

2022 Annual Report

Valley View Public School



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Introduction

The Annual Report for 2022 is provided to the community of Valley View 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 Valley View, all students have fair access to high quality teaching and learning delivered through evidence-based practices and supported through responsive wellbeing programs and strong community partnerships.

School context

Valley View Public School was established in 1980 and is located in the Wyoming area. The current enrollment is 332 students with 4.72% acknowledging their Aboriginal heritage and 16.8% English as an Additional Language or Dialect (EAL/D).

Valley View Public School has a newly established Support Unit consisting of three Multi-Categorical classes and we host a satellite class from Glenvale SSP. An OOSH (Out of School Hours) service is also on site and a Community Language School which operates on-site on Saturdays. The school has a dynamic teaching team ranging from early career teachers to more experienced staff, with school administration and learning support officers working as a team to provide educational excellence.

Valley View Public School implements a number of research-based Literacy and Numeracy programs. The school implements 'Positive Behaviour for Learning' (PBL) and upholds the values of Respect, Responsibility and Personal Best.

Valley View Public School prides itself on the quality and variety of educational and extra-curricular experiences available to students. Extra-curricular activities include: band, choir, recorder, dance groups, a range of sporting PSSA teams, public speaking, debating and the Premier's Reading Challenge. Key teaching and learning programs include MSLE, Focus on Reading, the Big Write, STEM groups, Spelling Bee and Premier's Reading Challenge.

Through our situational analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will be undertaken around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy. School services will be utilised to build an understanding of how to do this successfully with a focus on quality professional learning.

Our work with individual students will be responsive and closely monitored. Individual and targeted support will be provided where growth is not evident. Pre and post assessments will be carried out to assess the impact of this support. Structures will be put in place to identify students who need additional support and students not showing growth will be referred to the Learning and Support Teacher for intensive intervention. Continual monitoring of student performance data will determine areas of need and success at a class and school level and the involvement of the whole school community in this process will be essential moving forward.

Valley View Public School has strong alliances with the Valley Schools Learning Community and the Cooina Local AECG, valuing the consultative partnerships that exist. The P&C are committed to the school ensuring timely resourcing and support is provided to enhance the learning opportunities for all.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Sustaining and Growing
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	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	Sustaining and Growing
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Data Driven Practices
- Individualised learning practices and processes.

Resources allocated to this strategic direction

Summary of progress

This Strategic Direction saw a focus on data driven practices and individualised learning practices and processes. We undertook whole school and Stage led data meetings where we collated and discussed reading level data and programming. Students were then collaboratively grouped into the targeted areas of High Potential, needing support, Aboriginal and English as Additional Dialect. Data was presented and staff were supported to ensure their programs were supporting differentiated teaching. Assessment schedules were reviewed ensuring consistency in the type, frequency and storage of assessment data.

Individualised learning is a priority and all staff were active participants in the high impact professional learning for High Potential and Gifted Education (HPGE) students enabling staff to not only identify students but also to effectively differentiate their programs and teaching to cater for these students. Intervention programs were conducted by SLSOs and Learning and Support Teachers.

This has resulted in a whole school approach to the monitoring of curriculum planning, delivery and assessment and therefore meeting the needs of our students. Consistent teacher judgment is becoming evident across the school and programs and student work samples are reflective of explicit teaching practices.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
To increase the percentage of students achieving expected growth in reading from 66.4% with an uplift of 2%.	Student growth could not be calculated for 2022 as the NAPLAN tests were not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessment, since NAPLAN was not run in 2020 there was no data to calculate student growth scores.
To increase the percentage of students achieving expected growth in numeracy from 64.3% with an uplift of 2%.	Student growth could not be calculated for 2022 as the NAPLAN tests were not run in 2020. Student growth scores require the matching of student NAPLAN results across consecutive assessment, since NAPLAN was not run in 2020 there was no data to calculate student growth scores.
To increase the percentage of students achieving in Top 2 bands in reading by 6%.	There has been a decrease from 47% in 2021 to 12% in 2022 in Year 3 and also a decrease from 42% in 2021 to 28% in 2022 in Year 5 results of students achieving in Top 2 bands in reading.
To increase the percentage of students achieving in Top 2 bands in numeracy by 7%.	Numeracy results for Year 3 show a decrease from 42% in 2021 to 33% in 2022 with Year 5 also showing a decrease from 31% in 2021 to 7% in 2022
To increase the number of students achieving at or above the minimum benchmark reading level from 55% in	We have seen an increase in this area from 55% to 58% of students achieving minimum benchmarking levels in K-2.

