

2022 Annual Report

Minnamurra Public School



4498

Introduction

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

At Minnamurra Public School we believe that a positive, respectful and inclusive learning environment is essential to ensure that everyone belongs and feels valued. The school community works together to build a culture of high expectations for staff and students, with opportunities for every person to learn and improve every year. Our vision is for students and their families to be highly engaged in the learning process, as we nurture the critical and creative thinking skills needed for the future.

School context

Minnamurra Public School, enrolment of 465 students, sits in a beautiful coastal environment near the Minnamurra River. The school community acknowledges the traditional owners of this land and promotes connections to Country for the 26 Indigenous students.

The school is committed to delivering quality, data-informed learning programs, based on current research. Regular opportunities are provided for students to develop and demonstrate their talents and interests in all areas, including STEM, sport and creative arts. Differentiated learning occurs in classes throughout the school to cater for individual learning needs, with specialist programs for High Potential and Gifted students integrated into the school timetable. In addition to 19 mainstream classes, the school also has an Autism Support class and is committed to providing an inclusive, positive learning environment. Positive Behaviour for Learning is currently being implemented, with students encouraged to be responsible, be respectful and be their best. Additional wellbeing programs are also a feature of the school, developing emotional literacy skills for all students.

The school is closely aligned to the Kiama Community of Schools, working collaboratively on areas such as mental health and Aboriginal Education. An active and committed P&C Association supports the school in achieving a shared vision for the future.

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	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Sustaining and Growing
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
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 progress and achievement in reading and numeracy, we will embed school-wide evaluative processes to ensure the most effective teaching methods are used to cater 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

Professional learning: \$3,134.07

Literacy and numeracy intervention: \$24,734.00

Literacy and numeracy: \$12,794.74

Per capita: \$5,500.00

Summary of progress

The focus for 2022 was on developing teacher practice and capacity to positively impact student achievement and growth in reading and numeracy. This involved developing a consistent, whole-school approach to teaching, assessment and learning culture for all staff that supports student growth and attainment and a culture of high expectations. High-impact professional learning and opportunities for collaboration and regular reflection on planning, programming and assessment were fundamental as part of this direction for the school.

As a result, all K-6 staff engaged in learning to administer, monitor and assess using the Interview for Student Reasoning (IfSR) for numeracy and delivered the assessment twice to all students. Teachers collaborated and analysed data to identify trends, gaps in student knowledge, areas of strength and next steps in teaching for individual students and cohorts of students. Student learning outcomes were monitored consistently using PLAN2 through the implementation of a whole-school assessment schedule and regular opportunities for conversations to ensure consistent teacher judgement. Staff regularly engaged in professional learning with the Digital Classroom Officer (DCO) embedding ICT successfully into planning and programming to support teaching and learning in reading and numeracy. All staff worked towards individual ICT goals alongside the DCO to improve their knowledge and skills and improve the engagement, learning and skills of students. All staff engaged in learning on the 2023 K-2 Curriculum Reform and K-2 teachers received extensive professional learning and collaborative learning sessions with the Instructional Leader. Coaching and mentoring from the Instructional Leader positively impacted staff to have improved knowledge and confidence in implementing the new curriculum in 2023.

Next year the focus will be collaborating with the newly appointed Assistant Principal Curriculum and Instruction to regularly (allocated time in weekly rosters) analyse student achievement and growth over time in reading and numeracy. This will support further improvement towards annual progress targets and work towards ensuring all students achieve growth in 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
Improvement in the percentage of students achieving NAPLAN top 2 bands in Numeracy towards the lower bound target of 40.9%.	2022 NAPLAN data indicates 28.07% of students are in the top two skill bands for Numeracy, indicating the school did not achieve the system negotiated target.
Improvement in the percentage of students achieving NAPLAN top 2 bands in Reading towards the lower bound target of 52.1%.	2022 NAPLAN data indicates 44.83% of students are in the top two skill bands for Reading, indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 0.18%.

<p>Increase the percentage of students achieving expected growth in NAPLAN Numeracy to towards the lower bound system negotiated target of 50.8%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>
<p>Increase the percentage of students achieving expected growth in NAPLAN Reading towards the lower bound system negotiated target of 62.7%.</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p>

Strategic Direction 2: Wellbeing

Purpose

In order for all of our students, staff and community to develop a sense of belonging and connection to Minnamurra Public School, we will implement a planned approach to whole-school practices and processes for an inclusive, engaging and respectful 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.

