

# 2022 Annual Report

## Scone Public School



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# Introduction

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

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

## School contact details

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Scone Public School

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## School vision

Scone Public School is committed to creating a positive, inclusive learning culture where every student experiences success with an emphasis on high expectations, excellence and the wellbeing of all students. Our classrooms are an engaging and challenging learning environment where all students are striving to give their best always and are known, valued and cared for. The school will continue to promote the core values of being Respectful, Responsible and Considerate.

## School context

Scone Public School has a proud history of educating generations of Upper Hunter residents in its 150 year history and a long tradition of academic excellence. Our school Statement of Purpose is 'Success for All'. The school motto is 'Age Bene Partem - Play Your Part Well'. The current enrolment is 417 students from a wide range of socio-economic backgrounds with 15% of students identifying as Aboriginal or Torres Strait Islander. The school has a Multi Categorical Support Class and values inclusive education.

Our students enjoy success in all areas of the Creative and Performing Arts and Sport, where they are tutored by experienced and talented teachers. Our Year 4 students participate in a Band Program. This is a partnership with the Upper Hunter Conservatorium of Music (UHCM) and provides every student in Year 4 with an opportunity to learn an instrument. Three scholarships are awarded at the conclusion of the Year 4 Band Program. This is supported by the P&C and the UHCM. Our extra-curricula programs are highly valued by our school community.

Our school fosters critical-thinking and allows students to develop strategies and skills that will enable them to adapt in a world that is forever changing. They are encouraged to face the future with confidence. This is nurtured and developed by the highly qualified and committed teaching and non-teaching staff who work together to provide a happy and supportive environment.

A feature of the school's profile is the importance that is placed on strong partnerships between home, the school and the wider community. The school promotes three key expectations to develop Respectful, Responsible and Considerate learners. We have outstanding wellbeing and leadership programs that promote a culture of belonging. We recognise and develop the 'whole child' and believe in providing opportunities for every student to succeed.



Kindergarten enjoy playing on the new equipment

## 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	Sustaining and Growing
LEARNING: Assessment	Sustaining and Growing
LEARNING: Reporting	Sustaining and Growing
LEARNING: Student performance measures	Delivering
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	Excelling
LEADING: Management practices and processes	Excelling

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student learning outcomes in literacy and numeracy we will develop and sustain whole school processes for collecting and analysing data to ensure the implementation of appropriate curriculum provision for every student is underpinned by evidence-informed strategies and embedded evaluative practice.

### 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.

- Personalised Learning
- Data Driven Practices
- Formative Assessment

### Resources allocated to this strategic direction

**QTSS release:** \$10,000.00

**Socio-economic background:** \$150,000.00

### Summary of progress

#### Personalised Learning

All teachers provide Learning Intentions and Success Criteria for every literacy and numeracy lesson. This is evident during Learning Walks conducted by teachers and executive. Review of Learning Walk data has identified a need to have teachers co-construct Learning Intentions with students to have them in student-friendly language. Students questioned during Learning Walks can articulate what they are learning, and most can articulate how they are doing and what they need to do to improve. This has also assisted in developing individual learning goals. Some teachers are using platforms such as Accelerated Reader to set reading goals that students reflect on throughout the year. Learning Walk data will continue to be reviewed to identify next steps for example how teachers use the 'Third Teacher'.

#### Data Driven Practices

Analyzing PLAN2 data shows that teachers set focus groups and whole class forces every five weeks, as expected. They set their targets and updated data at the end of the five weeks. More work needs to be done with staff on the value and importance of PLAN 2. Being nominated as a 'Guided School' has allowed us to analyse where we are and what we want to achieve. The two APCIs and Learning Support Team Coordinator work together to review our focus group model and set some new goals and procedures for 2023. This will allow for a whole school focus and for data to be tracked for each child across nominated areas. This will better show growth and areas that need improvement.

#### Formative Assessment

Professional Learning for teachers on utilising PAT data, Accelerated Reader and PLAN data to inform teaching and next steps for planning teaching and learning programs occurred throughout the year. Focus Groups using PLAN2 were developed for each class by the class teachers and were communicated to interventionists and stage supervisors. A survey was developed for teaching staff on 23/11/2022 around their level of engagement and proficiency in the use of formative assessment in their teaching practice. Mathematics K-2 curriculum reform professional learning covered formative assessment strategies.