K-2 by 5%.	
3-6 Students working below the minimum standard in reading have an individualised learning plan and are supported by the learning and support team.	The Learning and Support team use NAPLAN data and PAT data to identify and target students who are working below the minimum standard. All students identified are supported throughout the year.

Strategic Direction 2: Excellence in Teaching Practice

Purpose

To provide innovative, high quality educational programs and promote a culture of learning excellence and responsiveness in meeting the learning needs of all students and staff.

Initiatives

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

- High Impact Professional Learning
- Development, Implementation and Evaluation of Evidence Based Programs

Resources allocated to this strategic direction

Summary of progress

This Strategic Direction focused on high impact professional learning to drive quality teaching across the school. Apart from mandatory training, we also strategically developed a Professional Learning schedule for the implementation of Multi Structured Language Education (MSLE) to ensure that all staff had a deep understanding of this pedagogy. There was also a focus on the new K-2 syllabuses, ready for implementation in 2023. Professional learning, via a PL Timetable, was delivered to introduce MSLE language phonological awareness, phonic skills, phonemes, graphemes, syllables and spelling rules was conducted. A review of our current spelling program was undertaken allowing us to adjust this based on MSLE pedagogical practices. Measurement and Geometry was also a designated focus for our high impact professional learning.

We have developed a culture where professional learning is highly valued and regular opportunities are sought to ensure continuous improvement for all staff.

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
Professional Partners has continued and is embedded in the school Professional Development schedule.	The Professional Partnerships program has been replaced with the introduction of the Assistant Principal Curriculum and Instruction position who now runs professional learning, demonstration lessons and observes teachers and gives feedback on pedagogical practices.
Staff survey will show that 100% of teachers felt TPL was effective in improving their teaching practice.	100% of staff felt that the professional learning sessions delivered throughout the year that focused on MSLE and the new K-2 syllabuses was effective and helped in their knowledge and understanding of both the MSLE program and the new K-2 syllabuses.
All teaching staff have undertaken PL in MSLE, with a scope and sequence developed and implemented in all teaching and learning programs.	The Assistant Principal Curriculum and Instruction has been instrumental in the development of a sound scope and sequence that ties in MSLE and syllabus outcomes across all stages.

Strategic Direction 3: Engagement and Wellbeing

Purpose

To provide and ensure a strategic and planned approach to support the cognitive, emotional and social wellbeing of 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.

- Engagement
- Wellbeing

Resources allocated to this strategic direction

Summary of progress

This Strategic Direction focused on the engagement and wellbeing of our students. We initially commence annually with a review of our behaviour management flow chart and consistency guides and updated our PBL Handbook and Sentral Wellbeing settings to reflect changes. All staff, including new staff and casuals, are trained with the new procedures thus ensuring consistency school wide. Attendance and engagement initiatives have a deep focus across the school as these are fundamental in developing positive attitudes towards learning and confidence as learners. Attendance data is regularly collected and monitored by the Assistant Principal LST and Wellbeing to ensure streamlined targets for areas of need and improvement. Our current processes around tracking and monitoring attendance are a regular part of our LST meetings, sending out SMS messages for absences, sending home letters each fortnight for students with unexplained absences and involving the HSLO in cases where interventions were required.

