2022 Annual Report

Sunshine Bay Public School

4562

Introduction

The Annual Report for 2022 is provided to the community of Sunshine Bay 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

Sunshine Bay Public School is committed to inspiring and supporting students in reaching their full potential in a caring and dynamic learning environment which promotes excellence.

School context

Sunshine Bay Public School is located on the Far South Coast of New South Wales in the town of Batemans Bay. Our enrolment is usually between 250-300 students with multiple classes in each year. We also have a Multi Categorical class catering for students with a range of disabilities. Our identified Aboriginal population has increased over the last few years and is now sitting around 20%.

The school currently has approximately 25 teaching and non-teaching staff. Additional positions provide intensive learning support to students and curriculum and instruction support to teachers. This gives all students from Kindergarten to Year 6 access to programs that will enhance their learning. Additional resources provide tiered intervention to improve Literacy and Numeracy outcomes for all students. Staff turnover has been reasonably low over the last few years.

1. Student growth and attainment

When analysis was conducted against the student outcome measures it was evident that we have historically low student achievement, but expected growth in both reading and numeracy. This is an area for explicit focus in the new school plan. The NAPLAN gap analysis indicated the areas of focus include: Reading - viewing and comprehension strategies, and Numeracy - whole number, addition and subtraction and volume and capacity. 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 data to inform teaching and learning programs that embed evidence-informed teaching strategies for every student in every classroom.

2. Evidence Informed Practice

Through our Situational Analysis, we have identified a need to use data driven practices that ensure all students have access to stage appropriate learning. Further work will need to occur around how teachers can successfully plan for and deliver quality differentiated instruction to students with additional needs. Continual monitoring of student performance data will determine areas of need and success at a class and school level.

Current research will be a main focus of teacher development. Our focus in Literacy will continue to be phonics based whilst Numeracy will take strategies that have proven to work.

3. Educational Leadership and Collaborative Practice.

Analysis of Tell Them from Me, staff data, we needed a focus on developing cross-curricular learning opportunities, teachers giving feedback to each other and setting of learning goals for students. In connection with Curiosity and Powerful Learning we will address these concerns across the school. Triads need to become an embedded part of our school culture as staff are informing us, as leaders, that this is where we are not performing.

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

Strategic Direction 1: Student growth and attainment

Purpose

Staff and school community are committed to students making regular progress across all learning areas. Students are motivated to deliver their best and continually improve. Teachers, parents and community work together to support student attendance so as to not negatively impact on student learning or well being.

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/Literacy
- Numeracy
- Wellbeing and Attendance

Resources allocated to this strategic direction

Socio-economic background: $215,000.00
Aboriginal background: $63,000.00
English language proficiency: $12,073.00
Low level adjustment for disability: $116,413.00
AP Curriculum & Instruction: $140,000.00

Summary of progress

Our targets for 2022 was to see an increase in students achieving in the top 2 bands in NAPLAN Reading and Numeracy as well as an increase in student's attending school 90%. Our Reading results in NAPLAN saw us almost double our improvement measure of 4.9% of students achieving in the top 2 bands (achieving a 9.78% increase) with our trend data coming in slightly under the system negotiated targets.

This increase in performance can be attributed to our whole school English program, supported by our LAST and COVID funding used for explicit focus on reading and comprehension.

Regarding our Numeracy target of increasing the percentage of students in the top 2 bands, we saw a decline in students reaching this target. After analysing our NAPLAN, Check In assessments and internal assessment data, we have established that our priorities for 2023 will have a considerable focus around Numeracy. With the implementation of the new K-2 Syllabus in 2023 and the 3-6 Syllabus in 2024, staff will be provided with professional learning opportunities and increased collaborative practice, to improve and enhance our skills in these areas.

Upon reflection, our APCI will continue to support teachers and build teacher capacity though delivery of differentiated number talks and explicit teaching of Early Arithmetic Strategies. Data will be tracked regularly and data talks will occur with APCI and AP's to see how best support students in moving on. We also have an AP (3-6) attending a Total Maths Mastery course to support her in her LAST role (mathematics) in 2023. This training will be used to adopt a more consistent approach to mathematics in Yr3-6 classrooms.

