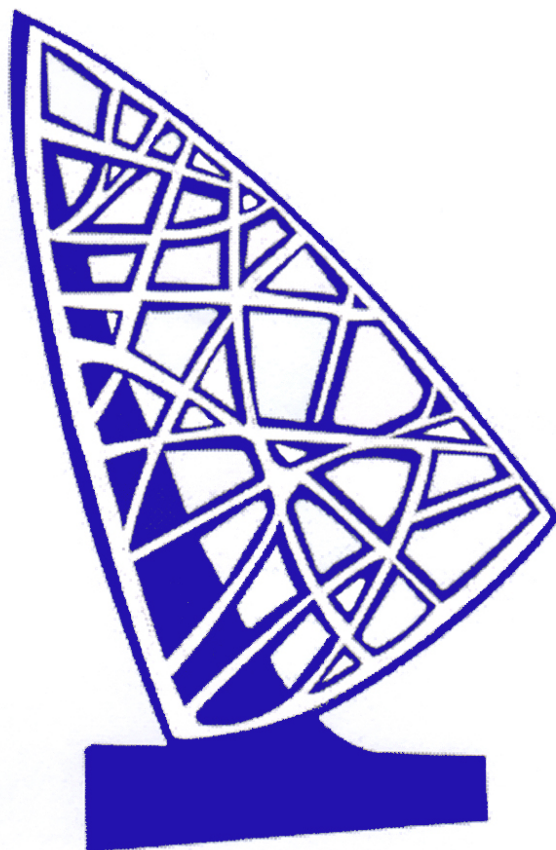


2022 Annual Report

Shell Cove Public School



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Introduction

The Annual Report for 2022 is provided to the community of Shell Cove Public School as an account of the school's operations and achievements throughout the year.

It provides a detailed account of the progress the school has made to provide high quality educational opportunities for all students, as set out in the Strategic Improvement Plan. It outlines the findings from self-assessment that reflect the impact of key school strategies for improved learning and the benefit to all students from the expenditure of resources, including equity funding.

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School vision

At Shell Cove Public School, we have a commitment to nurture, guide, inspire and challenge students. To help students to find the joy in learning, to build their skills and understanding and to make sense of their world.

We consistently implement effective teaching practices, allowing students access to teaching and learning that improves their learning outcomes. The eight themes in 'The What Works Best' document provides a framework for our teachers to connect students with the curriculum and to improve student achievement and skills.

We strive to create partnerships that promote excellence.

School context

Shell Cove Public School was established in 2005 and is located next to Killalea State Park on the picturesque South Coast of NSW. The school is one of 20 Public Private Partnership schools found throughout the state. The school motto of: 'Sailing the seas of excellence' is reflective of the high expectations of the community, students and staff.

The school comprises of 495 students who are placed into 20 mainstream classes. The school recognises and encourages students to be active participants in their learning journey. Through the use of explicit teaching, effective feedback, data to inform practice, effective assessment and positive wellbeing strategies the school is in a constant state of self reflection and self improvement.

Evidence from the situational analysis has identified the need to continue the growth of the students in the top two bands in literacy and numeracy.

Information collected from the Tell Them From Me (TTFM) survey has also identified a need for a focus on staff and student welfare.

The analysis of our enrolment has also indicated an increase in our EALD background students.

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

Strategic Direction 1: Student growth and attainment

Purpose

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

Initiatives

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

- Evidence based practices
- Personalise learning and support

Resources allocated to this strategic direction

QTSS release: \$95,844.11

Literacy and numeracy: \$18,090.52

Professional learning: \$1,000.00

Socio-economic background: \$50,000.14

Integration funding support: \$248,792.00

Literacy and numeracy intervention: \$60,333.53

Low level adjustment for disability: \$114,921.76

COVID ILSP: \$110,133.00

English language proficiency: \$23,824.37

Summary of progress

In 2022, the school developed, and refined data driven teaching practices that are responsive to the learning needs of individual students.

The school developed personalised learning support groups based on internal and external data, with specific staff members being assigned to individual areas for improvement. This included enrichment groups for high potential and gifted students, bump-it-up groups to provide students with the opportunity to be extended, support groups for students who required intensive one-on-one support in literacy and numeracy (including COVID Support) and English as an Additional Language or Dialect targeted groups.

