

2022 Annual Report

Sandy Beach Public School



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Introduction

The Annual Report for 2022 is provided to the community of Sandy Beach 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.

School contact details

Sandy Beach Public School

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School vision

Sandy Beach Public School is committed to providing quality education, empowering all students to become confident, resilient and self-directed learners. Teachers, parents and students aspire to strengthen partnerships to maintain a culture of high expectations and promote positive wellbeing. Our school is a place where students have an opportunity to learn to live.

School context

Sandy Beach Public School is located 20 km north of Coffs Harbour on the NSW north coast. The school has a student enrolment of 375 students with 11% identifying as Aboriginal. There are 35 staff members including executive, administration and school learning support officers. The multi-categorical class follows an inclusive model with further programs to enhance the educational provisions for individual students.

Our school enjoys strong parent and community support who are actively involved in decision-making to benefit the education of their children. Sandy Beach Public School provides opportunities in sport, performing arts such as musicals, guitar and ukulele tuition, public speaking and dance groups. Specialist teachers for science and technology conduct weekly lessons for students K-6, leading to a high level of understanding in this subject and digital technologies. In addition, sustainability initiatives are strongly supported with a garden club, recycling program, projects to increase native vegetation in the school grounds and Water Wise accreditation.

Through our situational analysis, we have identified a need to use data driven practices that analyse, interpret and use student data to inform teacher planning and evaluate program effectiveness. In the NAPLAN gap analysis the school has identified system-negotiated target areas in reading and numeracy.

To enhance this area, a focus will be on implementing quality assessment tasks and data collection practices to develop greater consistency across the school. This will be enhanced by ongoing professional learning for staff to build a culture of quality teaching practice with a goal of continuous improvement. Additional structures will be utilised to support students not showing growth which will be coordinated by the learning support team.

Whole school processes will be implemented to support the wellbeing of students with the aim of raising the sense of belonging, improve attendance rates and engagement in learning. A school based target will aim to build effective partnerships with the school community to create a culture of high expectations.

This plan was developed in consultation with staff, students, parents and the local Aboriginal Education Consultative Group.

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	Sustaining and Growing
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	Excelling
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 all students' learning outcomes, whole school processes for collection and analysis of assessment data improves reading and numeracy.

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 practice
- Consistent school-wide assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction: \$70,571.00

Socio-economic background: \$30,000.00

Summary of progress

The theme of data driven practice has been an area of focus. There is a strong need to implement evidenced based assessment tasks that are aligned with more recent research and new syllabus pedagogy. A limited number of classes have trialed revised assessment tasks related to reading skills, a diagnostic spelling tool and PLaN2 focus groups for fortnightly units in mathematics. The Assistant Principal Curriculum and Instruction (APC&I) and Learning and Support Teacher (LaST) have designed and delivered appropriate professional learning to build staff capacity for consistency in these areas K-6. Traditional bench marking assessment practice for reading is no longer implemented and has been replaced by more effective tasks that align to syllabus pedagogy.

K-2 staff have become skilled in identifying data trends and students' area of need, embedding regular authentic data entry and tracking that is aligned to their teaching content. The Assistant Principal and APC&I act as mentors and will continue to build this practice in K-2 classrooms. Stage 2 have developed a practice to support the teaching and tracking of data for additive strategies. Stage 3 are developing data analysis skills to improve teaching practice. Data meetings held twice a term analyse PLAN2 data to ensure a consistent approach to tracking student data across the school.

A revised whole school assessment schedule including assessments for phonics, spelling and morphology has been designed and will be implemented term 1 2023.

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 number of Year 3 and Year 5 students in the top two bands for NAPLAN numeracy by 7%.	The school did not achieve within the required proportion of NAPLAN bands to meet the Premier's priority in 2022.
Increase the number of Year 3 and Year 5 students in the top two bands for NAPLAN reading by 8%.	The school achieved within the required trajectory to meet the Premier's priority in 2022.
Increase the percentage of Aboriginal Year 3 and Year 5 students achieving in the top three bands in NAPLAN numeracy and reading.	The school increased the percentage of Aboriginal students achieving in the top 3 NAPLAN bands by 5% above the 2017/2018 baseline measure.
Increase the number of Year 3 and Year 5 students who achieve expected growth in NAPLAN numeracy by 10%.	Growth data for 2022 NAPLAN is unavailable since students did not sit NAPLAN tests in 2020.
Increase the number of Year 3 and	Growth data for 2022 NAPLAN is unavailable since students did not sit

Year 5 students achieve expected growth in NAPLAN reading by 4%.

