

2022 Annual Report

Orana Heights Public School



4549

Introduction

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

Orana Heights Public School is a safe, respectful and inclusive environment that builds a foundation for life-long learning enabling students to reach their full potential while becoming confident global citizens.

School context

Orana Heights Public School is situated in east Dubbo. The school has an enrolment of 700 students, including 29% Aboriginal students. The school is committed to promoting quality education in an innovative environment through an effective and responsive curriculum that encourages community involvement. It is a Positive Behaviour for Learning school which focuses on the values of respect, responsibility and safety. Staff members have high expectations for all students across all aspects of schooling. Orana Heights Public School is an inclusive environment, catering for a range of individual student learning needs.

Students are able to experience a wide range of extra-curricular activities across the school. These are organised by various staff to cater for individual interests such as a variety of sports, both team and individual pursuits, debating, public speaking, spelling competitions, other competitions run by outside agencies, Science and Engineering challenge, cultural activities and access to the local Dubbo Eisteddfod.

A comprehensive situational analysis has been conducted which led to the development of the 2021-2024 Strategic Improvement Plan, both of which involved genuine consultation and feedback from students, parents, local AECG, P&C and disability group representatives. Through our situational analysis, School Excellence Framework (SEF) and External Evaluation (EV) we have identified that data driven practices are an area for future focus. Embedding relevant data into the teaching and learning cycle and planning to cater for the individual needs of students through differentiation has been identified as an area for the Strategic Improvement Plan moving forward.

Teaching strategies will be a focus in relation to teaching and learning needs of both staff and students. Through professional learning for staff, the impact of student learning will be monitored and regularly evaluated. Teachers will develop further skills in explicit teaching techniques such as questioning and assessing to identify learning needs, with the highest priority given to evidence-based teaching strategies.

Students will be consistently and constantly challenged through the implementation of strategies that have high expectations and are supported through appropriate curriculum differentiation. These expectations will be delivered through the lens that every minute of every lesson is important and valued.

Opportunities for engagement with the community and family participation in school events will be planned to foster authentic partnerships. These partnerships will extend to other schools, outside agencies and departmental representation. To enhance effectiveness, communication platforms will be considered and reviewed, to take action in response to findings with the school's community.

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	Sustaining and Growing
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 reading and numeracy and to build strong foundations for academic success, we will further develop and implement data driven teaching practices that are responsive to the learning needs of the individual student.

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 Driven Practices

Resources allocated to this strategic direction

Summary of progress

The school focus for 2022 was the use of evidence-based teaching practices to improve vocabulary across all subject areas. Focusing on high impact professional learning, school and stage teams were guided through the process of developing consistent evidence-informed practices across the school and used short formative assessments to identify the point of need with student learning.

Professional dialogue on vocabulary teaching strategies drawn from the evidence-base was a focus in stage groups to ensure student learning was at the forefront of all practices and these practices were targeted at student need. Teachers used their knowledge of evidence-based explicit teaching strategies to 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.

Next year in this initiative the school will work with staff to increase their knowledge of evidence-based explicit teaching strategies in mathematics to develop greater expertise in what constitutes a quality lesson in mathematics. This will support further improvement in teaching practice across the school.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN numeracy to be at or above the lower bound system negotiated target of 28.1%.	2022 NAPLAN data indicates 19.35% of students are in the top two skill bands for numeracy, indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the implementation of numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan.
Increase the percentage of Year 3 and 5 students achieving in the top 2 bands in NAPLAN reading to be at or above the lower bound system negotiated target of 41.6%.	2022 NAPLAN data indicates 32.16% of students are in the top three skill bands for reading, indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the implementation of literacy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan.
Increase the percentage of Aboriginal students in Year 3 and 5 achieving in the top 3 bands in NAPLAN numeracy to be at or above the lower bound system negotiated target of 44.2%.	2022 NAPLAN data indicates 35.48% of Aboriginal students are in the top three skill bands for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in the implementation of numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan.

