

# 2022 Annual Report

## William Bayldon Public School



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# Introduction

The Annual Report for 2022 is provided to the community of William Bayldon 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

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William Bayldon Public School

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## School vision

Staff and community have a narrow and deep focus on improving reading, numeracy, student behaviour, engagement and well-being, attendance, community engagement and Aboriginal and Torres Strait Islander knowledge, histories and culture.

We have a culture of continuous improvement, based on explicit teaching, high expectations and consistency. Teachers and leaders engage in a cycle of collaboration. We deliver a differentiated curriculum where feedback is valued and acted upon. We collectively celebrate every students' growth.

All students, staff and community have a strong sense of belonging and pride in our school. Effective partnerships ensure that students are at the center of decision making and their learning and well-being are a priority.

## School context

William Bayldon Public School is located in Sawtell, 10 kilometres south of Coffs Harbour, on Gumbaynggirr land. We have spacious, attractive and accessible grounds that are enhanced with a variety of outdoor learning areas, including a yarning circle, vegetable and mindfulness gardens. The school is staffed on a P2 entitlement with our enrolment figures for 2022 at 180. 43.2% of our student population identify as Aboriginal. Our school has seven mainstream classes from Kindergarten to Year 6. Students attending our school come from a range of socio-economic backgrounds. We are a member of the Bongil Bongil Community of Schools who work together to provide inter-school opportunities for students and staff, such as sport, public speaking and professional learning. We also liaise with a variety of agencies to support student learning needs.

Our school hosts a Special Education Unit which is a regional resource for schools across the Mid-North Coast and Coffs Harbour areas. Enrolment in the Special Education Unit is accessed by a consistent state-wide placement panel process.

We have a range of inter-school sport events as well as various sporting opportunities including coaching at a school level. Students who have an interest and/or talent in digital technologies can join before school programs to build on Science and Technology learning in the classroom. We have a school kitchen that is used by all classes to enhance learning programs that link home to school with a focus on a healthy, active lifestyles. In addition, there are Aboriginal cultural opportunities through lunch time programs and engagement with local elders.

Students have opportunities through the Student Representative Council and sports houses to develop leadership skills. Student voice is valued in decision making for improving the learning environments and extra-curricular activities. We develop and support quality transition programs for all students, including entry to kindergarten and high school.

Through our situational analysis and consultation with members of the local Aboriginal community, parents, staff and students, we have identified the following focus areas:

- Reading and Numeracy,
- Attendance,
- Student behaviour, engagement and well-being,
- Community engagement and
- Aboriginal student support.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Sustaining and Growing
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Delivering
LEARNING: Reporting	Delivering
LEARNING: Student performance measures	Delivering
TEACHING: Effective classroom practice	Delivering
TEACHING: Data skills and use	Delivering
TEACHING: Professional standards	Sustaining and Growing
TEACHING: Learning and development	Delivering
LEADING: Educational leadership	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Sustaining and Growing

## Strategic Direction 1: Student growth and attainment

### Purpose

Maximise student learning outcomes for every student, in reading and numeracy, and build strong foundations for academic success in all key learning areas.