### 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
A minimum 8.2% increase of students achieve expected growth in NAPLAN Reading.	Student growth cannot be calculated for 2022 as the NAPLAN test was not run in 2020, due to COVID 19.
A minimum 8.5% increase of students	Student growth cannot be calculated for 2022 as the NAPLAN test was not

achieve expected growth in NAPLAN Numeracy.	run in 2020, due to COVID 19.
A minimum 6.8% increase of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Reading.	NAPLAN 5: There has been a 10.97% increase in students in the top 2 bands for Reading.
A minimum 6.9% increase of Year 3 and Year 5 students achieving in the top 2 bands in NAPLAN Numeracy.	NAPLAN 5: There has been a 2.59% increase in students in the top 2 bands in Numeracy.



Student using the interactive table

## Strategic Direction 2: SD 2: Teacher and Leader Capacity

### Purpose

The leadership team build their instructional leadership capacity to work collaboratively with school teams to continually monitor the impact of programs and improve practice as required.

### 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.

- High expectations culture
- Instructional Leadership
- Numeracy and Literacy

### Resources allocated to this strategic direction

**QTSS release:** \$5,000.00

**Socio-economic background:** \$80,000.00

### Summary of progress

Our focus in 2022 was to promote a culture of high expectations for all students in their learning and behaviour. Learning Walks were used to gather data on student learning through asking the five questions posed by Lyn Sharratt in 'Clarity'; What are you learning? Why?, How are you doing?, How do you know? How can you improve? Where do you go for help? The responses informed the direction of professional learning for teachers around setting learning intentions and success criteria. Tell Them From Me (TTFM) student survey data indicates that teachers set clear goals for learning, establish expectations, check for understanding and provide feedback, almost equivalent to the state mean, with girls reporting higher than state. Positive Behaviour for Learning (PBL) is implemented and reviewed to ensure consistent and clear expectations for behaviour are established to create a positive learning environment. Students report in the TTFM survey that they understand there are clear rules and expectations for classroom behaviour at a score of 6.6 out of 10 (NSW Government norm 7.2).

In 2023, we will need to focus on improving our spelling practice and students' spelling knowledge. We will reach out to Literacy Lead Specialists for Professional Learning regarding spelling. K-2 teachers will trial a new phonics and spelling Scope and Sequence which will be extended to 3-6 by end of the year when new syllabus support documents become available. Greater focus will be on teaching students to blend and encode new phonemes as they are explicitly taught to ensure greater reciprocity between reading and writing/spelling. Intervention will also occur in Stages 2 and 3 to support students with significant reading and spelling difficulties. Changes to 'focus areas' will occur to ensure all teachers track students across the 'Big 5 of Reading'. This will result in Stage 3 having a greater focus on Vocabulary and morphology, whilst other stages will place greater emphasis on consolidating phonological awareness, phonics and fluency.

In 2022, Scone Public School was selected to be an 'Accelerated Adopter' school to trial the new curriculum in Stage 1. Teachers worked collaboratively to teach and review new units of work using the new curriculum in English and Mathematics. This process was supported by an allocated Curriculum Advisor and Curriculum Reform Coordinators. Stage 1 teachers valued the opportunity and shared what was learnt through this process with other staff in readiness for 2023 implementation across K-2.

As a school selected to have a PMSTI (Primary Mathematics Specialist Teacher Initiative), the school participated in whole school professional learning in Mathematics. The PMSTI supported teachers to build their capacity to implement evidence-based strategies for teaching mathematics. Coaching and mentoring were employed as the model for improving teacher practice alongside the professional learning. In 2023, as a 'Guided School' there will be a focus on Numeracy and improving student outcomes.

### 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
A 3% increase in the Feedback and Performance Management dimensions	As People Matters Survey data was not available, Tell Them From Me data was used to assess progress. TTFM teacher survey results indicate a

<p>of the People Matters Survey</p>	<p>higher than state rating (7.1) for leadership (7.7) as a driver for student learning. This included the following results:</p> <p>School leaders have helped me establish challenging and visible learning goals for students 7.9</p> <p>School leaders have helped me create new learning opportunities for students 7.5</p> <p>School leaders have provided me with useful feedback about my teaching 6.6</p> <p>School leaders have helped me improve my teaching 7.9</p> <p>School leaders have provided guidance for monitoring student progress 7.9</p> <p>I work with school leaders to create a safe and orderly school environment 8.7</p> <p>School leaders have taken time to observe my teaching 7.2</p> <p>School leaders have supported me during stressful times 8.4.</p>
<p>The school is assessed as 'Excelling' in the theme of Community engagement of the Educational Leadership element of the Leading Domain in the School Excellence Framework.</p>	<p>The School Excellence Framework was self-assessed in the theme of Community Engagement as 'Excelling' and overall in the Educational Leadership element as Sustaining and Growing. The school was recognised by the Minister for Education, Sarah Mitchell for its involvement in the early adopter initiative, supporting all schools in their NSW Curriculum Reform journey. Parents report teachers have high expectations for their child to succeed at a score of 7.1 out of 10 (NSW Government norm 7.3).</p>



