

2022 Annual Report

Newbridge Heights Public School



4499

Introduction

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

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

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School vision

Newbridge Heights Public School nurtures a whole school community partnership with a focus on student well-being and academic growth to develop future ready students.

School context

Newbridge Heights Public School is located in Chipping Norton and has a student population of 580. 75% of our students come from EAL/D backgrounds across over 40 different cultures. There are strong relationships with the P&C. The school provides opportunities in sport and performing arts and promotes Respectful, Safe Learners through the Positive Behaviour for Learning program.

The school has recently completed the external validation process and a situational analysis that has identified three focus areas for this Strategic Improvement Plan.

Student Growth and Attainment

Student growth between K-3 was greater than student growth between Years 3-5. In addition to the system negotiated targets in reading and numeracy the school has identified writing (Years 3-5) as a school based target.

Focus areas:

Reading- extracting information, text structure, categorising, text interpretation, punctuation purpose, sequencing,

Numeracy- measurement and geometry

Writing- text structure, audience and purpose., grammar & punctuation, vocabulary, language choices & cohesion, planning, editing & proof reading.

Mentoring and coaching will be implemented to further enhance explicit teacher practice. Enhancements of data systems will better track student progress and inform the next teaching cycle.

A Quality Teacher In every Classroom

The findings from the external validation process and situational analysis in 2020 identified a need to coordinate whole school data collection to better differentiate and meet student needs and include a focus on High Potential Gifted Education, which was also highlighted in parent feedback.

Visible learning practices will be incorporated into the teaching cycle.

Optimal environments For Learning

Data shared with us from the Tell Them From Me Parent Survey 2020 indicates that our community feel welcomed and actively support student learning across all domains within our school. It was also found that in order to best support learning as a school, stronger lines of communication to inform our parent/carers body are required, taking into account the practical constraints of the 2020 school year.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student outcomes in reading, numeracy and writing, we will develop and refine data driven, to deliver explicit teaching practices that are responsive to the needs of individual students.

Initiatives

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

- Explicit Teaching
- Data Skills and Use
- Writing

Resources allocated to this strategic direction

Socio-economic background: \$52,204.00

English language proficiency: \$86,155.00

Low level adjustment for disability: \$154,869.00

QTSS release: \$110,324.16

Summary of progress

Reading

Classroom teachers were mentored through professional learning, shoulder-to-shoulder teaching and focus groups through the AGILE SPRINTS process focusing on the explicit teaching and assessment of reading. The goal was to build the capacity of classroom teachers to plan, observe and analyse students' literacy needs using the learning progressions in PLAN2, leading to the explicit and differentiated teaching in reading. Baseline data at the commencement of 2022 indicated teacher usage of PLAN2 was occasional across K-6, with few teachers using the software as a formative assessment tool to drive the teaching and learning in classrooms. Staff were supported in teacher professional learning sessions focusing on creating groups in PLAN2 to track student progress in Understanding Texts. Through the SPRINTS process, Executive staff led year groups through the analysis of PLAN2 data, focusing on using the learning progressions as a formative assessment tool. Further teaching professional learning on the Science of Reading was provided and focused on the teaching of fluency and phonics. Feedback from staff indicated professional learning supported classroom explicit teaching in reading and a deeper understanding of the learning progressions. This is evidenced in observations, increase usage of PLAN2 as a formative assessment tool to drive teaching and learning programs. Students across K-6 are being tracked on PLAN2 in Understanding Texts. K-6 Staff are using a common language of the Science of Reading including phonics, phonemic awareness, comprehension and fluency.

Next year, we will further explore evidence-based teaching methods through building capacity of data skills and use and effective classroom practice. Executive team including APC&I will support teachers through classroom observations and shoulder-to-shoulder teaching practice. PLAN2 will be consolidated to determine teaching directions, monitor and assess student progress and achievement and reflect on teacher effectiveness. Essential Assessment will be explored school-wide to triangulate data sources. This will also support the visible learning initiative so teachers can analyse, interpret and extrapolate data and collaboratively use this to inform planning, identify interventions and modify teaching practice. Professional learning will also include Curriculum reform of the K-2 Syllabus for all staff. Targeting support and differentiated learning for students in the High Middle band - Band 4 in year 3 and band 6 in year 5 will be a focus and target for initiatives and programs in 2023.

Numeracy

Our focus for 2022 was to build the capacity of classroom teachers to plan, observe and analyse students' numeracy needs using the learning progressions in PLAN2, leading to the explicit and differentiated teaching in mathematics through rich assessment of learning. We aimed to also build the capacity of classroom teachers to plan, observe and analyse students' measurement skills using the learning progressions in PLAN2, leading to the explicit and differentiated teaching in measurement outcomes.

