

2022 Annual Report

Buninyong Public School



4616

Introduction

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

Buninyong Public School

Myall St

Dubbo, 2830

<https://buninyong-p.schools.nsw.gov.au>

buninyong-p.school@det.nsw.edu.au

6884 9806

School vision

Buninyong Public School invites a community atmosphere through well resourced surrounds and positive learning environments.

Student enrichment and success is prioritised, as we maximise every opportunity for student growth through our commitment to deliver high quality teaching and learning experiences. Our committed approach to deepening quality teaching, building the foundations of the academic, social and emotional capabilities of our students reflects Buninyong Public School's ethos of being safe, respectful learners.

We recognise the importance of the partnerships developed between schools, outside agencies and parents when maximising student learning, engagement and wellbeing. We share a commitment, responsibility and passion for ensuring inclusive, safe learning environments where our children and families can attend, thrive and succeed.

School context

Buninyong Public School is located in East Dubbo with an enrolment of 418 students. 58% of our students identify as Aboriginal and 5% of our students have a language background other than English. The school receives additional funding and staffing allocation to support students from low socio-economic backgrounds.

Buninyong Public School embodies a communal culture of positivity and connectedness. Our parents showcase it when visiting, our students wear it in their smiles and enthusiasm for learning and our staff commit to it every minute they have our children in their care. We draw on the vast resources of the NSW Department of Education and work in close unison with our community to ensure the dynamic and diverse children in our care are, at all times, engaging in enriching learning experiences of the highest standard. The foundation of our school is an absolute commitment in providing a safe environment that is built on mutual respect and focuses on learning. We commit, connect and achieve as a united community.

Buninyong Public School has a caring, innovative and highly professional staff who ensure they are providing a range of high quality learning opportunities that stimulate and challenge the individual needs and talents of their students. This is done within a collaborative culture, creating a strong sense of community and team spirit. High quality, focused professional learning, coaching and mentoring of all staff ensures a direct focus on explicit teaching and high expectations of achievement. Explicit teaching recognises that learning is a cumulative and systematic process and students who experience explicit teaching practices make greater learning gains. Explicit teaching and high quality feedback help students develop well organised ways of thinking and understanding.

Assessment is a core and essential component of teaching and learning. It is most effective when it is an integral part of teaching and learning programs. Through conducting a comprehensive situational analysis, the need for a whole school, systematic approach to assessment will be a focus. This will ensure student learning is reliant on rigorously constructed assessment tasks, teacher collaboration and a focus on future learning. The development of an assessment schedule will also direct tailored learning support for students in literacy and numeracy through a tiered approach that involves quality evidence-based learning and the implementation of targeted interventions.

Our school empowers all students to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

At our school, our students learn in a stimulating environment where they are encouraged to reach their full potential. We have a school philosophy that supports family values and inclusive education. Strong academic programs with a focus on inquiry learning and thinking pedagogy, Aboriginal perspectives, individualised support, a highly dedicated staff and excellent resources offer children the very best opportunity to succeed. Our school drives the philosophy of developing strong community partnerships. We have state of the art technology in the classrooms to help enhance our students' learning as 21st Century global citizens.

We are proudly building a community of safe, respectful learners through quality education in a caring, innovative environment.

Through conducting a detailed situational analysis and consultation with our school community, we have identified a need to solidify the use of data driven practices to ensure all students have access to individualised, point of need learning. Further professional learning and support will focus intently on how teachers can plan for and successfully deliver high quality differentiated instruction to students with additional needs, including those identified as high potential learners. This will empower and support parents to make health and wellbeing decisions that will maximise their children's learning.

We will link, through our Learning and Support Team, child and family centred support services; including occupational therapy, speech therapy, exercise physiology, psychology, a wellbeing officer, a therapy gym, trampoline and playground, wellbeing support for students and families as well as connections to outside agencies including the NDIS and carer supports.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

Our purpose is to enhance student outcomes in reading and numeracy through building capacity of teachers and support staff to deliver explicit and targeted teaching based on effective collection and analysis of student data.

Initiatives

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

- Explicit teaching
- Data informed teaching

Resources allocated to this strategic direction

Professional learning: \$38,000.00

Socio-economic background: \$57,000.00

Summary of progress

Explicit teaching

In order to achieve a strong foundation for literacy and numeracy, and follow on from 2021, the focus for 2022 was to embed and build on explicit teaching and data informed teaching as a systematic whole school approach. This systematic teaching approach has now coupled with Dynamic Indicators of Basic Early Literacy Skills (DIBELS) assessment tool across Years 2-6. Focusing on high impact professional learning, analysing assessment data, formation of class groups, with a focus on Stage 2. School teams were guided through the process of developing consistent evidence informed practices across the school. These practices were evidenced in teaching and learning programs on OneNote. These practices were supplemented by the implementation of effective strategies and processes for the collection and analysis of relevant data to ensure the responsive curriculum delivery of both literacy and numeracy.