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 proportion of students attending school 90% of the time from 72.2% to 75%.	In 2022 we saw 65% of students attending school 90% or greater, which was below our target of 75%. Ongoing COVID cases and illness have contributed to this decline.
The whole school attendance rate is 88%	The school attendance rate was 89.9%, above the target of 88%.
50% of staff have been trained in the PAX game.	100% of staff were trained in the PAX game during one School Development Day.
100% of staff are up-skilled in updated PBL practices and consistently apply the revised PBL program relating to Tier 1 PBL data.	Continued PBL team meetings and timetabled Professional Learning sessions continued throughout 2022 ensuring all staff are continually updated in PBL processes and practices.
A reduction of 12% of Tier 2 and 3 behaviour incidents	In 2022 there was an increase across Tier 2 and 3 incidents of 12%
TTFM data shows an increase from 40% to 50% for 'Sense of Belonging.'	The 2022 TTFM survey results showed 60% of students responded positively to 'Sense of Belonging', well above or target of 50%.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$81,429.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Valley View 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 • intensive learning and behaviour support for funded students • employment of staff to provide additional support for students who have high-level learning needs <p>The allocation of this funding has resulted in the following impact: identified students and their families were supported, allowing access to the appropriate curriculum and emotional, social and behavioural supports were put in place strategically.</p> <p>After evaluation, the next steps to support our students will be: identify students who will receive IFS funding in 2023 and ensure appropriate staff, programs and supports are in place.</p>
<p>Socio-economic background</p> <p>\$80,080.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Valley View 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"> • resourcing to increase equitability of resources and services • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support SLSO program implementation. <p>The allocation of this funding has resulted in the following impact: Identified students being able to participate in extra-curricular activities they wouldn't normally be able to engage in. Students were supported to be in correct school uniform to ensure their sense of belonging. Students were supported by the provision of food when their families were unable to afford meals.</p> <p>After evaluation, the next steps to support our students will be: The school will continue these targeted initiatives to support student learning and engagement. Socio economic funding will continue to be used to support the needs of all student sin 2023 through employing additional staff to support current programs and purchasing resources.</p>
<p>Aboriginal background</p> <p>\$20,500.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Valley View 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>

<p>Aboriginal background</p> <p>\$20,500.00</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"> • staffing release to support development and implementation of Personalised Learning Plans • employment of an Aboriginal artist to collaborate with ATSI students on art canvases and the development of a mural. <p>The allocation of this funding has resulted in the following impact: Improved academic success for Aboriginal and Torres Strait Islander students and ensured cultural perspectives were embedded in teaching and learning activities.</p> <p>After evaluation, the next steps to support our students will be: Review of programs that could not be completed due to illness and COVID interruptions. Commence SistaSpeak and Brospeak programs to continue to instill a love of culture in our Aboriginal students. To continue to focus on building connections between home and school for our Aboriginal families through regular contact and opportunities for our families to be involved within the school</p>
<p>English language proficiency</p> <p>\$22,380.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Valley View 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 • employment of additional staff to support delivery of targeted initiatives <p>The allocation of this funding has resulted in the following impact: EAL/D students being supported within the classroom within literacy and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Continued support as required for all students who are EAL/D.</p>
<p>Low level adjustment for disability</p> <p>\$152,007.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Valley View 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> <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: Additional Learning and Support teachers to identify and target a greater number of students who require additional support.</p> <p>After evaluation, the next steps to support our students will be: Continue to go above establishment in Learning Support and employ additional SLSOs to run small group intervention programs to support literacy and numeracy.</p>

<p>Professional learning</p> <p>\$21,000.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Valley View 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"> • Differentiated teaching and learning pedagogies. <p>The allocation of this funding has resulted in the following impact: OG/MSLE training completed. The majority of staff trained in Foundations of MSLE and we now have 7 staff fully trained in OGCE.</p> <p>After evaluation, the next steps to support our students will be: Continue training in 2023, so that 100% of staff have Foundations MSLE training and all K-2 are OGCE MSLE trained. Continue to personalise professional learning offered to staff in order to ensure it is targeted at achieving PDP goals. Professional learning funds will also be used to facilitate curriculum reform release time to have teams off class working together.</p>
<p>QTSS release</p> <p>\$66,884.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Valley View 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"> • Assistant Principals provided with additional release time to support classroom programs <p>The allocation of this funding has resulted in the following impact: Assistant Principals were provided with additional release time to mentor and guide staff in new pedagogies.</p> <p>After evaluation, the next steps to support our students will be: Continued support in this area will be provided next year to ensure effective and supportive Middle Leadership.</p>
<p>COVID ILSP</p> <p>\$113,160.00</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 <p>The allocation of this funding has resulted in the following impact: An increased number of students were able to be targeted and supported through additional an teaching allocation resulting in a greater number of students gaining access to small group tuition. Implementation of small group and intensive tuition with individuals and small groups.</p>