Focusing on high impact professional learning based on Measurement K-6, teachers were guided through the content and differentiated explicit teaching of Measurement and used the learning progressions in PLAN 2 to track the achievement and growth of a group of targeted students through pre and post assessment of one Measurement concept as part of the SPRINTS QTTS model. Additional measurement resources were purchased and utilised across all classes, enabling hands on lessons using measurement devices.

Teachers used online formative assessments such as Best Start assessment, SCOUT NAPLAN data, Check In assessments and Interview for Student reasoning- IfSR assessment to identify the point of need with student learning linking areas to the Learning Progressions.

Professional dialogue unpacking and sharing mathematics teaching strategies led by the AP and APC&I during the Sprint focus to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used student data to plan and embed quality practices into their everyday teaching, and as a result, adapted teaching and learning programs to reflect this. Student learning outcomes have been tracked through the collection and analysis of assessment data and have shown improvement across the board. This has been shared with all stakeholders.

The COVID Intensive program focused on Mathematics in Semester 2. Over 100 students were identified and assessed using the Interview for Student reasoning- IfSR assessment and took place in 3 lessons each week with a tutor to practice early Number skills such as numeral identification, forward/backward counting, addition and subtraction skills.

Additional Professional Learning was added to the Mathematics plan in Term 3 to enable PL in the K-2 Mathematics syllabus, where all teaching staff completed the 2 1/2 hours of online PL based around the curriculum reform and K-2 syllabus to be used in 2023 by all K-2 teachers.

Next year in this initiative we will work with staff to further our knowledge and understanding of Number sense in line with the K-2 Syllabus Reform direction and focus on Big Ideas in Number. Students need to be able to work through multi step word problems and staff need to unpack the strategies more in order to support all students to develop this skill of working mathematically. Data suggests that this is an area of need across the school as outlined in NAPLAN and Check In assessment. This will support further improvement in teaching practice across the school and how to assess and track student learning against the progressions.

Targeting support and differentiate learning for students in the High Middle band - Band 4 in year 3 and band 6 in year 5 will be a focus and target for initiatives and programs in 2023.

Writing

Our focus in 2022 was to continue to develop a consistent whole school approach to the teaching and assessing of writing. We identified the need to have a streamlined and consistent assessment approach across all stages. A writing team, worked with the staff to revise and adapt existing rubrics to suit our student needs. What worked well, was that it was determined to focus on one NAPLAN marking criterion at a time. After liaising with staff, it was decided to begin with a sentence structure rubric as it was essential to build student skills. Following this, staff administered writing assessments which were marked against the sentence rubric and created a baseline data.

Next year the writing team will continue to address the goals articulated in the 2022 SIP. We will add to the rubric and shift our focus to punctuation skills. This will be achieved through continuing to develop quality, explicit writing programs that not only increase student achievement but also improve teaching practice. Furthermore, with the implementation of the new English syllabus in K-2 and in preparation for the future release of 3-6, staff will engage in professional learning and dialogue to support this initiative.

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: <ul style="list-style-type: none">• Uplift of 5.9% of students performing in the top 2 Bands in NAPLAN reading	In 2022, the proportion of students achieving in the Top 2 Bands in NAPLAN reading has increased from 53.5% to 55.8%, therefore an uplift of 2.3%. Whilst we did not meet our target of an uplift of 5.9%, analysis of NAPLAN data indicates students in Year 3 in the Top 2 bands were 58.6% whereas students in Year 5 in the Top 2 bands was 52.6%.
Achievement of 2022 system negotiated targets: <ul style="list-style-type: none">• Uplift of 5.9% of students performing in the top 2 Bands in NAPLAN numeracy	<p>In 2022, the proportion of students achieving in the Top 2 Bands in NAPLAN Numeracy has decreased from 41.5% to 40.5%.</p> <p>Analysis of the NAPLAN data suggests that the target of an uplift of 5.9% of students performing in the top 2 Bands in NAPLAN numeracy was unfortunately not met in 2022.</p> <p>Currently 40.5% of students are in the Top 2 Bands, with the target being</p>

Achievement of 2022 system negotiated targets: • Uplift of 5.9% of students performing in the top 2 Bands in NAPLAN numeracy	49.4%. Students in Year 3 in the Top 2 bands were 42.2% whereas students in Year 5 in the Top 2 bands was 38.7%
Increase % from 2021 results of students achieving expected growth in NAPLAN Reading	We are unable to report on this target as NAPLAN was not administered in 2021.
Increase % from 2021 results of students achieving expected growth in NAPLAN Numeracy	We are unable to report on this target as NAPLAN was not administered in 2021.
2022: Increase the percentage of students performing at a stage based level from 2021 results	The data revealed that 47% of students assessed were working at stage-based level. From here, it was decided that students would be engaged in regular short, sharp and explicit lessons around sentence structure to increase the percentage performing at a stage based level. In addition, stages worked together to plan quality, explicit writing programs which included the writing cycle of modelled, guided and independent writing. At the end of the school year students were assessed again against the same criteria and the data revealed that 53% of students were now working at a stage base level compared to semester one 2022 and with an increase in the students working at above stage level.