All Assistant Principals went into classrooms weekly and mentored/supported their stage team. Teachers worked with their assistant principal to identify individual goals. In addition to this, a Vocabulary Team, that focused on evidence-based practices for teaching reading in Years 3-6 was created and provided professional learning, demonstrations and conducted lesson observations.

Future Directions for 2023:

- Continue to implement the withdrawal groups via the Learning Support team model
- Effective use of assessment to monitor progress in withdrawal groups
- Implementation of evidence based practices in literacy and numeracy (APC&I)

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
In Reading, 49% of Year 3 and 5 students achieve in the top two bands in NAPLAN. (Lower bound system-negotiated target).	<ul style="list-style-type: none">• 2022 NAPLAN data indicates 59.3% of students in the top two skill bands for reading, indicating the school exceeded the system negotiated target.

In Numeracy, 39% of Year 3 and 5 students achieve in the top two bands in NAPLAN. (Lower bound system-negotiated target).	<ul style="list-style-type: none"> • 2022 NAPLAN data indicates 37.1% of students in the top two skill bands for numeracy, indicating the school met the system negotiated target.
Value added data in Scout for K-3 demonstrates excelling and Y3-5 continues to show delivering; Value added data in Scout for Y5-7 is maintained at sustaining and growing	<ul style="list-style-type: none"> • Value added for K-3 is not available for 2020 because of changes to Best start in 2018. • Value added for the 3-5 and 5-7 cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
The school achieves excellent value added results, significantly above the value added by the average school. Value added: best start to NAPLAN, Year 3 -5, Year 5-7.	<ul style="list-style-type: none"> • Value added for K-3 is not available for 2020 because of changes to Best Start in 2018. • Value added for the 3-5 and 5-7 cannot be calculated for 2022 as the NAPLAN test was not run in 2020.
Increase in the percent of students achieving expected growth in numeracy (NAPLAN)	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. NAPLAN data and Check In assessment indicates ongoing focus is required in reading with a focus on comprehension and understanding texts.
Increase in the percent of students achieving expected growth in Reading (NAPLAN)	<ul style="list-style-type: none"> • Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN. NAPLAN data and Check In assessment indicates ongoing focus is required in Numeracy with a focus on Number Sense.

Strategic Direction 2: Self sustaining and self improvement culture

Purpose

As a commitment to fostering a school wide culture of high expectations and a shared sense of responsibility for student engagement, learning, development and success; the school will refine their strategic and planned approach to whole school well-being processes that support the well-being of all students so they can connect, succeed, thrive and learn. There is a whole school approach to improving service delivery and customer (parent and/or student) experience.

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.

- Well being
- Strategic resourcing

Resources allocated to this strategic direction

Socio-economic background: \$2,822.00

Per capita: \$124,571.10

Low level adjustment for disability: \$2,000.00

English language proficiency: \$20,000.00

Summary of progress

Shell Cove Public School has formed a well-being committee to focus on student and staff well-being. Within this committee, we assigned two PBL leaders who received professional learning and began working through the 'seven essential features' of PBL. Staff have been consulted in the reviewing of the behaviour matrix and students have been explicitly taught updated behaviour expectations at assemblies. Major and minor behaviours have decreased across the year according to internal data and staff have developed consistent expectations of behaviour. Overall positive behaviour at school has increased. We improved toilet facilities by adding murals to all toilet blocks, resulting in students feeling more comfortable in using these spaces. Plans for a sensory playspace have been created with an external company. Attendance has continued to be monitored. Weekly messages are sent out by classroom teachers to promote parent and student engagement. Parents were supported through workshops on reading, maths and bounce-back. Staff understand upcoming IER policy changes and our school is on track with effective implementation. Well-being week for staff has been implemented termly and hosted by each team. Parents and staff feedback from TTFM indicates improved overall well-being.

Future directions

- PBL- School-wide relaunch. Update of Sentral behaviours to reflect matrix. Analysis of attendance and behaviour data on a termly basis to inform future directions.

- Student and Parent engagement. We will continue to offer extra curricular activities, explore other leadership opportunities, review whole school awards linked to PBL., continue lunch time games lead by staff., parent workshops to continue based on TTFM parent feedback. Teachers to refocus and retrain in attendance and wellbeing monitoring.