- Belong, Connect and Thrive

Resources allocated to this strategic direction

Aboriginal background: \$23,592.96

Summary of progress

The focus for 2022 was embedding a whole-school approach to student wellbeing and engagement where there is a collective responsibility for student learning and success. This included aligning inclusive whole-school wellbeing processes with the DoE Wellbeing Framework and building staff capacity in the use of effective evidence-based wellbeing strategies. This was achieved through staff professional learning and by providing engaging and inclusive learning experiences to promote positive attendance. Teachers engaged in professional learning to refine and reteach procedures and policies of PBL systems, procedures and behavioural entry on Sentral. The school continued to implement, refine and monitor the Zones of Regulation K-6. Updated professional learning on the Zones of Regulation, has ensured all team members know and understand the appropriate language and this has become a regular planned agenda item in communication meetings. The Zones of Regulation have been consistently implemented in classrooms with class check-in systems, assisting teachers to create comfortable and supportive learning environments.

The school focused on strengthening cultural connections by embedding Aboriginal Education programs and building connections with our local Aboriginal community. This involved strengthening community involvement through invitations to school events throughout the school year. We provided opportunities for our First Nations students to engage with culture and Country through targeted cultural activities, events and days with our Aboriginal Student Learning Support Officer and Aboriginal Education Team. The feedback from families and students from the cultural days has been positive. Parents indicated that students have enjoyed the opportunities connecting on Country and learning about their histories and culture. Our whole-school cultural day increased the levels of teacher and student competency and engagement with Aboriginal culture. Students and staff enjoyed learning from First Nations people from our local community. Our community barbeque 'Yarn Up' supported relationships and positive connections between the school and our First Nation families.

As a result of wellbeing initiatives, we have strengthened community involvement through participation in parent helper sessions, check in and chat conversations, and school events such as: P&C meetings, assemblies and sports events. Next year the focus will be to continue the cultural experiences for our First Nation Families which will involve our students and families being involved in the establishment of an Indigenous Cultural Garden and to refine and improve whole school wellbeing initiatives.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of students reporting positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school towards the lower bound system negotiated target of 72.47%.	Tell Them From Me data shows 63.7% of students identify as having positive Wellbeing (Expectations for Success, Advocacy and Sense of Belonging) at school indicating progress yet to be seen toward the lower bound target.
Increase the percentage of students	The number of students attending greater than 90% or more of the time is

<p>attending school 90% or more of the time towards the lower bound system-negotiated target of 83%.</p>	<p>48.06% indicating progress yet to be seen toward the lower bound target. The school will continue to implement strategies to support positive attendance patterns as part of whole-school wellbeing systems.</p>
<p>Self-assessment against the School Excellence Framework in the element of Wellbeing will be maintained at Delivering with some themes at Sustaining and Growing.</p>	<p>Self-assessment against the School Excellence Framework in the element of 'Wellbeing' shows the school currently performing at Sustaining and Growing.</p>

Strategic Direction 3: Educational Leadership

Purpose

In order to build a culture of continuous improvement through educational leadership, we will embed collaborative and reflective practices for staff and students, fostering educational aspiration throughout the school community.

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.

- Collaborative and Reflective Practice

Resources allocated to this strategic direction

Professional learning: \$14,921.00

Per capita: \$1,650.00

Summary of progress

The focus for 2022 was on streamlining collaborative and reflective practices for staff, driven by quality, educational leadership. This involved establishing a documented, whole-school approach to communication procedures, structuring the processes for school leaders to reflect and plan as part of an ongoing cycle of improvement and providing opportunities for school teams to collaborate with school leaders and work together to analyse, plan and modify school systems to improve student learning and experiences at school.

As a result, the school gathered baseline data on collaborative practices and provided regular, structured and supported time for teachers and school teams to collaboratively plan, analyse and improve systems and processes. The executive team collaborated and experienced leaders in the executive team provided coaching and mentoring for aspiring leaders. This resulted in improved capacity to engage in school improvement processes including progress monitoring, reflection and evidence collection. Executive staff completed professional learning to identify gaps, analyse school data and plan for relevant and practical school improvement measures. The executive team regularly collaborated with the Principal, School Leadership (PSL) and Director, Educational Leadership (DEL) to update the Strategic Improvement Plan, strategic directions and plan for and reflect on relevant Implementation Progress Measures.

Next year the focus will be on enhancing opportunities for collaboration and streamlining systems for school reflection to be more regular and thorough, which will support further improvement towards ongoing monitoring of school goals.