**Purpose**

To maximise best practice and embed an inclusive culture of high expectations, engagement, positive wellbeing, collective efficacy and continuous improvement in pursuit of school excellence

**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
- Community engagement
- Collaboration and Connection

**Resources allocated to this strategic direction**

**QTSS release:** \$60,000.00

**Socio-economic background:** \$47,000.00

**Aboriginal background:** \$37,000.00

**Summary of progress**

Data from the Tell Them From Me (TTFM) student survey results indicate that our students' 'Sense of Belonging' is in decline and will need to be a focus for 2023. Whole school wellbeing practices were reviewed by the Wellbeing Team and student voice through a Student Wellbeing Committee was devised in consultation with staff and students. This team will be known as the 'Wellbeing Warriors' and will assist in planning and initiating wellbeing activities for the school, in collaboration with the staff Wellbeing Team. The focus for 2023 will be on building a shared understanding of what a 'Sense of Belonging' is and plan activities to improve this for all students and staff. The development of a Wellbeing Parent Handbook will continue in 2023.

There has been a decrease in the number of students with an attendance rate of 90% or above. Attendance is monitored regularly with monitoring sheets provided to all teachers to indicate attendance rate of each student. Parents are using the Sentral App more frequently to explain absences or responding to non-attendance notifications, with 95% of parents connected to the Sentral App. Information about the importance of regular attendance is regularly communicated to parents through the newsletter. Attendance improvement awards were introduced for those improving their attendance by 5% or more. Certificates were presented to students who had an attendance rate of 90% or more, at the end of the year.

As there continues to be no qualified person to present the Connecting to Country professional learning in the Upper Hunter we were unable to make progress in this improvement measure. However, all staff completed the mandatory 'Aboriginal Cultural Education' online professional learning.

In 2022 Learning Walks were implemented as a practice for collective efficacy and school improvement. Data from the Learning Walks informed our next steps with a focus on teachers to use co-constructed anchor charts and scaffolds for learning intentions and success criteria. Student responses show an improvement in the ability to articulate what they are learning and how they are doing. A continued focus on collaborative practice is highly valued by teachers as reported in the TTFM survey data.

**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
Attendance - A 7.2% increase of students who are achieving a 90% attendance rate.	There has been a 23% decrease in the number of students who are achieving a 90% attendance rate. This is following the pandemic and an increase in families applying for leave.
Wellbeing- A 4.5% increase of students are reporting a positive wellbeing as indicated in the Tell Them From Me	There has been a 2.92% decrease in the number of students with positive wellbeing as per the Tell Them From me (TTFM) data. Whilst the percentage of students is above 80% there has been a slight decline

(TTFM) Survey. (Upper-bound System negotiated target)	following the pandemic.
50% teachers have participated in the Connecting to Country professional learning provided through the Aboriginal Education Consultative Group (AECG).	Teachers have not had access to the Connecting to Country professional learning through the Upper Hunter AECG. All teachers completed the Aboriginal Education professional learning that became available as mandatory training in 2022.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$119,450.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Scone Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• 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>• additional staffing to assist students with additional learning needs</li> <li>• staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLSPs)</li> <li>• intensive learning and behaviour support for funded students</li> <li>• release for classroom teachers to liaise with carers and stakeholders to develop and conduct regular reviews of students' personalised learning and support plans (PLSP)</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with Integration Funding Support funding receive support in class and in the playground to address their identified needs. Teachers and parents/carers work collaboratively to co-design plans to ensure students access all areas of the curriculum.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to review Individual Learning Support Plans in collaboration with parents and other stakeholders to meet the evolving needs of individual students.</p>
<p>Socio-economic background</p> <p>\$312,000.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Scone Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• Data Driven Practices</li> <li>• Instructional Leadership</li> <li>• Student engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support social and emotional learning program implementation</li> <li>• providing students without economic support for educational materials, uniform, equipment and other items</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Additional SLSO and CT (Interventionists) to support student learning in the classroom. Resourcing to implement the Quicksmart Numeracy Program. Technology resources purchased to support teaching and learning programs including laptops and trolleys.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review the number of students that have accessed the Quicksmart Program and check that they are maintaining progress following their completion of the program.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Scone Public School. Funds under this</p>

