

2022 Annual Report

New Lambton Heights Infants School



5247

Introduction

The Annual Report for 2022 is provided to the community of New Lambton Heights Infants 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

New Lambton Heights Infants School
176 Lookout Rd
New Lambton Heights, 2305
<https://newlambhti-p.schools.nsw.gov.au>
newlambhti-p.school@det.nsw.edu.au
4957 2744

Message from the principal

2022 felt like a year of re-starts, after two years of disrupted learning. It was so lovely to welcome our community back into the school, as our sense of community is part of what makes New Lambton Heights Infants School a special place.

Kindergarten amazed us with their reading in 2022 - using decodable readers only for the first time. Year 1 and Year 2 engaged in two big projects. The first was the making of a stop motion video of an invertebrate as part of the Field of Mars project. The second was entering a STEM enrichment competition with Taronga Zoo. These projects saw students researching, writing, planning, designing and creating. Many of the skills that they will need for life long learning.

We are thankful to our hard working P&C and to all the families who support the big events and all the volunteers for the smaller activities such as weekly snack canteen. Their success would not be possible without the community's generosity and donation of time. Our Variety Club Breakfast was the biggest fundraising event in many years. We are very excited to be getting our half court basketball court next year.

I would like to personally acknowledge the hard working and dedicated staff at New Lambton Heights Infants School. It has been a very busy and productive year and as usual the staff handled it with a positive, 'we can' attitude. No matter what is thrown their way, our staff don't lose what we are here for - the students.

It has been wonderful to have our parents and grandparents back in the school this year, dropping off and picking up, volunteering in classrooms and weeding gardens.

We finished off the year with the best party day ever - a trip to Taronga Zoo in Sydney! We felt after such a hard working year, we deserved something extra special.

We are looking forward to another great year in 2023.

Lisa Hughes

Principal

School vision

At New Lambton Heights Infants School we are committed to working in partnership with the whole school community to give students a strong start to their schooling life. We strive for excellence in all areas of teaching and learning and challenge students to use their creativity, imagination and problem solving skills.

We endeavour to create a supportive environment, where students are enabled to do their personal best and achieve their goals. We aim to develop a sense of connectedness across the whole school community, supported by our motto, 'The Family School.'

School context

New Lambton Heights Infants School is a small, family oriented K-2 school, located in the Newcastle area on the traditional lands of the Awabakal people. We work closely with local primary schools and pre-schools to successfully transition our students into Kindergarten and on to Year 3.

In February 2021 the enrolment was 76 students and our Family Occupation and Education Index (FOEI) is 31. 15.8% of our students come from a family with a language other than English at home and 6.5% are Aboriginal. The school is strongly committed to the key requirements in the Aboriginal Education Policy and the Multicultural Education Policy.

We have strong connections to our wider community including Wallsend South Public School, Muloobinbah Local Aboriginal Education Consultative Group (LAECG), The University of Newcastle, the Community Languages School, Hunter New England Health and the City of Newcastle (Blackout Reserve). We are supported by an active P&C and an onsite OOSH, whose contributions help fund resources to support teaching and learning and enhance our playground space.

We understand that the first three years of school is the optimal time to build the fundamental skill set required for future success in students' learning. We actively create an inclusive and supportive environment that encourages our students to be respectful, responsible and empathetic citizens of our world.

Our holistic approach to developing children, and our natural playground setting, allows our students the freedom to explore, learn and interact through play. Our students develop the learning dispositions that help them become effective problem solvers, as well as curious and enthusiastic real world learners.

The staff at New Lambton Heights Infants School worked together to gather and analyse whole school data as part of the situational analysis process in 2020. As a result of this we are committed to:

- building quality and lasting relationships with students, parents, other staff and the wider school community to best support the academic and wellbeing needs of all students
- engaging in evidence based practice, including collection and analysis of data, to inform teaching and learning so that students improve every year
- creating an environment that values and encourages student voice and helps students develop the confidence and skills to be young leaders
- working collaboratively to build staff capacity and achieve personal professional development goals.

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

Strategic Direction 1: Student growth and attainment

Purpose

To enhance student learning outcomes in literacy and numeracy we will improve whole school processes for collecting and analysing data to inform teaching.