At the time of this reflection, attendance data was yet to be updated. In term 4 we had 61.2% students attending 90% but the average for across the year so far is 49.3% students attending 90% or more.

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
Percentage of students achieving in the top two bands in NAPLAN Numeracy improves by 6.1%.	Students in top two bands for Numeracy was 13.85%. This shows a decline of 1.04%
Percentage of students achieving in the top two bands in NAPLAN Reading improves by 4.9%.	This was achieved with an increase of 9.78% of students achieving top two bands in reading.

Increase the percentage of students achieving in the top 2 bands of NAPLAN Reading to be trending upwards by 41.03% - 46.03% on system negotiated targets.	This target was almost achieved. 2.22% under the expected growth trajectory at 38.81%.
Increase the percentage of students achieving in the top 2 bands of NAPLAN Numeracy to be trending upwards by 25.66% - 30.60% on system negotiated targets.	Students in the top two bands for Numeracy was 13.85%. This is a decline of 1.04%
Percentage of students achieving expected growth in reading in 66.2% - 71.2% in NAPLAN	No growth data
Students attending school 90% to be trending upwards to by 35%-40%	No attendance data as yet for 2022

Strategic Direction 2: Evidence Informed Practice

Purpose

Teachers should be experts in knowing why, how and what they teach. Building capabilities in evidence-based teaching enables teachers to select appropriate strategies, design interventions and evaluate their effectiveness to maximise student learning and progression.

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 Skills and Use
- Implementing Evidence-based Practice
- Assessment

Resources allocated to this strategic direction

AP Curriculum & Instruction: $30,000.00
Integration funding support: $83,195.00
Socio-economic background: $11,000.00
Professional learning: $10,000.00
Low level adjustment for disability: $46,322.00

Summary of progress

Teacher capabilities have been enhanced to collect and analyse data to inform teaching. Teachers are more able to understand how to use their data to target teaching effectively and to provide for students across the broad range of abilities within their classroom. This data collection and analysis has been supported in 2022 by our Assistant Principals, Curriculum and Instruction. Assessment practices are in place across the school. Data is analysed in order to respond to trends and targeted students or groups catered to using both Learning and Support Teacher resources and resources from the COVID Intensive Learning Support Program.

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
Teachers use data to improve differentiation and targeted teaching in their classrooms. There is evidence of data skills in teaching programs.	Teachers have engaged with internal and external data to identify strengths and weaknesses of both students and teaching practice. Staff have analysed results in English and Mathematics and are able to identify over and under achieving students. Conversations with executive members have been held based on this data which helps to identify appropriate teaching and learning activities for the broad range of students.
Teachers can state evidence-based practices that contribute to improved student outcomes. There is evidence of teachers applying these in their classrooms.	Teachers have continued to developed understandings of evidence-based practice and are embedding these in their teaching practice. Evidence-based practice is embedded in CESE's *What Works Best* document and has encompassed strengthening high-expectations, explicit teaching practices, the delivery of effective feedback, classroom management and wellbeing. All teachers have been trained in delivering a systematic and explicit synthetic phonics program as a basis for teaching English. The Berry St program continues to be implemented as an evidence-based framework for building positive learning environments, particularly pertinent for those students trauma backgrounds.
Teachers demonstrate accomplished practice as observed using the CPL rubrics for Commit to Assessment for Learning and Connect Data to Feedback.	Teachers have participated in triads each week basing observations on the Curiosity and Powerful Learning framework on the Theory of Action: Connect Feedback to Data. Triads took place initially in stage-based groups, then expanding to groups allowing the observation of practice across the school. The focus of these observations has been on Number

Teachers demonstrate accomplished practice as observed using the CPL rubrics for Commit to Assessment for Learning and Connect Data to Feedback.	Talks during numeracy lessons. As a result, teachers have been able to observe and discuss teaching practice leading to more effective delivery of this component of a mathematics lesson.

Strategic Direction 3: Educational Leadership & Collaborative Practice

Purpose

Collective teacher efficacy is the shared teacher belief of the staff of the school to positively effect students. A school staff that collectively achieve great things is vital for the health of a school and if they believe they can make a positive difference then very likely will. Educational leadership and collaborative practice is key for improving our school and our student's outcomes.