Struggling readers professional learning was completed by all new Stage 2 staff with evidence of adaptive practice through the use of decodable texts. Effective reading: phonological awareness/phonics professional learning accessed by all new staff. Jocelyn Seamer's Reading Success in the Early Primary Years was completed by all K-3 teachers and survey responses identified 100% satisfaction with the quality of the course. Supervisor reviews of teaching programs and consistent lesson observations validated the implementation of evidence informed and explicit practices in the planning and teaching of reading. A strong foundation in the use of decodable texts to support beginning and struggling readers has been implemented across the school. The Assistant Principals, Curriculum and Instruction (AP, C&I) provided point of need support to staff for the effective planning and teaching of reading using decodable texts. In 2022, two AP, C&I staff continued to support staff through the careful selection and facilitation of reading and numeracy professional learning and resources. The executive team refined an efficient and systematic home reading plan to further supplement evidence-based reading instruction. The Instructional Leader, Assistant Principal (AP) led a data driven comprehension focus across the primary setting to develop students' ability to answer inferential and vocabulary dependent questions. A consistent approach to programming and teaching reading, along with Instructional Leader, Assistant Principal modelling and team teaching and support from stage leaders led to an uplift in primary reading comprehension results from a variety of internal and external data sources.

The AP, C&I led a team to develop a systematic handwriting policy across the school. The development of a consistent script for teaching letter and numeral formation, along with a scope and sequence for resources, teaching procedures and assessment. Positive feedback and student work samples are evidence of impact. In 2022, monitoring of the consistent implementation of the handwriting policy K-6 was prioritised using student data to measure impact.

Identified students from K-6 accessed intensive reading and numeracy interventions. Interventions included MiniLit, MacqLit, QuickSmart, decodable reading and the NSW Centre for Effective Reading (NSW CER). In 2022, intensive reading and numeracy interventions were implemented across the whole school setting in the classroom as an extension of literacy and numeracy groupings. In 2023, programs will be delivered by support staff based on DIBELS data gathered from testing administered in the first month of school.

All teachers were allocated an additional 1 hour release each week to work with AP, C&Is and stage leaders. Unfortunately, due to staffing shortages the additional hour of release was cancelled, and an alternate plan was put in place to support teaching staff with extra release when a casual was available. Developing individual and team knowledge and skills of explicit and data informed teaching was prioritised. In 2023, all teachers will be allocated an additional 1-hour release with intent focus on the authentic use of data to inform explicit teaching practice in their

classroom and to implement the new syllabus documents. Teachers will work alongside and be mentored by with two AP, C&Is, stage leaders and other school executive.

In 2021, long term COVID-19 disruptions hindered our ability to critically analyse the professional learning and strategies being implemented across the school. In 2022, the leadership team felt more time was needed to ensure strategies are implemented with fidelity and evaluations could be conducted without interruption. Staff surveys showed that a year of teaching without lockdowns and restrictions enabled them to implement, evaluate and adjust programs for the first time in three years. 2023 will see programs embedded and ready for evaluation and adjustment with the implementation of the new English and mathematics syllabus. The school will also receive additional support in numeracy as a strategic support school in 2023.

Data informed teaching.

At the beginning of the year K-2 teachers identified skill gaps using the Learning Progressions. Kindergarten's focus was a result of the school's phonological awareness results, then using evidenced based programs to develop a program for Student Learning Support Officers (SLSOs) to implement a stage approach to learning.

To address Stage 1 and Stage 2, professional learning for SLSOs was focused so that support staff could work in the classroom as an extension of reading groups, to consolidate learning of students in literacy. This gave the SLSOs confidence and skill to support the teacher. Data was entered onto PLAN2 every 5 weeks and shared at stage meetings to celebrate achievement and refocus group composition. In 2023, professional learning will need to be revisited for new staff and opportunity to share progress with SLSOs, for them to ask questions and refine their understanding will be a priority.

To address Stage 2 and after extensive testing, using DIBELS data, additional groups were made across Stage 2 to support literacy teaching with a focus on reading and spelling.

To address Stage 3 needs as an extension to reading groups MacqLit was used to support students identified needing consolidation in literacy. These learning interventions were recorded through Personalised Learning and Support Plans (PLSPs).

In 2023, DIBELS will be used in Years 1 to 6 as a diagnostic tool to identify students needing consolidation and extension in literacy.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
The proportion of Year 3 and 5 students in the top two bands in NAPLAN numeracy increases by 7.6%.	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy has decreased from 10.75% to 5%.
The proportion of Year 3 and 5 students in the top two bands in NAPLAN reading increases by 8.2%	The proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading is 15.69% and is progressing toward the lower-bound system negotiated target.
The proportion of Year 5 students achieving expected growth in NAPLAN reading increases by 10.%	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
The proportion of Year 5 students achieving expected growth in NAPLAN numeracy increases by 17.3%.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN however individual student progress is reported directly to parents and carers throughout the year.
At least 60% of students will have achieved the relevant learning indicators within the Quantifying numbers sub-element of the Numeracy Progressions.	PLAN2 data shows 81.2% of K students have achieved, and 5.9% are on track to achieve the relevant QuN (1-6) learning indicators within the Quantifying numbers sub-element of the Numeracy Progressions. PLAN2 data shows 72.7% of Year 1 students have achieved, and 13.4% are on track to achieve the relevant QuN (1-7) learning indicators within the Quantifying numbers sub-element of the Numeracy Progressions.