### 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.

- Improving student reading outcomes
- Improving student numeracy outcomes

### Resources allocated to this strategic direction

**AP Curriculum & Instruction:** \$180,685.20

**Beginning teacher support:** \$15,217.00

**QTSS release:** \$46,428.08

**Socio-economic background:** \$52,800.00

**Low level adjustment for disability:** \$155,429.72

### 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
<b>Reading</b>  Increase the percentage of students in the top 2 bands for NAPLAN reading to between 23.6% and 28.6%	William Bayldon Public School was unable to meet this progress measure in 2022. The percentage of students achieving top 2 bands in NAPLAN reading was 17.39%.
<b>Numeracy</b>  Increase the percentage of students in the top 2 bands for NAPLAN numeracy to between 14.9% and 19.9%	William Bayldon Public School has met this progress measure in 2022. The percentage of students achieving top 2 bands in NAPLAN numeracy was 19.05%.
<b>Reading</b>  Increase the percentage of Aboriginal students in the top 3 bands, in NAPLAN reading, to between 29.8% and 34.8%	William Bayldon Public School was unable to meet the targets for increasing the proportion of Aboriginal students in the top three bands target for reading in this year's NAPLAN results. The percentage of Aboriginal students in the top 3 bands for reading was 25%.
<b>Numeracy</b>  Increase the % of Aboriginal students achieving in the top 3 bands, in NAPLAN numeracy, to between 23.8% and 28.8%	William Bayldon Public School was unable to meet the targets for increasing the proportion of Aboriginal students in the top three bands target for numeracy in this year's NAPLAN results. The percentage of Aboriginal students in the top 3 bands for reading was 11%.
Increase the percentage of students achieving expected growth in NAPLAN reading to between 45% and 47.9%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.  However PLAN 2 indicates growth in student achievement in understanding texts and fluency, with 47% of students achieving at or above above grade expectations in stage 2, and 37% of students in stage 3.
Increase the percentage of students achieving expected growth in NAPLAN numeracy to between 42% and 44.5%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

<p>Increase the percentage of students achieving expected growth in NAPLAN numeracy to between 42% and 44.5%.</p>	<p>However, PLAN 2 data indicates growth in student achievement in numeracy with 40% of students achieving at or above grade expectations in stage 2 and 35% of students in stage 3.</p>
<p>Proportion of Year 5 Aboriginal students achieving expected growth in NAPLAN reading increased by 28%</p> <p>Proportion of Year 5 Aboriginal students achieving expected growth in NAPLAN numeracy increased by 20%</p>	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>PLAN 2 data indicates there are 24% of our Aboriginal students at or above grade expectations in stage 2 for reading and 21% for stage 3 students.</p> <p>PLAN 2 data indicates there are 8% of our Aboriginal students at or above grade expectations in stage 2 for numeracy and 21% for stage 3 students.</p>

## Strategic Direction 2: A consistent whole school approach to student well being

### Purpose

To implement a planned whole school approach to wellbeing through effective partnerships.

### 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
- Student behaviour, engagement and wellbeing

### Resources allocated to this strategic direction

**Integration funding support:** \$111,736.00

**Socio-economic background:** \$213,048.30

**Aboriginal background:** \$176,103.73

**Professional learning:** \$9,450.00

**Location:** \$1,482.72

### 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
<b>Attendance</b>  Increase the percentage of students attending school 90% or more to between 74% and 76%.	William Bayldon Public School has not achieved this progress measure. We have 57.4% of students attending school 90% or more of the time.
<b>Wellbeing</b>  Increase the percentage of students reporting positive wellbeing on the Tell Them from Me Survey to between 81.3% and 83.3%.	At William Bayldon Public school, 77% of students report positive wellbeing on the TTFM survey.  Results can be broken into the following: <ul style="list-style-type: none"><li>• Advocacy - 83% which is an increase of 2%</li><li>• Expectations for success - 88% which is an increase of 4%</li><li>• Sense of Belonging - 60% which is a decrease of 5%.</li></ul>

### Strategic Direction 3: Community Engagement

#### Purpose

The school is recognised as excellent and responsive by its community because it uses best practice to embed a culture of high expectations, and effectively caters for the range of equity issues in 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.

- Community engagement
- Aboriginal student support

#### Resources allocated to this strategic direction

**Socio-economic background:** \$162,343.90

**IL Aboriginal education:** \$175,801.00

**Professional learning:** \$16,680.76

#### 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
At least 90% of parents and community indicate high level satisfaction in the school in the annual community survey.	<p>The percentage of families that indicate a high level of satisfaction are as follows:</p> <p>77.8% agree that teachers have high expectations and are improving student learning in reading and mathematics.</p> <p>63% agree that students, staff, and parents work together to improve student learning.</p> <p>81.5% agree that every student is known, valued, and cared for.</p> <p>80.8% agree that the school provides me with information about the importance of regular attendance.</p>
The percentage of Aboriginal students attending school 90% or more is equal to or better than the school average.	<p>The percentage of Aboriginal students attending school 90% or more is 30.6%</p> <p>This is less than the school average.</p>
Increase the percentage of Aboriginal students achieving expected growth in NAPLAN reading to 50% or above.	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>In year 4, Check-in assessment, our Aboriginal students were performing equal to the state average and well above the statistically similar school group. There was a 15.3% growth in comprehension and 13.7% growth in vocabulary.</p> <p>In year 6 Check-in assessment, our Aboriginal students made 2% growth in reading. This places our students below state, but above SSSG averages.</p>
Increase the percentage of Aboriginal students achieving expected growth in NAPLAN numeracy to 50% or above.	<p>Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.</p> <p>In the year 4 Check-in assessment, our Aboriginal students achieved 8.2% overall growth.</p> <p>In year 6 Check-in assessment for numeracy, year 6 students made 3%</p>



