2024 Strategic Improvement Plan (SIP) for Flinders Public School explicitly outline those whole-school wellbeing initiatives to be introduced and/or retained. Tracking and monitoring of these initiatives via SPaRO will ensure currency and provide evidence of impact.

Research - What Works Best - An Examination of the Evidence presented by CESE at Flinders Public School

After careful consideration and reflection on the publications - *What works best: 2020 update* and *What works best in practice* the school developed an overview page. This was created through a cycle of reading/listening to the CESE research, reflecting on the implications for schools and teachers and then discussing - 'what are the implications for us as a staff at Flinders Public School'. The areas focused on included; 1 High expectations, 2 Explicit teaching, 3 Effective feedback and 4 Use of data to inform practice. This process built a shared knowledge and understanding of ***why the focus area matters, what the evidence says, the practical applications and the implications for schools and teachers.***

The school curriculum is guided by the NESA syllabus requirements for all key learning areas. The review of the NSW Curriculum creates an extraordinary opportunity to revise the school curriculum as part of a systematic, statewide process.

The school Learning Support Team ensures all students are known, valued and cared for by coordinating learning support programs, individual learning, social, emotional and behavioural programs. The team also facilitates access to counselling services and allied health professionals.

Extensive data has been analysed from the ACER assessments in 2019/2020 for students in Years 1 - 6 in Numeracy and Reading as well as NAPLAN data. This has involved examination of both student achievement levels, achievement in the Top Two Bands and Growth.

As a result of the situational analysis the school has identified three areas of focus for this Strategic Improvement Plan. It is important to note that this builds upon the work undertaken in the previous school planning cycle.

Focus area 1 - Strategic Direction 1 - Academic Performance : Growth and Attainment

It has been evident throughout the different forms of evidence that we need to increase the number of students achieving expected growth in Numeracy and Reading through effective use of data and explicit teaching. Our internal and external data both reflect that our top two bands have under-performed comparative to state averages and there is an over-representation in the middle bands.

Teachers use of data needs to be strengthened from "I think," to "I know because...." Professional learning for teachers around data analysis will be important to be able to gain and measure impact at a class, grade, stage and school level.

Targeted instruction will be needed for students K-6 in reading and numeracy. A new model for COVID-19 instruction groups will support and extend the extensive Learning Support programs offered at the school. Evidence based strategies, processes and structures will be developed, refined and enhanced at a classroom, grade, stage and whole school level to improve instruction and student achievement levels. **Data will drive practice.**

Focus area 2 - Strategic Direction 2 - Improving Learning and Engagement through Challenge

Observational walk-through data by the Challenging Learning team has shown that students are very reliant on adults to drive their learning. While our staff believed that they were giving feedback to students, this was seen to be in the early stages of implementation. Extensive professional learning, collaboration, coaching and mentoring practices will be developed as part of the **Challenging Learning process that will strengthen the 'Effective Classroom Practice'**

across the school. This will build the capacity of staff to empower students with how to learn, enabling effective feedback to be embedded into daily practice to extend and challenge learning. Students need to be able to articulate what, how and why they are learning to be able to connect and then transfer authentic learning. Following parental surveys and the Tell Them From Me student surveys it was also evident that work needs to be undertaken in developing a shared understanding and focus on learning; in particular - **challenge, comfort and the ability to work through learning 'wobbles' or uncertainty in order to enhance, refine and stretch knowledge, skills and understandings**. Our focus will include our whole community of learners [students, parents, carers and school staff].

Focus area 3 - Strategic Direction 3 - A Planned Approach to Wellbeing.

Internal and external data strongly suggests that many of our students require extensive support in their effective management and ability to self regulate their social, emotional and behavioural skills. The changing and complex nature of student needs; including academic, social, emotional and behaviour, impacts directly on the student's and teacher's capacity to engage and improve their academic outcomes.

Through the provision of **planned, quality evidenced based wellbeing intervention programs**, our students, staff and families will have their identified needs addressed. This is a precondition for whole school improvement in the areas of engagement and learning outcomes.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our students are immersed in evidence based quality learning experiences through rich literacy and numeracy pedagogy.

Initiatives

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

- Literacy and Numeracy
- Attendance

Resources allocated to this strategic direction

English language proficiency: \$51,067.43
Low level adjustment for disability: \$174,407.89
Professional learning: \$32,731.05
Per capita: \$77,634.00
Literacy and numeracy: \$17,350.80
Literacy and numeracy intervention: \$84,466.94
Socio-economic background: \$104,960.16
Integration funding support: \$109,100.00
QTSS release: \$4,558.95
Aboriginal background: \$30,264.96

Summary of progress

Literacy and Numeracy

In 2022, whole school professional learning was implemented to improve teacher's knowledge, understanding and collaboration of effective evidence based teaching and learning in literacy and numeracy across the school. This involved staff participating in professional learning to ensure consistent, explicit quality instruction was evident in every classroom. Collected pre and post data and student work samples, highlighted improved student engagement with significant growth and improvement across all grades in the targeted areas of literacy and numeracy.

