

# 2022 Annual Report

## Holroyd School



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# Introduction

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

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

## School contact details

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Holroyd School

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## School vision

Holroyd School values; students as learners and as respected members of the wider community, staff as professionals who work collaboratively to meet the needs of the students, and family and community partnerships that are strong and positive. The school is a school of excellence with staff who constantly strive to improve their practice based on sound educational research. Students are supported to engage in meaningful learning experiences, achieve their individual learning goals and their maximum potential. Based on current analysis of our school priorities and identified areas for improvement, this plan focuses on student engagement, data analysis and collaboration.

## School context

Holroyd School is a specialist school located in Merrylands. Holroyd School serves a community with students from diverse language, cultural and socio-economic backgrounds. The school provides personalised learning plans for students with moderate or severe intellectual, physical and associated disabilities from kindergarten to year 12. Every parent and carer is encouraged and supported to participate in the development of their child's learning plan, based on individual student learning needs and framed in the NSW Education Standards Authority (NESA) K-10 syllabus and 11-12 Life Skills syllabus. The school has a strong community reputation for the provision of quality programs and education services. This school has a strong commitment to excellence for all schools as part of NSW public education.

Holroyd School completed a situational analysis by evaluating and analysing a wide range of internal and external data sources to identify three significant areas of focus for improvement. It is important to note that the work undertaken throughout the previous school planning cycle also informed decision-making. As a result of this rigorous process, the school's high level strategic directions are; student growth and attainment - for every student to develop strong foundations in literacy and numeracy, empowering all students with the skills to achieve their learning potential and grow on their ability to function independently at school and beyond; use of data to inform practice - for every student to experience high impact teaching and for every member of staff to become experts in using data for instructional and whole school improvement; and, collaboration - for every student to access optimal support to achieve their individual goals and to embed high levels of collaboration with and between all stakeholders that positively affects student progress, achievement and school attendance.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

### Purpose

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For every student to develop strong foundations in literacy and numeracy, empowering all students with the skills to achieve their learning potential and grow in their ability to function independently at school and beyond.

### Initiatives

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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 Wellbeing
- Explicit Teaching

### Resources allocated to this strategic direction

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**SSP quality teaching support:** \$214,083.81

**Socio-economic background:** \$20,676.07

**QTSS release:** \$64,125.92

**English language proficiency:** \$81,189.98

**AP Curriculum & Instruction:** \$60,228.40

### Summary of progress

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The Student Wellbeing initiative focused on improving student's engagement in learning, overall wellbeing and ultimately, literacy and numeracy learning outcomes. In The Zone for Learning approach was identified as a best-practice approach to support students with complex learning and support needs to be calm yet alert, develop a wider window of tolerance, increase resilience, improved emotional regulation and ultimately, spend more time 'in the zone for learning'. In the Zone for Learning instructional leaders provided planned support and daily, frequent and immediate unplanned support for the health, care, behaviour and emotional needs of students in line with student support, behaviour and health care plans. Class teams and individual teaching staff engaged in professional dialogue about their student's learning and sensory needs and were supported through co-teaching to reflect on and improve their practice. Teachers reported improved skill and confidence in understanding and responding to student's dynamic emotional needs and to inform student support and escalation plans. Next steps will be to provide more support for student's emotional wellbeing to promote student engagement and improve student learning. Embedding the In the Zone for Learning approach across the school will continue in 2023.

The Explicit Teaching initiative focused on the explicit teaching of foundational literacy and numeracy skills and basic interpersonal communication skills, according to student need. Teachers were supported to implement effective evidence-based teaching methods to optimise the learning progress for all students. The Basic Interpersonal Communication Skills instructional leader identified students for inclusion in the Basic Interpersonal Communication Skills stream based on student need through a process of assessment, observation and consultation with staff. These students were assessed as being in Quadrant A (High in content, Low cognitive challenge) of the Basic Interpersonal Communication Skills continuum. Data was collected for all new enrolments and data continued to be collected for all students who were on the Pictorial Exchange Communication System program in 2021. The instructional leader coached classroom staff in delivering the Pictorial Exchange Communication System program by modelling teaching practices based on individual student needs and abilities.