<p>\$69,168.00</p>	<p>equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Student engagement</li> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of specialist additional staff (AEO) to support Aboriginal students</li> <li>• engaging an Aboriginal Education Officer (AEO) to facilitate improved community engagement, including the engagement of students and their families with the personalised learning pathway (PLP) process</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Employment of AEO to support and facilitate Aboriginal Education Programs across the school including Yadaki Birray (Didge Boys), Sister Speak, Bro Speak and NAIDOC celebrations.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To review the PLP format to move it to the Sentral platform so that parents and carers will be able to access online. Build connections with local elders and organisations (Opportunity Hub) to build cultural knowledge in students and staff.</p>
<p>English language proficiency</p> <p>\$7,059.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Scone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• employment of additional staff to support delivery of targeted initiatives</li> <li>• additional staffing intensive support for students identified in beginning and emerging phase</li> <li>• provision of additional EAL/D support in the classroom and as part of differentiation initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students with EAL/D backgrounds are supported with differentiated teaching and learning programs to meet their needs. Additional staff are utilised to track and monitor the progress of students and provide feedback to parents and staff on ongoing learning needs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Continue to monitor the academic and social needs of EAL/D students. Support these students through transition points.</p>
<p>Low level adjustment for disability</p> <p>\$196,810.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Scone Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p>

<p>Low level adjustment for disability</p> <p>\$196,810.00</p>	<ul style="list-style-type: none"> <li>• engaging specialist staff to collaborate with classroom teachers to build capability in meeting the literacy needs of identified students</li> <li>• engaging a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> <li>• targeted students are provided with an evidence-based intervention (MiniLit and QuickSmart) to increase learning outcomes</li> <li>• employment of LaST and interventionist teacher</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> An increase of students achieving in the top 2 bands in NAPLAN Reading and Numeracy. The school achieved a more consistent approach to student learning support and interventions with an increased number of learning support referrals and subsequent collaborative learning support activities.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To further expand the impact of the learning support team, the school will provide additional support for identified students through the employment of trained SLSOs.</p>
<p>Location</p> <p>\$12,528.00</p>	<p>The location funding allocation is provided to Scone Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• subsidising student excursions to enable all students to participate</li> <li>• incursion expenses</li> <li>• student assistance to support excursions</li> <li>• technology resources to increase student engagement</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Equity for all students to participate in excursions and extra-curricula opportunities. A range of extra-curricula opportunities such as drama, choir, dance groups, Maths Olympiad, eGATS and STEM groups is provided to give all students opportunity to develop their interests and talents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Review extra-curricula offerings and source incursions that support the teaching and learning programs through engaging hands-on experiences. Provide technology that supports classroom programs and is efficient and fit-for-purpose.</p>
<p>Professional learning</p> <p>\$38,857.00</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 Scone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• Engaged in Learning Walks and collaborative discussion to drive school improvement.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Mandatory training was conducted for all staff to ensure compliance. Middle leadership professional learning to build capacity of middle leaders and aspiring leaders was completed. Allocation of release for Stage 1 teachers participating in the Accelerated Adopter program to trial and provide</p>

<p>Professional learning</p> <p>\$38,857.00</p>	<p>feedback on the curriculum and units of work for English and Mathematics. Provision of time for classroom teachers to complete professional learning online in; formative assessment, improving reading and numeracy and other PL identified by classroom teachers to reach their PDP goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Providing weekly time off class for all teachers to complete online professional learning in key priority areas including the new curriculum.</p>
<p>QTSS release</p> <p>\$80,000.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Scone Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Personalised Learning</li> <li>• High expectations culture</li> <li>• Collaboration and Connection</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>• 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>• implementation of Learning Walks to strengthen quality teaching practices</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Assistant Principals valued the time to support classroom teachers that they supervise in a shoulder to shoulder model. The observation and collaborative discussions informed planning for whole school professional learning and priority areas. Communication of key target areas was clear and helped develop a shared ownership of student case management and improvement of outcomes.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Provide time for Assistant Principals to support classroom teacher that they supervise and build the instructional leadership capacity of middle leaders. Support teachers in the implementation of the new curriculum in English and Mathematics.</p>
<p>COVID ILSP</p> <p>\$104,766.00</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/educators to deliver small group tuition</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy - [focus area]</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> The majority of the students in the program achieving significant progress towards their personal goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue the implementation of literacy and numeracy small group tuition using data sources to identify specific student need. The school learning and support processes have been revised and will now involve regular monitoring of students as they transition back into classrooms. Providing</p>

COVID ILSP

\$104,766.00

additional in-class support for some students to continue to meet their personal learning goals will also be a priority.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	221	211	217	215
Girls	198	195	203	200