<p>COVID ILSP</p> <p>\$113,160.00</p>	<p>After evaluation, the next steps to support our students will be: This initiative will continue in 2023 as the Department have extended this funding.</p>
<p>Per capita</p> <p>\$18,277.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Valley View 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"> • enhancing teaching resources. • allocating additional resources to support specific programs. <p>The allocation of this funding has resulted in the following impact: New reading resources for K-2 were able to be purchased to support new curriculum implementation.</p> <p>After evaluation, the next steps to support our students will be: Reading data will be evaluated to gauge the impact of the new program and resources. Continue to ensure that our 2023 students receive adequate opportunities with equal access to resources to ensure each and every student succeeds and thrives.</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"> • Employment of a full time APCI <p>The allocation of this funding has resulted in the following impact: APCI worked with staff across the school to build and support curriculum knowledge including building the capacity of Assistant Principals to support their teams with a specific focus on MSLE and the new K-2 syllabuses.</p> <p>After evaluation, the next steps to support our students will be: APCI to work with all stage teams to continue to build knowledge and understanding around the new syllabus (3-6) and to support implementation of the new syllabus (K-2). Demonstration lessons and observations of teaching practice will continue to be a focus.</p>

Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	151	164	166	163
Girls	173	172	160	161

Student attendance profile

School				
Year	2019	2020	2021	2022
K	95.7	96.8	94.6	89.1
1	95.0	95.0	93.1	88.7
2	93.5	94.9	93.2	87.9
3	95.3	94.9	92.9	88.2
4	92.8	93.9	92.6	86.3
5	91.6	93.7	93.8	85.1
6	90.6	94.9	88.9	88.1
All Years	93.7	94.9	92.8	87.5
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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)	6
Classroom Teacher(s)	13.22
Learning and Support Teacher(s)	1
Teacher Librarian	0.8
School Administration and Support Staff	6.32

*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	511,820
Revenue	4,303,473
Appropriation	4,137,474
Sale of Goods and Services	62,027
Grants and contributions	99,573
Investment income	4,099
Other revenue	300
Expenses	-4,472,291
Employee related	-3,851,778
Operating expenses	-620,513
Surplus / deficit for the year	-168,818
Closing Balance	343,002

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	81,429
Equity Total	277,641
Equity - Aboriginal	23,174
Equity - Socio-economic	80,080
Equity - Language	22,380
Equity - Disability	152,007
Base Total	3,050,790
Base - Per Capita	83,895
Base - Location	0
Base - Other	2,966,896
Other Total	509,697
Grand Total	3,919,557

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

There was an increase in the number of respondents to the 2022 Tell Them From Me survey, up from 28 in 2021 to 37 in 2022. In the areas of 'Parents Feel Welcome' and 'Parents Support Learning at Home', there was a slight decrease in positive responses. 'Parents are Informed,' 'School Support Learning', 'School Supports Positive Behaviour', 'Safety at School' and 'Inclusive School' all saw increases in positive responses, which was pleasing to see.

In terms of student responses in the TTFM survey, the 2021 results showed a significant decrease in results across all areas, apart from 'participate in Sport.' The 2022 TTFM student survey results showed increased positive responses across all areas which we attribute to the easing of COVID restrictions and the reintroduction of 'normal' school routines.

The teacher results were also pleasing, with all areas showing a significant improvement in results.

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.