Increase the percentage of Aboriginal students achieving expected growth in NAPLAN numeracy to 50% or above.

growth, however this still places them below state, but above SSSG averages.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$111,736.00</p>	<p>Integration funding support (IFS) allocations support eligible students at William Bayldon Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student behaviour, engagement and wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of staff to provide additional support for students who have high-level learning needs</li> <li>• implementation of targeted programs to differentiate teaching and learning programs</li> <li>• intensive learning and behaviour support for funded students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> From mentoring data (student surveys) most students saw an increase in the ability to access an adult to whom they could talk to or seek support aside from their classroom teacher. Teachers appreciated and recognised the value of additional support staff assisting with individualised programs and engagement in class activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, this funding source will continue to support identified students through the co-design and implementation of personalised learning plans, monitoring and tracking student learning and engagement.</p>
<p>Professional learning</p> <p>\$26,130.76</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 William Bayldon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student behaviour, engagement and wellbeing</li> <li>• Aboriginal student support</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Whole staff engagement in evidence based well-being approaches and strategies for teaching.</li> <li>• Professional learning for personalised learning and support plans development and implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, the whole staff commenced professional learning in the Berry Street Education Model. In conjunction with a whole school review of the school's well-being policy, this professional learning provided staff with the opportunities to engage in understanding restorative justice practices.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, all staff will continue to engage in the final two deliveries of the Berry Street Education Model supporting whole school well-being processes and practices.</p>
<p>Socio-economic background</p> <p>\$428,192.20</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at William Bayldon Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>Socio-economic background</p> <p>\$428,192.20</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Improving student reading outcomes</li> <li>• Student behaviour, engagement and wellbeing</li> <li>• Community engagement</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• professional development of staff through engagement in the What Works Best professional learning suite to support student learning.</li> <li>• employment of additional staff to support and implement individualised learning and support plans.</li> <li>• Staff release to collaborate with the Assistant Principal Curriculum and Instruction to engage in professional learning of quality teaching practices.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, all staff deepened their understanding and use of data in informing their teaching practice. Targeted small group intervention programs supported students through identifying gaps in their learning and designing and implementing appropriate levels of support.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, these funds will continue to support the building of staff capacity to meet the needs of our diverse student population.</p>
<p>Aboriginal background</p> <p>\$176,103.73</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at William Bayldon 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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student behaviour, engagement and wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, this funding has supported individualised learning with a focus on student academic growth and wellbeing. Additional staff were engaged to implement small-group intervention programs for Literacy and Numeracy with all staff engaged in tracking and monitoring student learning data. Engagement of an Aboriginal Education Officer supported strengthening community connections and the implementation and tracking of Personalised Learning Pathways.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to ensure every student engages in their learning and can access the curriculum and all Aboriginal students are supported by the engagement of an Aboriginal Education Officer.</p>
<p>English language proficiency</p> <p>\$2,400.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at William Bayldon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• provision of additional EAL/D support in the classroom and as part of</li> </ul>

<p>English language proficiency</p> <p>\$2,400.00</p>	<p>differentiation initiatives</p> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 these funds supported all identified students to better engage in their learning, with specific focus on improving achievement in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, this funding source will continue to support all identified students to access the curriculum and engage successfully in their learning. .</p>
<p>Low level adjustment for disability</p> <p>\$155,429.72</p>	<p>Low level adjustment for disability equity loading provides support for students at William Bayldon Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving student reading outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• 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</li> <li>• employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students</li> <li>• employment of an Occupational Therapist to provide intervention programs that support student needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022 these funds supported all identified students to better engage in their learning, with specific focus on improving achievement in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, this funding source will continue to support all identified students to access the curriculum and engage successfully in their learning.</p>
<p>Location</p> <p>\$1,482.72</p>	<p>The location funding allocation is provided to William Bayldon Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student behaviour, engagement and wellbeing</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• Supplementing whole school professional learning.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, location funds provided additional supplementation enabling the whole school staff to engage in the Berry Street Education Model professional learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, location funds will be utilised by the school to supplement professional learning for staff.</p>
<p>QTSS release</p> <p>\$46,428.08</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at William Bayldon Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan</b></p>