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
Self-assessment against the School Excellence Framework in the element of Educational Leadership indicates improvement from Sustaining and Growing in some themes to Sustaining and Growing consistent across all themes.	Self-assessment against the School Excellence Framework in the element 'Educational Leadership' shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element of Learning and Development indicates improvement from Sustaining and Growing in some themes to Sustaining and Growing consistent across all themes.	Self-assessment against the School Excellence Framework in the element 'Learning and Development' shows the school currently performing at Sustaining and Growing.
Self-assessment against the School Excellence Framework in the element	Self-assessment against the School Excellence Framework in the element 'Data Skills and Use' shows the school currently performing at Sustaining

Data Skills and Use will be maintained at Delivering with some themes at Sustaining and Growing.

and Growing.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$331,180.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Minnamurra 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"> • 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 staff to provide additional support for students who have high-level learning needs • intensive learning and behaviour support for funded students • implementation of targeted programs to differentiate teaching and learning programs • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) • consultation with external providers for the implementation of [strategy] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: All eligible students demonstrating progress towards their personalised learning goals. All IEPs were regularly updated and responsive to student learning needs and progress, ensuring eligible students receive personalised learning and support within their own classrooms. All student IEPs were transferred to Sentral.</p> <p>After evaluation, the next steps to support our students will be: To formally incorporate integration funding decision making into the learning and support team meeting agenda to ensure funding use is regularly reviewed. Student IEPs will be regularly updated in Sentral on 5 weekly cycles using SMART goals. The use of funding will be adjusted throughout the year in response to student IEP reviews to ensure that funding is used to specifically to address each student's support needs.</p>
<p>Socio-economic background</p> <p>\$24,132.90</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Minnamurra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support [name] program implementation. • resourcing to increase equitability of resources and services <p>The allocation of this funding has resulted in the following impact: Greater opportunities for identified students starting school in Kindergarten. This has had a measurable impact on student impact, connection and success starting school. Identified students have received targeted SLSO support on a needs basis.</p> <p>After evaluation, the next steps to support our students will be: To continue to employ SLSOs to provide additional support for our identified students when transitioning to school. Identified students will continue to have access to targeted SLSO support on a needs basis from K-6.</p>

<p>Aboriginal background</p> <p>\$23,592.96</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Minnamurra 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"> • Belong, Connect and Thrive <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 • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans <p>The allocation of this funding has resulted in the following impact: All First Nations students have an active Personalised Learning Pathway (PLP) that is regularly reviewed and refined in consultation with parents, community, teachers and students. This is now updated on the Sentral platform. TTFM data indicated positive trends for Aboriginal and Torres Strait Islander students 'Sense of Belonging'. First Nations students collaborated with the Aboriginal SLSO to design a t-shirt that will be distributed school wide to reflect local Dreaming stories.</p> <p>After evaluation, the next steps to support our students will be: Working with the Aboriginal Education team, community and families to provide personalised support to Aboriginal students through the PLP process and regular community engagement opportunities.</p>
<p>English language proficiency</p> <p>\$3,225.80</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Minnamurra 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"> • Other funded activities <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: In-classroom support for identified EAL/D students to develop English proficiency skills.</p> <p>After evaluation, the next steps to support our students will be: Support EAL/D students to achieve their individual goals. through IEPs in 2023 and onwards.</p>
<p>Low level adjustment for disability</p> <p>\$118,402.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Minnamurra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p>

<p>Low level adjustment for disability</p> <p>\$118,402.95</p>	<ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of LaST and interventionist teacher • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Improved student achievement in reading through interventionist teacher support. Learning support teachers provided small group, targeted lessons at a minimum of three times per week.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support provided by specialist teachers through in-school learning and support referral procedures and ongoing data analysis.</p>
<p>Location</p> <p>\$4,784.40</p>	<p>The location funding allocation is provided to Minnamurra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • technology resources to increase student engagement <p>The allocation of this funding has resulted in the following impact: Updated the school website and improved and updated school communication procedures for digital communication, newsletters and permission notes.</p> <p>After evaluation, the next steps to support our students will be: To evaluate and monitor the effectiveness of the current website and maintain and update it regularly to keep community informed. Continue to refine school Class Dojo guidelines for communication and use the 'whole school feed' and 'events' feature to communicate consistently.</p>
<p>Professional learning</p> <p>\$30,620.82</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Minnamurra 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"> • Effective Classroom Practice • Collaborative and Reflective Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: Quality high-impact professional learning for all staff and up-skilling of staff in data analysis and assessment practices through collaborative learning sessions and high-quality assessment practices.</p> <p>After evaluation, the next steps to support our students will be: Personalised and targeted professional learning in the form of mentoring, observation and learning sessions based on identified staff need and school directions, delivered by APCI and through DoE platforms.</p>
<p>Literacy and numeracy</p>	<p>The literacy and numeracy funding allocation is provided to address the</p>