Increase the percentage of Aboriginal students in Year 3 and 5 achieving in the top 3 bands in NAPLAN reading to be at or above the lower bound system negotiated target of 53.5%.	2022 NAPLAN data indicates 53.03% of Aboriginal students are in the top two skill bands for reading indicating the school did not achieve the system negotiated target, however progressed beyond the target baseline by 2.93%.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to be above 54.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, check-in assessments indicate ongoing focus is required in explicit teaching, programming and classroom practice.
Increase the percentage of students achieving expected growth in NAPLAN reading to be above 59.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. However, check-in assessments indicate ongoing focus is required in explicit teaching, programming and classroom practice.
Using 2021 baseline 55%, an additional 10% of students completing Kindergarten will have achieved within the green level of the InitialLit cumulative review.	85% of students achieved in the green level of the InitialLit-F cumulative review.
Using 2021 baseline 45%, an additional 10% of students completing Stage 1 will have achieved within the green level of the InitialLit cumulative review.	70.5% of students achieved in the green level of the InitialLit-1 cumulative review. 79% of students achieved in the green level of the InitialLit-2 cumulative review.

Strategic Direction 2: High expectations

Purpose

The school culture is strongly focused on learning with strategies for students that are both challenging and supportive of student learning needs through curriculum differentiation. High expectations will drive educational aspirations.

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.

- Curriculum differentiation
- High expectations culture

Resources allocated to this strategic direction

Aboriginal background: \$14,415.03

QTSS release: \$14,415.03

Summary of progress

The focus for 2022 was building staff capacity to implement classroom practices in line with the high expectations element of the School Excellence Framework. Focusing on high impact professional learning, school teams were guided through the process of effectively identifying and meeting the diverse learning needs of all their students.

The leadership team developed strategies to guide assistant principals in supporting their stages to plan and program optimised learning for all students and help them fulfil their potential. Staff identified engagement strategies in line with the '6 guiding principles of engagement' providing students with opportunities to be engaged, motivated and challenged in the classroom.

Next year this initiative will continue to build teacher capacity for curriculum planning, programming and assessment to meet the diverse learning needs of the full range of students, including students with disability, high potential and gifted students, Aboriginal students and students who are learning English as an additional language or dialect.

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
Implement and refine whole school assessment strategies in classrooms and other learning environments, providing high levels of support for student success.	Self-assessment against the School Excellence Framework shows the element of assessment to be delivering.
School self-assessment of the 'Learning Culture' element of the School Excellence Framework indicates improvement to Sustaining and Growing.	Self-assessment against the School Excellence Framework shows the element of learning culture to be delivering.
Decrease negative classroom behaviours by a minimum of 10% determined by the baseline of recorded incident reports as at year end 2021.	Due to a change in the recording system to support Positive Behaviour for Learning data the school is unable to report on this progress measure. 2022 data will be used as baseline moving forward.
Increase the percentage of students attending > 90% of the time to be at or above the upper bound system negotiated target of 87%.	The number of students attending greater than 90% of the time or more has decreased by 6%.

Strategic Direction 3: Partnerships

Purpose

In order to maximise student learning outcomes, we will continue to develop and foster strong and authentic partnerships within and across the wider school community, ensuring everyone feels valued.

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.

- Transition
- Parent Engagement
- Community Involvement

Resources allocated to this strategic direction

Socio-economic background: \$11,200.00

Aboriginal background: \$22,690.00

Summary of progress

The school focus for 2022 was the establishment of strong transitions to support student access to education and parent engagement in their child's learning. A range of strategies were trialled to strengthen the school's connections with families in our changed intake zone. These strategies focused on creating a welcoming environment and providing opportunities for parents and potential students to become familiar with the school. The school's enrolment process was further refined with the creation of a personalised school transition book.

Community consultation was undertaken to determine preferred contact and engagement methods for parents in 2021. This consultation overwhelmingly supported the continued implementation of Class Dojo which allows for individual, class and whole school messages to be sent to parents. Use of this App continued in 2022 with investigation into new department supported programs commencing in Term 4.

Next year this initiative will continue to focus on these areas as well as increase engagement of community organisations in line with the community involvement element of the School Excellence Framework.