<p>QTSS release</p> <p>\$46,428.08</p>	<p><b>including:</b></p> <ul style="list-style-type: none"> <li>• Improving student reading outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, staff engagement in professional learning in collaboration opportunities and effective feedback of lesson observations has provided teachers with the opportunity to expand their quality teaching practices using evidence based models of learning.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to engage in professional learning, supporting quality teaching practices and embedding processes for effective feedback.</p>
<p>COVID ILSP</p> <p>\$123,506.00</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><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> <li>• employment of teachers/educators to deliver small group tuition</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, COVID Intensive Learning Support provided individual and small group intervention programs for identified students in reading and numeracy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> In 2023, the school will continue to identify intensive learning support needs for identified students ensuring all students are reaching their potential.</p>
<p>AP Curriculum &amp; Instruction</p> <p>\$180,685.20</p>	<p>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.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Improving student reading outcomes</li> </ul> <p><b>Overview of activities partially or fully funded with this Staffing - Other funding include:</b></p> <ul style="list-style-type: none"> <li>• Engagement of an Assistant Principal Curriculum and Instruction.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> In 2022, the Assistant Principal, Curriculum and Instruction position has been pivotal in building staff capacity, through the identification of data sources, data analysis, engagement in evidence informed teaching practices, delivery of professional learning, lesson observations and feedback conversations.</p> <p><b>After evaluation, the next steps to support our students will be:</b></p>

AP Curriculum & Instruction \$180,685.20	In 2023, the school will continue to embed quality teaching practices, which will be supported by the Assistant Principal, Curriculum and Instruction.
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## Student information

### Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	99	100	99	89
Girls	103	86	84	86

### Student attendance profile

School				
Year	2019	2020	2021	2022
K	91.7	90.5	88.1	85.7
1	93.4	92.2	89.5	86.4
2	91.8	92.9	89.7	85.0
3	90.8	90.7	90.8	87.7
4	91.2	89.2	89.3	88.4
5	90.3	87.2	83.9	88.6
6	87.6	87.8	85.9	79.8
All Years	91.1	90.2	88.1	86.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

### Attendance

NSW student attendance data in 2020 is not comparable to previous years due to the effects of the COVID-19 pandemic. The NSW Government encouraged students to learn from home, where possible, for a seven week period from 24 March to 22 May 2020. During this period, schools monitored engagement with learning to determine whether students were marked present. This changed the attendance measure. There was also some evidence of varied marking practices as schools adjusted to the learning from home period, with some schools recording higher attendance rates while others recording markedly lower rates.

Attendance figures from 2021 were calculated differently to align with the third edition of ACARA's National Standards for Student Attendance Data and Reporting. Changes include treating partial absences over 120 minutes as a half day absence (instead of their actual value, calculated as a proportion of a nominal 6-hour day) and covers all weeks during Semester 1. Prior to 2021, the final week of Term 2 was excluded.

Furthermore, the department implemented an automated attendance feed (AAF) system in Semester 1 2021. AAF transfers data automatically from third-party attendance management systems to the department's centralised data warehouse every night. The AAF significantly improved data quality in 2021, which has affected data comparability with previous years.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2021, COVID-19 continued to affect student attendance. Analysis of attendance codes showed a change in the structure of absence reasons in 2021.

Although there were no state-wide or regional lockdowns in NSW during Semester 1 2022, student attendance was impacted by a range of factors:

- Families evacuating and relocating due to NSW floods
- Sick students staying at home until a negative COVID-19 test was returned
- Household members testing positive to COVID-19
- The easing of COVID-19 border controls at the beginning of 2022 which allowed families to travel inter-state and overseas.