<p>\$12,794.74</p>	<p>literacy and numeracy learning needs of students at Minnamurra 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> <ul style="list-style-type: none"> • Effective Classroom Practice <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 • targeted professional learning to improve literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Staff professional learning for reading and numeracy across K-6 through the release off an expert teacher, instructional leader or DoE employee.</p> <p>After evaluation, the next steps to support our students will be: To continue to align intervention and professional learning in collaboration with APCI, staff PDPs, school directions and the new curriculum reform to improve student outcomes in literacy and numeracy and ensure a smooth transition to the new syllabuses for K-2 (2023) and in preparation for 3-6 (2024).</p>
<p>QTSS release</p> <p>\$88,029.49</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Minnamurra 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"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact: Successful implementation of initiatives and participation in professional learning through the employment of an instructional leader across reading and numeracy K-2 and to support the implementation of the new K-2 syllabus.</p> <p>After evaluation, the next steps to support our students will be: Employment of a permanent 0.8 APCI to lead professional learning with a new plan for integrated professional learning into the school timetable and in whole-school staff meeting time.</p>
<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Minnamurra 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"> • Effective Classroom Practice • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p>

<p>Literacy and numeracy intervention</p> <p>\$48,266.82</p>	<ul style="list-style-type: none"> • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Authentic collaboration between school teams and quality discussions and opportunities for consistent teacher judgement as well as opportunities to collaboratively plan and engage in needs-based professional learning.</p> <p>After evaluation, the next steps to support our students will be: Implementation of professional learning, discussions and class programs co-constructed within release time.</p>
<p>COVID ILSP</p> <p>\$60,966.00</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/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: Majority of students in the program achieved significant improvement towards their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support K-5 will continue in the areas of reading and numeracy in 2023 as delivered by two learning and support teachers. This is will be tracked through PLAN2 and regularly refined and updated based on student data and need.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	200	211	235	247
Girls	199	206	220	218

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.4	96.8	94.7	90.1
1	94.6	95.1	94.9	85.9
2	90.7	94.6	93.5	89.1
3	93.5	94.8	93.5	85.7
4	93.7	95.5	93.0	86.1
5	92.5	94.7	92.3	87.5
6	92.9	94.5	91.1	85.1
All Years	93.3	95.2	93.5	87.1
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)	4
Classroom Teacher(s)	18.45
Literacy and Numeracy Intervent	0.42
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	4.4

*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	415,244
Revenue	4,832,992
Appropriation	4,673,277
Sale of Goods and Services	7,168
Grants and contributions	151,045
Investment income	1,502
Expenses	-4,833,095
Employee related	-4,322,526
Operating expenses	-510,569
Surplus / deficit for the year	-103
Closing Balance	415,140

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	331,180
Equity Total	169,355
Equity - Aboriginal	23,593
Equity - Socio-economic	24,133
Equity - Language	3,226
Equity - Disability	118,403
Base Total	3,613,687
Base - Per Capita	116,490
Base - Location	4,784
Base - Other	3,492,412
Other Total	384,140
Grand Total	4,498,361

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

Tell The From Me Surveys (TTFM):

In 2022, the school participated in the Tell Them From Me (TTFM) Student (Years 4-6), Parent (optional) and Staff surveys conducted by the Centre for Education Statistics and Evaluation (CESE).

Parent Survey: This year, 51 respondents completed the survey in November. Areas of strength that are trending above the State average included: 'School Supports Positive Behaviour' and 'Parents Support Learning at Home'. Areas for further development identified are 'Parents Feel Welcome', 'Parents are Informed', 'School Supports Learning' and 'Safety at School'. The sample size of 51 parents out of our student enrolment of 465 is very small.

Student Survey: The student TTFM survey was completed twice in 2022 by students from Years 4 - 6. Following this 6 month period, there were some interesting changes in student data. In the 'Socio-emotional Outcomes', there was an increase in 'Valuing School Outcomes', 'Effort' and 'Positive Relationships'. All students identified two people at school who they trusted and could rely on. Students expressed strong, positive views that their classrooms could fit everyone, were well maintained and resourced. Students showed high aspirations for 'University'. 'Culture' and 'Pride' in all year groups, including Aboriginal and/or Torres Strait Islander students. This was a strength of the school.

Teacher Survey: Results from the 2022 Teacher Tell Them From Me survey (23 respondents) are consistent with previous years with some minor change. Areas of strength that are trending above the State average included: 'Collaboration', 'Learning Culture', 'Data Informs Practice' and 'Technology'. Teachers reported that areas for further development and focus included: 'Sharing of Strategic Visions and Plans' and 'School Leaders Providing Useful Feedback on Teaching'. The results displayed an improved confidence in teaching and catering for students who identify as Aboriginal and/or Torres Strait Islander.

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.