NAPLAN tests in 2020.



Numeracy lesson

Strategic Direction 2: Effective Classroom Practice

Purpose

To improve student achievement in reading and numeracy, teachers participate in quality, targeted professional learning to implement explicit, evidence-based strategies.

Initiatives

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

- Reading and numeracy
- High Impact Professional Learning

Resources allocated to this strategic direction

Socio-economic background: \$35,189.00

AP Curriculum & Instruction: \$80,000.00

Professional learning: \$33,123.27

QTSS release: \$2,000.00

Summary of progress

Staff that completed the Department of Education (DoE) online mathematics professional learning (PL) courses, the Big Ideas and Starting Strong, which focused on the core concepts that underpin the NSW syllabus, are now trialing these strategies and this will expand to other staff in 2023. Ongoing support for numeracy sessions commencing with number talks was initiated to ensure teachers and students were embedding the language of mathematics into daily lessons.

In English professional learning and classroom practices had a varied focus across the school. As an Accelerated Adopter school, professional learning on instruction and programming was delivered by APC&I to Year 1 staff related to the new syllabus implementation. Year 1 teachers matched student pairs based on the data identified from the DOE fluency assessment tool, which is conducted each term. The literacy support teacher was responsible for the planning of Kindergarten content and mentoring of teachers. Kindergarten have trialed the implementation of paired reading to read words, sentences and decodable texts based on data from check in assessments and teacher observation. In English, the support of our low readers in Years 3-6 has not achieved notable results. Whilst the students have received support, it is mostly based on teacher judgement and no evidenced based programs have been delivered. A systematic model of intervention based on student need is required to ensure progress of our low achieving students and this will be remodeled next year and overseen by the LaST to ensure a more effective approach. Further PL on fluency will be required in 2023 for all K-6 staff to ensure that the practices and procedures are consistent across the school. The current scope and sequences are being refined to align to the new syllabus.

Vocabulary was planned and taught explicitly in some classes, mainly in the K-2 area, in addition the Stage 3 Assistant Principal planned vocabulary instruction from rich text content for the teachers in Years 5 and 6 to implement. The next step is for all staff on each stage to collaborate and plan documents and slides for rich texts to ensure vocabulary is explicitly taught. Using a mentor approach in primary to upskill staff on teaching morphology, all Stage 2 classes and one Stage 3 class is effectively providing learning experiences for their students. Moving into 2023, there will be an expectation that all classrooms Years 3-6 will explicitly teach morphology as part of their spelling program. Pre and post tests will be designed to measure student growth and effectiveness of teaching.

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
Revised teaching practices for reading and numeracy	Changes to the teaching of reading include morphology trialed in some primary classes, vocabulary is incorporated into programs and fluency is explicitly taught as part of reading instruction in K-2 to align with the new syllabus requirements. The explicit instruction of phonics is now an embedded practice in K-2 classrooms with all staff using consistent routines, content, language and assessment to teach phonics, spelling, handwriting and dictation.

<p>Revised teaching practices for reading and numeracy</p>	<p>Quality math instruction to implement the new syllabus has commenced but with further professional learning required, in particular teaching and assessing rich tasks.</p>
<p>Improvement as measured by the SEF with a focus on the themes to be validated as excelling:</p> <ul style="list-style-type: none"> • Learning - Curriculum • Teaching - Effective Classroom Practice • Teaching - Learning and Development • Teaching - Data Skills and Use <p>Professional learning as measured by the High Impact Professional Learning (HIPL) Self-Assessment Tool has shown improvement across the 5 elements.</p>	<p>External validation has been postponed to Term 3, 2023 due to the impact of COVID. The school self-assessment against the school excellence framework indicated that;</p> <ul style="list-style-type: none"> • Learning - Curriculum - this remained the same with an on-balance judgement of Sustaining and Growing. • Teaching - Effective Classroom Practice - this remained the same with an on-balance judgement of Sustaining and Growing. • Teaching - Learning and Development - this remained the same with an on-balance judgement of Sustaining and Growing. • Teaching - Data Skills and Use- this remained the same with an on-balance judgement of Sustaining and Growing with one theme listed as delivering. <p>The High Impact Professional Learning (HIPL) Self-Assessment Tool baseline data indicates no significant movement across the 5 elements during 2022.</p>