Initiatives

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

- Data skills and use
- High impact teaching and assessment

Resources allocated to this strategic direction

QTSS release: \$11,000.00

Professional learning: \$1,200.00

Literacy and numeracy: \$2,550.00

Summary of progress

Data skills and use

This year in this initiative the school introduced the use of fluency and comprehension progressions to track progress and inform teaching, as well as aspects of quantitative numbers. Teachers reported that they were using the literacy and numeracy progressions consistently to inform their teaching and that strategically planned collaboration time each week enabled them to discuss and compare student data. This was evident in class programs and in weekly collaborative meetings. The literacy and numeracy progressions (along with other data sources) were used to determine A-E grades for Semester 1 and Semester 2 reporting. This resulted in more consistent judgement across the stages.

Reading results have been positive with 72% Year 1 students reading at or above benchmark level and 92% Year 2 students reading at or above benchmark level. Most Year 1 students were deemed 'on track' with the mandatory phonics screening check. The average mark for Early Stage One Hearing and Recording Sounds (HARs) in Term 4 was 98%. This was 70% in Term 1.

The school achieved our progress measures in all areas of additive strategies, except for counting back.

Moving into 2023 teachers will engage in professional learning in the use of PLAN 2 version 3, enabling them to become familiar with new content that has been added to the learning progressions. Teachers will work on linking these with the new K-2 English and mathematics syllabuses and target counting back as an area for improvement as well as continue to increase use of other aspects of the numeracy progressions to inform teaching and learning.

High impact teaching and learning

2022 saw teachers engaging in online microlearning for the introduction of the new K-2 mathematics and English syllabuses across Terms 1, 2, 3 and the start of Term 4. Work in Starting Strong in 2021 gave teachers the understanding and confidence in the pedagogies that underpin the new mathematics syllabus. The work that has been done in evidence based practices in teaching reading over the past three years aligns well with the new K-2 English syllabus. All teachers felt that they were already implementing aspects of each new syllabus in their classrooms. At the end of Term 3 2022, teachers were surveyed about their progress with the new syllabus implementation.

The results showed:

- 66.67% of teachers felt they were somewhat familiar with the new mathematics syllabus and felt confident to teach it in 2023 with more support
- 33.33% of teachers felt fairly familiar with the new mathematics syllabus and felt confident to teach it in 2023
- 100% of teachers felt they were somewhat familiar with the new English syllabus and felt confident to teach it in 2023 with more support.

All teachers felt they had gained new knowledge around the pedagogies underlying the new mathematics syllabus, especially in the use of rich tasks and are looking to incorporate these in the teaching of mathematics in 2023.

In 2023 the school will implement the scopes and sequences and units of work in English and mathematics that have

been departmentally developed to support the new syllabus. Teachers will be given the opportunity at fortnightly professional learning meetings to collaborate, discuss and evaluate the new syllabus units. They will focus in on assessment practices, particularly in mathematics.

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
<p>75% Kindergarten students achieve at the Figurative Stage for Additive Strategies</p> <p>75% Year 1 students achieve at 'Counting On' and 75% at 'Counting Back'</p> <p>65% Year 2 students achieve 'Flexible Strategies with combinations to 10'.</p> <p>55.5% Year 2 students in top two NAPLAN bands in Year 3</p>	<p>83% Kindergarten students achieve at the Figurative Stage for Additive Strategies.</p> <p>83% Year 1 students achieve at 'Counting On' and 56% at 'Counting Back'</p> <p>77% Year 2 students achieve 'Flexible Strategies with combinations to 10</p> <p>43.75% Year 2 students in top two NAPLAN bands in Year 3</p>
<p>75% Kindergarten students achieve expected progression level in phonological awareness.</p> <p>70% Year 1 students achieve 'on track' in the Year 1 phonics screener.</p> <p>60% Year 2 students achieve level 26 or above reading benchmark level.</p>	<p>89% Kindergarten students achieve expected progression level in phonological awareness.</p> <p>66.6% Year 1 students achieve 'on track' in the Year 1 phonics screener.</p> <p>92% Year 2 students achieve level 26 or above reading benchmark level..</p>
<p>SEF theme, 'Value -add', is maintained at delivering.</p> <p>Maintain 'Sustaining and Growing' in the themes 'Data analysis' and 'Data use in teaching' within the SEF element 'Data Skills and Use'.</p>	<p>The SEF theme, 'Value -add', is validated at delivering.</p> <p>The school was externally validated at sustaining and growing for Data Skills and Use in 2021 and maintained this in 2022.</p>

Strategic Direction 2: High Expectations and Engagement

Purpose

We will embed evidence based practices, to strengthen relationships and create an environment where students feel safe and supported to fulfill their potential. Our practices will ensure students are motivated to deliver their personal best and continually improve.

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.