<p>At least 60% of students will have achieved the relevant learning indicators within the Quantifying numbers sub-element of the Numeracy Progressions.</p>	<p>PLAN2 data shows 73.85% of Year 2 students have achieved, and 7% are on track to achieve the relevant QuN (1-8) learning indicators within the Quantifying numbers sub-element of the Numeracy Progressions.</p> <p>Quantifying Numbers is being replaced by two new sub-elements in V3 of Numeracy Progressions. This measure may be replaced by school developed 'Trusting the Count' and 'Place Value' assessments across the school.</p>
<p>At least 60% of students will have achieved the relevant learning indicators within the within the Reading and viewing element of the Literacy progressions.</p>	<p>PLAN2 data shows 83.5% of K students have achieved, and 10.8% are on track to achieve the relevant PhA (1-3) learning indicators within the reading and viewing element of the Literacy progressions.</p> <p>PLAN2 data shows 75% of Year 1 students have achieved, and 16.4% are on track to achieve the relevant PhA (1-5) learning indicators within the reading and viewing element of the Literacy progressions. 32% have achieved and 41% are on track to achieve relevant PKW (1-8) learning indicators.</p> <p>PLAN2 data shows 90.2% of Year 2 students have achieved, and 6.8% are on track to achieve the relevant PhA (1-5) learning indicators within the reading and viewing element of the Literacy progressions. 51% have achieved and 19.2% are on track to achieve relevant PKW (1-9) learning indicators.</p> <p>Reading progress across the school will also be informed by DIBELS (Dynamic Indicators of Basic Early Literacy Skills), undertaken three times a year. Once baseline data is available, the school will be better equipped to monitor student progress across all components of reading and use it to inform teaching.</p>
<p>School self-assessment of the theme 'Explicit teaching' within the element 'Effective Classroom Practice' (Teaching Domain), indicates improvement to Sustaining and Growing by focussing on lesson planning.</p>	<p>Self-assessment against the School Excellence Framework shows the school currently performing at Sustaining and Growing in the element of effective classroom practice.</p>

Strategic Direction 2: Teaching and leading

Purpose

Our purpose is for every student, every teacher and every leader to improve every year through a strong 21st century, learning-focused school culture built on trust, respectful relationships and collaborative practices.

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.

- Rural Access Gap Strategy (RAG)
- Collaboration and Feedback

Resources allocated to this strategic direction

Socio-economic background: \$235,000.00

Summary of progress

Rural Access Gap Strategy (RAG)

The RAG team delivered professional learning at the beginning of the 2022 school year to all staff. During Term 1, teachers set their own goals relating to the integration of technology. In Term 2, all teachers trialed the use of different technologies to explore how they could be used in their classrooms. In Term 3, stage leaders facilitated meetings to trial the technologies and teachers shared their experiences with their peers. During Term 4, technology was distributed to different classes to support regular access to the devices suitable to the teaching and learning needs. Teachers have taken up the RAG initiative at various levels due to expertise and interest. A technical support officer was employed five days per week to assist with troubleshooting and support in the classrooms.

The school explored ways to use Sentral to store student data. Staff were able to see the benefits and how they could be utilised at in the future.

Next steps include utilising Sentral modules to efficiently record and analyse student data. The school will also continue the professional learning of the new and emerging technologies to support the inclusion of the software and devices in the classroom. In 2023, a new Digital Technologies committee will be reestablished and Personalised Attendance Plans will be stored on Sentral.

Collaboration and Feedback

To ensure every student, teacher and leader improves every year, our 2022 focus was on developing a strong 21st century learning focused school culture built on trust, strong respectful and professional relationships and collaborative practices. The school established professional learning communities (PLCs) with a clear focus of ensuring professional learning was needs based and collaborative thus ensuring the employment of a Technical Support Officer has enhanced the daily operations of all devices and ensured functionality. Achievement Via Individual Determination (AVID) strategies were not implemented in our setting during 2022 with fidelity due to a change in the staffing team within the AVID management. AVID will be replaced by the High Potential and Gifted Education (HPGE) Policy in 2023. Explicit whole school collaboration and feedback systems were developed to facilitate professional dialogue and foster a culture of high expectation relationships leading to genuine collective teacher efficacy. This practice will continue in 2023 with three Assistant Principals being released from class to mentor, coach and support the implementation of the new K-6 syllabus, the Inclusive, Engaging and Respectful schools' policy and to continue to build teacher capacity through feedback and collaboration.