Interventionist teachers assisted identified students in target groups to move from the middle to the top through involvement in intensive reading and writing programs of support. Year 1: Students in year 1 on average improved their CATS data from 4.5% to 9.3%. Utilising CBM data, the average growth for stage one students was 19 CWPM. In Year 3 the majority of identified students improved in their performance against the ACER [Reading- Comprehension] pre/post testing. There was a 36% average growth in the CATS assessment for year 3 and 16.2% average growth in year 4.

Utilising data from Seven Steps Writing structures, post writing samples show a significant improvement in persuasive writing techniques using the various strategies from Seven Steps. All students in these samples went from CrT7/8 to CrT9/10 in PLAN 2. Writing samples also show a significant improvements in the use of tier 2 vocabulary and descriptive language.

The additional employment of Student Learning Support Officers (SLSOs) supported identified students working well below their grade level through literacy programs such as LIPI, MiniLit, MacqLit and Reinforced Reading across Kindergarten to Year 6. All students who participated in these literacy interventions made significant educational improvements in Reading and Phonic Knowledge. Students in ES1 PreLit improved from pre to post data collection, on average, by 97%. Students in Stage 1 MiniLit improved, on average, by 80%. Students in Stage 2 MacqLit improved from pre to post data collection, on average by 32%. Students in year 5 improved from pre to post data collection, on average of 13%.

Following ongoing professional learning of all teachers across the school in Numeracy, teaching staff worked in collegial teams in quality teaching and data rounds using the 5 for 5 strategy. 87% of staff highly rated the professional learning experience. Teacher program feedback, completed each semester, highlighted a significant improvement in staff including 'number talks' and 'f for 5' as ongoing formative assessment to monitor student growth and attainment.

For next year the focus to support further improvement will be:

- Continue to embed evidence based practice through the consistent implementation, assessment and evaluation of

the whole school Writing program.

- Continue to embed evidence based practice through the consistent implementation, assessment and evaluation of the Spelling program Years 3 to 6 to ensure a consistency of language of learning.
- Continue to embed evidence based and peer reviewed practice literacy programs like LIPI, MiniLit, MacqLit and LIPI across the school to identify and support students at point of need.
- Continue to embed effective practice through the consistent implementation, assessment and evaluation of the Number Talks and 5 for 5 (Quality teacher and data rounds) across the whole school.
- Ensure that all staff have the knowledge, understandings and skills necessary to successfully implement, assess and evaluate targeted school focus programs to support our students to progress and achieve established benchmarks.
- Focus on the use of data to drive and improve student achievement, progress and teacher practice across and throughout the school in order to achieve school based targets.

Attendance

The school established an attendance team to review and develop the school procedures and practices so that they aligned to departmental policy and guidelines. The procedures and practices were reviewed and updated by the team alongside the HSLO. Staff, including administration and teaching were trained in updated processes and practices. The HSLO engagement register was developed by the attendance team to support those students who are at risk due to attendance concerns.

For next year the focus to support further improvement will be:

- Continue to embed the school attendance procedures and practices so that they aligned to Departmental policy and guidelines.
- Promote, educate and support families knowledge and impact regarding the importance of attendance and processes for families to use for students with a variation in attendance.
- Continue to implement the process for identification and support of student's who are at risk due to attendance concerns.

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
<i>Achievement of 2022 system-negotiated targets:</i> An uplift of 6.9% [from baseline data] of Year 3 and Year 5 students achieving in the Top 2 bands in NAPLAN Reading assessments.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Reading is 38.97% and is progressing toward the lower-bound system negotiated target.
<i>Achievement of 2022 system-negotiated targets:</i> An uplift of 6.5% [from baseline data] of Year 3 and Year 5 students achieving in the Top 2 bands in NAPLAN Numeracy assessments.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN Numeracy is 23.53% and has progress yet to be seen toward the lower-bound system negotiated target.
Increase the proportion of students achieving expected growth in NAPLAN Reading toward the lower bound system negotiated target of 67.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students achieving expected growth in NAPLAN Numeracy toward the lower bound system negotiated target of 62.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of students attending school 90% or more of the	The proportion of students attending school is 75.9% and is progressing toward the lower-bound system negotiated target.