- Student engagement and wellbeing
- Community engagement

Resources allocated to this strategic direction

Professional learning: \$5,325.00

QTSS release: \$1,650.00

Summary of progress

In this initiative in 2022 the school mostly focused on :

- engaging in professional learning to deepen understanding of the High Potential and Gifted Education Policy and to enhance skills in teaching strategies
- building teachers' cultural capacity to enhance understanding of local Aboriginal histories and perspectives.

Student engagement and wellbeing

In the area of High Potential and Gifted Education (HPGE), teachers engaged in professional learning that enhanced their skills and knowledge in teaching all students, with a particular focus on students with high potential. All teachers attended a Science, Technology, Engineering and Maths (STEM) conference in Term 3 2022. Two teachers focused on rich tasks in mathematics, two teachers focused on Project Based Learning and two teachers attended the session to develop their understanding of local Aboriginal culture. As a result of this professional learning, Stage One students participated in the Taronga Zoo STEM challenge where they followed the iSTEM design process to create an enrichment for animals at the zoo. Students completed an evaluation at the end of the program and most expressed that they enjoyed designing and making a prototype. Many believed that we needed more time and most identified that they needed to be flexible in their thinking. Overall, staff and students felt this was a valuable project in that it explicitly taught the design thinking process, encouraged students to use their learning dispositions and a high level of student engagement was observed.

Teachers engaged in training around assessing and identifying potential across the four domains of potential found in the High Potential and Gifted Education (HPGE) policy. Teachers identified students who they believed showed potential in the intellectual, creative, socio-emotional and the physical domains.

In 2023, teachers will work on developing their knowledge on how to differentiate to enable development of students across the four domains of talent. The school will re-design the parent survey at the start of the year to include questions around the four domains of potential, so that there will be improved consultation with parents to further identify students who have potential in these areas.

Community engagement

The two teachers who engaged in professional learning to enhance their knowledge of Aboriginal culture reported that all sessions they attended or modules they completed were extremely valuable in developing their understanding of the importance of Aboriginal culture in curriculum. Teaching programs reflected an increase of content linked to Aboriginal perspectives and this was visible in classrooms. Parents of Aboriginal students and staff members were surveyed and 60% said that they believe the school always helps students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives. 20% said they believe the school usually does this. This is a positive result and with more teachers trained in this area, it is likely that all teachers will feel confident to embed Aboriginal perspectives.

In 2023, staff will continue to engage in professional learning to enhance how well they know Aboriginal learners, their culture and their community. Teachers will start by improving practices around developing Personal Learning Pathways

(PLPs), creating culturally safe classrooms and building mutually trusting and respectful collaboration with the local community.

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
Maintain the percentage of students attending > 90% of the time to above 84.6%.	79.75% of students attended > 90% of the time.
Working within 'Sustaining and Growing' in the element of Curriculum.	The school is assessed as working within 'Sustaining and Growing' in the element of Curriculum.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$58,075.00</p>	<p>Integration funding support (IFS) allocations support eligible students at New Lambton Heights Infants 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"> • additional staffing to assist students with additional learning needs <p>The allocation of this funding has resulted in the following impact: One student made a very successful transition to Year 3. With the assistance of staff, this student was able to self-regulate independently. A modified timetable and activities saw the student's attendance rate increase significantly as anxiety around school and performance decreased.</p> <p>After evaluation, the next steps to support our students will be: Ongoing support will be provided in 2023, with the aim to have students engaging more readily in their modified programs and self-regulating more successfully as they transition to Year 3.</p>
<p>Literacy and numeracy</p> <p>\$6,150.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at New Lambton Heights Infants 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"> • High impact teaching and assessment • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy • teacher release to work individually with students to set learning goals in literacy and numeracy and communicate to parents. • teacher release to assess students using literacy and numeracy assessments in ALAN. • purchasing of literacy resources such as quality picture books for guided and shared instruction <p>The allocation of this funding has resulted in the following impact: 2022 saw teachers engaging in online micromodules for the introduction of the new K-2 Mathematics and English syllabus across Terms 1, 2, 3 and the start of Term 4. All teachers reported that they were already implementing aspects of the new syllabus in their classrooms and were feeling confident to implement the new syllabuses in 2023. The purchase of decodable readers supported the teaching of reading in Kindergarten and data from the cohort showed that they were performing at or above the level of students in previous years.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will engage in further Professional Learning to support the new K-2 English and mathematics syllabuses. We will focus on our assessment practices in literacy and numeracy.</p>
<p>Professional learning</p> <p>\$9,245.00</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 New Lambton Heights Infants School.</p>