In 2022, AP, C&Is created PLCs with the Principal, executive, stage teams and teachers focusing on improving whole school capacity through embedding a succinct framework for collaboration and feedback. Weekly stage meetings were mandated to ensure all learning was focused on student improvement and building teacher capacity, through team professional learning sessions weekly. Executives were internally funded additional release face to face teaching and teachers were provided with an extra 1 hour release per week to work shoulder to shoulder with APs, C&I. These PLCs have developed a school culture based on high expectation relationships leading to evidence of genuine collective efficacious practices through weekly professional learning sessions. As a result, 100% of teachers work collaboratively to analyse syllabi and current evidence based professional learning which inform planning and teaching of critical content. All stages program collaboratively and teach from the same online program and all teachers are developing the skills to prioritise critical teaching through data analysis. In 2023, the two AP, C&Is teamed with the Assistant Principals will continue to support data analysis and evidence-based syllabus aligned curriculum instruction and an internally funded

Assistant Principals will work in a coaching and mentoring role to support the collective and individual capacity of teachers through the implementation of the new syllabus, High Potential Gifted Education and Inclusive, Engaging and Respectful School policies.

A team of 5 were trained in the implementation of the High Potential and Gifted Education (HPGE) policy. The team of teachers engaged in online learning modules and face to face professional learning sessions with other Dubbo schools. Narromine Public school also hosted a HPGE session focusing on Aboriginal perspectives. School networking and professional learning has built teacher capacity and confidence around HPGE. In 2023, an Assistant Principal will be released from class to implement the policy and develop a whole school approach to HPGE programming and student identification.

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
Work collaboratively with Dubbo schools to share and build upon practice both within our network and with other networks (Woy Woy).	Due to the pandemic our continued association with schools outside the Wambuil-Macquarie Network has been difficult. Staff turnover has made networking and relationship building difficult. In 2023 we have changed our focus to the implementation of the HPGE policy.
Simplify access to and analysis of school data to support decision making by teachers and school leaders. Through a collective approach, teachers have the ability to share, promote and model best practice strategies to improve learning utilising ICT through AVID.	The use of Scout has made access to data school wide and accessible to all staff. It has allowed for discussion at meetings to be on point and current. In 2023, every meeting will begin with reviewing attendance data for the fortnight and learning data from check in assessments and/or internal data sources to be discussed and analysed. STEAM lessons have incorporated the use of technology in a variety of ways. The continued use of the STEM T4L kits have enhanced learning across the school. Again, AVID learning has been reduced due to COVID disruptions. The skills of staff have been updated through teacher mentoring, coaching and team planning.
Build the skill level of all staff to actively include 21st century learning into all teaching and learning programs.	In Term 2 all staff members attended professional learning delivered by the RAG team to enhance teacher capacity, skills and to reestablish a Digital Technologies School Team to promote the use of ICT in all rooms by all teachers. Staff have all had access and professional learning in using all the technology available to them in the school. School programs show an increase of usage from all teachers, just not specialists or relief from face-to-face staff. The appointment of a Technical Support Officer has ensured all technology devices are up to date with current software and all devices are ready for class lessons.
Assistant Principals have developed a routine of mentoring and support for their colleagues in identifying and achieving personal development goals through individual mentoring, modelling of best teaching practices and team teaching.	Each stage leader has developed an extensive Professional Development Plan approach for each staff member. To achieve these personal and stage goals, each staff member was initially given an additional hour of release to be mentored and coached by the stage leader weekly, but due to staff shortages in Terms 3 and 4 this additional hour of release was collapsed. To ensure the mentoring and coaching was continued, each stage found ways to support each other through creative timetabling.

Strategic Direction 3: Wellbeing

Purpose

Our purpose is to support all students to attend, connect, thrive and succeed through embedding school wide, holistic wellbeing practices.

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 and involvement
- Holistic wellbeing practices
- Play-based pedagogy

Resources allocated to this strategic direction

Low level adjustment for disability: \$160,888.00

Socio-economic background: \$330,000.00

New Arrivals Program: \$18,777.00

Aboriginal background: \$115,000.00

English language proficiency: \$10,228.54

Professional learning: \$1,050.00

Summary of progress

Wellbeing practices are a long-term commitment in our setting to ensure all students attend, connect, thrive and succeed. In 2022, the year without interruption or lockdown, we prioritised the authentic embedding of school wide, holistic wellbeing practices, Positive Living Skills and play based learning. Positive Living Skills is embedded across the PEHPD syllabus. Wellbeing and mindfulness are seamlessly integrated into units of learning. Community engagement and involvement, whole school wellbeing practices and play- based learning were identified as strategic wellbeing focuses.