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
83% of students attending more than 90% of the time.	With continued focus on "Everyday Matters" we are confident that our students will meet the target of 83% of students attending 90% for 2023.
Increase of the percent of students who are interested and motivated at school to match or better state average (TTFM).	Beginning of year data showed an increase of 11% Sense of Belonging. From March until October, Sense of Belonging of decreased 10%. Analysis of data shows Year 4 students have significantly decreased.
Through the implementation of QTSS	Curriculum Reform Committee formed to design and plan for new

<p>the leadership team establishes a professional learning community which is focused on continuous improvement of teaching and learning.</p>	<p>curriculum implementation.</p> <p>QTSS supporting teaching of Vocabulary across Year 3-6</p> <p>Teachers working with learning support staff to identify and target specific learning needs.</p>
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Purpose

Our community values a staff that demonstrate personal responsibility for maintaining and developing their professional standards. We will continue to recognise the expert contemporary knowledge of our staff and continue to encourage innovative practices through a process of evaluation and collaboration.

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.

- Professional learning
- Innovative practice

Resources allocated to this strategic direction

Professional learning: \$28,640.35

English language proficiency: \$11,071.00

Low level adjustment for disability: \$25,344.00

School support allocation (principal support): \$1,000.00
: \$4,171.00

Aboriginal background: \$20,019.31

Summary of progress

We embedded professional learning culture that promotes and implements the most effective strategies to improve teaching and learning. All staff have engaged in targeted, purposeful fortnightly professional learning informed through school priorities and linked to PDPs. Response from the TTFM staff wellbeing report show 92% of teachers have a strong understanding of curriculum change, as supported through professional development. Through support and mentorship, 4 beginning teachers have reached proficiency in 2022. SCOUT data shows professional learning hours by accessed by course and by teacher. Achievement of staff PDP goals demonstrate the embedded professional learning culture and mentorship provided throughout the year, as linked to Strategic Directions.

In 2023, the school also created a Reconciliation Action Plan for the first time. Through this process we have developed our school's Acknowledgement of Country, partnered with the Gumaraa Aboriginal Experience to participate in an 18-week school-wide Language, Arts and Dance program, made adjustments to classroom programs and lessons to authentically incorporate local Aboriginal perspectives and culture. All teachers also participated in professional learning around local Aboriginal culture.

Future directions:

-Innovative practice through internal and external sources.

-Professional Development ongoing and focussed on New Curriculum, PDP identified goals and building capacity of staff.

-IER policy implementation

-A new RAP will be created in 2023 and the partnership with Gumaraa will be maintained.

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
Continued uplift in the percentage of Professional learning hours for all teachers.	SCOUT reports indicate the number of professional learning hours regularly attended by staff has increased from baseline measures.
The school identifies expertise within its	Beginning teachers partnered with mentors to draw upon the expertise of

<p>staff and draws upon this to further develop it's professional learning community. Teachers are supported to trial innovative or evidence based, future focus practices.</p>	<p>staff to develop proficient teaching standards and to grow the skills of mentors.</p> <p>PDP goals indicate an increased percentage of staff actively collaborating with experts from within the school to reflect and improve on teaching practice.</p>
<p>School to self identify as sustaining and growing in professional standards and learning and development when measured against the School Excellence Framework.</p>	<p>2022 SEF SaS indicates that the school has maintained professional standards at sustaining and growing. Learning and Development has increased to excelling.</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$248,792.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Shell Cove 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"> • Personalise learning and support <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • employment of staff to provide additional support for students who have high-level learning needs <p>release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of student's personalised learning and support plans (PLSP).</p> <p>The allocation of this funding has resulted in the following impact: The learning support timetable is fluid and adjusted according to student needs. Implemented support programs to meet the needs of targeted students. Termly review meetings for funded students with all stakeholders attending.</p> <p>After evaluation, the next steps to support our students will be: Teacher handover meetings to facilitate transition. Social stories to be created for all students to assist with transition.</p>
<p>Professional learning</p> <p>\$29,640.35</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 Shell Cove 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"> • Evidence based practices • Professional learning <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 writing and explore modelled, interactive, guided and independent writing <p>The allocation of this funding has resulted in the following impact: The release has been available to teachers to meet and review data to inform future planning for vocabulary. Release to attend online PL for 2 teachers, Develop an action plan to increase the capacity of staff to implement vocabulary programs successfully across Stages 2 and 3.</p> <p>After evaluation, the next steps to support our students will be: Staff to continue PL in the following areas: *New Curriculum *IER policy *HPGE policy *Leadership</p>
<p>Socio-economic background</p> <p>\$52,822.14</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Shell Cove 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</p>