Strategic Direction 2: Excellence in Teaching

Purpose

In order to improve student learning outcomes, teachers will enhance their capacity to provide differentiated learning for the range of student needs and utilise visible learning strategies.

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.

- Differentiation
- Visible Learning

Resources allocated to this strategic direction

Summary of progress

Differentiation

Due to covid, we were unable to achieve the 2021 Progress Measure. Throughout 2022 we worked towards the progress measure of "Staff become familiar with HPGE policy and identify students for development programs." With support from external experts, the staff undertook several professional learning sessions. The impact of which saw the staff unpack the policy and the identified HPGE domains. Evaluation processes drove each session to meet staff needs, with staff indicating they required explicit identification markers for our students.

To enhance the capacity of the team leaders, we participated in ongoing professional learning sessions, whereby an audit undertaken, using the *HPGE Evaluation Planning Tool*, placed our school at *Delivering* against the relevant SEF elements. The HPGE Audit will enable our teachers to support identified students through the identification of appropriate activities.

Staff demonstrated their understanding of the identification of students against specific domains, by flagging identified students on Sentral with a Green flag and their domain of high performance.

A future focus for NHPS based on the DoE - HPGE Policy Attitudes and Teaching Practices Survey and the HPGE Policy Statement include:

- 1.1.1 - High expectations and effective, explicit, evidence-based teaching create optimal learning environments where all students are challenged and engaged to achieve their educational potential
- 1.2 - Assessment and data are used in an ongoing manner to inform learning and teaching across all domains of potential: intellectual, creative, social, emotional and physical

Furthermore, in 2023 we will look at our 2022 target and focus on the differentiation in all aspects of learning by using the Differentiation Adjustment Tools (DAT) provided in the HPGE learning hub. Professional Learning in the use of the DAT tools will be a focus for HPGE.

Visible Learning

Our focus for 2022 was to improve teacher efficacy and student understanding of, and engage with Visible Learning practices. As we were unable to achieve this target measure in 2021 due to covid, in 2022, we re-surveyed staff and the pre-assessment data we collected of teachers and students at the beginning of 2022, drove our future direction for all of the activities implemented by the Visible Learning committee. Data indicated that throughout the school we have a range of capabilities around the use of Learning Intention and Success Criteria. Optional workshops were offered to staff wanting to develop their knowledge and understanding of LISC and its effective implementation to impact student learning.

Professional learning sessions consolidated the use of Learning Intentions and Success Criteria within classrooms. The Visible Learning Team encouraged collective participation through the use of evidence-based research practices and professional readings which provided teachers with an understanding of why Visible Learning practices are so important. Visible Learning practices aligned with our Sprints focus and were supported by the executive team and the APCI during Sprints sessions. The analysis of post TPL data indicated that staff found the TPL sessions targeted to staff needs, informative and motivational. The student data collected provided a balanced snapshot of the impact Visible Learning

strategies have had on our students.

We began the start of our "Feedback" journey. Using evidence-based research practices that support the importance of the implementation of feedback within classrooms, staff engaged with professional readings to deepen their understanding of feedback. Teachers showcased and shared their own approaches in their own classrooms.

In 2023, the Visible Learning team will further explore "Effective Feedback Practices" by building the capacity of staff to identify and deliver effective feedback to students to impact on their academic achievement. We will begin our WAGOLL journey, whereby classrooms will have a WAGOLL wall. Students will develop the skills to refer to the WAGOLL wall to identify where they are at on their learning journey, and where to next.

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
PLASP 2 documents written and adjusted confidently, including application and review processes for new staff for all identified HPGE students.	We were unable to achieve the 2022 progress measure as the 2021 target was not achieved in 2021. In 2022 we achieved the 2021 progress measure "Staff familiar with HPGE policy and identifying students for development programs".
<ul style="list-style-type: none">Students are actively setting, monitoring and evaluating specific learning goals using learning intentions, success criteria and a WAGOLL display (a learning wall) in classrooms in alignment with Sprints.	We partially achieved our progress measure for 2022 as students are actively setting, monitoring and evaluating specific learning goals using learning intentions, success criteria. We did not achieve WAGOLL displays in classrooms in alignment with SPRINTs.

Strategic Direction 3: Optimal Environment for Learning

Purpose

In order to improve student outcomes we will implement strategies to enhance connectedness and engagement.