In Term 1 2022, a school professional learning community was developed (Schools as Community Centre facilitator, Wellbeing Nurse - funded by Health, social worker and speech therapist- internally funded, Principal, Assistant Principal Wellbeing and Support - internally created and funded) to assess viability of developing a strategic community platform within our setting where parents could connect. Parents and community accessed relevant information, provided genuine input into whole school decisions and initiatives and developed a stronger awareness of wellbeing practices within the school setting. Facebook has been identified and used as a promotional window into the classroom pathway to engage our parents and community. A promotional scope was developed where staff from each stage were responsible for creating posts. In 2022, a new professional learning community was formed to review and investigate new ways to forge genuine community engagement and involvement. This process will continue into 2023, with a focus on Aboriginal community consultation, parental engagement and building student leadership opportunities and voice. An Assistant Principal, Wellbeing and Support was internally created and funded to drive community engagement and involvement and holistic wellbeing practices in our setting. A holistic review of personalised learning and support and Learning Support Team (LST) procedures was conducted to identify opportunities for improvement and to embed Allied Health supports (Bluey's Buddies Team) into school practice. Professional learning was held for all staff to ensure consistency of practice and understanding of the collaborative nature of Personalised Learning Support Plans. Individualised support was provided to staff members seeking clarification and understanding of student goal setting and appropriate differentiation strategies. All staff engaged in professional learning regarding LST procedures, including referral pathways, and the role of Bluey's Buddies in student support. Occupational therapy, exercise physiology and speech therapy were incorporated into early years, with a rotating focus on identified Kindergarten and Stage 1 students. A focus on Kindergarten and Stage 1 will continue and students in the support unit who are not accessing NDIS funded supports will be included in interventions. Mentoring and coaching from the allied health team supported staff Years 3 to 6, who identified students in their class with sensory or identified learning needs. Bluey's Buddies will continue to support students referred via Learning Support Team procedures and teachers will be supported to refine Learning Support Plans procedures in collaboration with families. In 2023, Personalised Learning and Support Plans and Personalised Attendance Plans will be streamlined and proformas uploaded to Sentral for all staff to access with ease. The LST referral process will be reviewed. An absolute focus across every class will be on building student attendance through community consultation and innovation.

The Assistant Principal Kindergarten and Assistant Principal Stage 3 embedded seamless transition plans to ensure the wellbeing needs of students were being met when entering either Kindergarten or transitioning to high school. This process was supported by an absolute focus on student wellbeing, confidence and competence. In 2022, all transitional

processes were reviewed and the Kindergarten Facebook Transition page operated with positive engagement from families in the 2023 cohort. Transitional opportunities for every child occurred in the last two weeks of Term 4 with every child having the opportunity to meet their teacher in their allocated classroom prior to the beginning of the new school year. This whole school practice eased anxiety and increased excitement toward the coming year.

The Early Stage One Team implemented a play-based program in the first 2 terms of 2022. In Term 1 the school delivered a less formal approach to play with a focus on phonological awareness, oral language, vocabulary, number talks, patterns, fine and gross motor and social skills. In Term 2 the school continued to build on these skills with a more formalised approach to play and the introduction of phonics. Giving students the opportunity to develop and refine these foundational skills improved the social and academic achievements of ES1 students. Students were assessed in their ability to play in Term 1 and then throughout the year in phonological awareness, phonic knowledge and quantifying numbers and data showed growth across the cohort in all domains. On our school development day at the end of Term 4 our speech therapist provided professional learning to the ES1 team on how to best support students' oral language in a play situation.

After an initial period of intricate whole school wellbeing organisation and review, COVID-19 restrictions had a severe impact on the implementation stage, especially considering the inability to utilise community and external settings to the extent required. The ability to implement sustained community engagement and involvement has been significantly hampered and the initial planning and organisation will be built in 2023. Changes to referral processes, recording of attendance intervention and personalised learning using Sentral will be revised so a systematic and time effective method is put in place. All Assistant Principals will continue in their identified roles in 2023 to enhance the school's holistic wellbeing practices and play-based pedagogy.

In 2023 there will be two new staff to the ES1 team. Next steps would be to familiarise them with our program and implement the learning received from the speech therapist. Staff have discussed assessing students at the beginning of Term 1 in 2023 and then at the end of Term 1 to gain valuable data on the development of students' ability to play. Staff will be implementing the new K-2 syllabus in 2023 which supports our play-based learning approach.

Progress towards achieving improvement measures

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

Annual progress measure	Progress towards achievement
Increase the proportion of students attending >90% of the time to be at or above the lower bound system-negotiated target of 70% .	The number of students attending greater than 90% of the time or more has decreased to 44.3%.
Increase the proportion of students reporting Expectations for Success, Advocacy, and Sense of Belonging at School in the TTFM wellbeing data to be at or above the lower bound system-negotiated target of 88.4%.	Overall our students reported Expectation for Success, Advocacy and Sense of Belonging at school at 86%.
Staff build on and consolidate pedagogical practice/quality teaching by actioning professional learning undertaken around play based pedagogy.	A play-based learning observation checklist and assessment were created after completing professional learning. All Early Stage One teachers used the play-based observation checklist and assessment to assess students' ability to play effectively. At the end of Term 1 2022, 74% of Early Stage One students were competent players.
Students, teachers and staff, and members of the wider school community have a shared understanding of the behaviours, attitudes and expectations that enhance wellbeing and lead to improved student outcomes. (Positive Living Skills)	The Positive Living Skills Wellbeing program is implemented in all classrooms across K-6. All teachers surveyed reported the program is effective in building teacher competence to support student wellbeing. The introduction of the program has supported students' understanding of behaviour and expectations, resulting in a 25% reduction in behaviour referrals by the end of Term 4, 2022.

