

2022 Annual Report

Sydney Distance Education Primary School



4586

Introduction

The Annual Report for 2022 is provided to the community of Sydney Distance Education Primary 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

Sydney Distance Education Primary School

1 Collins Street

Surry Hills, 2010

<https://sdeps.net/Portal/>

syddisted-d.school@det.nsw.edu.au

9207 6300

Message from the principal

Sydney Distance Education Primary School (SDEPS) has always been an innovative and dynamic school with a view to continuous quality improvement. The school has a long and proud history of taking on new initiatives and challenges in order to continue to lead in our field of expertise.

We are grateful for the continuing support we receive from our diverse community spanning the globe. Our most important goal is and will always be to provide the best educational opportunities to all our families regardless of their circumstances or locations. The high academic standing and participation rates of our students indicates that the distance education mode of learning is working very well for our students.

Our staff consistently demonstrates their creativity, dedication and resourcefulness in everything they do. It is because of them that the school remains at the forefront of educational change and development. I am grateful to be part of such a dedicated and professional team.

Robin Roberts, Principal

School vision

- To provide outstanding support to our families while studying via Distance Education.
- To provide our students with a comprehensive and complete range of educational experiences with a varied and global focus.
- To continuously reflect on and improve our learning materials, methods of delivery and assessment and reporting mechanisms to positively impact on student outcomes.
- To ensure that all students studying via Distance Education can learn at their own pace, while meeting new challenges and experiences.
- To maintain a workplace in which all staff collaborate to share ideas and expertise for the benefit of all members of the school community.
- To maintain our standing as a high-functioning Primary Distance Education School in New South Wales.

School context

Sydney Distance Education Primary School (SDEPS) is a global leader in providing high quality and innovative distance education to primary school students.

We enrol NSW students from public, independent and Catholic schools who are temporarily unable to attend their local school for a variety of circumstances. Approximately one-third of enrolments at SDEPS each year come from the non-government school sector.

SDEPS experiences an extremely high enrolment mobility rate. Enrolment is generally for a minimum of one term and a maximum of four terms. On average:

- In a calendar year SDEPS enrolls up to 300 students for varying lengths of time between one term and one year
- At a single point in time SDEPS averages 200 concurrent enrolments
- Typically 32% of students enrol for one term
- 33% of students enrol for two to three terms
- 35% of students enrol for one year
- Travellers account for 80-90% of enrolments year on year
- 10-20% of students fall into Additional Learning Needs or Medical enrolment categories year on year.

Enrolments at SDEPS are made up of a range of categories, with the majority being domestic and overseas travellers.

Our differentiated and adaptable approach to learning makes the school ideal for families travelling in Australia, around the world and for students with a range of additional learning and support needs.

The SDEPS teaching program provides students with an excellent opportunity to enhance their education during their absence.

Our highly qualified teachers cater for all students' learning needs through personalised learning programs.

We create highly engaging and innovative learning materials aligned to NESA Syllabuses.

Students are provided with individualised support, as well as given opportunities for collaboration through our online lessons and peer-to-peer interaction.

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>

Purpose

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

Initiatives

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

- Targeted Literacy Improvement in Reading and Spelling
- Targeted Numeracy Improvement in Working Mathematically

Resources allocated to this strategic direction

Literacy and numeracy: \$2,912.00

Professional learning: \$23,665.00

Summary of progress

Targeted Literacy Improvement in Reading and Spelling

Across 2022, Junior School focused on using reading online lessons targeted at groups of students or individuals to help boost student growth and achievement. Attendance from these online lessons and reading assessment data from student trackers was analysed. The SDEPS Phonics and Phonemic Awareness program assisted in this process for Kindergarten students. Updated Rigby Reading units assisted in this process for Years 1 and 2. Implementation of our whole school approach to spelling, Years 1 to 6, also enabled us to identify and analyse data to inform student learning.

Data indicates that the reading levels of Kindergarten and Year 1 students who attended at least one online reading lesson in 2022 improved at a faster rate than those of students who did not attend any online reading lessons.

We will look to review reading assessment for K-2 students. An assessment schedule that includes both online and hard copy assessment tools will be drafted next year. We will also revisit the purpose and frequency of online lessons next year to ensure that our approach aligns with new SD1 improvement measures, as well as parent and supervisor expectations.

In addition to this, significant professional learning funds have been expended this year to purchase materials and professional learning relating to Multi-Lit. This program will begin implementation next year.