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.

- Peer Observation
- Educational leadership
- Effective collaboration

Resources allocated to this strategic direction

Professional learning: $7,223.00
QTSS release: $59,529.00
AP Curriculum & Instruction: $10,000.00
Socio-economic background: $20,000.00

Summary of progress

100% of classroom teachers involved in peer observations through Triads in Terms 2-4. Whole school professional learning on Number Talks and Connect Feedback to Data (Curiosity and Powerful Learning). Classroom teachers using data collected on One-Note from Number Talk student responses to track students on PLAN. Educational leadership is visible in the school and drives the professional learning across the school. Educational leaders use data to drive teacher and student performance. Increased collaboration has occurred with forward planning for 2023 to extend collaboration practices.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Assessments are used to identify and display visible, individual student goals in English and Mathematics. Curiosity and Powerful Learning drives Professional Learning.	Visible learning goals are displayed in 100% of classrooms as a result of on-going formative assessments. English goals are driven by work samples and classroom observations of student learning, particularly through small group and one to one explicit teaching. Mathematics goals are driven by work samples, dialogic conversations and classroom observations during small group activities. 100% of teachers engaged in continuous professional learning in the Theory of Action, Connect Feedback to Data.
Triads in place across the school (TOA - Connect Feedback to Data shift in teacher practice - students can articulate learning goals and feedback drives lesson planning).	Peer observations through Triads operating K-6 during Terms 2 and 3 within Stage groups and in Term 4 moving to cross-Stage Quad groups. Ongoing Professional learning has seen a shift in teacher practice which has been measured through self-identification and movement on the Connect Feedback to Learning Rubric. Student feedback, directs teacher planning with the introduction of Target Discussions in Number Talks. Students are able to refer to visible learning goals to articulate individual directions.
Staff proactively participate in peer observation and collegial discussions each week following Triads. Staff engage with online planning and programming across the school. Scope and sequences are collegially created	Collegial discussions occur each week following Triad observations. Follow up professional learning occurs during cyclic staff meetings to enhance and support continuous development. 100% of classroom teachers are engaged with online programs. Programs are monitored by the Assistant Principal and evaluated by the Principal each term. Scope and sequences are collegially discussed at Stage

and implemented.	meetings and collaborative planning occurs throughout the term.
Professional learning available with DCO (Hannah Grieve)	Professional learning with DCO occurs via a booking system each week with additional time available on a needs basis.
Sunshine Bay Public School Staff Hub website provides central access to professional learning resources and school information.	Sunshine Bay Public School Staff Hub has expanded to include all professional learning and Department resources to facilitate easy access.

Funding sources	Impact achieved this year
Integration funding support $83,195.00	Integration funding support (IFS) allocations support eligible students at Sunshine Bay Public School in mainstream classes who require moderate to high levels of adjustment. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Use **Overview of activities partially or fully funded with this targeted funding include:** • additional staffing to assist students with additional 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) • 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 • release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP) **The allocation of this funding has resulted in the following impact:** Data was easier to analyse. Time was given to update Progressions and data walls. Whole school discussion on check-in assessments and Naplan was valuable to all. 100% of staff now have data walls. **After evaluation, the next steps to support our students will be:** Ongoing discussions re data. Data feedback talks introduced. Stage meetings to be a specific time focused on Data analysis
Socio-economic background $300,000.00	Socio-economic background equity loading is used to meet the additional learning needs of students at Sunshine Bay Public School who may be experiencing educational disadvantage as a result of their socio-economic background. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Use • Reading/Literacy • Wellbeing and Attendance • Assessment • Educational leadership • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • professional development of staff through Synthetic Phonics to support student learning • employment of additional staff to support Berry St program implementation. • employment of external providers to support students with additional learning needs • providing students without economic support for educational materials, uniform, equipment and other items • employment of additional staff to support Aboriginal Cultural program implementation. **The allocation of this funding has resulted in the following impact:** Individual students have been supported in the classroom and playground. Many students have come from a trauma background, including EALD