Funding sources	Impact achieved this year
<p>New Arrivals Program</p> <p>\$18,777.00</p>	<p>The New Arrivals Program funding provides on arrival, intensive English tuition for eligible, newly arrived English as an additional language or dialect (EAL/D) students at the beginning and emerging phases of English language proficiency at Buninyong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Holistic wellbeing practices <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Solidify the establishment of an early intervention multidisciplinary allied health team to support students wellbeing, physical health and learning. <p>The allocation of this funding has resulted in the following impact: Buninyong allied health team, consisting of an occupational therapist, exercise physiologist and speech pathologist, enabled the effective delivery of explicit intervention programs which provided students the support required to further develop crucial language, fine motor and gross motor skills necessary for learning at school. Due to this organisation and collaboration between the LST and allied health staff, 32% of 2022 Kindergarten students received support from the speech therapist, 25% received support from the occupational therapist and 30% of Kindergarten students were involved in sessions with the exercise physiologist.</p> <p>After evaluation, the next steps to support our students will be: In 2023 a whole school focus on fundamental movement and fitness will commence with a highly trained paraprofessional. The speech therapist and occupational therapist will continue in the same capacity. The Assistant Principal Wellbeing supports learning and the implementation of the new IER policy whole school.</p>
<p>Integration funding support</p> <p>\$137,436.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Buninyong Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of 3.6 additional SLSOs to supports students with a disability in the mainstream setting. <p>The allocation of this funding has resulted in the following impact: Students and families report close relationships with support staff and value the additional support both socially and emotionally.</p> <p>After evaluation, the next steps to support our students will be: To include each SLSO in all review meetings and Individual Learning and Support Plans. This will be part of the new implementation of the new IER policy in 2023. Professional learning for all staff will support the introduction of the Inclusive Engaging Schools Policy- Restrictive Practices.</p>
<p>Socio-economic background</p> <p>\$755,900.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Buninyong Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p>

<p>Socio-economic background</p> <p>\$755,900.00</p>	<ul style="list-style-type: none"> • Explicit teaching • Rural Access Gap Strategy (RAG) • Collaboration and Feedback • Holistic wellbeing practices • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • professional development of staff through evidenced based professional learning to support student learning • providing students without economic support for educational materials, uniform, equipment and other items <p>The allocation of this funding has resulted in the following impact:</p> <p>Collaboration and Feedback Survey of classroom teachers indicated 100% use the appropriate handwriting (print or cursive) script when teaching handwriting and 95% refer to the handwriting policy consistently. A small number of staff are not sure if they have all the resources required. 50% of staff are not sure if their SLSO uses the correct script in the classroom.</p> <p>RAG - Digital Technologies Employment of a Technical Support Officer to support daily maintenance and upgrades of digital technologies.</p> <p>Explicit teaching Handwriting K-6 has been embedded in the school programming policy. SLSOs are trained at the beginning of every year so they can reinforce the same language used by the teacher.</p> <p>Holistic wellbeing practices A dual approach to learning, wellbeing practices taught to support explicit teaching programs in the classrooms. These holistic teaching practices are documented when focused for individual students.</p> <p>After evaluation, the next steps to support our students will be: to continue to support SLSOs ensuring the whole school handwriting script is delivered with fidelity and consistency. All new teachers will be provided with a hard copy of the school's handwriting policy to ensure all new 3-6 syllabus outcomes are covered by current handwriting policy. Positive Living Skills will continue to be taught across all stages to support the Positive Behaviour for Learning focus of our school. Positive Living has been adjusted after teacher and student feedback. Explicit teaching of phonemic awareness and spelling will continue. Teachers will evaluate and deepen their understanding through targeted professional learning.</p>
<p>Aboriginal background</p> <p>\$639,206.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Buninyong Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Play-based pedagogy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • 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 • employment of specialist additional staff (AEO) to support Aboriginal students • employment of specialist additional staff (SLSO) to support Aboriginal students