Literacy and Numeracy instructional leaders focused on the explicit teaching of phonological awareness skills for students who are working from the mainstream curriculum. They designed and embedded processes and systems for assessment, the collection and analysis of data for close monitoring, informed adjustments, and evaluation to identify students for inclusion in the Get Reading Right Program. Resources were purchased to support students to achieve their literacy goals. The intensive literacy groups proved to be successful in improving the literacy skills of the students. Approximately 90% of students attending literacy groups made progress. Teaching staff were supported to reflect on the use of assessment data to measure the learning levels of students and to deliver explicit teaching of literacy and numeracy in the classroom. Through observation, analysis, interpretation and planning, teachers were supported to make informed decisions, set achievable goals, prioritise needs, develop learning tools based on student's learning styles, engineer the environment and modify teaching practice when needed. Next steps include ongoing support for staff to collect and analyse the impact of the explicit teaching of literacy and numeracy for individual students and whole class groups.

### Progress towards achieving improvement measures

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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.

<b>Annual progress measure</b>	<b>Progress towards achievement</b>
All students achieve improved literacy outcomes evidenced by school-based data.	In 2022, 96% of all students achieved improved literacy outcomes measured using school-based literacy goals.
All students achieve improved numeracy outcomes evidenced by school-based data.	In 2022, 97% of all students achieved improved numeracy outcomes measured using school-based numeracy goals.

## Strategic Direction 2: Data use to inform best practice

### Purpose

For every student to experience high impact teaching and for every member of staff to become experts in using data for instructional and whole school improvement.

### 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 Literacy
- Instructional Leadership

### Resources allocated to this strategic direction

**Socio-economic background:** \$90,342.60

**Professional learning:** \$5,329.85

### Summary of progress

The Data Literacy initiative focused on building the skill and confidence of teachers in using information about their student's knowledge, skills and understandings to inform and modify their teaching practice. Professional learning was delivered on the Literacy and Numeracy Precursor Indicators, where staff engaged in discussions on the relevance of the Literacy Numeracy Precursors, the interruptions of the indicators and collaboratively developed draft vignettes related to identified Numeracy Precursors. These examples were shared with the Assessment for Complex Learners team from Centre of Educational Statistics and Evaluation to be incorporated into the vignettes published on the department website with a focus to support and upskill teachers across NSW in the use of the Literacy and Numeracy Precursors. Teachers engaged in professional learning on how to complete the Passport for Learning Poster assessment tool through the Assessing Literacy and Numeracy portal. Teachers trialled the Passport for Learning Poster Assessment and conducted an assessment on all students. The data collected supported the handover process and enabled teachers to have a better understanding of a student's needs and abilities in the Cognitive, Receptive communication, Expressive communication and Social domains. Teachers agreed that the professional learning built their skill and confidence in the use of the assessment tool and improved their ability to plan and deliver explicit instructions to optimise Numeracy and Literacy learning for all students.

The Instructional Leadership initiative focused on building the skill and confidence of teachers and leaders in using data for improvement. A dynamic model of school leadership was developed in which leaders worked alongside staff to provide support and guidance in using best practice to make adjustments and modifications in response to data analysis. Class teams engaged in professional discussions focusing on student performance data and the monitoring of student progress and achievement towards their goals. The majority of staff agreed the ongoing conversations in class team meetings enabled greater team cohesion, more consistency in classroom practice and improvement in student learning and wellbeing.

### 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
All teachers demonstrate improved skill and confidence in using data to inform planning, identify interventions and modify practice.	Analysis of teacher feedback and observation data indicates overall improvement in all teachers skill and confidence in using data to inform planning, identify interventions and modify practice.
School self-assessment of the School Excellence Framework (SEF) element Instructional leadership indicates improvement from Sustaining and growing toward Excelling.	Self-assessment against the School Excellence Framework shows the school is performing at Delivering in the element of instructional leadership.

## Strategic Direction 3: Collaboration

### Purpose

For every student to access optimal support to achieve their individual goals and to embed high levels of collaboration with and between all stakeholders, that positively impacts student progress, achievement and student attendance.