time to the lower bound system-negotiated target of 81.9%.	
Increased percentage of 2% of students who achieve expected growth as measured by PAT data in Reading in Years 2-6.	<p>The proportion of Year 6 students achieving growth in PAT Reading above the average mean of 128.9 is 20.18% exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 5 students achieving growth in PAT Reading above the average mean of 125.8 is 24.62% exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 4 students achieving growth in PAT Reading above the average mean of 120.9 is 2.1% moving towards the lower-bound system negotiated target.</p> <p>The proportion of Year 3 students achieving growth in PAT Reading above the average mean of 113 is 56% exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 2 students achieving growth in PAT Reading above the average mean of 101.1 is 44% exceeded the lower-bound system negotiated target.</p>
School Identified Targets: Increased percentage of 2% of students who achieve expected growth as measured by PAT data in Numeracy in Years 2-6.	<p>The proportion of Year 6 students achieving growth in PAT Numeracy above the average mean of 128.9 is 19.57% exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 5 students achieving growth in PAT Numeracy the average mean of 125.5 is 1.05% and is moving towards the lower-bound system negotiated target.</p> <p>The proportion of Year 4 students achieving growth in PAT Numeracy above the average mean of 121.1 is 20.61% exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 3 students achieving growth in PAT Numeracy above the average mean of 115.4 is 27.3% exceeded the lower-bound system negotiated target.</p> <p>The proportion of Year 2 students achieving growth in PAT Numeracy above the average mean of 108.3 27.79% exceeded the lower-bound system negotiated target.</p>
School Identified Targets: Self assessment as measured by the School Excellence Framework indicates improvement from Sustaining and Growing in the elements: Curriculum Assessment Data Skills and Use Learning and Development School Resources	<p>Self-assessment against the School Excellence Framework in these elements shows the school currently performing at:</p> <p>Curriculum - Sustaining and Growing</p> <p>Assessment - Sustaining and Growing</p> <p>Data Skills and Use - Sustaining and Growing</p> <p>Learning and Development - Sustaining and Growing</p> <p>School Resources -Sustaining and Growing</p>

Strategic Direction 2: Improving learning and engagement through challenge

Purpose

Students will become self-directed learners who are aware of their own progress and feel confident in working with teachers to help direct future learning. All staff will use data to understand the learning needs of individual students to creatively develop differentiated teaching and learning experiences for all students.

Initiatives

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

- Effective Classroom Practice

Resources allocated to this strategic direction

Summary of progress

Improving learning and engagement through challenge.

2022 Ongoing Professional learning led by James Nottingham's team in response to baseline survey collected through classroom observations, interviews with students, parents and staff. A Community of Practice between Flinders, Kiama, Barrack Heights and Farmborough Road PS, worked together on the combined SDD professional Learning to implement *Feedback* into all classrooms. Identified school based coaches trialed and implemented classroom structures and techniques to promote greater feedback with purpose of encouraging students to improve their completed work samples. Coaching teams shared learnings with staff. Collegial teams were utilised to discuss evidenced based readings on feedback and the impact this could have in their programming and the cycle of teaching. Coaches presented lessons in their classroom environment to all staff across the school. Teachers created individual goals to support the implementation of feedback strategies in the classroom. Posters and resources were created and shared to support initiative and linked to effective classroom practice. All teaching staff were involved in the professional learning regarding lesson study initiative and classroom walks. Collaborative sharing of teacher experience and learning with the creation of improved feedback within classrooms through Stage meetings for teacher reference, critique and improvement.

Leaders and Coaches were trained by James Nottingham's team to look at current practices and how to increase feedback for students to authentically improve the depth and transfer of learning. Challenging Learning representative carried out a full day, stage based, demonstration lessons with a focus on feedback. Staff trialed new teaching and learning skills for feedback. Staff at Flinders Public School will be utilising the *ASK Model* of feedback for students with further guidance and support from the Challenging Learning Team.

Evidence of use and impact were gathered through classroom program analysis and feedback, stage planning meetings and collegial team sharing meetings.

- 100% of staff agreed that the professional learning session built upon their current knowledge of feedback
- 80.8% of staff stated that the content covered on the SDD was new learning
- 100% of staff are willing to implement new learning about feedback into their classroom teaching practice
- 100% of staff are willing to collaborate with peers to ensure success.

Parent/Teacher Learning Meeting forums: In Term 2, Week 10, George Telford will conduct parent forum meetings to inform parents about the concepts that are fundamental to challenging learning in the classroom. Throughout Term 2, information about the meeting was communicated to parents through the school Facebook page.

Exit survey given to parents at the end of the forum. Three questions asked:

1. What is your understanding of Challenging Learning?
2. Do you think your child is challenged in their learning?
3. Does your child apply feedback to improve?

Evidence: Parents and caregivers were overwhelming positive in their written feedback to the three questions provided. Their understanding of CL had increased by the end of the information session and many parents feel that their child is being challenged, however, they would like to see more structures in place so that their child is not "bored" at school. Parents would like to see more "effective" feedback being applied by their child in a range of academic situations.

Next Steps:

- Embed classroom instruction that focuses on student centred dialogue and feedback that extends student thinking, understanding, knowledge and transfer of learning in deep and meaningful ways.
- Develop and enhance learning intentions and practice that support authentic feedback for learners that capture progress and achievement. The ASK Model.
- Conduct, review and analyse a mid-program baseline data survey across the school to examine areas of progress, achievement and growth since the program of work started. Data to be collected, analysed and shared across the school so as to inform continuous improvement cycles.
- Introduce the 'learning pit' concept to staff and students as a tool and common language mode to promote and support learning challenge as a positive and necessary component of authentic learning.