Initiatives

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

- Enhancing Connectedness
- Enhancing Engagement

Resources allocated to this strategic direction

Professional learning: \$31,703.43

Summary of progress

Attendance

Throughout 2022, there were 2 significant occurrences outside of our control. The covid pandemic continued, whereby the laws governing isolation dictated our attendance percentage in semester 1 and part way through term 3. In addition to this, the international borders reopened and we saw a significant increase in extended leave applications. Both of these events have impacted student attendance in 2022, whereby we experienced a drop from 87.9% of students attending 90% of the time (2021) to 60% of the students attending 90% of the time. In comparison, the network data indicates that local area student attendance is sitting at 45.8%.

Professional Learning has impacted our attendance procedures and our ability to communicate with all stakeholders as we were able to streamline how we recorded and shared our data and information. The network team sessions were invaluable, as we learned from the expertise of our colleagues across the network.

We put the faces to the data by creating a data wall in the teaching hub, but this needs to be better monitored, updated and referred to throughout the exec meetings and or stage/grade team meetings.

We were responsive to the data by working with the P&C to establish the breakfast club to support student attendance on our lowest attended day (Monday), however early data indicated that we did not serve as many students as on Fridays. The breakfast club is not sustainable for 2 days a week when it did not have the immediate desired impact.

Weekly attendance awards continued throughout 2022 and the classes were responsive to the award when it was announced in the weekly assembly. Staff regularly reported (informally) conversations that they had with their class regarding their attempts to earn the awards.

Telstra has still not installed a 4th phone line, and the school is still undergoing the processes required for this to take place.

Regular information regarding how to explain absences is fed to parents via facebook, dojo and the newsletter.

In 2023, we will:

- continue to attend the network meetings to share and learn from the expertise of our colleagues
- continue to recognise class achievement in attendance
- continue to peruse the 4th phone line installation
- continue to reflect upon and refine our communication practices to ensure all stakeholders have the necessary information and data to affect change in student attendance

Wellbeing

Throughout 2021, there was a significant increase in student anxiety with the changes in society due to the pandemic. As students returned to school in 2022, the focus question was how do we improve student wellbeing?

The Wellbeing Team conducted the student Tell Them from Me survey. 231 students from Years 4-6 responded to the survey.

The data gathered was relayed to the staff. By providing the staff with this in-depth information, we ensured that every student was known valued and cared for within the Newbridge Heights School community. The Tell Them from Me student results demonstrated an increase of 15% of students feeling a sense of belonging, and an increase of 7% of students feeling a sense of connectedness to their school community.

This year the PBL team initiated a variety of changes to assist with students' sense of belonging and connectedness to our school.

These activities were implemented to assist with the development of a positive environment, which in turn assists with student wellbeing and learning processes.

The PBL Team reset the processes followed for the student reward system. We implemented the inclusion of sporting house groups, this replaced students aiming to gain points and recognition for their stages in silos. This change saw an increase in student connections across the school from K-6. Students were working together as a whole to be Safe, Respectful Learners.

The Wellbeing Team alongside the P&C initiated the commencement of the breakfast club, which was implemented to help see an increase in student attendance and provide students with a sustainable breakfast to set our students up with a successful day of learning.

Parents were provided with the opportunity to have their voice heard with the Tell Them from Me parent survey, we received a total of 45 responses. The survey questions were related to parent support and information and feeling welcome at school. The results demonstrated an increase in all components of the survey. We saw a 0.8% increase of parents feeling the school is inclusive and a 0.5% increase in parents feeling welcome.

As a whole school regular communication is relayed to parents via our media platforms of:

- Class Dojo
- Facebook
- eNews
- Newsletter

In 2023, we will:

continue to develop student's connectedness and sense of belonging
continue to develop a positive environment within the school community
continue to include parents and the community in school activities e.g., volunteers
continue to communicate with parents and keep them informed