<p>Aboriginal background</p> <p>\$639,206.00</p>	<ul style="list-style-type: none"> • employment of additional staff to deliver personalised support for Aboriginal students <p>The allocation of this funding has resulted in the following impact: Provided all new teaching staff with hard copy of BPS handwriting policy and refresher professional learning at stage level. Supply resources to support the handwriting process in every classroom with advice from the occupational therapist. Employment of an Aboriginal paraprofessional to support the attendance, health checks, cultural safety and build community relationships.</p> <p>After evaluation, the next steps to support our students will be: to continue with SLSO support in every classroom to support learning programs in the classroom and social development in the playground. With a 58% Aboriginal student population all decisions are made to support students' growth and development from the time they leave their house and walk to school with our Aboriginal paraprofessional on the walking bus to breakfast club to wearing our uniform with pride. All decisions promote cultural safety and inclusivity. In 2023, there will be an absolute focus from every teacher, support staff and executive to improve the school's attendance rate. All staff will develop a professional learning goal to support improving attendance in their class. Attendance will be an agenda item in all meetings, focusing on Scout data.</p>
<p>English language proficiency</p> <p>\$10,228.54</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Buninyong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Play-based pedagogy <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • additional teacher time to provide targeted support for EAL/D students and for development of programs <p>The allocation of this funding has resulted in the following impact: 8 EAL/D students were supported to enrol and transition to their local public-school Kindergarten. This support from school, DoE and Early Intervention staff supported families to complete applications to enrol and to explain the fee structure attached to certain visas prior to enrolment. All 8 students had not been able to access preschool services in Dubbo. These weekly sessions not only supported parents but also provided a small preschool session for the 8 students for 5 weeks.</p> <p>After evaluation, the next steps to support our students will be: to continue this program this to support migrant families through an abridged school readiness program until they have authority to enrol approved.</p>
<p>Low level adjustment for disability</p> <p>\$251,745.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Buninyong Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Community engagement and involvement • Holistic wellbeing practices • Play-based pedagogy • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students • engaging a learning and support teacher to work with individual students

<p>Low level adjustment for disability</p> <p>\$251,745.00</p>	<p>and in a case management role within the classroom/whole school setting</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • employment of Speech Pathologist to develop phonological awareness, articulation, receptive, expressive language and self-regulation for identified students • employment of an Occupational Therapist to provide intervention programs that support student needs <p>The allocation of this funding has resulted in the following impact: NCCD data has identified 105 students as receiving quality differentiated teaching practice through to extensive supports and adjustments within the school environment. This data supported the importance of personalised learning and support plans having appropriate and well written SMART goals. These goals had to be realistic, achievable and described in a manner that makes it possible to measure the extent of the student's progress. Personalised Learning and Support Plans (PLSPs) and where required, behaviour support and Out of Home Care plans, have been developed for all 19 students in support classes and other identified students in mainstream-reflected in the NCCD data.</p> <p>85% of teaching staff attended a Term 1 voluntary professional learning session about how to identify students requiring Personalised Learning and Support Plans and how to write appropriate and achievable SMART goals. Teachers individually touched base to discuss their goals before and after meeting with parents and carers and used these plans at the Term 3 Parent/Teacher interviews to feedback on goal achievement.</p> <p>Completion of over 85 Personalised Learning Support Plans that demonstrate the improved capacity of teaching staff to be able to create quality SMART goals. 2022 staff professional learning and mentoring has led to increased teacher confidence with writing and implementing PLSPs, improved outcomes for students and appropriate and ongoing communication with parents/carers.</p> <p>After evaluation, the next steps to support our students will be: to continue to support students across the K-6 environment to support their physical, social and emotional wellbeing.</p>
<p>Location</p> <p>\$1,735.00</p>	<p>The location funding allocation is provided to Buninyong Public School to address school needs associated with remoteness and/or isolation.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • Delivery of learning resources. <p>The allocation of this funding has resulted in the following impact: delivery of new digital devices and day to day resources.</p> <p>After evaluation, the next steps to support our students will be: to continue to purchase resources required to support students learning.</p>
<p>Professional learning</p> <p>\$39,050.00</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 Buninyong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Explicit teaching • Data informed teaching • Play-based pedagogy

<p>Professional learning</p> <p>\$39,050.00</p>	<p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • engaging a specialist teacher to unpack evidence-based approaches to teaching Numeracy and explore modelled, interactive, guided and independent learning. <p>The allocation of this funding has resulted in the following impact: a numeracy team (consisting of two teaching staff from each stage) was established. Whole school goals were set with the development of a user-friendly numeracy assessment being the first priority. This assessment was only able to be trialled in Stage 1 and Year 4 due to limited time and resources. It was found to be a time effective resource and will be added to the whole school assessment schedule in 2023 (with the possibility of it being undertaken at the beginning of Terms 1 & 3). Successful whole school professional learning, of the Big Ideas in Number, was conducted in Term 3 with all staff deepening their knowledge of early number concepts and in turn increasing their confidence and competence as they support student learning. A numeracy network day with leading academic, Dianne Siemon was conducted to deepen teachers' understanding of some big ideas and core concepts in mathematics. This professional learning supported our whole school numeracy goals and informed planning for school improvement.</p> <p>After evaluation, the next steps to support our students will be: for staff to engage in professional development from Di Siemon for 3 days in Term 3, Jocelyn Seamer targetted literacy and Aboriginal Education.</p>
<p>QTSS release</p> <p>\$82,513.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Buninyong Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • assistant principals provided with additional release time to support classroom programs • additional teaching staff to implement quality teaching initiatives <p>The allocation of this funding has resulted in the following impact: to initially support additional release of the executive team to support mentoring and coaching of staff. Unfortunately, due to staff shortages, no regular casual teachers and illness, executive, including the Principal taught classes to support students and to avoid splitting classes.</p> <p>After evaluation, the next steps to support our students will be: to timetable an additional hour of release to support the implementation of curriculum and to take part in strategic support for numeracy.</p>
<p>COVID ILSP</p> <p>\$309,922.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of teachers/educators to deliver small group tuition • providing targeted, explicit instruction for student groups in literacy/numeracy - MiniLit and MacqLit