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
Teachers and students will have developed a common understanding and language around high expectations and challenge as measured through focus group discussions and surveys.	Tell Them From Me Survey indicates that 36% of students had skills with high skills and high challenge which is working towards the NSW Gov norm of 53%.
Maintain the increase in the percentage in the number of students [from the 2021 data] with positive Expectations for Academic Success, Intellectual Engagement, Perseverance, Growth Orientation and Explicit Teaching Practices and Feedback as evidenced by the Tell Them From Me (TTFM) survey. Increased percentage of positive student (Years 1 to 3) responses to the school based survey that mirrors the TTFM survey.	<p>Tell Them From Me Survey indicates a slight decrease in the school mean from 2021 (7.9 school mean) to 2022 (7.7 school mean) of the number of students in years 4-6 who feel teachers give them explicit teaching practices and feedback.</p> <p>Tell Them From Me Survey indicates a decrease from 58% in 2021 to 53% in 2022 of students in years 4-6 with intellectual engagement.</p> <p>Tell Them From Me Survey indicates and decrease from 8.1 (school mean) in 2021 to 7.9 (school mean) in 2022 of students in years 4-6 with positive expectations for academic success.</p> <p>Tell Them From Me Survey indicates and decrease from 48% in 2021 to 36% in 2022 of students in years 4-6 with high perseverance levels.</p> <p>Tell Them From Me Survey indicates a decrease from 77% in 2021 to 75% in 2022 of students in years 4-6 have a positive growth orientation.</p> <p>Delayed initiatives have required the development of the school based survey for years 1-3 to be postponed to 2023.</p>
Productive student dialogue will be evident every classroom across the school as measured by observations from lesson studies and learning walks. Productive and effective feedback that is directly and authentically linked to success criteria will be evident in all of the coaching - mentor teacher classrooms as measured by observations from lesson studies and learning walks.	Documented analysis of the Challenging Learning through student survey indicates 88% of students surveyed feel that they give and receive feedback as part of the classroom practice and 56% of students indicated that the learning intentions and success criteria helped with their learning and were linked directly to the feedback.
School Identified Targets: <i>Improvement as measured by the School Excellence Framework:</i> In the Domain of Learning - • Learning Culture - Attendance and	<p>Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of Learning Culture - Attendance</p> <p>Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of Curriculum - Differentiation</p>

<p>Transitions and continuity of learning is validated at Excelling.</p> <ul style="list-style-type: none"> • <i>Curriculum</i> - Differentiation is demonstrating an evidence-based movement towards Excelling and the Teaching and learning programs is validated at Excelling. • <i>Assessment</i> - Formative Assessment and Summative assessment is validated at Excelling. <p><i>In the Domain of Teaching</i> -</p> <ul style="list-style-type: none"> • <i>Effective Classroom Practice</i> - Lesson Planning and Classroom management is validated at Excelling. • <i>Learning and Development</i> - Collaborative Practice and feedback is validated at Excelling. 	<p>Self-assessment against the School Excellence Framework shows the school currently validated at moving towards excelling in the element of Assessment - Formative Assessment.</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at excelling in the element of Effective Classroom Practice - Lesson Planning and Classroom Management.</p> <p>Self-assessment against the School Excellence Framework shows the school currently moving towards excelling in the element of Learning and Development - Collaborative Practice and Feedback.</p>
---	---

Strategic Direction 3: A planned approach to wellbeing.

Purpose

In order to deliver a strategic and planned approach for whole school wellbeing, Flinders Public School will develop, implement and evaluate structures and processes that support all students and staff to connect, succeed, thrive and learn.

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.

- Excellence in Student Wellbeing
- Excellence in Staff Wellbeing

Resources allocated to this strategic direction

Flexible Funding for Wellbeing Services: \$3,600.00

Socio-economic background: \$57,190.00

QTSS release: \$100,249.00

Per capita: \$6,250.00

Summary of progress

Excellence in Student Wellbeing:

In 2022, Student Wellbeing programs underpinned everything that the school developed, implemented and shared with our students, parents and carers. Term 1, remote learning that was offsite and outside of the traditional classroom presented significant challenges, requiring new and different support, new learning and new delivery modes in which learning was presented, packaged and delivered. The relationship between teacher and student, home and school as well as parent, student and teacher was changed in ways that enabled different, creative and an authentic student centred approach. Student, parent and carer wellbeing was central to our core business.

A suite of programs was carefully crafted to maximise support across the school. The Occupational Therapy program selects students via recommendations from Learning Support Team, classroom teachers and parents and carers. Students may require assistance with core strength, fine and gross motor skills. Identified students participated in the fine/gross motor skills program. Students develop the skills to confidently control the small movements of hands and fingers, small muscles of the face, as well as core strength. Students participated in one or two twenty minute sessions per week. Throughout Semester 1, a total of 97 students attended the Occupational Therapy program; 36 students from Stage 1, 34 students from Stage 2 and 27 students from Stage 3. Semester 2 Total of 110 students: Early Stage 1 students: 17, Stage 1 students: 46, Stage 2 students: 32 and Stage 3 students: 15. Survey indicates that 100% of the students participating in the OT program were able to concentrate more in class, ready to learn, which improved learning outcomes.