### 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.

- Collaborative Practice and Feedback
- Student Attendance

### Resources allocated to this strategic direction

**Socio-economic background:** \$150,571.00

**Aboriginal background:** \$1,491.29

**Refugee Student Support:** \$1,968.76

**Per capita:** \$101,425.62

**SSP supplementary funding:** \$905,156.64

### Summary of progress

The Collaboration initiative focused on creating a culture of collaboration that recognises that School Learning Support Officers play a key role in supporting teachers in creating safe and supportive environments focused on teaching and learning, and where class teams work together to achieve a common goal of supporting every student to progress toward and achieve their personalised learning goals. Teacher, School Learning Support Officers and Leaders engaged in whole school professional learning with the purpose to build a shared understanding and use of research based practices. Teachers and School Learning Support Officers found the shared professional learning beneficial in building their capacity to work effectively as a team to support students, implement consistent classroom practices and to create an environment focused on teaching and learning. Leaders, lead teachers and mentors provided support through one-on-one and small group reflective conversations, peer modelling and the ongoing close monitoring of student progress and achievement data. As a result, teacher's skills and confidence in the utilisation of School Learning Support Officers in the classroom increased, enabling greater team cohesion, more consistency in classroom practice and improvement in student learning and wellbeing. Annual student progress data suggests the implementation of process and systems to support the collaboration initiative has been effective in the establishment of a culture of evidence-based teaching, learning and ongoing improvement.

The Student Attendance initiative focused on the school's effective management of student attendance and non-attendance and the building of a shared responsibility between the school and parents to support the regular attendance of students at school. The Student Attendance Coordinator monitored student attendance records and contacted parents of students with attendance concerns. The Student Attendance Coordinator liaised with teachers, external service providers and parents to support the regular attendance of students at school. Teachers provided personalised resources to support student attendance. The Student Attendance Coordinator liaised with the Assisted School Travel Program to assist parents in fast tracking transport applications for students impacted by having no transport to and from school.

### 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
All students achieve their collaboratively developed personalised learning goals.	In 2022, 9% of students achieved all their collaboratively developed personalised learning goals whilst 78% of students achieved more than 75% of their goals and 54% of students achieved more than 50% of their goals.
All students attend school at least 90% of the time.	In 2022, 30% of students attended school at least 90% of the time.



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$261,589.67</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Holroyd School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> <li>• Instructional Leadership</li> <li>• Collaborative Practice and Feedback</li> <li>• Student Attendance</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• the employment of instructional leaders to coach and mentor staff with an emphasis on teacher practice and student progress.</li> <li>• establishment of an attendance leader to embed improved attendance procedures.</li> <li>• staff release to improve collaborative practice with a focus on working together to achieve a common goal.</li> <li>• resourcing to increase equitability of resources and services</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher skill and confidence in teaching mobility and in using data collected throughout the program to monitor progress of students, adjust goals and teaching practice in response to the needs of students. A shared understanding that all class team members play a key role in supporting every student to progress toward and achieve their individual learning goals and all staff have a shared responsibility to create a safe and supportive classroom environment focused on the learning and wellbeing of students.</p> <p><b>After evaluation, the next steps to support our students will be:</b> A continued focus on building the capacity of staff to work effectively as a team to support students, implement consistent classroom practices and to create an environment focused on improved student learning and wellbeing.</p>
<p>Aboriginal background</p> <p>\$1,491.29</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Holroyd School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• classroom teachers released from face to face teaching to participate in planning to meet the specific needs of students with Aboriginal background.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with Aboriginal background with collaboratively developed personalised learning plans that meet their individual learning and support needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing allocation of resources to support classroom teachers participation in planning for the specific needs of individual students with Aboriginal background.</p>
<p>English language proficiency</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Holroyd School.</p>

<p>\$81,189.98</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engagement of an EAL/D specialist teacher to model EAL/D strategies, with the aim of increasing teacher confidence and practice in their classrooms</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> <li>• additional staffing to implement co-teaching programs to provide intensive support for all students from EAL/D backgrounds</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students demonstrating progress in basic interpersonal communication skills (collected using PECS - Pictorial Exchange Communication System). Teachers with increased skill and confidence in delivering the PECS program to support students with an EAL/D background through explicit teaching and high impact differentiated learning experiences.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to target students identified as needing support in basic interpersonal communication skills through the use of augmented communication strategies. Continue to provide staff consultation and instructional leadership to deliver the PECS program.</p>
<p>Professional learning</p> <p>\$55,329.85</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 Holroyd School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leadership</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Instructional Leader to complete the MOVE International Trainer course and become a qualified MOVE trainer.</li> <li>• Instructional leader released to implement the MOVE program and train staff in the MOVE basic skills training course.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The International MOVE training greatly increased the skills and confidence of the Instructional Leader to implement the MOVE program and train staff in the MOVE basic skills training course.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continued employment of MOVE Instructional Leader to continue to provide professional learning, staff training, consultation and support in the classroom to implement the MOVE program.</p>
<p>QTSS release</p> <p>\$64,125.92</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Holroyd School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student Wellbeing</li> <li>• Explicit Teaching</li> </ul>