Targeted Numeracy Improvement in Mathematics

Across 2022, Senior School focused on using external data (Check-In Assessments) to identify areas of focus for numeracy-based online lessons. Attendance data from these online lessons was compared and analysed with Check-In and NAPLAN data to identify the impact of explicit teaching on student growth.

Check-In Assessment data proved effective in identifying areas for teachers to focus lessons on. The Year 4 cohort saw effective data gathering and analysis by triangulating data from online lesson attendance, online lesson content and check-in assessment results for students that attended online lessons. The Year 4 cohort reported 88% of students that attended online lessons saw expected or above expected growth in targeted areas of Mathematics.

Year 5 saw good attendance across the cohort at numeracy based online lessons. Collaboration between Senior School teachers led to reflective discussions of what worked well and what did not work well during numeracy-based online lessons.

Student report data showed that a majority of Year 4, 5 and 6 students achieved expected or better growth in Mathematics.

We will continue to use the Check-in Assessment data to inform numeracy based online lessons. We will also look to provide all teaching staff with further professional learning identifying and demonstrating high-impact teaching strategies aimed at boosting student growth and achievement in numeracy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
55% of students achieve at or above expected growth in NAPLAN Reading.	No growth data was available in 2022 for NAPLAN as the assessment was not conducted in 2020.
55% of students achieve at or above expected growth in NAPLAN Numeracy.	No growth data was available in 2022 for NAPLAN as the assessment was not conducted in 2020.
82.2% of students in the top 2 bands in NAPLAN Numeracy.	<p>75.3% of students who spent significant time enrolled with SDEPS prior to sitting NAPLAN tests in 2022 achieved at or above expected growth NAPLAN Reading.</p> <p>'Significant time enrolled with SDEPS' is defined as students enrolled with SDEPS for all of 2021, a full year ending in 2021 or at least 3 consecutive terms immediately prior to NAPLAN in 2022.</p>
88.1% of students in the top 2 bands in NAPLAN Reading.	<p>81.9% of students who spent significant time enrolled with SDEPS prior to sitting NAPLAN tests in 2022 achieved at or above expected growth NAPLAN Reading.</p> <p>'Significant time enrolled with SDEPS' is defined as students enrolled with SDEPS for all of 2021, a full year ending in 2021 or at least 3 consecutive terms immediately prior to NAPLAN in 2022.</p>

Strategic Direction 2: Teaching and Learning

Purpose

In order to maximise student learning outcomes in all Learning Areas and to build strong foundations for academic success, data-driven practices, technology systems and digital resources will be developed and refined to meet the requirements of students, supervisors and the school.

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.

- Develop and create digital procedures, practices and products
- Syllabus and Curriculum updates

Resources allocated to this strategic direction

Per capita: \$145,034.64

Summary of progress

Develop and create digital procedures, practices and products

In total, 207 units were created or digitised in 2022. Skilled IT support officers have been creating and digitising Mathematics units using set templates that have been refined over 2022 using student, supervisor and teacher feedback. Due to these efforts by our writing team, with support from IT support officers, Year 5 and 6 now have access to a complete digital learning pathway.

Work has begun on Year 4, with Term 1, 2023 resources digitised to allow new and existing enrolments to begin a digital program from the beginning of 2023.

We will review and update all Year 5 and 6 resources using feedback from students, supervisor and teachers, as well as Learning Management System analytics. We are also looking to upskill more teaching staff to participate in digitising process through in-house professional learning sessions run by IT officers and existing writing team members.

Syllabus and Curriculum updates

Collaboration between a small group of teachers provided in-depth analysis of the new syllabus in Mathematics and English, K-2, outlining a path forward in the updating process. All Junior School teachers then participated in the review and updating of Mathematics and English units.

In total across the Mathematics learning area, 44 units underwent significant changes to align them with the new syllabus. In total across the English learning area, 79 units have been updated, including spelling, phonics, reading learning materials and supervisor support materials. Work is on-going in this area and will carry-over into next year.

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
Stage 3, Years 5 and 6 students have access to a digital pathway for learning.	207 units in total created or digitised, meaning that as of end of Term 3, 2022 Year 5 and 6 have access to a complete digital pathway for learning. In term 4, work began on digitising Year 4 content, ready for implementation in Term 1, 2023.
All K-2 English and Maths resources updated as per NESA requirements.	This progress measure has been mostly achieved. Due to the scope of changes across Mathematics and English, it became clear that the editing and updating process would be more involved than originally planned. In total:

All K-2 English and Maths resources updated as per NESA requirements.

- 44 K-2 Mathematics units have been updated in 2022
- 79 K-2 English and Reading units have been updated in 2022

All units being distributed from Term 1, 2023 in K-2 will align with the new syllabus, however work is on-going on units due to be programmed and distributed in Terms 2-4, 2023.