In 2022, the Rock and Water program was expanded with three additional teachers trained in the program. Stage 1 and Stage 2 implemented the program in Semester Two 2022 for an hour a week over a 10 week cycle. Students and staff in Stage 2 gaining strategies and consistent language of the program. Focus on development of self-confidence, resilience and positively responding to challenge. 76% of students would recommend the program Rock and Water to other students, 84.3% of students enjoy participating in the program and 84.3% of students state that Rock and Water is a valuable program for them.

The PBL team identified playground areas of concern linked to behaviour incidents. SLSO Playground Support provided targeted SLSO personnel to supervise stage one physical activities during recess and lunch breaks. Physical activities during breaks, were the main source of playground issues at FPS. The SLSO was able to monitor behaviour, aggressive incidents and general student wellbeing during play breaks. In addition, the PBL team was asked to review the whole school Merit System. This team develops a survey to identify areas of need, strength and future directions. The process began with a staff survey of what was working and what changes could be made to improve the whole school merit system. Following this, regional schools were asked to provide information about current practices in their location and what works best in their context. This data was used to reflect on what could be implemented at Flinders P.S. 100% of staff agree that the current merit system is time consuming, confusing and can cause inconsistency with data collection. Staff suggested a yearly reward system that recognises achievement in an annual cycle, with rewards at the end of the year. Simplified levels of rewards and no medals. 100% of student leaders agree that an annual merit system for Flinders Public School would better suited to the current PBL infrastructure. The current award system was discussed and it was

classed as outdated. The survey indicated that 65.1% of parents surveyed agreed with the students that there should be 2-3 levels of merits. In addition, 79.7% of parents supported the students decision to allocate 5 merits per award.

Next Steps:

- Extend the Occupational Therapy, Rock and Water the SLSO Playground Support programs to include both more facilitators and students involved.
- PBL Committee to complete the review of the whole school Merit System to include student, parent, carer and staff voice in the recommendations for implementation in 2023.

Excellence in Staff Wellbeing:

In 2022 there was extensive time, thought and reflection on the refined and enhanced structures to support the processes, protocols, systems and methods of operation enabled teachers, support staff and administration staff to have clear, explicit and collaboratively developed expectations and understandings of their roles. Consistent feedback was sought and acted upon from all teams to inform practice and system improvements across all three broad teams - teaching, support and administration. Staff clearly knowing, understanding and being supported with clear expectations, structures, processes and systems provided assurance and support so that they could successfully undertake their role.

Staff Planning and Collegial Time was prioritised for staff wellbeing as a focus. In Semester One, Teachers were provided with an extra hour a week, within school time, to work collaboratively within their team. This time allows all staff to develop quality teaching and learning programs, adjust learning and support programs for students and complete professional learning that values consistent teacher judgement. All teaching teams have clear expectations of the requirements of the Department of Education and NESA regarding their teaching programs. The teaching programs are collaboratively developed to reflect grade/stage units of work. Each program acknowledges and supports differentiation and the teachers experience, skill and areas of talent/interest. Programs are reviewed by executive to provide individualised feedback to each teacher. This ensures quality, professional learning and reflection as well as professional sharing opportunities to improve teacher practice and student learning outcomes. 100% of staff agree that planning days are a good use of school resources, are an excellent way to provide time to collaborate and provide time to create stage based programs and assessments.

Whole staff professional learning in 'Flourish for Schools' was instigated with ongoing professional meetings a dialogue during each term. The program guides staff in the development of personalised action plans that address the wellbeing of staff across the four pillars of diet, sleep, movement and social connection. Input from Dr Adam Fraser and facilitation from the Principal will lead the school staff through the four modules of the program. Baseline data and check-in information and plans are collected and shared to capture the experience and track both progress and improvement. The pre survey data clearly shows the largest allocations from the baseline survey were in three major roles: Teaching at 47.83%, followed by General administration at 12.49%, and Student issues at 11.32%. In comparing the results with all schools, Flinders participants showed a higher percentage of learning support and administration tasks and lower teaching, preparation and research tasks. Work stress is a significant problem in the education profession, with Flinders participants showing slightly higher scores for stress, and similar scores for stressful issues and Work overload compared to the other schools. According to the data, improving *Recovery*, particularly at work, should be an important focus point for the Flinders participants. The Flourish program will continue into Semester Two with ongoing professional learning and dialogue.

