

2022 Annual Report

Werrington County Public School



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Introduction

The Annual Report for 2022 is provided to the community of Werrington County 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 Werrington County Public School we believe that every student should be challenged to learn and continually improve in a respectful, inclusive, high expectations environment.

Our vision is to work in partnership with our school community to empower all students to flourish and become confident, respectful and engaged learners.

School context

Werrington County Public School was established in 1982 and currently has a student enrolment of 338. We have 15% of students identifying as Aboriginal and 11% of students identifying as EALD. The school caters for students Kindergarten to Year 6. There is the inclusion of a Special Education Unit of three classes, two being multicategorical and one autism class. The staff are committed to ensuring quality teaching and learning programs are taking place with a personal commitment to pursuing professional learning.

Our school community displays strong support for our endeavours and staff are held in high esteem within the community. Werrington County Public School has an active P&C, consisting of parents and caregivers. The school has a proud sporting history and provides opportunities for students in dance, choir, debating and public speaking at district level. Werrington County Public School supports student learning and wellbeing through a values approach, our school values are Curious, Collaborative and Compassionate.

The school has completed a situational analysis that has identified three areas of focus for this strategic improvement plan.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that there has been increased achievement in Year 3 in reading and numeracy, however further increases in achievement and expected growth in reading and numeracy are areas for explicit focus in the new school plan. The NAPLAN gap analysis indicated the area of focus to include; reading - viewing and comprehension strategies and numeracy - whole number, additive and multiplicative strategies and application of mathematical concepts. Our whole school focus to improve student growth and maintain student achievement in reading and numeracy is underpinned by the evidence base provided by What Works Best: 2020 Update. As the literature suggests, we will focus on developing and sustaining whole school processes for collecting and analysing student assessment data to inform teaching and learning programs and embedding evidence-informed teaching strategies for every student in every classroom

2. High quality teaching

Upon analysis of teaching practices that support student learning it was evident that explicit teaching, use of data to inform practice and effective and consistent assessment practices are areas for explicit focus throughout the implementation of this plan. School focus to improve quality teaching to maintain student achievement in all curriculum areas is again underpinned by the evidence base provided by What Works Best: 2020 Update and the implementation of the Australian Professional Standards for Teachers. We will focus on developing quality summative and formative assessment tasks, responsive feedback and data collection practices and developing greater consistency of judgement within and across schools. The leadership team will develop their capacity as instructional leaders to further develop and sustain a high expectations culture of effective evidence based teaching and ongoing improvement.

3. Wellbeing and engagement

When conducting the analysis of the school wellbeing metrics it was evident that student sense of belonging is an area of ongoing focus. CESE literature identified core elements of focus that aligned to our needs. Whilst PBL was initiated a number of years ago, our reflection of progress is consistent with the literature that suggests that behaviour is only part of wellbeing and there is more work to be done that warrants inclusion of wellbeing in the new school plan. Therefore, we will have a whole school focus on activities that have been proven to work in other settings and are likely to work in ours. These activities drawn from the evidence base can be grouped broadly into supporting student individualised learning needs, behaviour support and management and partnerships in learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Sustaining and Growing
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	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 reading and numeracy to build a strong foundation for academic success we will further develop and refine data driven teaching practices that are responsive to the learning needs of individual students.

Initiatives

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

- Reading
- Numeracy

Resources allocated to this strategic direction

Professional learning: \$15,000.00

AP Curriculum & Instruction: \$180,685.20

Summary of progress

Reading:

- Stage 2 and 3 Teachers worked collaboratively with the APCI in 'Reading Rounds' using the Spiral of Inquiry as framework with a focus on targeted professional learning and data analysis to improve our teaching and learning practices in reading.
- K-2 teachers worked with the APCI to develop a new Scope and Sequence in line with the new English Syllabus. K-2 teachers also took part in professional learning led by the APCI.
- All teachers took part in Jolly Phonics professional learning. This learning was facilitated by both our APCI and an external Jolly Phonics consultant.
- All teachers engaged in Collaborative Planning Days and How are we Going? data check in days each term. These days were led by the APCI with the support of stage Assistant Principals.

Future Directions include:

- All stages participating in Spirals of Inquiry, facilitated by the APCI.
- 3-6 to participate in new English Syllabus professional learning and readiness activities in preparation for 2024 implementation.