<p>Professional learning</p> <p>\$9,245.00</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"> • High impact teaching and assessment • Student engagement and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • release staff to engage in face to face and online professional learning. • course costs for face to face professional learning <p>The allocation of this funding has resulted in the following impact: As a result of the professional learning undertaken in 2022, teachers were prepared and confident to implement the new K-2 syllabuses. The principal was able to lead the staff in professional learning sessions focused on High Potential, which resulted in a deeper understanding of assessment to identify potential and identification of students across the school in the four domains of talent. Teachers' understanding of local Aboriginal culture increased and this saw Aboriginal perspectives embedded more effectively. Support staff and teachers developed a deeper understanding working with students who are on the Autism spectrum.</p> <p>After evaluation, the next steps to support our students will be: Developing talent in identified students will be a focus for 2023. Further professional learning to gain a better understanding of each of the domains of talent and ways to differentiate for these students will be planned. Teachers will be supported by the Assistant Principal Curriculum and Instruction (APCI) to further develop their skills and knowledge to implement the new syllabuses. The whole staff will work collaboratively with support of the behaviour specialist to better understand and cater for students who have experienced childhood trauma.</p>
<p>Socio-economic background</p> <p>\$2,094.40</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at New Lambton Heights Infants School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <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 students in the playground <p>The allocation of this funding has resulted in the following impact: The employment of SLSOs to support students with social and emotional needs in the playground saw reduced incidents of negative behaviours in the playground. Students were supported in engaging in a variety of activities and with extra SLSO support a quiet play area for students was established.</p> <p>After evaluation, the next steps to support our students will be: Continued support in this way in the playground.</p>
<p>Aboriginal background</p> <p>\$3,607.28</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at New Lambton Heights Infants 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"> • Other funded activities

<p>Aboriginal background</p> <p>\$3,607.28</p>	<p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of specialist additional staff (SLSO) to support Aboriginal students <p>The allocation of this funding has resulted in the following impact: Aboriginal students received SLSO support in achieving the goals on their Personalised Learning Pathways. Learning Progressions data showed that half of the Aboriginal students were achieving at or above grade expectations in reading. Three quarters of the students were at or above expected levels in numeracy.</p> <p>After evaluation, the next steps to support our students will be: In 2023, support for greater cultural awareness for our Aboriginal and non-Aboriginal students will be continued. Closer partnerships with partner primary schools and high school and Local Aboriginal Educational Consultative Group (LAECCG) will be developed.</p>
<p>English language proficiency</p> <p>\$5,222.79</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at New Lambton Heights Infants 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 equity loading include:</p> <ul style="list-style-type: none"> • provision of additional EAL/D support in the classroom and as part of differentiation initiatives • withdrawal lessons for small group (developing) and individual (emerging) support <p>The allocation of this funding has resulted in the following impact: One student was being supported to improve his skills in English particularly in writing. By the end of the year the student was able to write some simple sentences independently and was able to use his phonic knowledge to attempt to spell words. The student was assessed as being in the emerging phase of learning English.</p> <p>After evaluation, the next steps to support our students will be: Assessment and continued support of identified students.</p>
<p>Low level adjustment for disability</p> <p>\$18,238.34</p>	<p>Low level adjustment for disability equity loading provides support for students at New Lambton Heights Infants 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"> • Other funded activities <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • providing support for targeted students within the classroom through the employment of School Learning and Support Officers • targeted students are provided with an evidence-based intervention, Minilit, to increase learning outcomes • employment of LaST and interventionist teacher • release teachers to develop Individual Education Plans (IEPs) <p>The allocation of this funding has resulted in the following impact: Almost all students who participated in the Minilit program showed significantly improved literacy skills, based on the MiniLit pre and post test as well as assessments that occur at the end of each unit. These skills were</p>