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
A uplift of 4.9% of students attend school greater than 90% of the time	We did not meet our target in 2022. The pandemic likely contributed to this.
An uplift of 2.7% in wellbeing.	In 2022 the Wellbeing Team had a target to meet of a 2.7% increase in student wellbeing across the school. The target of 2.7% was achieved with an increase in a 'Sense of Belonging' of 15% of students feel connected and as though they belong to the school community, and an increase of 7% of students having positive relationships at school.
Internal measures indicate an increased percentage of students demonstrating positive wellbeing strategies.	The 2022 Tell Them from Me survey data analysis indicates that we achieved the goal of students demonstrating positive wellbeing strategies, with an increase of 15% of students feeling a sense of belonging, and an increase of 7% of students feeling a sense of connectedness to their school community.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$202,000.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Newbridge Heights 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"> • additional staffing to assist students with additional learning needs • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) • consultation with external providers for the implementation of differentiated strategies to support learners with additional needs. <p>The allocation of this funding has resulted in the following impact: The allocation of the integration funding has supported the identified students with in class 1:1 and small group support. The complexity of social and behavioural needs has seen our SLSO support transferring across into less structured settings (e.g playground). The SLSO team supports students with developing their relationships with their peers through redirecting, modelling and explicitly teaching the students how to play respectfully and safely. This has impacted our students as they are continually having their wellbeing needs met across all aspects of the school day. Our team have participated in professional learning courses to build their capacity in catering for students with Autism and Downs Syndrome. By building the capacity of our SLSO staff through professional learning opportunities, our students specific learning, health and welfare needs are catered for and the classroom teachers are impacted through the knowledge that the SLSOs bring into the classroom.</p> <p>After evaluation, the next steps to support our students will be: While our SLSOs support the classroom teachers in the teaching and learning environment, it would be of benefit for the SLSOs to have a deeper understanding of the PLASPs. Their knowledge would then have a direct impact on the learning of each student, as the SLSO would be more responsive to their specific learning needs. Further professional development is needed to ensure that our SLSOs have the skills to specifically address each student's support needs, including the complex needs of our neurodiverse students and to meet the needs of our students with complex behaviours in both formal and informal learning environments.</p>
<p>Professional learning</p> <p>\$31,703.43</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 Newbridge Heights 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"> • Enhancing Engagement <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Professional membership and principal professional learning • The executive team participated in the "Leading at the Speed of Trust", to strengthen collaboration. • 1 x teachers & 3 x SLSOs participated in TPL related to either Autism or Downs Syndrome to build their capacity to support our students • The 2 x teacher librarians participated in Term 4 network meeting. • The HPGE team participated in external professional learning opportunities to build their capacity and understanding to support them with driving the SIP initiative of "Differentiation".

<p>Professional learning</p> <p>\$31,703.43</p>	<ul style="list-style-type: none"> • All staff participated in compliance training- CPR & Anaphylaxis • \$350 was committed to upskilling the GA in Chemical Compliance & Safety. • To support the team leaders of the SIP occasional casual days were purchased to support planning & organisation. • Our SDD T4 \$3000.00 was committed to teacher professional learning at Taronga Zoo. Staff participated in a writing activity and STEM activity. <p>The allocation of this funding has resulted in the following impact: After 2 fractured years, the Taronga Zoo professional learning, was an opportunity for staff to work collaboratively in a unique setting to build efficacy. The nature journaling workshop supported Strategic Direction 1: Writing. It provided staff with strategies to take into the classroom to support our students to develop their critical and creative thinking skills to enhance sentence structure and vocabulary . The STEM activity supported the SD2 initiative of Differentiation, as it will serve staff to provide highly engaging lessons to support or High Potential Gifted Education (HPGE) students identified in the intellectual domain.</p> <p>The executive team participated in Leading at the Speed of Trust. With a continually evolving executive team, we participated in this professional learning to develop relational trust, build our credibility as leaders, look inward at our behaviours as leaders and to analyse how our actions and reactions are perceived by others. This professional learning was impactful as it provided the team with the opportunity to reflect on ourselves, the team and build our capacity to trust in each other.</p> <p>Staff participation in professional learning opportunities to build capacity to "Know Students and How They Learn", ensures that all of our students are known, valued and cared for. It also gives them the opportunity to connect, succeed, thrive and learn, as we are able to better cater for their learning, wellbeing and social and emotional needs.</p> <p>Through the training that the HPGE (High Potential Gifted Education) participated in, they were able to place our school against the correlating elements and themes outlined in the School Excellence Framework. They were then able to clearly map out a path of professional learning and "where to next" to enable them to meet the School Improvement Plan (SIP) targets. Students have been identified under the 4 domains and this is recorded in Sentral. Professional Learning sessions for the staff were carefully planned and the plans enacted to build staff understanding and capacity to meet the needs of our students.</p> <p>Staff has met the compliance needs through external training in CPR, anaphylaxis and chemical compliance.</p> <p>After evaluation, the next steps to support our students will be: Continuing to align our professional learning to our School Improvement Plan initiatives, driven by student need as identified by data, will ensure that our Professional Learning funding has maximum impact on building staff capacity and efficacy. Staff will continue to work in their teams to impact student achievement by identifying areas for improvement in our practice in order to meet our targets, and professional learning time is the most valuable way to do this. Professional learning time enables staff to be released to collaboratively plan and complete research and tasks to support student learning.</p>
<p>Socio-economic background</p> <p>\$52,204.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Newbridge Heights 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"> • Explicit Teaching • Other funded activities