Kindergarten are measuring length

Strategic Direction 3: Wellbeing and Engagement

Purpose

To ensure processes are in place to provide advice, support and improve student connections with the school community and engagement in learning to fulfil their potential.

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.

- Attendance
- Wellbeing

Resources allocated to this strategic direction

School support allocation (principal support): \$21,871.00

QTSS release: \$22,097.05

Socio-economic background: \$10,874.12

Low level adjustment for disability: \$11,493.00

Aboriginal background: \$46,110.47

Summary of progress

With many systems and processes in place to support attendance and wellbeing, the measures taken during the first semester have been impacted by the return of COVID restrictions.

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
The proportion of students attending 90% of time or more is increased by 8%.	Due to the impact of COVID early in 2022 this attendance goal has not been met and is not currently a system wide target.
The proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school is increased by 6%.	The data taken from the Tell Them From Me survey in semester one shows that the proportion of students reporting Expectations for Success, Advocacy and Sense of Belonging at school actually declined and is below the annual trajectory lower bound. The 2022 measure is 3.98% below the baseline measure. Although not counted toward the Premier's Priority, the November 2022 survey data showed an increase in all areas - Expectations for Success (up 0.1), Advocacy (up 0.3) and Sense of Belonging (up 8%).



Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$8,535.00</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 Sandy Beach 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 targeted funding include:</p> <ul style="list-style-type: none"> • Additional staff employed <p>The allocation of this funding has resulted in the following impact: Support for students within their classroom.</p> <p>After evaluation, the next steps to support our students will be: Continue adjustment so students can access the curriculum.</p>
<p>Integration funding support</p> <p>\$155,446.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Sandy Beach 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 <p>The allocation of this funding has resulted in the following impact: All students in the IFS allocation were supported academically and / or socially according to their personalised learning plan.</p> <p>After evaluation, the next steps to support our students will be: Continue support for students through employment of additional school learning support officers (SLSO), overseen by the learning support team coordinator.</p>
<p>Socio-economic background</p> <p>\$128,524.12</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sandy Beach 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"> • Data driven practice • Reading and numeracy • High Impact Professional Learning • Wellbeing • Other funded activities <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 teaching of phonics and spelling to support student learning • employment of additional staff to support learning and support program implementation. • resourcing to increase equitability of resources and services

<p>Socio-economic background</p> <p>\$128,524.12</p>	<p>The allocation of this funding has resulted in the following impact: Improved classroom practices in the area of K-3 teaching of spelling, morphology and phonics. Decodable chapter books were purchased which are catalogued and organised to be used for targeted intervention for primary school students. Classroom observation and professional learning was carried out to upskill staff in the teaching mathematics with a focus on number talks. Revised assessment practices and rewrote the school's assessment scope and sequence.</p> <p>After evaluation, the next steps to support our students will be: Continue to embed the explicit teaching of mathematics and reading based on evidence-informed practice through professional learning and peer observation. Ensure classrooms are resourced to meet the changes in the English and mathematics syllabus. The process for analysing data to drive teaching practice will continue to be a focus in 2023.</p>
<p>Aboriginal background</p> <p>\$46,110.47</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sandy Beach 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"> • Wellbeing <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community events to promote engagement of Aboriginal families • employment of specialist additional staff (LaST) to support Aboriginal students • employment of additional staff to deliver personalised support for Aboriginal students • Commissioned art work by local Aboriginal elder • Commenced 'Yarn Ups' for local Aboriginal families <p>The allocation of this funding has resulted in the following impact: An Aboriginal SLSO worked in the school for 2 months to support ASTI students however it was unfortunate this could not be staffed for a longer period to increase connections to culture and community. Additional LaST time and SLSO were funded to assist in the implementation of personalised learning plans. Events which had been previously cancelled due to COVID were held including a very successful NAIDOC Week. New artwork by Tony Hart was commissioned is now displayed in the library. In addition there was an increase in the number of Aboriginal families coming into events including the 'Yarn Ups' which were held three times in 2022. Release is provided to a staff member who attends AECG meetings each term as our school representative.</p> <p>After evaluation, the next steps to support our students will be: Aboriginal Education committee to meet regularly and ensure increased opportunities for all Aboriginal students academically, socially and culturally is further enhanced.</p>
<p>Low level adjustment for disability</p> <p>\$141,082.95</p>	<p>Low level adjustment for disability equity loading provides support for students at Sandy Beach 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"> • Wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this equity loading</p>