<p>Socio-economic background</p> <p>\$52,822.14</p>	<p>including:</p> <ul style="list-style-type: none"> • Evidence based practices • Personalise learning and support • Well being <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support Multilit program implementation. <p>The allocation of this funding has resulted in the following impact: The Multilit program has been implemented effectively with approximately 10 students requiring additional support in reading receiving targeted intervention. Evidence has shown a significant increase in student growth and achievement. Planning days have allowed discussion and data analysis to identify students who will attend targeted support groups. The Bounce Back Program has been introduced with staff and students familiarising themselves with the concepts to support student wellbeing</p> <p>After evaluation, the next steps to support our students will be: Student reading data should be collated at the end of Term 4 to identify students requiring additional support in Stage 1.. Develop a data collection model to track and monitor student growth. Continue to implement planning days to support staff to collate data and identify students requiring addition support. Bounce Back program to be integrated into current PDH programs Analyse Tell Them From Me data to inform future directions.</p>
<p>Aboriginal background</p> <p>\$20,019.31</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Shell Cove 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"> • Innovative practice <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • community consultation and engagement to support the development of cultural competency <p>The allocation of this funding has resulted in the following impact: All students participated in the Gammara program included language, arts and dance and cultural awareness. School RAP was developed in consultation with AECG approval.</p> <p>After evaluation, the next steps to support our students will be: School will develop a 2023 Reconciliation Plan which will include a continuation of the Gammara LAD program for all students</p>
<p>English language proficiency</p> <p>\$54,895.37</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Shell Cove 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"> • Personalise learning and support • Well being • Professional learning <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional bilingual staff to support communication

<p>English language proficiency</p> <p>\$54,895.37</p>	<p>The allocation of this funding has resulted in the following impact: EALD staff is employed to work with students on a weekly basis. These students were assessed using the EALD progression scales and reported to teachers. Funds were used to support the PBL team to establish consistent language associated with school values. Also included signage to promote PBL awareness. K-2 staff have participated in an introduction to the new syllabus. This has included building the capacity of aspiring leaders to build capacity at a stage level.</p> <p>After evaluation, the next steps to support our students will be: The percentage of students accessing EALD support is increasing and as a result, the EALD program will be expanded in 2023. The next step will be to provide a consolidation of skills over a week. 3-6 staff will engage in this process to build capacity throughout the implementation of the new curriculum.</p>
<p>Low level adjustment for disability</p> <p>\$142,265.76</p>	<p>Low level adjustment for disability equity loading provides support for students at Shell Cove 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"> • Personalise learning and support • Well being • Professional learning • Innovative practice <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 • development of a needs-based learning and support program in which specialist staff collaborated with classroom teachers to build capacity in meeting the literacy needs of identified students <p>The allocation of this funding has resulted in the following impact: Identified students 3-6 attended small group instruction to support the individual needs of students. This contributed to the highest percentage of students' scores in the top two bands for NAPLAN in the history of the school. Parent workshops for the Bounce Back program, reading and mathematics. Parents were engaged in the Tell Them From Me survey to provide feedback to the school. Innovation Tours were unable to occur due to COVID restrictions. Professional Development has ensured that the school structures and understanding are in line with the department's IER policy. Feedback from the executive indicated confidence in managing critical conversations and a deeper understanding of the policies and procedures required to manage complaints.</p> <p>After evaluation, the next steps to support our students will be: Targeted intervention with a whole school focus on effective assessment and monitoring student growth and achievement. Analysis of the TTFM survey to inform future planning which may include parent workshops. The school will investigate ways to collaborate with other colleagues to identify and observe best practice. As a part of the PBL committee, the school will continue to Implement the IER policy release information. Executive staff will identify needs based on PDP's and provide PL to support this process</p>
<p>QTSS release</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Shell Cove</p>