Numeracy:

- The numeracy team undertook an extensive resource audit. Followed by data gathering from teachers to inform the purchasing and development of classroom based numeracy kits to facilitate the teaching of numeracy.
- K-2 teachers worked with the APCI to develop a new scope and sequence in line with the new Mathematics Syllabus. K-2 teachers also took part in professional learning led by the APCI.
- The numeracy team developed a plan of action for 2023 as we shift towards a greater focus on numeracy.

Future Directions include:

- All stages participating in Spirals of Inquiry, facilitated by the APCI.
- School wide professional learning, focusing on Number Talks and the big ideas of numeracy

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in numeracy of 23.2%.	NAPLAN scores indicate a decrease in the percentage of students in the top two skill bands for numeracy to 12.24%.

Improvement in the percentage of students achieving in the top 2 bands to be above the school's lower bound system-negotiated target in reading of 31.8%	28.87% of students achieved in the top two bands in NAPLAN reading indicating progress yet to be seen toward the lower-bound target.
Improvement in the percentage of students achieving expected growth in NAPLAN reading to be moving towards the school's lower bound system-negotiated target of 62.9%	Growth data was unavailable in 2022 as NAPLAN was not conducted in 2020 due to COVID-19.
Improvement in the percentage of students achieving expected growth in NAPLAN numeracy to be moving towards the school's lower bound system-negotiated target of 57.1%	Growth data was unavailable in 2022 as NAPLAN was not conducted in 2020 due to COVID-19.
A range of evidence supports the schools assessment/validation in the themes of data literacy and explicit teaching to be at sustaining and growing.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the themes of data literacy and explicit teaching.

Strategic Direction 2: High quality teaching

Purpose

Students are provided with quality learning opportunities that are founded upon evidence. Teachers take shared responsibility for student improvement and contribute to a high expectations learning culture.

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.

- Assessment
- Effective classroom practice

Resources allocated to this strategic direction

QTSS release: \$89,753.30

Professional learning: \$15,233.08

Summary of progress

Assessment

- All teachers engaged in Collaborative Planning Days and How are we Going? data check in days each term. These days were led by the APCI with the support of stage Assistant Principals.
- Each stage worked with their Assistant Principal and the APCI to develop and implement consistent assessment schedules.

Future Directions include:

- All stages participating in Collaborative Planning Days and How are we Going? data check in days each term.
- Review and refinement of assessment schedules, led by the APCI.

Effective Classroom Practice

- All staff (teachers and SASS) commenced the 12 month professional learning modules of the Berry Street Education Model. The first two of five modules were completed throughout 2022. Teachers implemented identified changes to their classroom practice.
- Stage 2 and 3 Teachers worked collaboratively with the APCI in 'Reading Rounds' using the Spiral of Inquiry as framework with a focus on targeted professional learning and data analysis to improve our teaching and learning practices in reading.

Future Directions include:

- All staff will complete the final three modules of the Berry Street Education Model professional learning.
- All stages participating in Spirals of Inquiry, facilitated by the APCI.

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 range of evidence validates judgement towards sustaining and growing for effective classroom practice in lesson planning and feedback.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the element of effective classroom practice and in the theme of lesson planning and feedback.
A range of evidence validates judgement towards sustaining and growing for assessment in whole school monitoring of student learning.	Self-assessment against the School Excellence Framework shows the school currently performing at delivering in the theme of whole school monitoring of student learning.

A range of evidence validates judgement towards sustaining and growing for learning and development in collaborative practice and feedback.

Self-assessment against the School Excellence Framework shows the school currently performing at sustaining and growing in the element of learning and development and in the theme of collaborative practice and feedback.

Strategic Direction 3: Wellbeing and Engagement

Purpose

In order to maximise student learning there is a strategic and planned approach to whole school wellbeing processes that supports the wellbeing and engagement of all students, staff and the community so they can connect, succeed, thrive and learn.

Initiatives

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

- Targeted learning and support
- Attendance

Resources allocated to this strategic direction

Low level adjustment for disability: \$202,153.57

Socio-economic background: \$280,100.00

Integration funding support: \$96,747.00

New Arrivals Program: \$14,794.00

English language proficiency: \$34,259.62

Aboriginal background: \$53,098.11

Summary of progress

Targeted Learning and Support

- A school wide approach to wellbeing was a major focus in 2022. Staff participated in multiple professional learning sessions at a school level to evaluate and refine our current wellbeing practices. Major changes were introduced to improve the consistent implementation of school wide expectations.
- In consultation with staff, students and community a new awards system was developed to commence in 2023.
- All staff (teachers and SASS) commenced the 12 month professional learning modules of the Berry Street Education Model. The first two of five modules were completed throughout 2022. Teachers implemented identified changes to their classroom practice.
- A review of our school Learning and Support procedures took place. Changes were implemented throughout the year, with further modifications to be made in 2023.
- COVID ILSP funding was used to employ School Learning Support Officers to implement structured support programs in English.