<p>COVID ILSP</p> <p>\$309,922.00</p>	<p>The allocation of this funding has resulted in the following impact: Implementation of small group interventions, based on the research of the Grattan Institute, shows strategic, small group, short, sharp interventions were effectively implemented in the classroom by SLSOs in every classroom and progress was monitored on PLAN2.</p> <p>After evaluation, the next steps to support our students will be: to employ SLSOs to support teachers in the classroom with additional learning based on DIBELS testing and Starting Strong mathematics assessment. Data and programs will be mapped on PLAN2 and in individual PLSPs.</p>
<p>AP Curriculum & Instruction</p> <p>\$210,799.40</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>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 Staffing - Other funding include:</p> <ul style="list-style-type: none"> • 1.4 staffing allocation AP, C&I - supporting literacy and numeracy. <p>The allocation of this funding has resulted in the following impact: AP, C&I positions have been an integral part of the literacy and numeracy program delivery, teacher development and student learning.</p> <p>After evaluation, the next steps to support our students will be: the school will be part of strategic support school in numeracy. The AP, C&I positions will be a central part of this process.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	207	207	198	200
Girls	177	181	197	218

Student attendance profile

School				
Year	2019	2020	2021	2022
K	85.6	88.8	86.8	86.2
1	92.1	89.6	86.5	78.5
2	89.2	91.3	86.3	83.4
3	89.6	88.5	87.3	83.9
4	90.6	87.0	85.3	84.1
5	90.5	92.6	85.0	85.8
6	85.9	89.3	90.5	81.6
All Years	89.1	89.5	86.8	83.4
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

Attendance at school has a big impact on longer term outcomes for children and young people. When a child is not at school they miss important opportunities to learn, build friendships and develop their skills through play. Regular attendance at school is a shared responsibility between schools and parents. By working together we can have a positive effect on supporting our children and young people to regularly attend school.

Our teachers promote and monitor regular attendance at school and all our schools have effective measures in place to record attendance and follow up student absences promptly. They are guided by the School Attendance policy which details the management of non-attendance.

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.4
Classroom Teacher(s)	17.68
Learning and Support Teacher(s)	1.6
Teacher Librarian	0.8
School Counsellor	2
School Administration and Support Staff	8.12

*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	50,732
Revenue	6,900,333
Appropriation	6,799,424
Sale of Goods and Services	32,243
Grants and contributions	67,396
Investment income	970
Other revenue	300
Expenses	-6,903,588
Employee related	-5,941,163
Operating expenses	-962,425
Surplus / deficit for the year	-3,255
Closing Balance	47,477

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	137,406
Equity Total	1,680,517
Equity - Aboriginal	644,594
Equity - Socio-economic	755,440
Equity - Language	10,229
Equity - Disability	270,255
Base Total	3,592,691
Base - Per Capita	103,937
Base - Location	1,736
Base - Other	3,487,018
Other Total	841,835
Grand Total	6,252,449

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

Each year the school seeks the opinions of parents, students and teachers about the school. Schools use appropriate evaluation instruments to collect relevant data.

The school used the Tell Them from Me survey over the past three years to compare student belonging, advocacy and expectations.

Students' attitudes and opinions about their belonging, advocacy and expectations showed minimal or a slight upward change between 2021 and 2022. Of particular note, students who are subjected to moderate to severe physical, social, or verbal bullying, or are bullied over the Internet was considerably less than the state mean. The school's mean was higher than the state for teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.

Teachers' attitudes and opinions about their teaching practice showed minimal or no change between 2021 and 2022. Teacher satisfaction in the main survey topics remained higher than the NSW Government Norm in all areas.

In 2022, personal communication has been an absolute focus for our school, ensuring our students, staff and families stay connected after working from home. Listening to community input and suggestions helped identify critical issues and supported our team to work toward overall improvement and community engagement. The school holds many events and this year saw a marked rise in attendance of parents, carers and extended family members. Engagement and participation were high and feedback during and after the events was very positive.

Our use of Facebook and our school website as communication tools has allowed the school to build engagement resembling a window to the student's classrooms. This was a very positive method of contacting families, sharing success and learning. Facebook allows the school to:

- Share valuable information quickly and efficiently.
- Build trust and transparency through comments and quick replies even after hours.
- Target specific Key Learning Areas to increase awareness and engagement.
- Leverage Facebook analytics to identify areas for school improvement and interest.

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.