<p>\$95,844.11</p>	<p>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"> • Evidence based practices <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 <p>The allocation of this funding has resulted in the following impact: Teachers' capacity to implement quality teaching programs significantly increased. 2 teachers 3-6 supported colleagues to build capacity to improve learning outcomes for students in vocabulary. Committee began the implementation phase of the new curriculum which included professional learning .for all staff.</p> <p>After evaluation, the next steps to support our students will be: QTSS to be focused on supporting the implementation of Reading and Numeracy as identified by APC&I. Teachers will drive QTSS via conversations about the PDP goals.</p>
<p>Literacy and numeracy intervention</p> <p>\$60,333.53</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Shell Cove Public School who may be at risk of not meeting minimum standards.</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"> • Personalise learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of interventionist to support the delivery of evidence-based literacy and numeracy programs and data driven practices • implementation of literacy and numeracy strategies to support targeted intervention for students at point of need, in line with identified targets outlined in the Strategic Improvement Plan <p>The allocation of this funding has resulted in the following impact: Highest results in school history in percentage of students in top 2 bands in NAPLAN.</p> <p>After evaluation, the next steps to support our students will be: This funding will be discontinued in 2023 but the school will fund High Potential groups to ensure high performing students are provided with opportunity for extension activities including Tournament of the Minds.</p>
<p>COVID ILSP</p> <p>\$110,133.00</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"> • Personalise learning and support <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 <p>The allocation of this funding has resulted in the following impact: 100% growth in literacy skills for students involved in the program.</p>

<p>COVID ILSP</p> <p>\$110,133.00</p>	<p>After evaluation, the next steps to support our students will be: This program will be funded for 6 months in 2023, however the school will structure Learning and support teams to facilitate this for the entire year. Students will be tracked on PLAN2.</p>
<p>Literacy and numeracy</p> <p>\$18,090.52</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Shell Cove Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Evidence based practices • Personalise learning and support <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • targeted professional learning to improve literacy and numeracy • resources to support the quality teaching of literacy and numeracy <p>The allocation of this funding has resulted in the following impact: Stage 2 and 3 identified a coordinator for vocabulary. The coordinator used the QTSS model to demonstration and also create assessment tasks to support implementation of effective reading strategies.</p> <p>After evaluation, the next steps to support our students will be: With the establishment of an APC&I, responsibility for implementing effective reading strategies will be covered through this new program.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	279	274	259	257
Girls	256	245	234	221

Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.7	94.3	94.0	90.0
1	93.0	93.2	93.8	89.3
2	92.6	94.4	94.2	88.7
3	93.4	93.5	93.3	88.1
4	91.9	92.0	92.6	87.6
5	92.9	91.6	92.3	86.4
6	92.9	91.6	92.1	84.7
All Years	93.0	92.8	93.2	87.8
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
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.43
Literacy and Numeracy Intervent	0.53
Learning and Support Teacher(s)	0.8
Teacher Librarian	1
School Counsellor	1
School Administration and Support Staff	3.78

*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	306,161
Revenue	4,946,135
Appropriation	4,655,240
Sale of Goods and Services	112,944
Grants and contributions	173,587
Investment income	4,064
Other revenue	300
Expenses	-4,996,649
Employee related	-4,255,724
Operating expenses	-740,925
Surplus / deficit for the year	-50,514
Closing Balance	255,647

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	248,207
Equity Total	270,003
Equity - Aboriginal	20,019
Equity - Socio-economic	52,822
Equity - Language	54,895
Equity - Disability	142,266
Base Total	3,481,471
Base - Per Capita	124,571
Base - Location	0
Base - Other	3,356,899
Other Total	399,273
Grand Total	4,398,953

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

Our data from the TTFM survey indicates that parents are happy with their teachers, feel well informed by the newsletter and satisfied with the use of ClassDojo and Social media for communication. Parents are happy with the wide range of extra curricular activities available for their children. There has been an increase in number of parents who feel the school is inclusive, safe and supportive of positive behaviour. Parents would like to participate in workshops on supporting their child's wellbeing and cyber safety in 2023.

Our data from the student survey shows that students are satisfied with the canteen, extra curricular activities on offer, having many friends in the playground and the play spaces. Students would like additional food choices at the canteen and rewards days in 2023. There has been an increase in students feeling they understand and can display consistent positive behaviour at school.

Our data from the teacher survey shows that they are satisfied with the current school culture, opportunities for leadership development and the collaboration between staff to support student learning. There has been an increase in satisfaction with the learning culture, how we use data to inform practice and planned learning opportunities.



DRIVERS of Student Outcomes

Explicit Teaching Practices and Feedback



Bully-Victim



Advocacy at School



Positive Learning Climate



Expectations for Success



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.