Strategic Direction 3: Building Positive Communities

Purpose

To ensure that all students at SDEPS are provided with differentiated educational and wellbeing support based on their needs.

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.

- Promoting inclusivity at SDEPS

Resources allocated to this strategic direction

Professional learning: \$1,000.00

Low level adjustment for disability: \$58,110.00

QTSS release: \$38,960.00

Socio-economic background: \$10,345.81

Aboriginal background: \$3,100.00

Summary of progress

Promoting Inclusivity at SDEPS

Our Senior Psychologist was able to facilitate 'Trauma-Informed Practice' professional learning for all staff in Term 1, 2022. Select staff were able to attend external professional learning relating to High Potential and Gifted Education (HPGE) policy updates as well as Embedding Aboriginal Perspectives into Learning.

Due to SDD sessions throughout 2022 about our HPGE procedures, staff are more familiar with this policy at SDEPS and how to implement it as of Term 4, 2022. We will continue to review and reflect on best-practice implementation of HPGE identification and support processes. We will also look to review and update all learning resources to ensure appropriate and respectful implementation of Aboriginal and Torres Strait Islander perspectives and learning needs in tandem with resource editing and updating that will occur next year.

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
Maintaining 'Excelling' within the elements of Learning Culture and Wellbeing in the SEF 2022.	The completed 2022 SEF S-aS outlines that SDEPS is 'Excelling' in the elements of Learning Culture and Wellbeing.
>78% of Parents and Students, when surveyed, respond positively to targeted survey questions relating to inclusivity, differentiation and student support.	89% of all supervisors 'Agreed' or 'Strongly Agreed' that 'Sydney Distance Education Primary School provided an inclusive learning environment that considered my child's / student's academic needs.' 72% of all supervisors 'Agreed' or 'Strongly Agreed' that 'Sydney Distance Education Primary School provided an inclusive and supportive environment that considered my child's / student's social and emotional needs and general wellbeing.'

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$10,345.81</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Sydney Distance Education Primary 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"> • Promoting inclusivity at SDEPS <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 High Potential and Gifted Education program to support student learning • employment of additional staff to support Learning and Support Team program implementation. <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Relevant trained staff have been able to review existing resources and materials relevant to supporting High Potential and Gifted students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - As we review and update learning resources in 2023, recommended updates and additions to learning materials to align with HPGE processes will be applied.
<p>Aboriginal background</p> <p>\$3,100.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Sydney Distance Education Primary 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"> • Promoting inclusivity at SDEPS <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 literacy and numeracy programs <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Survey data was unable to determine the impact of this funding at this point in time. Funds were used to provide professional learning for staff, as well as learning sessions for students. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - As learning resources are update, embedded Aboriginal and Torres Strait Islander perspectives will be reviewed and updated to align with new policy and processes.
<p>Low level adjustment for disability</p> <p>\$58,110.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Sydney Distance Education Primary 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"> • Promoting inclusivity at SDEPS <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 teachers to differentiate the

<p>Low level adjustment for disability</p> <p>\$58,110.00</p>	<p>curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs</p> <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Students requiring additional learning and support were provided with review meetings as required, organised by the LST Coordinator. Transitions to and from face-to-face settings were successfully organised by the LST Coordinator. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to employ an LST Coordinator. Look to employ an additional teacher to work within the LST team part-time.
<p>Professional learning</p> <p>\$24,665.00</p>	<p>Professional learning funding is provided to enable all staff to engage in a cycle of continuous professional learning aligned with the requirement of the Professional Learning for Teachers and School Staff Policy at Sydney Distance Education Primary 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"> • Promoting inclusivity at SDEPS • Targeted Literacy Improvement in Reading and Spelling <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Casual relief days for 2 teachers to attend Professional Development re: HPGE • Purchase a literacy program, Multi-Lit, for implementation in 2023 <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Teachers who attended Professional Development were able to run a session for all staff at SDD. Teacher survey showed that understanding of HPGE policy and process had increased as a result of these sessions. - Allocation of significant professional learning time to up-skill teachers re: literacy support at the beginning of 2023 <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - As learning materials are reviewed in 2023, teachers will highlight opportunities to include additional activities or ideas to support HPGE students. - After completing Multi-Lit training, teachers will identify how to best include literacy support materials into programming and online lessons.
<p>Literacy and numeracy</p> <p>\$2,912.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Sydney Distance Education Primary School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Targeted Literacy Improvement in Reading and Spelling <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • online program subscriptions to support literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Identified students were provided reading support in K-2 in either a small group or one-on-one setting. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to refine and improve reading materials, K-6, to best support literacy development for all students.
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Sydney</p>