Future Directions include:

- Reflect on and refine our approach to student wellbeing.
- Implement and review the new awards system.
- All staff will complete the final three modules of the Berry Street Education Model professional learning.

Attendance

- Structured monitoring of attendance, regular HSLO visits and intervention occurred in line with Department of Education's Attendance Policy and Procedures.
- Berry Street Education Model professional learning led to changes to our morning routines. All classes now participate in a 'Welcome Circle' with the main focus on developing relationships, connection to school and celebrating school life.

Future Directions include:

- Refine and add to our Berry Street Education Model strategies after completing professional learning modules 3, 4 and 5.

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
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<i>Tell Them From Me wellbeing data (advocacy, belonging, expectations) improves to be at or above 90.2%</i>	Student wellbeing data for 2022 is 88.7%.
Increased percentage of students attending school more than 90% of the time to be 77.6% or above.	The number of students attending greater than 90% of the time or more is 50.4%. However, this data has been heavily impacted by the Public Health Orders in place at the beginning of 2022 in relation to COVID-19 when this data was harvested.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$14,794.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employing a specialist teacher to provide intensive English language support focusing on language development to participate successfully in schooling. <p>The allocation of this funding has resulted in the following impact: The identified student participated in one on one targeted intervention sessions. As a result their ability to orally communicate in English in learning and social situations improved.</p> <p>After evaluation, the next steps to support our students will be: The school was allocated NAP funding for one student in 2022, this student is moving on to a different school in 2023. Our EALD teacher will contact the new school to ensure a smooth transition.</p>
<p>Integration funding support</p> <p>\$96,747.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Werrington County 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"> • Targeted learning and support <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 (PLSPs) • staffing release to build teacher capacity around [behaviour intervention/ curriculum adjustments] • employment of staff to provide additional support for students who have high-level learning needs • implementation of targeted programs to differentiate teaching and learning programs • intensive learning and behaviour support for funded students <p>The allocation of this funding has resulted in the following impact: Individualised learning and support for students requiring high level academic, social, emotional and behavioural support.</p> <p>After evaluation, the next steps to support our students will be: Annual reviews to be conducted at the commencement of 2023 in partnership with staff, parents and external stakeholders.</p>
<p>Socio-economic background</p> <p>\$280,100.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Werrington County 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"> • Targeted learning and support

<p>Socio-economic background</p> <p>\$280,100.00</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through the Berry St program to support student learning. • employment of additional staff to provide individual support to students. • providing students without economic support for educational materials, uniform, equipment and other items. • employment of additional Assistant Principals to support student wellbeing, learning and support. <p>The allocation of this funding has resulted in the following impact: The Assistant Principal (Learning Support and Wellbeing) coordinated Learning Support and Behaviour management and a range of wellbeing programs. Individual students with additional academic, social and emotional needs received additional support from School Learning and Support Officers to support the implementation of their Individual Education Plans.</p> <p>After evaluation, the next steps to support our students will be: In 2023, we will employ School Learning and Support Officers in specific roles (academic, behaviour and social) to improve the targeted approach to providing individual support to students. Targeted professional learning will be provided to the SLSOs based on their focus.</p>
<p>Aboriginal background</p> <p>\$53,098.11</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students. • employment of additional staff in EAL/D leadership positions to enhance EAL/D pedagogy. • creation of school literacy resources embedding local language. • engagement of external providers to support the development of cultural competency. <p>The allocation of this funding has resulted in the following impact: Evaluation of PLP processes, planning for implementation in 2023. Literacy and numeracy support provided to Aboriginal students to align with existing PLP's and support individualised learning needs. Whole school engagement in Aboriginal Culture through the support of external providers. In 2022, we also introduced a new student leadership role after consulting with the local AECG.</p> <p>After evaluation, the next steps to support our students will be: To implement the changes to our school PLP procedures to engage more of our Aboriginal community. Investigate the employment of an AEO to deliver targeted cultural programs for Aboriginal students. Our Custodian Captain will work with staff and students to place an emphasis on First Nations history and culture.</p>
<p>English language proficiency</p> <p>\$34,259.62</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Werrington County Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</p>