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
Whole school strategies are implemented and refined to support successful student transition.	Self-assessment against the School Excellence Framework shows the transition theme in the learning culture element to be sustaining and growing.
Provide opportunity for parents/carers to engage with the school twice per semester.	Self-assessment against the School Excellence Framework shows the parent engagement theme in the reporting element to be sustaining and growing.
Provide opportunities for students to engage with community organisations and/or activities twice per semester.	All students were provided with the opportunity to engage with a range of community organisations.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$531,044.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Orana 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"> • employment of staff to provide additional support for students who have high-level learning needs • staffing release for targeted professional learning around [course] • staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs) <p>The allocation of this funding has resulted in the following impact: all eligible students demonstrated progress towards their personalised learning goals. All personalised learning support plans were updated and eligible students received personalised learning and support within their own classrooms.</p> <p>After evaluation, the next steps to support our students will be: to provide teachers with opportunities to attend professional learning regarding best practice decision making when determining and implementing adjustments. Teachers will be provided with additional planning time to support the implementation of adjustments and ensure that they are responsive to student need. Teachers will be provided with time and support to meet with families and actively engage them in the ongoing evaluation of adjustments.</p>
<p>Socio-economic background</p> <p>\$312,404.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Orana 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"> • Transition • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support speech therapy program implementation. • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support intervention program implementation. • professional development of staff in InitialLit to support student learning <p>The allocation of this funding has resulted in the following impact: Year K to Year 2 demonstrated a major lift in reading from 50% in 2021 to 78% in 2022.</p> <p>After evaluation, the next steps to support our students will be: to continue to employ a speech therapist 1 day per week and 3 school learning support officers 5 days per week to implement reading intervention and school-based speech therapy programs to support our trajectory toward achieving literacy targets. Data shows that numeracy levels for students in this cohort are an area for focus. Next year, the school will diversify the intervention role with a focus on improving our numeracy data.</p>

<p>Aboriginal background</p> <p>\$291,814.87</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Orana 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"> • Curriculum differentiation • Community Involvement • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students • staffing release to support development and implementation of Personalised Learning Plans • employment of additional staff to support literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact: The percentage of Year 3 & 5 Aboriginal students achieving expected growth in NAPLAN bands reading and numeracy is in line with achieving the school's lower bound target for growth in 2022. Students and teachers reported increased engagement of Aboriginal families in the Personalised Learning Pathways process.</p> <p>After evaluation, the next steps to support our students will be: to deliver differentiated and personalised support to Aboriginal students through the provision of opportunities for teachers to attend professional learning regarding best practice decision making when determining and implementing adjustments, the provision of additional planning time to support the implementation of adjustments and ensure that they are responsive to student need and the provision of time and support to meet with families and actively engage them in the ongoing evaluation of differentiated and personalised learning programs.</p>
<p>English language proficiency</p> <p>\$52,872.27</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Orana 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 equity loading include:</p> <ul style="list-style-type: none"> • additional staffing to support withdrawal lessons for small group (developing) and individual (emerging) support • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: EAL/D students have become more confident and prepared to take risks with their language use, as noted in teacher observations and work samples.</p> <p>After evaluation, the next steps to support our students will be: to continue to engage additional staffing to support EAL/D students and diversify the role to support the development and implementation of co-teaching programs to provide intensive support for all students from EAL/D backgrounds. Personalised and targeted professional development will be provided to each teacher in the form of mentoring, co-teaching and co-</p>

English language proficiency \$52,872.27	planning.
Low level adjustment for disability \$240,482.50	<p>Low level adjustment for disability equity loading provides support for students at Orana 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"> • 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 • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of SLSO to improve the development of students by implementing speech and occupational therapy programs developed by specialists • employment of speech pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students <p>The allocation of this funding has resulted in the following impact: The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities. Analysis of data has shown that referrals and plans remain current and up to date and that plans are reported to be more responsive to the changing needs of students.</p> <p>After evaluation, the next steps to support our students will be: to further expand the impact of the learning support team. The school will provide additional support for identified students through the employment of trained SLSOs.</p>
Location \$3,250.81	<p>The location funding allocation is provided to Orana Heights Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • subsidising student excursions to enable all students to participate • incursion expenses <p>The allocation of this funding has resulted in the following impact: increased opportunities for students to participate in excursions and incursions.</p> <p>After evaluation, the next steps to support our students will be: to continue to provide opportunities for all students to participate in excursions and incursions.</p>
Professional learning \$60,216.63	<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 Orana Heights 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>Professional learning</p> <p>\$60,216.63</p>	<p>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"> • engaging a specialist teacher to unpack evidence-based approaches to teaching vocabulary and explore modelled, interactive, guided and independent activities <p>The allocation of this funding has resulted in the following impact: increased capacity of all teachers to embed effective practices in the explicit teaching of vocabulary, resulting in improved internal student results.</p> <p>After evaluation, the next steps to support our students will be: to provide ongoing opportunities for staff to engage in personalised and targeted professional learning in the form of mentoring and co-teaching.</p>
<p>QTSS release</p> <p>\$151,285.94</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Orana 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"> • Curriculum differentiation • 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 • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: improved staff confidence and teaching practice. Teachers have now embedded evidence-based, high impact teaching strategies within their classroom literacy practice.</p> <p>After evaluation, the next steps to support our students will be: to provide additional release for assistant principals and additional Assistant Principal Curriculum and Instruction time to lead improvement in numeracy.</p>
<p>COVID ILSP</p> <p>\$268,576.00</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 and educators to deliver small group tuition • releasing staff to analyse school and student data to identify students for small group tuition groups and to monitor progress of student groups • releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: the majority of the students in the program achieved significant progress towards their personal learning goals</p> <p>After evaluation, the next steps to support our students will be: to continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. Additional in-class support will be provided for some students to continue to meet their personal learning goals will also be a priority.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	352	344	329	338
Girls	346	339	330	323