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	93.2	94.3	90.8	88.2
1	92.3	94.8	92.6	87.0
2	93.7	94.2	92.1	88.6
3	93.0	96.0	91.8	89.3
4	93.9	94.7	92.1	87.1
5	92.0	93.7	92.0	88.3
6	91.9	92.3	89.5	87.7
All Years	92.8	94.3	91.5	88.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

## Attendance

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

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



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

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

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

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

## Management of non-attendance

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

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



Student Representative Council 2022

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	5.2
Classroom Teacher(s)	17.76
Learning and Support Teacher(s)	1.2
Teacher Librarian	0.8
School Counsellor	1
School Administration and Support Staff	4.42

\*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.



PSSA Awards

# 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>	595,836
<b>Revenue</b>	5,277,073
Appropriation	5,140,624
Sale of Goods and Services	1,933
Grants and contributions	128,034
Investment income	6,482
<b>Expenses</b>	-5,334,682
Employee related	-4,778,566
Operating expenses	-556,116
<b>Surplus / deficit for the year</b>	-57,609
<b>Closing Balance</b>	538,227

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.



PSSA Basketball - second in state

## Financial summary - Equity loadings

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>	119,450
<b>Equity Total</b>	589,468
Equity - Aboriginal	70,888
Equity - Socio-economic	314,710
Equity - Language	7,059
Equity - Disability	196,811
<b>Base Total</b>	3,214,565
Base - Per Capita	107,647
Base - Location	12,528
Base - Other	3,094,390
<b>Other Total</b>	918,835
<b>Grand Total</b>	4,842,318

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.



PSSA Rugby League State winners - Classic Shield

## School performance - NAPLAN

In the National Assessment Program, the results across the Years 3, 5, 7 and 9 literacy and numeracy assessments are reported on a scale from Band 1 to Band 10. The achievement scale represents increasing levels of skills and understandings demonstrated in these assessments.

The My School website provides detailed information and data for national literacy and numeracy testing. Go to [myschool.edu.au](https://myschool.edu.au) to access the school data.

# Parent/caregiver, student, teacher satisfaction

## Parents

The Partners in Learning parent survey is part of the Tell Them From Me suite of surveys on student engagement. The parent survey helps clarify and strengthen the important relationship between parents and the school. There were 43 parent respondents to the 'Partners in Learning' Parent Survey. They were surveyed across five broad areas of; two-way communication, participation at school, support of learning at home, school support of behaviour. Parents feel welcome (8.6) and can easily speak with their child's teacher (8.1). Parent report that the school supports positive behaviour (7.8) and that their child is clear about the rules for school behaviour (8.8). They report that their child feels safe at school (7.8) and that the school is inclusive (7.0).

All parents agree or strongly agree that the school is well maintained and provides a welcoming environment that is easy to access and move around. Parents (84%) believe the school is a culturally safe place for all students (16% neither agreed or disagreed).

Parents prefer the school newsletter, emails and social media as the most useful forms of communication of school news and most parent prefer informal or formal interviews to discuss issues about their child. Most parents indicate that student reports are written in terms they can understand (7.8). Survey results indicate that there is a need to provide parents with information about how they can best support their child's learning, in the school reports. There is also feedback that scheduling parent activities at various times to cater for all parents would be welcomed.

## Students

Students from Years 4, 5 and 6 participated in the Tell Them From Me survey throughout 2022. Students on average reported a decline in their sense of belonging (57%) in the November survey and believe they have Positive Relationships at school (84%). There has been a decline in the Students (84%) that Value Schooling Outcomes or report Interest and Motivation (50%). This will be an area of focus in 2023. Students exhibit positive behaviour (89%) which is above the NSW Government norm (83%).

Students report staff have high expectations of success (8.2) and have positive teacher-student relations (8.0) where teachers are responsive to their needs and encourage independence. Students in year 4 (7.7) and 5 (7.9) report that their teachers set clear goals for learning, establish expectations check for understanding and provide feedback higher than the NSW Government norm.

Students feel they have someone at school who consistently provides encouragement and can be turned to for advice (7.5). Students report being subjected to bullying lower than the NSW Government norm.

## Teachers

Teachers report above state ratings for seven of the eight drivers of student learning in the TTFM survey, these include Leadership, Parent Involvement, Inclusive School, Technology, Teaching Strategies, Data Informs Practice, and Learning Culture. Collaboration was slightly below the state. This is as a result of the lack of casual teachers available to release teachers to provide opportunities to work with other teachers.



ANZAC Day 2022



# 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.



Harmony Day 2022