Next Steps:

- embed the staff planning and collegial time, structures and processes into everyday business.
- The Flourish program will continue to be reviewed/refreshed in 2023 with ongoing professional learning and dialogue

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
Achievement of 2022 system-negotiated targets:	Tell Them From Me Survey indicates a slight decrease from 66% in 2021 to 65% in 2022 of students in years 4-6 with Sense of Belonging.
School Identified Target:	Tell Them From Me Survey indicates a slight decrease from 8.1 (school mean) in 2021 to 7.6 (school mean) in 2022 of students in years 4-6 with Advocacy for School
Tell Them From Me [TTFM] wellbeing	

<p>data demonstrates an improvement in student (years 4 to 6) responses in the areas of positive Social Engagement (Sense of belonging and Positive relationships), Expectations for Academic success and Advocacy at school. To meet or exceed NSW State average scores the school will require a 4.5% improvement.</p> <p>Students in Years 1 to 3 participate in a school based survey that mirrors the same topics in simpler language to identify and track learning and wellbeing across the school.</p>	<p>Tell Them From Me Survey indicates a slight decrease from 8.1 (school mean) in 2021 to 7.9 in 2022 of students in years 4-6 Expectations for Success.</p> <p>Tell Them From Me Survey indicates a slight decrease from 88% in 2021 to 86% in 2022 of students in years 4-6 have positive relationships</p>
<p>School Identified Target:</p> <p>Decrease by 3% [from 2021 data] of the number of major and minor behaviour incidents as evidenced in Sentral welfare data.</p>	<p>2021 Semester One: minor issues = 380 major issues = 127</p> <p>2022 Semester Two minor issues = 271 major issues = 77</p> <p>A decrease in minor issues by 109 and a decrease in major issues by 50</p> <p>2021 Semester Two: minor issues = 211 major issues = 59</p> <p>2022 Semester Two minor issues = 421 major issues = 129</p> <p>An increase in minor issues by 210 and a increase in major issues by 70 - However- Semester Two 2021 - students were remote learning and not on site, indicated in the low comparable data.</p>
<p>School Identified Targets:</p> <p>Implemented a Staff wellbeing program 'Flourish for Schools' from the Flourish Movement - researched by Deakin University.</p> <p>All staff members evaluate, refine and improve their personal action plan to address individual wellbeing goals.</p> <p>Improved staff wellbeing outcomes are evident through People Matters survey, focus group discussions and school based survey.</p>	<p>Flourish: The Flourish program commenced. Teacher survey results indicated a very positive response to the professional learning about staff wellbeing.</p> <p>According to the People Matters Survey, only 30% of staff indicated they have the time to do their job well. In addition, , 26% of staff indicated they feel burned out by their work.</p> <p>Staff Wellbeing.</p> <p>People Matters Survey indicates that 97% of staff have confidence in the decision my manager makes. This is 25% above the average for our sector.</p> <p>People Matters Survey indicates that there has been an increase of 100% from 97% of staff who believe that their workgroup collaborates to achieve its goals. This is 21% above the average for our sector.</p> <p>People Matters Survey indicates that 100% of staff believe that their manager encourages and values employee input.. This is 25% above the average for our sector.</p> <p>People Matters Survey indicates that 97% of staff believe that their manager provides recognition for work they do. This is a 26% above average for our sector.</p> <p>People Matters Survey indicates that 93% of staff believe that the manager encourages people in their work group to keep improving the work they do. This is 19% above the average for our sector.</p> <p>People Matters Survey indicates that there has been an increase of 100% from 92% of staff who are confident work health and safety issues they raise will be addressed promptly. This is 26% above the average for our sector.</p> <p>People Matters Survey indicates that there has been an increase of 100% from 95% of staff staff who believe that people in their workgroup treat each other with respect. This is 20% above the average for our sector.</p>

<p>School Identified Targets:</p> <p>Implemented a Staff wellbeing program 'Flourish for Schools' from the Flourish Movement - researched by Deakin University.</p> <p>All staff members evaluate, refine and improve their personal action plan to address individual wellbeing goals.</p> <p>Improved staff wellbeing outcomes are evident through People Matters survey, focus group discussions and school based survey.</p>	<p>People Matters Survey indicates that 97% of staff are comfortable notifying their manager if they become aware of any risks at work. This is 10% above the average for our sector.</p>
<p>School Identified Targets:</p> <p><i>Improvement as measured by the School Excellence Framework:</i></p> <p><i>In the Domain of Learning -</i></p> <ul style="list-style-type: none"> • <i>Learning Culture -Attendance</i> and Transitions and continuity of learning is validated at Excelling. • <i>Wellbeing - A planned approach to wellbeing</i> demonstrates an evidence-based movement towards Excelling. <p><i>In the Domain of Teaching -</i></p> <ul style="list-style-type: none"> • <i>Effective Classroom Practice - Lesson Planning</i> and Classroom management is validated at Excelling. <p><i>In the Domain of Leading -</i></p> <ul style="list-style-type: none"> • Management Practices and Processes - <i>Administrative systems and processes</i> is validated Excelling. <p>2023 Progress measure</p>	<p>Self-assessment against the School Excellence Framework shows the school currently moving towards Excelling in the element of Learning Culture - Attendance</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at Excelling in the element of Wellbeing - Caring for students.</p> <p>Self-assessment against the School Excellence Framework shows the school currently validated at Excelling in the element of Effective Classroom Practice - Lesson Planning and Classroom Management.</p> <p>Self-assessment against the School Excellence Framework shows the school currently moving towards Excelling in the element of Management Practices and Processes - Administrative systems and processes.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$109,100.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Flinders 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"> • Literacy and Numeracy <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 • staffing release for targeted professional learning • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • 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: All eligible students demonstrated progress towards their personal learning goals. All Personalised Learning and Support Plans (PLSPs) were regularly updated and responsive to student learning needs and progress ensuring eligible students received individual learning and support within their own classroom. School Learning Support Officers (SLSOs) assisted with literacy and numeracy support, school routines, classroom activities, adjustments and the care and management of students with disability and additional learning and support needs.</p> <p>After evaluation, the next steps to support our students will be: To adjust the use of integration funding throughout the year in response to student PLSP reviews to ensure funding is used to specifically address each student's support needs. The learning and support team meeting agenda will continue to incorporate integration funding decision making on a regular basis.</p>
<p>Socio-economic background</p> <p>\$162,150.16</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Flinders 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"> • Literacy and Numeracy • Excellence in Student Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support the Occupational Therapy Program implementation. • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact: Instructional leaders supported and mentored teachers in effective research based strategies across the school. Professional learning was directly applied to the classroom to address and improve teacher practice and student outcomes in literacy and numeracy as well as wellbeing practices. The Occupational Therapy program facilitated support for students via recommendations from the Learning Support Team, classroom teachers and parents and carers. Students developed skills and assistance with core strength, fine and gross motor skills and all students who participated in the program received individualised lessons based on their specific need.</p>