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	87.9	93.9	85.5
1	93.3	86.7	92.4	86.6
2	93.2	87.2	93.3	86.4
3	93.3	82.5	91.7	85.5
4	93.6	81.5	92.7	85.4
5	93.8	89.3	91.2	84.6
6	93.4	89.0	90.3	84.5
All Years	93.6	86.3	92.2	85.5
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
Deputy Principal(s)	2
Assistant Principal(s)	7.4
Classroom Teacher(s)	30.24
Learning and Support Teacher(s)	1.5
Teacher Librarian	1.2
School Counsellor	1
School Administration and Support Staff	8.76

*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	2,639,763
Revenue	9,357,557
Appropriation	9,206,064
Sale of Goods and Services	4,727
Grants and contributions	133,151
Investment income	12,614
Other revenue	1,000
Expenses	-8,878,478
Employee related	-7,954,332
Operating expenses	-924,146
Surplus / deficit for the year	479,079
Closing Balance	3,118,841

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	531,044
Equity Total	1,177,972
Equity - Aboriginal	468,046
Equity - Socio-economic	390,779
Equity - Language	52,872
Equity - Disability	266,275
Base Total	5,739,479
Base - Per Capita	173,470
Base - Location	3,251
Base - Other	5,562,759
Other Total	966,047
Grand Total	8,414,542

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

The Tell Them From Me survey is one form of data collected by parent/caregivers, students and staff to measure their satisfaction with a variety of areas. There was a marked increase in the number of parent/caregivers completing the survey and thus the responses providing some valuable information for evaluation.

Areas worth noting from the parent/caregivers include:

- 83% of parents talked with teacher on a regular basis regarding their child's learning or behaviour.
- 17% of the responders were involved in school committees (such as the P&C).
- More than 70% of the responding parents/caregivers felt the school supports learning, rating the school above 7 out of 10.
- 82% of responses indicated the school are very supportive of positive behaviour, with a particular mention that children are clear about school rules.
- With 53% of parents/caregivers giving the school a rating below 7/10 for issues being dealt with in a timely manner, this is an area for school improvement.
- Majority of the responses were positive about the inclusivity of the school with 84% indicating they felt staff take an active role in making sure students feel included in school activities.
- School is a culturally safe place for all students; received 96% positive responses.

Areas worth noting from the staff include:

- 90% of staff rated collaboration with colleagues as high. Only 3% of the responders indicated they do not reach out to other staff for support.
- Working with school leaders to create a safe environment and improve student outcomes was positively supported by 72% however an area for improvement could be creating new learning opportunities for students.
- An overall average of 84% of the staff responses indicated they believe the school is inclusive, with 90% feeling they achieve this in their classrooms.

Areas worth noting from the students include:

- 77% of students felt school will be useful in everyday life and have a strong bearing on their future.
- Whilst across the state 63% of students have a positive attitude towards their homework, only 20% reported they completed homework in a timely manner.
- An area of improvement could be to focus on students developing stronger relationships at school. Boys were 0.9 below state government norm, and girls 0.7, when asked if they felt there is someone at school who they could turn to for advice and provides them with encouragement. This in turn may improve the positive sense of belonging.
- 70% of students responded that they do not get into trouble at school (for disruptive or inappropriate behaviour) indicating that positive behaviour at school is common.

Overall, majority of the school community are satisfied with the school. Areas for improvement need to be considered with the school's priorities and planning to take place accordingly.

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.