<p>Low level adjustment for disability</p> <p>\$18,238.34</p>	<p>also reflected in improved PM benchmarking results.</p> <p>After evaluation, the next steps to support our students will be: Progress will be tracked on the learning progressions. Students will be targeted for further intervention in 2023 based on internal data.</p>
<p>QTSS release</p> <p>\$14,480.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at New Lambton Heights Infants 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"> • Data skills and use • High impact teaching and assessment • Student engagement and wellbeing • Other funded activities <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff <p>The allocation of this funding has resulted in the following impact: All teachers successfully engaged in professional learning to enhance their knowledge of the new K-2 English and mathematics syllabus, resulting in them feeling prepared and confident in their skills and knowledge to implement in 2023. Learning progressions were updated regularly and teachers were able to use the release time to collaborate and discuss their data. Class programs were adjusted and groups in classrooms as data was analysed. Teachers used the time to agree on A-E report criteria using the learning progressions. This time to work together using the learning progressions resulted in the school meeting or exceeding it's identified 2022 progress measures in reading and numeracy.</p> <p>After evaluation, the next steps to support our students will be: Teachers will be released to support the implementation of the new curriculum in 2023.</p>
<p>COVID ILSP</p> <p>\$12,587.00</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 • releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups] • providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area] • employing/releasing teaching staff to support the administration of the program <p>The allocation of this funding has resulted in the following impact: Year 1 Literacy: All students require further support for phonological awareness (level 4) and Phonics and Word Recognition Level 4 onward Year 2 Literacy: 75% of students achieved Phonic Knowledge and Word Recognition Level 6 Year 1 Numeracy: 80% students achieved goal of level 5 in Quantifying</p>

<p>COVID ILSP</p> <p>\$12,587.00</p>	<p>number and some on Level 6 of Quantifying number</p> <p>Year 2 Numeracy: 75% students achieved goal of Level 6 indicators in Quantifying number as well as some in levels 7 and 8.</p> <p>After evaluation, the next steps to support our students will be: Year 1 students will be closely monitored by the class teacher and will be re-considered for the learning support program in 2023. Some of the Year 2 students have been flagged with their Year 3 school as requiring further support.</p>
--------------------------------------	--

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	41	45	38	33
Girls	36	42	34	32

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.2	94.4	95.9	91.6
1	95.4	96.3	93.4	91.2
2	92.7	96.9	94.2	86.4
All Years	94.7	95.6	94.3	89.2
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
All Years	92.9	92.1	92.7	87.7

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
Classroom Teacher(s)	2.42
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.17
School Administration and Support Staff	1.41

*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	116,512
Revenue	929,760
Appropriation	890,545
Grants and contributions	38,213
Investment income	1,003
Expenses	-1,006,325
Employee related	-881,294
Operating expenses	-125,031
Surplus / deficit for the year	-76,565
Closing Balance	39,947

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	15,999
Equity Total	29,163
Equity - Aboriginal	3,607
Equity - Socio-economic	2,094
Equity - Language	5,223
Equity - Disability	18,238
Base Total	700,887
Base - Per Capita	18,193
Base - Location	0
Base - Other	682,694
Other Total	35,944
Grand Total	781,993

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.

Parent/caregiver, student, teacher satisfaction

Parents

In 2022, parents were asked to formally provide feedback to the school on three occasions.

33 parents completed a questionnaire asking about their child/ren's needs, interests and concerns about their child's learning or social and emotional development. Teachers were able to use this information to cater for their student's needs and interests more effectively.

Parents of Aboriginal students and staff members were surveyed and 60% said that they believe that as a school staff always help students develop deeper understandings of Aboriginal histories, cultures, languages and perspectives. 20% said they believe we usually do this.

The Tell Them From Me 'Partners in Learning' parent survey was completed by 44 respondents.

The school scored at or above NSW govt norms in all areas. The school developed an open ended question about the P&C and ways we can improve this, as well as asking parents for input around the school vision to be included in the 2023-2026 Strategic Improvement Plan (SIP). It showed that all parents were satisfied with the current vision statement in the SIP. There was useful feedback to the P&C, which will be acted on in 2023.

Staff

Staff engaged in individual reflection through their Performance and Development Plans (PDP) and engaged in one on one discussions with the principal as part of this process.

Teachers were asked to complete a feedback survey in regards to implementation of the new K-2 syllabuses. Teachers expressed they were confident to implement the new syllabus documents, but would require further support in 2023.

Teachers were asked to evaluate the learning they had gained from the 'Assessing and Identifying' element of the HPGE policy. A result of the feedback from this process is that the school will re-design the parent survey at the start of 2023 to include questions around the four domains of potential, so that there will be improved consultation with parents to further identify students who have potential in these areas.

Students

Students are asked to self-reflect on their learning and provide feedback to each other as part of classroom practice.

Students engaged in a feedback session to elect their experiences around:

- Learning
- Wellbeing
- Safety

68% of the students surveyed said that they always enjoy learning and view what they are learning at school as important.

69% of the students surveyed believed that their teachers always listen to what they say.

38% of students surveyed said they always feel safe and happy at school and 49% usually feel happy and safe at school.

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.