<p>Socio-economic background</p> <p>\$52,204.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support equity program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Additional learning and support to enable students from the middle cohorts to receive intensive support. - An Assistant Principal provided with time to coordinate the equity team and resources including EALD, Learning and Support, COVID Intensive Learning Support program as well as assist in coordinating responses to Learning Support Team agenda. Applications for funding for several students were completed, the school was better able to engage with external agencies, <p>After evaluation, the next steps to support our students will be:</p> <p>In 2023, the release of an Assistant Principal to coordinate in-class support, build teacher capacity to meet the varying needs of students within the class, and support student engagement across the school will be implemented to support Strategic Direction 1, 2 and 3.</p>
<p>Aboriginal background</p> <p>\$3,831.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Newbridge Heights Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>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"> • Whole School Professional Learning with the Aboriginal Education and Wellbeing Officer. Staff participated in the Aboriginal Histories and Culture half day learning session. • Stage representatives worked closely with the Officer to create authentic learning experiences in English/Literacy units and then shared this with the stage team. Funding was used to buy a casual day to release the teachers from class. • Funds were used to employ an SLSO to support the learning of the First Nations Students. SLSOs provided 1:1 support in the classroom to help students meet their academic PLP goal. • Students participated in the Belonging Project and attended Symbio with other First Nations Students • Students worked closely with Nic Hall (Principal GREEC) to connect to land and Culture at NHPS. They created a bank of photos and places of the school that they deemed important to them. This was to be used by the GREEC to create a combined Acknowledgement to Country • An SLSO supported the Stage 3 student with her Cultural goal. • All students had a PLP that was negotiated with the student and supported by the Teacher and signed off on by the parents. • The school support the 2021 enrolled First Nations students by providing school uniforms. • Employment of specialist additional staff (SLSO) to support Aboriginal students • Employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact:</p> <p>Personalised Learning Plans (PLPs) and building a sense of cultural pride and belonging.</p> <p>This year the students have had ongoing opportunities to connect with other First Nations Students and staff both at school and in the local principal network to develop a sense of belonging and pride in their culture. Using the</p>

<p>Aboriginal background</p> <p>\$3,831.00</p>	<p>PLP cultural goal as a mechanism to engage students in authentic learning experiences and social activities, we aim to, and will continue to aim towards helping our students to value their identity, culture and heritage. Our PLPs were written in consultation with the student, the Deputy Principal (DP) and the teacher and included a cultural goal and gave direction to the teacher on where to focus specific learning instruction to meet student learning needs. This goal was supported by the opportunities offered by the Belonging Project as well as through the Georges River Environment Centre (GREET). Our Stage 3 student has worked with a School Learning Support Officer (SLSO) and the DP to create a story pole that represents her connection to country the school is on.</p> <p>The students who were enrolled in 2022, were provided with new summer uniforms. This was to support student belonging in the school to meet their welfare needs.</p> <p>SLSO Support: The impact of the 1:1 support with the SLSO saw each student have tailored in class support for 1 term. This covered both academic and cultural goals.</p> <p>Staff Professional Learning: Staff worked with the Aboriginal Engagement and Wellbeing Officer, who presented on 2 occasions to staff and then returned to work with stage representatives. She developed the capacity of staff to be able to provide cultural awareness and sensitivity to all learning experiences. Staff demonstrated enthusiasm and compassion in this space. Many teachers sought out specific strategies to embed in their practice that were ongoing. For example, they began using Aboriginal Language to label learning strategies in their classroom, one class created their own Acknowledgement to Country, parents/grandparents of these students were contacted to come to school to talk with the relevant classes and authentic learning opportunities were written into literacy units. Staff were seeking out each other and engaging in professional dialogue wanting to learn more.</p> <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to support our staff with learning opportunities around authentic learning experiences for all students. - As a cultural project the students could continue with the initiative of the Staff shirt design. Using the contact from the LLAECG. This was not achieved in 2022. -Continue to participate in the Belonging Project in 2023 to enhance and further develop cultural pride and understanding. - Build in more support for students with more SLSO time to have a greater impact on their specific learning needs -Focus on attendance strategies for those students who are not meeting the 90% attendance expectation, which should in turn impact their sense of belonging and their academic achievement.
<p>English language proficiency</p> <p>\$86,155.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Newbridge Heights 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"> • Explicit Teaching <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 • additional staffing intensive support for students identified in beginning and emerging phase • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Increased capacity to include students in the ESL program to over 100. Nearly all students classified at the emerging level were able to be included.</p>