<p>Low level adjustment for disability</p> <p>\$141,082.95</p>	<p>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 <p>The allocation of this funding has resulted in the following impact: Increased LaST to fulltime position to assist class teachers in the implementation of literacy programs and oversee student individualised learning programs. Employment of additional school learning support officers ensures literacy and numeracy programs across the school are implemented under the guidance of all classroom teachers.</p> <p>After evaluation, the next steps to support our students will be: Introduce targeted support overseen by APC&I for reading intervention in Years 1 and 2 with possible support extending into the primary classrooms.</p>
<p>Location</p> <p>\$6,623.33</p>	<p>The location funding allocation is provided to Sandy Beach 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 • purchase Schoolzine app as a digital platform to enhance communication with the school community <p>The allocation of this funding has resulted in the following impact: Throughout the year a number of families sought financial support through our finance committee for events or programs. Communication of fortnightly newsletters as well as daily alerts or notices are sent through a digital app to the school community resulting in effective dissemination of information.</p> <p>After evaluation, the next steps to support our students will be: Continue to support equitable access to all students by supporting families financially and through clear communication.</p>
<p>Professional learning</p> <p>\$33,123.27</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 Sandy Beach 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 and numeracy • High Impact Professional Learning <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Release for stage teams to review programs. • All staff engaged in the NESA professional learning (PL) on the new K-2 mathematics and English syllabuses. • K-2 staff planning sessions on the new units released for 2023 implementation. • Professional learning on the explicit instruction of phonics and spelling. <p>The allocation of this funding has resulted in the following impact: All classroom K-2 teachers explicitly teach phonics and spelling which is aligned to the school scope and sequence. Teaching routines, content and language are consistent in every room. Teachers are explicitly teaching how to spell high frequency words rather than relying on memory. Student engagement has increased as they are actively involved in lessons. All 2022 staff have been exposed to the new syllabus and curriculum reform</p>

Professional learning \$33,123.27	changes and identified areas for further support. After evaluation, the next steps to support our students will be: Revise professional learning content to continue to build teacher capacity and new staff be trained in syllabus implementation to ensure consistency. In addition, targeted PL will be scheduled to meet the needs of staff, this may include micro-learning release to support the curriculum reform.
QTSS release \$74,124.05	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sandy Beach Public School. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • High Impact Professional Learning • Attendance • Other funded activities Overview of activities partially or fully funded with this initiative funding include: <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff • assistant principals provided with additional release time to support classroom programs The allocation of this funding has resulted in the following impact: Stage team meetings were scheduled to plan lessons or units of work to meet syllabus requirements and complete PLAN2 data analysis. From terms 2 to 4, Assistant Principal's were allocated a day per week to complete curriculum and organisational tasks. After evaluation, the next steps to support our students will be: The focus on release in 2023 will be related to the new curriculum release and entitlement of all class teachers to receive an additional 30 minutes per week to complete this requirement.
COVID ILSP \$125,080.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including: <ul style="list-style-type: none"> • Other funded activities Overview of activities partially or fully funded with this targeted funding include: <ul style="list-style-type: none"> • employing staff to provide online tuition to student groups in literacy/numeracy • employment of teachers/educators to deliver small group tuition The allocation of this funding has resulted in the following impact: Additional teacher support three days per week in Stage 2 and additional teacher time in Stage 1 to focus on reading skills. In Stage 3, two learning and support officers was also employed to implement an intervention program for mathematics and literacy. An average of 50 students participated in this program each term and all students were tracked using PLAN2 data to show areas of improvement. After evaluation, the next steps to support our students will be: Funding will be utilised in Stage 2 for students identified through PLAN2 data and teacher assessments. A tutor program will be implemented by employment of an SLSO and this will be overseen by the Assistant Principal Curriculum and Implementation (APC&I).
Per capita	These funds have been used to support improved outcomes and the