<p>\$38,960.00</p>	<p>Distance Education Primary 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"> • Promoting inclusivity at SDEPS <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • additional staffing to support staff collaboration in the implementation of high-quality curriculum <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Additional staff to support collaboration and understanding of HPGE policy and processes through SDD sessions and meetings led to a 32% increase in staff efficacy re: HPGE policy and processes. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - As SDEPS refines learning materials in 2023, a team of teachers, led by AP C&I will meet regularly to collaborate and look at how to further integrate HPGE into year level programming.
<p>COVID ILSP</p> <p>\$30,680.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - reading and Mathematics • employment of teachers/educators to deliver small group tuition <p>The allocation of this funding has resulted in the following impact:</p> <ul style="list-style-type: none"> - Improvement in reading and numeracy skills in students identified as requiring support in these areas. <p>After evaluation, the next steps to support our students will be:</p> <ul style="list-style-type: none"> - Continue to provide explicit small group and one-on-one reading and numeracy support to identified students within standard programming - Expand reading support K-6 to include a greater focus on comprehension.

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	97	104	87	154
Girls	80	67	77	121

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)	1
Assistant Principal(s)	2
Classroom Teacher(s)	13.64
Learning and Support Teacher(s)	0.4
Teacher Librarian	0.4
School Administration and Support Staff	4.63

*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	712,046
Revenue	3,626,535
Appropriation	3,581,408
Sale of Goods and Services	24,850
Grants and contributions	12,850
Investment income	7,326
Other revenue	100
Expenses	-3,181,568
Employee related	-2,762,494
Operating expenses	-419,073
Surplus / deficit for the year	444,967
Closing Balance	1,157,012

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	0
Equity Total	71,552
Equity - Aboriginal	3,100
Equity - Socio-economic	10,346
Equity - Language	0
Equity - Disability	58,106
Base Total	351,050
Base - Per Capita	51,547
Base - Location	0
Base - Other	299,503
Other Total	2,580,557
Grand Total	3,003,159

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 Satisfaction Survey

58 responses were received from the Parent / Caregiver Survey, 2022.

93% of respondents claimed that enrolment at Sydney Distance Education Primary School (SDEPS) was of benefit to their student's individual learning needs.

85% of respondents stated that their student's wellbeing was supported during their enrolment. 90% of respondents highlighted the inclusive learning environment of the school as a benefit to their student's learning.

87% of respondents claimed that they would, if given the opportunity, re-enroll with Sydney Distance Education Primary School, with a further 9% stating that they 'Maybe' would consider re-enrolling.

Student Satisfaction Survey

21 responses were received from the Student Survey, 2022.

Student Satisfaction Surveys were offered to all students, and we received responses from all year levels. Students were asked a range of questions about their learning, wellbeing and interaction with teachers.

100% of students claimed that they need to work hard to succeed while enrolled at SDEPS. All respondents also claimed that their teachers listen to what they have to say and that their teachers support them to improve their learning.

95% of students either 'Strongly Agreed' or 'Agreed' with a range of questions relating to interactions with their teacher. These included: 'My teachers expect me to do my best', 'My teachers care about my wellbeing', 'The learning materials I receive set clear goals for my learning' and that 'My learning materials explain what is expected of me'.

Of particular note, 95% of students highlighted that feedback received from their teachers helped them to learn.

An improvement from 2021 saw only 19% of students not 'Strongly Agree' or 'Agree' with the statement, 'I feel I am a part of my school'. All these students selected 'Neutral', with no students selecting 'Disagree' or 'Strongly Disagree'. SDEPS is continuing to work on building an inclusive community as a focus within our Strategic Improvement Plan.

Teacher Satisfaction Survey

Overall, staff satisfaction with working at SDEPS remains high. 90% of staff stated they enjoy working at SDEPS, with no staff stating that they do not enjoy working at SDEPS.

With a renewed focus on student, parent / supervisor and teacher wellbeing in our SIP, it was pleasing to see that 97% of staff state that SDEPS emphasises student welfare and wellbeing as an essential part of their enrolment. A further 90% of staff highlighted that they feel the principal is supportive of their wellbeing.

93% of staff are familiar with our Strategic Improvement Plan (SIP) and what the school is looking to achieve across the 5-year plan. SDEPS is well-placed for new challenges, with 83% of staff stating that they enjoy actively taking part in new initiatives.

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.