<p>Socio-economic background</p> <p>\$162,150.16</p>	<p>After evaluation, the next steps to support our students will be: To continue with the specialised Occupational Therapy Program targeted specifically at age appropriate levels. Teachers will continue a regular and rigorous analysis of data with PLAN3 utilised to review and modify target groups of students performing above and below expected levels with differentiated and inclusive teaching strategies.</p>
<p>Aboriginal background</p> <p>\$30,264.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Flinders Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • community consultation and engagement to support the development of cultural competency • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Support in the classroom across all grades was provided for Aboriginal students by School Learning Support Officers (SLSOs) and the Aboriginal Education teacher. The school collaborated with all key stakeholders (students, parents, staff and the broader community) in the redevelopment of Personalised Learning Pathways. In-class support was provided for students to achieve their Personalised Learning Pathway (PLP) milestones and evaluate new goals. The coordinator for First Nation programs across the school further supported Aboriginal students.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to fund additional SLSO support and monitor the improvement and attainment of all Aboriginal students in a variety of Key Learning Areas. The school will continue the strategic provision of resources in alignment with student needs. Data analysis and quality teaching practice will continue to be a strong focus for teacher professional learning to support positive learning outcomes and Aboriginal student growth and attainment.</p>
<p>English language proficiency</p> <p>\$51,067.43</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Flinders 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"> • 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: Individual support was in place with the provision of teacher release to build capacity of staff to analyse student data to plan, deliver and evaluate teaching and learning programs in alignment with student individual learning plans.</p> <p>After evaluation, the next steps to support our students will be: To strengthen teacher confidence and their capacity to design teaching and</p>

English language proficiency \$51,067.43	<p>learning that reflects the needs of EAL/D students, transferring this practice across all Key Learning Areas (KLAs). Ongoing professional learning will identify language and cultural demands across the curriculum.</p>
Low level adjustment for disability \$188,352.84	<p>Low level adjustment for disability equity loading provides support for students at Flinders 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"> • Literacy and Numeracy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • targeted students are provided with an evidence-based intervention to increase learning outcomes • 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 <p>The allocation of this funding has resulted in the following impact: An increase of students achieving expected growth in NAPLAN results. The school's value-add results have also improved. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p>After evaluation, the next steps to support our students will be: To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
Professional learning \$32,731.05	<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 Flinders 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"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • access to professional learning that focuses on literacy and numeracy, classroom and behaviour management, strategies. • collaborative professional practices with high impact professional learning. <p>The allocation of this funding has resulted in the following impact: Increased capacity of all teachers to embed effective evidence based practices with opportunities for staff to attend targeted professional learning experiences at home, school and off site provided throughout the year.</p> <p>After evaluation, the next steps to support our students will be: To continue to build capacity and enhance curriculum knowledge with a focus on implementation of the new K-2 English and Mathematics Syllabuses.</p>
Literacy and numeracy \$17,350.80	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Flinders Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Literacy and numeracy</p> <p>\$17,350.80</p>	<ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • literacy and numeracy programs and resources, to support teaching, learning and assessment • purchasing of literacy resources such as quality picture books for guided and shared instruction • updating reading resources to meet the needs of students <p>The allocation of this funding has resulted in the following impact: The creation of the Support Leadership role to improve student learning outcomes for targeted students. Differentiated teaching was implemented with specific literacy programs for identified students performing below the expected level for their stage. Pre and post student assessment data has indicated that this intensive approach has resulted in improved engagement in learning.</p> <p>After evaluation, the next steps to support our students will be: Continued support for implementation of the new K-2 curriculum changes as well familiarisation and professional learning o the new 3-6 English and Mathematics Syllabuses. Intensive small group literacy and numeracy intervention programs. will continue to be a strong focus.</p>
<p>QTSS release</p> <p>\$104,807.95</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Flinders 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"> • Literacy and Numeracy • Excellence in Student Wellbeing • Excellence in Staff Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: Improved staff confidence and teaching practice with teachers embedding evidence-based, high impact teaching strategies within their classroom practice.</p> <p>After evaluation, the next steps to support our students will be: To facilitate the executive team leading improvement in areas where teachers require further support, such as literacy or numeracy. Teachers will be supported to trial innovative or evidence based, future-focused practices.</p>
<p>Literacy and numeracy intervention</p> <p>\$84,466.94</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Flinders Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Literacy and Numeracy <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of Learning Support Teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices

<p>Literacy and numeracy intervention</p> <p>\$84,466.94</p>	<ul style="list-style-type: none"> • literacy and numeracy intervention to provide personalised learning to identified students and embed differentiation strategies across whole school practice <p>The allocation of this funding has resulted in the following impact: Learning Support Teachers are implementing PreLit in Early Stage 1, MiniLit in Stage 1 and Macqlit in stage 2 and 3, an evidence based intervention program, to support students in small groups to build their individual skills in Literacy. Learning support teachers also implemented literacy intervention for Year 5 students with a focus on building vocabulary and comprehension.</p> <p>After evaluation, the next steps to support our students will be: The learning and support teacher will continue to support stage 1 and stage 2 students in literacy intervention programs for the lower cohort of students. The school will continue a consistent approach to delivering PreLit to kindergarten students with the use of the Learning Support Teacher and the School Learning Support Officer.</p>
<p>COVID ILSP</p> <p>\$209,922.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers to deliver small group tuition • releasing staff to analyse school and student data for small group tuition groups • providing intensive small group tuition for identified students in literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Students in the program achieved progress towards their personal learning goals. Data collected was used regularly to identify student cohorts, to plan, implement and monitor precise intervention strategies and to improve outcomes for participating students. Student goal setting, monitoring and feedback was a core part of learning.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes will support regular monitoring of students as they transition back into classrooms.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	298	285	275	253
Girls	294	278	276	248

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	92.8	94.2	88.8
1	91.9	92.9	93.5	89.3
2	94.0	91.7	92.1	88.6
3	93.2	91.5	92.8	87.4
4	93.5	92.6	91.1	87.1
5	92.6	92.3	91.3	87.2
6	90.8	92.9	91.7	82.7
All Years	93.0	92.4	92.3	87.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.51
Literacy and Numeracy Intervent	0.74
Learning and Support Teacher(s)	1.1
Teacher Librarian	1
School Administration and Support Staff	3.78

*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	83,031
Revenue	5,207,998
Appropriation	4,829,930
Sale of Goods and Services	144,147
Grants and contributions	232,628
Investment income	1,194
Other revenue	100
Expenses	-5,208,369
Employee related	-4,703,916
Operating expenses	-504,454
Surplus / deficit for the year	-371
Closing Balance	82,660

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	109,100
Equity Total	431,835
Equity - Aboriginal	30,265
Equity - Socio-economic	162,150
Equity - Language	51,067
Equity - Disability	188,353
Base Total	3,550,956
Base - Per Capita	139,227
Base - Location	0
Base - Other	3,411,730
Other Total	325,335
Grand Total	4,417,226

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.

STUDENTS

The Tell Them from Me student survey in Years 4, 5 and 6 elicited responses for their satisfaction in the broad categories of social-emotional and drivers of student outcomes. There were numerous elements within each category. Students indicated the following:

- 86% of students have positive relationships at school with friends who they can trust and encourage them to make positive choices.
- 85% of students participated in school sports other than in a physical education class.
- Students indicated a score of 7.7 (using a 10 point rating scale) in relation to their teacher providing explicit teaching practices and feedback. The NSW Government norm is 7.5.
- Students indicated a score of 7.6 in relation to students feeling they had someone at school who consistently provides encouragement and advice. The NSW Government norm is 7.7.

TEACHERS

The Flourish Movement for school teacher survey used a 1-5 point or 1-10 point rating scale for different categories. Teachers indicated the following:

- Engagement at work and its components - enjoyment 4.11 and motivation 3.52 (1-5)
- School leaders have supported me at work - supervisor support 4.35 (1-5)
- Teachers experience psychological flow - enjoyment 8.67 (1-10)
- Teachers feeling of wellbeing - find meaning at work 4.1 (1-5)

PARENTS AND CARERS

The Information Sessions parent and carer survey used a 10 point rating scale for different elements. Parents and carers indicated the following:

- Parents felt welcomed and invited onto the school grounds - 85.2% responding with 8, 9 or 10
- Parents felt the information shared in regards to their child's academic, behavioural and social progress was relevant - 85.2% responding with a 8, 9 or 10.
- Parents felt supported to share relevant information regarding their child with their class teacher - 92.7% indicating 8,9 or 10

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.