<p>English language proficiency</p> <p>\$34,259.62</p>	<p>including:</p> <ul style="list-style-type: none"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support delivery of targeted initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: Students receiving targeted support from an EAL/D teacher in class and in small groups.</p> <p>After evaluation, the next steps to support our students will be: Employ a specialist EAL/D teacher to strengthen our school teaching and learning practices in EAL/D and improve staff knowledge and understanding when teaching students from a non English speaking background.</p>
<p>Low level adjustment for disability</p> <p>\$202,153.57</p>	<p>Low level adjustment for disability equity loading provides support for students at Werrington County 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"> • Targeted learning and support <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students • engaging a learning and support Assistant Principal to work with individual students and in a case management role within the classroom/whole school setting <p>The allocation of this funding has resulted in the following impact: A school wide approach to wellbeing was a major focus in 2022. Staff participated in multiple professional learning sessions at a school level to evaluate and refine our current wellbeing practices. Major changes were introduced to improve the consistent implementation of school wide expectations. All students identified on NCCD have IEP's developed and are aligning with in class supports to assist individualised learning and support needs providing targeted support.</p> <p>After evaluation, the next steps to support our students will be: Continue the role of the Assistant Principal Learning and Support/ Wellbeing in 2023 to further refine and develop our school based learning and support procedures and practices.</p>
<p>Professional learning</p> <p>\$30,233.08</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 Werrington County 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"> • Reading • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • whole school participation in the Berry Street Education Model professional learning.

<p>Professional learning</p> <p>\$30,233.08</p>	<ul style="list-style-type: none"> • employment of additional teaching staff to release teachers to participate in fortnightly 'Reading Rounds' using Spirals of Inquiry as a framework. • employment of additional teaching staff to release teachers to participate in collaborative planning sessions and data check in sessions. • attendance of staff at professional learning events that link to the Strategic Improvement Plan and Professional Development Plans. <p>The allocation of this funding has resulted in the following impact: Improved school-wide practices in wellbeing, behaviour management, reading, effective classroom practice and data analysis.</p> <p>After evaluation, the next steps to support our students will be: Continue the Berry Street Education Model professional learning for all staff. Expand Spirals of Inquiry to a whole school initiative. Numeracy teaching and learning practices will be a major focus in 2023, with a large amount of professional learning linked to this initiative.</p>
<p>QTSS release</p> <p>\$89,753.30</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Werrington County Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom practice <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: The provision of time for Assistant Principals to provide coaching and mentoring support to their teams. Class teachers have received individualised support from their Assistant Principal based on their needs and Professional Development Plans.</p> <p>After evaluation, the next steps to support our students will be: Consider how the QTSS allocation will work in conjunction with the new Executive Release Allocation. Develop a plan of action that allows the Assistant Principals to support the needs of their teams.</p>
<p>COVID ILSP</p> <p>\$255,000.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition. • providing targeted, explicit instruction for student groups in literacy/numeracy - Mini Lit and School based Literacy Programs. • employing/releasing teaching staff to support the administration of the program. • development of resources and planning of small group tuition. <p>The allocation of this funding has resulted in the following impact: COVID ILSP was extremely successful. Students' progress in Mini Lit and Multi Lit was measured twice a term, the lesson students were working on</p>

<p>COVID ILSP</p> <p>\$255,000.00</p>	<p>was recorded. Our Stage 2 and Stage 3 programs helped to improve student's confidence and to assist in achieving individual learning goals. Students who participated in our Social Skills program benefited students as it guided them to be respectful towards each other and to practice appropriate social interactions.</p> <p>After evaluation, the next steps to support our students will be: Continue to provide small group interventions to students requiring additional support. Students will be assessed early in 2023 and data from reading and writing as well as SENA (Term 4 2022) will be analysed. Programs and initiatives to best support students' needs will be implemented and staff will be trained where necessary.</p>
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Student information

Student enrolment profile

	Enrolments			
Students	2019	2020	2021	2022
Boys	235	229	215	192
Girls	223	212	208	168

Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.0	89.5	94.8	86.9
1	92.6	89.8	93.0	85.3
2	92.9	88.4	93.1	85.6
3	93.8	90.2	91.6	84.2
4	91.9	88.6	91.4	81.7
5	92.7	87.7	92.3	82.8
6	91.8	89.0	90.6	83.0
All Years	92.6	89.0	92.2	83.9
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)	6.2
Classroom Teacher(s)	14.26
Learning and Support Teacher(s)	1.3
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	6.02

*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	440,684
Revenue	4,980,900
Appropriation	4,865,165
Sale of Goods and Services	14,312
Grants and contributions	96,825
Investment income	4,398
Other revenue	200
Expenses	-4,951,607
Employee related	-4,338,043
Operating expenses	-613,564
Surplus / deficit for the year	29,293
Closing Balance	469,977

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	96,747
Equity Total	569,709
Equity - Aboriginal	53,098
Equity - Socio-economic	280,198
Equity - Language	34,260
Equity - Disability	202,154
Base Total	3,325,507
Base - Per Capita	111,230
Base - Location	0
Base - Other	3,214,278
Other Total	529,131
Grand Total	4,521,094

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

Students, teachers and parents / carers were provided with the opportunity to participate in 2022 Tell Them from Me Survey in order to guide school planning and to help identify school improvement initiatives. The survey was completed between the 19th of October 2022 and the 27th of October 2022.

Student Survey:

159 students from years 4 to 6 completed the survey, 60 year 4's, 46 year 5's and 53 year 6's. Students participation in school sport was just over the NSW Govt Norm and just under participation in extracurricular activities. As there were some COVID restrictions early in the year it may have impacted these results. Students with positive behaviour at school was at 88% above NSW Govt Norm, however below for positive homework behaviours. Students response regarding effective learning time and relevance was just below NSW Govt Norm. Students effort to succeed in their learning was 88% which matched the NSW Govt Norm.

Students response to being victims of bullying was pleasingly lower than the 36% NSW Govt Norm and was .2% lower in regard to feeling teachers are responsive to their needs. 80% of Aboriginal students feel good about their culture at school and believe teachers also have a good understanding of their culture. Over 80% of students responded that they were proud of their school.

Parent Survey:

24 parents completed the 'Partner in Learning' online survey. The survey is a comprehensive questionnaire relating to parent's perceptions of their children's experiences at home and school. In the 'Two-way Communication' section, parent's response to *administrative staff are helpful* was at 8.1 whilst the NSW Govt Norm was 7.4. More than 90% of parents that responded felt they were able to be a part of school committees. In the 'Parent Support Learning at Home' section, there were 7 questions asked, six of those 7 questions were above the NSW Govt Norm. The NSW Govt Norm for 'School Supports Learning' section is 7.7, parent's responses were recorded at 8.6 for *'my child is clear about the rules for school behaviour'*.

Parents responses to *'teachers help students develop positive friendships'* was at the required NSW Govt Norm and the *'my child feels safe at school'* was .3 below the suggested Norm. 75% of respondents felt the school helped students with disabilities or special needs.

Teacher Survey:

18 staff completed the 'Focus on Learning' survey. The teacher survey included two complementary research paradigms. The first part was *'effective schools'* and the second part related to *'dimensions of the classroom'* and *'school practices'*. In the 'Leadership' section there were 8 questions, the NSW Govt Norm was 7.1, all sections scored higher than the Norm with *'I work with school leaders to create a safe and orderly school environment'* at 9.7.

Collaboration was also impressive with 7 out of 8 questions scoring pleasantly above the Norm. NSW Govt Norm for 'Learning Culture' was 8.0, *'I monitor the progress of individual students'* and *'I am effective at working with students who have behaviour problems'* at 9.0. 'Data Informs Practice' was also impressive demonstrating that teachers effectively utilise the Teaching and Learning Cycle.

The teacher responses clearly suggest teachers use a variety of strategies to support students learning and provide effective feedback for improvement and where to next. Technology seemed to have responses either side of the NSW Govt Norm suggesting there are some areas that need reviewing.

Inclusivity rated higher than the Govt Norm in 7 out of the 8 questions, suggesting teachers have a great understanding of their student's needs and ability. Teachers responses to the 'Parent Involvement' section resulted in a higher than average result. Teachers responded that they provide *'challenging goals'* and in the 'Planned Learning Opportunities' the School Mean was 8.1 as opposed to the Govt Mean 7.6. The last section was 'Overcoming Obstacles to Learning' there were 16 questions the teacher's responses resulted in 14 of those questions above the suggested Norm.

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.