Socio-economic background $300,000.00	students, and the individual support given by expert teachers has increased resilience, focus in the classroom and their ability to learn. **After evaluation, the next steps to support our students will be:** Smaller classes throughout the school to increase individual students. SLSO support directed to individual students rather than groups of students. APCI to work directly with years 5 and 3 to support their learning with NAPLAN.
Aboriginal background $73,000.00	Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sunshine Bay 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. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading/Literacy • Other funded activities **Overview of activities partially or fully funded with this equity loading include:** • employment of additional staff to deliver personalised support for Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students **The allocation of this funding has resulted in the following impact:** One to one support for Aboriginal students. A link between home and school with parents. strengthened. Cultural program ran for 9 weeks for all Aboriginal students in years 4-6. Our Aboriginal numbers have increased by 3%. **After evaluation, the next steps to support our students will be:** Cultural program for staff. Continuation of one to one support for Aboriginal students.
English language proficiency $12,073.00	English language proficiency equity loading provides support for students at all four phases of English language learning at Sunshine Bay Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Reading/Literacy **Overview of activities partially or fully funded with this equity loading include:** • additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds • additional staffing to implement Individual Educational Plans for all EAL/D students • provide EAL/D Progression levelling PL to staff **The allocation of this funding has resulted in the following impact:** EALD students feeling part of school community. Students moving through EALD progressions. Students have a point of contact when needed. **After evaluation, the next steps to support our students will be:** Continuation of program. Continue connection with community. Continue to attend local EALD meetings.
Low level adjustment for disability $162,735.00	Low level adjustment for disability equity loading provides support for students at Sunshine Bay Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning. **Funds have been targeted to provide additional support to students**

Low level adjustment for disability $162,735.00	**enabling initiatives in the school's strategic improvement plan including:** • Implementing Evidence-based Practice • Reading/Literacy **Overview of activities partially or fully funded with this equity loading include:** • engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • employment of SLSO to improve the development of students by implementing speech and OT programs developed by specialists • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • 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 **The allocation of this funding has resulted in the following impact:** Year 5 NAPLAN movement out of bottom two bands by 6% in NUmeracy and and 8% in Literacy. Year 3 saw a decrease in movement in Numeracy and Literacy.. - this is different to internal data where we saw a shift to increase those students performing at grade level increase. **After evaluation, the next steps to support our students will be:** Smaller classes. Direct one on one support to targeted students Focus on Numeracy
Location $7,371.00	The location funding allocation is provided to Sunshine Bay Public School to address school needs associated with remoteness and/or isolation. **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:** • subsidising student excursions to enable all students to participate • incursion expenses **The allocation of this funding has resulted in the following impact:** An increase of 10% attended final year excursions. All buses were subsidised to lesson costs. Teacher numbers increased to support students. **After evaluation, the next steps to support our students will be:** Continue use of these funds. There seems to be an increase in need for support as excursions become more expensive.
Professional learning $27,223.00	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 Sunshine Bay Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Implementing Evidence-based Practice • Peer Observation • Other funded activities

Professional learning $27,223.00	**Overview of activities partially or fully funded with this initiative funding include:** • engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing **The allocation of this funding has resulted in the following impact:** Whole School approach to Literacy. Continued ongoing reflection and discussion of program. Investigation of support with Numeracy **After evaluation, the next steps to support our students will be:** Whole school approach to Numeracy - training ongoing in 2023 Adjustments to Literacy program
QTSS release $59,529.00	The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sunshine Bay Public School. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Peer Observation **Overview of activities partially or fully funded with this initiative funding include:** • additional staffing to support staff collaboration in the implementation of high-quality curriculum • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives **The allocation of this funding has resulted in the following impact:** Triads were formed and observations occurred weekly. Some teachers found this valuable. Timetable was adjusted to have time for feedback. **After evaluation, the next steps to support our students will be:** Look at another method of observation. Continue to discuss Feedback on data.
COVID ILSP $139,652.00	The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Other funded activities **Overview of activities partially or fully funded with this targeted funding include:** • employment of teachers/educators to deliver small group tuition • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy **The allocation of this funding has resulted in the following impact:** Working in small groups increased student confidence and ability to focus. Individual attention was given as needed. The groups were levelled and teaching could be directed to learners. **After evaluation, the next steps to support our students will be:** Continuation of program - specifically in Numeracy.
Per capita	These funds have been used to support improved outcomes and the