<p>English language proficiency</p> <p>\$86,155.00</p>	<p>Students developed their skills in writing, with a focus on improved sentence writing, using appropriate word choice and syntax. Our whole school writing rubric was used to track growth in correct sentence structure.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we plan to build classroom teacher capacity to meet the learning needs of EALD students through a differentiated program. We also plan to use NAPLAN and Check in data to determine language instruction.</p>
<p>Low level adjustment for disability</p> <p>\$154,869.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Newbridge Heights 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"> • Explicit Teaching <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • Employment of LaST and interventionist teacher <p>The allocation of this funding has resulted in the following impact: In 2022 we provided support for 62 students requiring supplementary support, and 3 students requiring substantial or extensive support. 89 students were supported with quality adjustments in the classroom, through additional staff PL and additional in class support time. We strengthened processes for our PLASP's to ensure that students with additional needs had specific goals to improve their learning. All students on PLASP's achieved some or all of their goals. Specialist teachers ran intervention programs for targeted students to enhance their literacy and numeracy outcomes.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we aim to build class teacher capacity to cater to the learning needs of all students through a differentiated program and to provide professional learning for staff on inclusive education and various disabilities.</p>
<p>QTSS release</p> <p>\$110,324.16</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Newbridge Heights 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"> • Explicit Teaching <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 <p>The allocation of this funding has resulted in the following impact: Grades were able to collaborate once a fortnight for an hour, utilising the Sprints process, to develop teaching strategies to target identified student needs. 4 students per class, in the middle cohorts for reading and numeracy were targeted. Teaching practices were applied to all students with extensive data collected on the targeted students. All students improved from their pre test data. Teachers developed their capacity to meet the targeted needs of students.</p> <p>After evaluation, the next steps to support our students will be: The Sprints process will now be incorporated into grade planning and stage meetings. In 2023, the QTSS funding will be utilised to support curriculum reform.</p>

COVID ILSP

\$107,380.00

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.

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

- Other funded activities

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

- Employment of highly experienced teachers to deliver small group tuition in Literacy and Numeracy. "The Learning Hub Covid Program"

The COVID intensive learning support program is for the full year and provides additional support to all schools ensuring identified students benefit from high-quality literacy, numeracy or specific subject area small group tuition that best meets their learning needs, led by teachers working in partnership with classroom teachers.

- Intensive short-term intervention - to enhance student's skills in Reading and/or Numeracy
- Identify specific areas for improvement in Reading and/or numeracy
- Develop individualised learning goals with students
- Engaging in intensive 45 minute sessions focusing on learning goals, three times per week
- Student daily check in and reflection of learning goals
- Monitoring and evaluating student progress using pre and post data
- Feeding back student progress to the classroom teachers and parent through a Covid Program Intensive report.

The Learning Hub program celebrates the success of our students through presentation of certificates and acknowledgment of being part of the program.

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

High impact explicit teaching for our targeted students in reading and maths, resulting in improved student outcomes. Through everyday observations optimal students engagement is observed, impacting students confidence in the areas of reading and maths.

We have seen an improvement and growth in their reading levels, fluency, phonemic and phonological awareness.

188 positions were available for learning for either literacy, numeracy or both areas. They were given small group support in the areas of reading and number skills. Without the funding, this would not have been possible on such a large scale.

Improved student learning outcomes and student growth in literacy and numeracy skills and knowledge as clearly evidenced in pre and post test data. Student growth in confidence and development of positive attitudes to reading and number tasks as evidenced by their engagement with tutors and teacher anecdotal observations. Teachers used PLAN 2 data to track students and progress.

Students who received support in literacy improved significantly in reading making a growth of between 4-6 levels.

Increased confidence and self-esteem was observed with students attempting more challenging tasks and texts by the end of the teaching-learning cycle.

Data demonstrated that student sound knowledge improved significantly with some students improving between pre and post testing by 20 unknown sounds.

Students confidently developed a range of strategies to count, order, read, represent, add, and subtract 2-, 3- and 4-digit numbers and their knowledge

<p>COVID ILSP</p> <p>\$107,380.00</p>	<p>of place value and their ability to represent a range of numbers increased notably. Students were able to recognise the value of a number quickly and accurately in pictorial form by sight e.g., subitising and significantly improved their ability to identify and create repeating patterns recognising missing elements within patterns. Many students were able to establish the rule within number patterns to solve what was missing.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will continue the approach of targeted instruction in reading and number skills using experienced teachers. Identify the level of need for decodable readers across our school and begin to determine their suitability in our context. Covid Intensive Learning and Support Teacher (CILSP) teacher will continue to provide specific and in-depth feedback/data to class teachers on student progress and classroom teachers to support students in literacy and numeracy. Continued feedback to be given to parents/caregivers to support the continued growth of the students learning in both literacy and numeracy with explicit suggestions of activities tailored to their child's needs. To best meet the students' learning needs and the new curriculum guidelines for literacy, resources such as decodables need to be incorporated into the CILSP role. Tracking and input of data in PLAN 3 and reflection on student progress to be a strong focus in 2023 with appropriate professional learning to be completed if required. In 2023, CILSP teacher will meet and discuss student progress with new classroom teachers and re-evaluate if the students need additional support.</p>
<p>Per capita</p> <p>\$145,000.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Newbridge Heights 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 operational funding include:</p> <ul style="list-style-type: none"> • Funding of resources for key learning areas including reading, numeracy, HSIE, Science and Technology, PDHPE and CAPA • Funding of costs incurred due to COVID disruptions and cancellations • IT support and computer maintenance • Funding of library program • Funding of Green Team <p>The allocation of this funding has resulted in the following impact: In 2022, this funding supported the provision of resources to implement programs across the school and also allowed for the maintenance of K-6 computer technology to enhance learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, these funds will be used to continue the support of school programs to enhance student learning outcomes.</p>
<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this Staffing - Other funding include:</p> <ul style="list-style-type: none"> • Staffing key learning area initiatives • Additional professional learning for staff to support the implementation of