<p>QTSS release</p> <p>\$64,125.92</p>	<p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to support staff collaboration in the implementation of high-quality curriculum</li> <li>• assistant principals provided with additional release time to support classroom programs</li> <li>• staffing release to align professional learning to the Strategic Improvement Plan and develop the capacity of staff</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved teacher capacity to adjust and modify practice through the support of the Instructional leader who coached classroom staff (both teachers and SLSOs) in delivering the PECS program by modelling teaching practices based on individual student needs and abilities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to support student progress and achievement by improving teacher quality and enhancing professional practice.</p>
<p>COVID ILSP</p> <p>\$152,220.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teachers to coordinate and deliver small group tuition for identified students in the areas of literacy and numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students participating in small group tuition led by the school's literacy and numeracy leaders.</p> <p>Analysis of student assessment data using the SPARKLE Assessment (Australian Decodable Readers - Systematic Phonics and Reading Knowledge Levelled Evaluation) to measure student performance in phonics, reading and/or comprehension showed:</p> <ul style="list-style-type: none"> <li>Of the 29 students assessed at Level 1 prior to the intervention 93% showed progress in the development of phonics, reading and/or comprehension skills.</li> <li>Of the 5 students assessed at Level 3 prior to the intervention, 80% showed progress in the development of phonics, reading and/or comprehension skills.</li> <li>Of the 5 students assessed at Level 5 prior to the intervention, 80% showed progress in the development of phonics, reading and/or comprehension skills.</li> </ul> <p><b>After evaluation, the next steps to support our students will be:</b> Ongoing delivery of the COVID intensive learning support program.</p>
<p>SSP supplementary funding</p> <p>\$905,156.64</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Holroyd School</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this site specific funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support in the creation of high-quality teaching and learning programs</li> <li>• engagement of Instructional Leader to support student growth and attainment outcomes</li> </ul>

<p>SSP supplementary funding</p> <p>\$905,156.64</p>	<ul style="list-style-type: none"> <li>• additional staffing to support the implementation of individual students' healthcare and Personalised Learning and Support Plans (PLSPs)</li> <li>• executive release to ensure all students benefit from high quality teaching and learning practices that best meet the full range of their individual needs.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  SSP Supplementary funding was utilised to support assessment for learning and transformational teaching. Additional classroom based staff were employed across the school to support teaching and learning activities. Data collected supports positive student achievement in learning goals and wellbeing.</p> <p>Staff also reported that the extra assistance provided a positive change overall. This included the behavioural and healthcare needs of students being met without impacting negatively on teaching and learning time.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continued employment of additional classroom based staff to supports positive student achievement in learning goals and wellbeing.</p>
<p>Refugee Student Support</p> <p>\$1,968.76</p>	<p>Refugee student support funding is provided to support students from refugee backgrounds who have been enrolled in an Australian school for less than three years.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Collaborative Practice and Feedback</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• release time for classroom teachers to participate in the development of student's Individual Learning Plans.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b>  Students of refugee background with collaboratively developed individual learning plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b>  Continue to work collaboratively with students and key stakeholders to meet the additional learning and support needs of students of refugee background.</p>

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	131	124	116	129
Girls	54	61	61	61

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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



# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	2
Assistant Principal(s)	4.4
Classroom Teacher(s)	28.45
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	37.17
Other Positions	1.64

\*Full Time Equivalent

## Workforce composition statement

From 2022 onwards, the new Assistant Principal Curriculum and Instruction (APCI) roles form part of entitlement. The FTE of these roles are counted as per entitlement in line with other non-deputy principal/head teacher executive positions as there is no off-set requirement from the teaching allocation. The APCI is included under the assistant principal(s) position grouping.

## Aboriginal and Torres Strait Islander workforce composition

The department actively supports the recruitment and retention of Aboriginal and/or Torres Strait Islander employees through the use of identified positions, and scholarship opportunities to become a teacher and by providing a culturally safe workplace. As of 2022, 4.6% of the department's overall workforce identify as Aboriginal and/or Torres Strait Islander Peoples.

## Aboriginal and Torres Strait Islander school workforce composition

Staff type	Benchmark <sup>1</sup>	2022 Aboriginal and/or Torres Strait Islander representation <sup>2</sup>
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

Note 1: The NSW Public Sector Aboriginal Employment Strategy 2019-2025 takes a career pathway approach in that it sets an ambitious target of 3% Aboriginal employment at each non-executive grade of the public sector by 2025.