$74,328.00	achievements of staff and students at Sunshine Bay 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:** • Technology 1:1 2-6 • All classrooms supplied with necessary equipment • Anxiety kids purchased for students with needs. **The allocation of this funding has resulted in the following impact:** Greater use of technology. Students able to have access to materials to learns **After evaluation, the next steps to support our students will be:** AS 2022 looking at ipads for Kindergarten and year 1
AP Curriculum & Instruction $180,000.00	Assistant Principals, Curriculum and Instruction support strong instructional leadership models in schools, coordinating professional learning for teachers, monitoring student outcomes, and supporting families to be key partners in student learning. **Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:** • Data Skills and Use • Implementing Evidence-based Practice • Reading/Literacy • Numeracy • Educational leadership **Overview of activities partially or fully funded with this Staffing - Other funding include:** • APCI working closely with classroom teachers to model best practice. • Working with individual students and staff as needed. • Leading curriculum development for all staff. • Triads implemented • Data analysed and feedback discussed with classroom teachers **The allocation of this funding has resulted in the following impact:** A deeper understanding of Data analysis. Staff feel supported with Curriculum. Professional learning is streamlined. Interventions with individual students more regular. Support for all staff as APCI can be available to meet with them. **After evaluation, the next steps to support our students will be:** Continuation of program. A focus on NAPLAN writing. Continuation of work with individual teachers and staff.

Student information

Student enrolment profile

Students	Enrolments			
	2019	**2020**	**2021**	**2022**
Boys	152	167	148	129
Girls	152	147	141	121

Numbers are declining, our Kindergarten enrolments are decreasing each year. We are working on connection to community to see why.

Student attendance profile

School				
Year	**2019**	**2020**	**2021**	**2022**
K	92.7	78.7	84.5	89.5
1	91.2	83.5	88.2	83.0
2	88.9	84.9	90.0	85.4
3	89.9	82.7	89.6	87.6
4	91.8	79.3	87.9	88.8
5	89.9	82.4	89.7	87.1
6	91.1	80.0	89.7	84.4
All Years	90.7	81.6	88.7	86.5
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

After COVID our attendance is yet to settle. Parents are still concerned to send their child to school in they are a little unwell. We have reward programs in place to support increased attendance.

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)	4.2
Classroom Teacher(s)	12.01
Learning and Support Teacher(s)	1.1
Teacher Librarian	0.8
School Administration and Support Staff	3.92

*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	152,559
Revenue	3,962,925
Appropriation	3,875,635
Sale of Goods and Services	2,224
Grants and contributions	83,886
Investment income	1,180
Expenses	-3,941,280
Employee related	-3,389,653
Operating expenses	-551,626
Surplus / deficit for the year	21,645
Closing Balance	174,204

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	83,922
Equity Total	558,969
Equity - Aboriginal	73,718
Equity - Socio-economic	301,479
Equity - Language	12,074
Equity - Disability	171,699
Base Total	2,530,888
Base - Per Capita	74,328
Base - Location	7,371
Base - Other	2,449,188
Other Total	346,378
Grand Total	3,520,157

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/caregiver:

Sadly we only had one response for 2022. However they were very positive on their feedback. They strongly agreed the school is connected to community, parents are encouraged to contact the school, the school is a friendly, tolerant and accepting environment and the school promotes a healthy environment

Student:

A variety of students were asked the following questions:

What do you like about our school? Playing, sport, softball, equipment, computers, lunch orders, my teacher and groups was the overwhelming response.

What can we make better? Nothing, more play, Bubblers up the top of the playground and more science equipment.

Teachers:

Why are you here? Educate in a safe and caring environment, collegial connections, value what SBPS stands for, supporting and encouraging staff, great management,active brain, we put the kids first, to help build and support the community, friendships, students known, valued and cared for,standard frameworks to build around, public school, families need us., open door policy, small school, respectful and kind students, I'm learning and growing professionally, school is grounded and connected and trusted.

What can we do better? More individual feedback, reporting process simplified, what is mandatory?, embrace what works, revise assessments, frequent wellbeing check-ins with staff, longer term vision for learning, collaboration, ease workload and give staff time to consider commitments before committing.

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.