## Management of non-attendance

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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)	8.63
Learning and Support Teacher(s)	0.9
Teacher Librarian	0.4
School Counsellor	1
School Administration and Support Staff	8
Other Positions	1

\*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 <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
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 <b>Actual</b> (\$)
<b>Opening Balance</b>	636,312
<b>Revenue</b>	4,068,940
Appropriation	3,996,906
Sale of Goods and Services	42,221
Grants and contributions	25,259
Investment income	1,574
Other revenue	2,980
<b>Expenses</b>	-4,278,053
Employee related	-3,675,516
Operating expenses	-602,537
<b>Surplus / deficit for the year</b>	-209,113
<b>Closing Balance</b>	427,199

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

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The equity loading data is the main component of the 'Appropriation' line item of the financial summary above.

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	111,736
<b>Equity Total</b>	762,126
Equity - Aboriginal	176,104
Equity - Socio-economic	428,192
Equity - Language	2,400
Equity - Disability	155,430
<b>Base Total</b>	2,304,010
Base - Per Capita	52,325
Base - Location	1,483
Base - Other	2,250,203
<b>Other Total</b>	749,926
<b>Grand Total</b>	3,927,798

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](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## *Parent/Caregiver, student, and teacher satisfaction*

### **Parent**

Tell Them from Me data indicated that parents are feeling positive about the school. The data shows that we are above the state average in the following areas and that our parents feel:

- welcome at school.
- informed.
- that the school supports learning.
- that our school is inclusive.

Additionally, 91% of families stated that they agreed that the school was a culturally safe place for students. 100% of parents believe the school makes students with a disability or special needs feel welcome. 76% of parents would recommend our school, while 19% are undecided.

In a school satisfaction survey for parents, the following satisfaction measures are highlighted.

- 81.5% state they are always provided with information about the importance of regular attendance.
- 82.1% always believe that their child is known, valued and cared for by school staff.
- 78.6% believe that teachers have high expectations and are improving student learning in reading and mathematics.

An area for improvement will be ongoing communication with families throughout the year on their child's progress in literacy and numeracy and working in partnership to improve learning outcomes particularly in reading and mathematics.

### **Student**

There were 64 students who completed the Tell Them from Me survey.

- 88% of students indicated the school and their teachers have high expectations for success. This is an increase of 27.2% from 2021.
- 83% of students stated they had advocacy at school. This is an increase from 81% in 2021.
- 60% of students felt they had a positive sense of belonging at the school.

Belonging student surveys - internal measure - students identify with 4 key questions with a 1 - 5 rating (5 being the top score).

Every student in the school completes these surveys.

Overall students have improved in their responses to 'I am happy at school'. The students are sitting at 4.1 average.

Students have been consistent in their responses to 'I always try my best' with the school average for the entire year being 4.3.

'I learn in my class every day' as a whole school this question's results have risen from an average of 4.1 to 4.3.

'My teacher believes I can achieve great things' has remained steady at 4.4.

### **Teacher**

94% of all staff completed the People Matter survey in 2022. Survey results indicated an overall positive increase in workplace satisfaction. The major improvements from 2021 to 2022 are as follows:

Job Purpose and enrichment: 80% in 2022, 71% in 2021. Staff feel their job provides them with opportunities to use a variety of skills to meet the learning needs of students.

Risk and Innovation: 85% in 2022, 72% in 2021. Results show that staff feel comfortable to communicate any risks and that the principal encourages everyone to keep improving the work they do.

Employee Voice: 83% in 2022, 63% in 2021. The staff feel that their input into the running of the school is encouraged and valued and that they are included in decision making about the school.

Learning and Development: 77% in 2022, 62% in 2021. The school's commitment in 2022 to ensure staff recognise opportunities for career development has seen a positive increase in this area. Staff have also communicated positively the training and development received throughout the year to do their job well.

Decision making and accountability: 82% in 2022, 57% in 2021. It is pleasing to see that the staff have confidence in decisions made by the executive team and that staff take responsibility for their actions.

Areas that require continued focus will be ensuring the well-being of our staff by creating opportunities for staff to learn about keeping stress at a reasonable level, managing time effectively and avoiding burn-out.

# Policy requirements

## Aboriginal Education Policy

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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

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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

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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.