Note 2: Representation of diversity groups are calculated as the estimated number of staff in each group divided by the total number of staff. These statistics have been weighted to estimate the representation of diversity groups in the workforce, where diversity survey response rates were less than 100 per cent. The total number of staff is based on a headcount of permanent and temporary employees.

## Teacher qualifications

All casual, temporary and permanent teachers in NSW public schools must hold a NSW Department of Education approval to teach. Teachers with approval to teach must be accredited with the NSW Education Standards Authority, and hold a recognised teaching degree. All NSW teachers must hold a valid NSW Working With Children Check clearance.

## Professional learning and teacher accreditation

Professional learning is core to enabling staff to improve their practice. Professional learning includes five student-free School Development Days and induction programs for staff new to our school and/or system. These days are used to improve the capacity of teaching and non-teaching staff in line with school and departmental priorities.



# Financial information

## Financial summary

The information provided in the financial summary includes reporting from 1 January 2022 to 31 December 2022. The Principal is responsible for the financial management of the school and ensuring all school funds are managed in line with department policy requirements.

	2022 Actual (\$)
<b>Opening Balance</b>	581,321
<b>Revenue</b>	10,746,603
Appropriation	10,204,698
Sale of Goods and Services	7,549
Grants and contributions	520,757
Investment income	13,600
<b>Expenses</b>	-10,227,677
Employee related	-9,566,454
Operating expenses	-661,223
<b>Surplus / deficit for the year</b>	518,926
<b>Closing Balance</b>	1,100,248

Figures presented in this report may be subject to rounding so may not reconcile exactly with the bottom line totals, which are calculated without any rounding.

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	1,969
<b>Equity Total</b>	344,271
Equity - Aboriginal	1,491
Equity - Socio-economic	261,590
Equity - Language	81,190
Equity - Disability	0
<b>Base Total</b>	7,863,226
Base - Per Capita	101,426
Base - Location	0
Base - Other	7,761,800
<b>Other Total</b>	1,601,633
<b>Grand Total</b>	9,811,099

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/carers, students and teachers are regularly provided with formal and informal opportunities to provide feedback regarding the school. Parents/carers are actively encouraged and supported to contribute in their child's education including participation in the development of individual learning goals and meetings to support their child's participation in school life.

Analysis of feedback from a recent survey of parents/carers showed that whilst there is an overall high level of satisfaction with the school, parents/carers would like the school to engage with therapists more. The following areas were identified as strengths:

- the school's warm, welcoming environment and inclusive culture
- the school's level of communication with parents/carers well informed
- the school's support of student learning and behaviour

Analysis of feedback from a recent survey of classroom teachers showed that whilst there is an overall improving level of satisfaction with the school, classroom teachers would like more time to plan for teaching and learning, more opportunities for collaboration with colleagues and a stronger whole school focus on building skill, knowledge and confidence in understanding and meeting the needs of students in their care.

# Policy requirements

## Aboriginal Education Policy

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The responsibility for enacting the Aboriginal Education Policy rests with all departmental staff. The policy should underpin and inform planning, teaching practice and approaches to educational leadership in all educational settings.

Evidence of effective implementation of the policy included:

- Establishing, building and strengthening relationships with the Local Aboriginal Education Consultative Group, Aboriginal people and communities.
- Providing, in partnership with Aboriginal people and communities, education which promotes quality teaching, is engaging, and is culturally appropriate and relevant.
- Aboriginal and Torres Strait Islander students will match or better the outcomes of the broader student population.
- Implementation of Personalised Learning Pathways for all Aboriginal students in a school culture of high expectations.

## Anti-Racism Policy

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All teachers are responsible for addressing incidents of racism and supporting students to develop an understanding of racism and discrimination and the impact these may have on individuals and the broader community. The Principal is responsible for examining school practices and procedures to ensure they are consistent with the policy. The school has an Anti-Racism Contact Officer who is trained to respond to concerns in relation to racism.

## Multicultural Education Policy

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Teachers are responsible for addressing the specific learning and wellbeing needs of students from culturally diverse backgrounds through their teaching and learning programs. The Principal is responsible for ensuring that school policies, programs and practices respond to the cultural, linguistic and religious diversity of the school community, and provide opportunities that enable all students to achieve equitable education and social outcomes.