\$97,034.04

achievements of staff and students at Sandy Beach Public School

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

- Other funded activities

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

- Updated school furniture and purchase resources for teaching and learning
- Property maintenance and office supplies for teaching and administration use
- Class budgets for resources and library resources
- Technology resources to increase student engagement

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

Ensured ongoing resourcing for school operations and maintenance. Purchase hardware and digital license for programs which staff and students access as part of school organisation and learning programs such as Sentral for attendance or apps for ipads.

After evaluation, the next steps to support our students will be:

Budget monitoring to ensure allocation supports all learning areas of the school.



Simultaneous story time

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	177	185	208	210
Girls	169	171	170	172

School enrolment has steadily increased over the past 4 years.

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.2	91.4	91.5	90.9
1	91.8	93.9	92.2	90.8
2	93.2	91.0	92.4	88.7
3	93.2	92.3	90.8	89.3
4	91.5	92.7	91.5	86.7
5	91.5	92.5	90.9	87.2
6	91.6	92.7	90.4	87.2
All Years	92.5	92.4	91.4	88.7
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

In 2022 overall student attendance was slightly higher than state DoE average, with Kindergarten and Year 1 noticeably higher.

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.



Class representatives

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5
Classroom Teacher(s)	13.92
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.02

*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	250,535
Revenue	4,550,489
Appropriation	4,406,478
Sale of Goods and Services	41,312
Grants and contributions	99,959
Investment income	2,640
Other revenue	100
Expenses	-4,421,878
Employee related	-4,032,831
Operating expenses	-389,047
Surplus / deficit for the year	128,610
Closing Balance	379,146

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	115,073
Equity Total	315,718
Equity - Aboriginal	46,110
Equity - Socio-economic	128,524
Equity - Language	0
Equity - Disability	141,083
Base Total	2,846,924
Base - Per Capita	97,034
Base - Location	6,623
Base - Other	2,743,267
Other Total	614,046
Grand Total	3,891,761

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

Parent and community feedback is sought through P&C meetings, parent/ teacher interviews, newsletters, social media pages, formal and informal discussions with staff. The P&C committee meets monthly and communicate online. They also oversee the running of the school canteen. Communication to the community is through online apps to give alerts regarding events, attendance and fortnightly newsletters. Special events are held such as the Easter hat parade, colour-thon and sporting carnivals. All events are well attended by community members. An after school homework program for Aboriginal students has also been established at the school and occurs once a week. Another program for our Aboriginal students that commenced in 2022 was 'Rise and Shine' in which local elders held weekly sessions for Stage 3 students to teach local culture and connecting to country.

In terms 2 and 4, an average of 100 students from Years 4, 5 and 6 completed the Tell Them From Me survey. In the social-emotional outcomes there was an increase in the following areas; sense of belonging 8%, positive behaviour at school 1%. We have continued to see an improvement in the reduction of bully-victim data, decreasing by 8% in one year and 10% less than NSW Govt Norm. 71% of students stated they had school pride, 16% neither agreed or disagreed and 13% disagreed. A proactive student council increased the opportunities for student voice and extra-curricula activities in the school such as dance groups, playground activities and gardening club.

Staff satisfaction is gauged through ongoing feedback to executive staff as well as through formal professional development plan meetings. Staff have opportunities to give input into whole school planning and provide feedback on achievement of the school's strategic directions and initiatives. Class teachers are supported with additional staff including teaching staff; literacy and numeracy intervention, learning and support teacher, multi-categorical class teacher as well as school learning support officers. Our school library is overseen by a school administration officer and a school executive. The library continues to be an important literacy resource in our school with borrowing records higher in 2022 than the previous 3 years. The school continues to fund the library to ensure books are updated to match student interests.



Gardening club

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.