<p>AP Curriculum & Instruction</p> <p>\$150,571.00</p>	<p>the new English and Mathematics syllabi in K-2.</p> <ul style="list-style-type: none"> • Coordination of resources to support the implementation of the new syllabus and ensure consistency of support across the school. • Providing targetted support for each stage based on the needs of students and differentiating professional learning to support each stage's directions for student growth. <p>The allocation of this funding has resulted in the following impact: Teachers are confident in implementing the new math and English syllabus. The school has produced resources and training to support staff in delivering lessons that use evidence-based strategies. This will support the enhancement of student outcomes. Teachers have been provided with time to prepare for the implementation of the new syllabi, modify units and prepare resourcing across K-2.</p> <p>After evaluation, the next steps to support our students will be: In 2023, staff collaboration to enhance current resources to differentiate for the students in our classes will be a focus. We will be focusing on developing staff capacity in the 3-6 math and English syllabi to ensure deep staff knowledge and understanding of content in preparation for 2024.</p>
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Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	299	268	263	249
Girls	327	317	311	280

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.8	95.2	94.3	87.7
1	94.4	95.1	94.8	89.7
2	94.5	95.1	94.1	89.2
3	94.2	94.4	95.1	88.9
4	93.6	94.5	94.7	89.4
5	95.2	94.9	94.1	89.1
6	93.9	94.2	94.0	88.5
All Years	94.4	94.8	94.4	89.0
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)	5
Classroom Teacher(s)	19.74
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
Teacher ESL	0.2
School Administration and Support Staff	3.96

*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	227,311
Revenue	5,472,455
Appropriation	5,111,385
Sale of Goods and Services	36,924
Grants and contributions	321,535
Investment income	2,611
Expenses	-5,261,669
Employee related	-4,603,647
Operating expenses	-658,022
Surplus / deficit for the year	210,786
Closing Balance	438,096

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	183,881
Equity Total	297,059
Equity - Aboriginal	3,831
Equity - Socio-economic	52,204
Equity - Language	86,155
Equity - Disability	154,869
Base Total	3,946,932
Base - Per Capita	145,038
Base - Location	0
Base - Other	3,801,894
Other Total	420,241
Grand Total	4,848,113

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

Student satisfaction

The Tell them From Me survey was completed by students in Years 4-6

We received positive feedback from our student cohort with the following results:

- Advocacy at school was higher than state average with a score of 86%.
- Expectation of success, 97% of students identified a feeling of high expectations of success at school, well above state average.
- Sense of belonging, showed that Newbridge Heights students are on a positive trajectory with 72% of students feeling a positive sense of belonging up by 6% from 2021 data.

Our student satisfaction data from the Tell Them From Me survey showed that we scored above state average in all areas, a wonderful outcome for our students.

Community satisfaction

In 2022, the Parent Tell them from Me survey was conducted. Questions centred around parents feeling supported and included in the educational process and parents feeling welcome at school. After several years of disrupted parental connection due to COVID, it was pleasing to see an increase of 0.5% increase in parents feeling welcome at school. It was also pleasing to see that parents, feeling that the school is inclusive, increased by 0.8%.

In 2023, we will be working towards stronger community partnerships and engagement. Working in conjunction with the P & C we will be collaborating on community engagement events in 2023 to strengthen community sense of belonging.

Staff satisfaction

45% of our staff completed the People Matter Employee Survey in 2022. The following have been identified as the strengths of the employee experience in our team:

- Staff support the school's values
- Our school considers student and community needs when planning our work
- Staff are able to use a variety of skills in their work
- Seniors managers communicate the importance of our students and community as part of our work
- Staff acknowledge that they have received the training and development to do their job well
- Staff performance is assessed against clear criteria
- Staff understand what is expected of them to do their job well.

In 2023 the targeted areas of support will include Collaboration, Improvements to meet future challenges, and developing employees.

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.