

# 2022 Annual Report

## Bexley Public School



7406

# Introduction

The Annual Report for 2022 is provided to the community of Bexley 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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Bexley Public School

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## School vision

At Bexley Public School, we believe that every student should be challenged to learn and continually improve in a respectful, inclusive and high expectation environment. We support the development of students with a focus on student wellbeing, student academic growth and social success. Teachers, parents and students will work in partnership to achieve this vision.

## School context

Bexley Public School has an enrolment of 267 students and is located in the southern suburbs of Sydney. Students come from a diverse range of cultural backgrounds with 84% of our students coming from 27 different linguistic backgrounds other than English. The school has a family focused atmosphere and a strong sense of community.

The school has enjoyed great academic success and improvement over the last five years through learning programs that are personalised and focussed on student abilities and their diverse learning needs. We have high expectations for our student's literacy and numeracy learning which is reflected through the explicit and systematic teaching programs administered by our skilled teaching staff.

Our school is supported by a strong and vibrant multi-cultural community, and an arabic community language program supports students in maintaining and developing further communicative competence in their community language. 87% of our students have a language background other than English, and 82% require some level of EAL/D (English as an Additional Language or Dialect) support. 1% of students identify as Aboriginal.

Extra-curricular opportunities in sport, science, STEM, and creative and performing arts enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified a need to strengthen our use of data driven practices to ensure all students have access to stage appropriate learning outcomes. The introduction of a data conversation model that incorporates class, whole school and community will inform decisions made in teaching and resource allocation. This will determine the level of support for our student's learning and ensure the right allocation of human resources.

Planning, programming, and assessment are areas of ongoing improvement to ensure consistency across grades and stages in setting high expectations for the planning and delivery of quality teaching and learning programs. Further work will need to occur around how teachers can successfully plan and deliver quality differentiated instruction to students with additional needs including those identified as high potential and gifted. Through the NAPLAN gap analysis, the school has identified system-negotiated target areas in Reading and Numeracy.

Student goals for attendance and behaviour are set with greater parental understanding and support for the individual learning goals. Regular ongoing reviews of the well-being framework and the use of individual learning and support plans and personalised learning pathways (PLPs) for our Aboriginal and Torres Strait Islander students will inform learning and improve well-being.

## 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	Sustaining and Growing
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	Delivering
LEADING: School planning, implementation and reporting	Sustaining and Growing
LEADING: School resources	Sustaining and Growing
LEADING: Management practices and processes	Delivering

## Strategic Direction 1: Student growth and attainment

### Purpose

To improve student outcomes in Reading and Numeracy through explicit teaching and data practices.

### Initiatives

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

- Data Informed Practices
- Effective Classroom Assessment

### Resources allocated to this strategic direction

**Professional learning:** \$18,185.52

**Per capita:** \$3,000.11

**QTSS release:** \$1,714.45

### Summary of progress

#### Data Informed Practices

Directions days focusing on a five weekly student data collections and future planning were reviewed in 2021 and additional recommendations adopted in 2022. The addition of specialised staff including EALD , LAST , and Assistant Principals to the meetings has improved the identification of learning needs resulting in more targeted individual learning plans . Conversations became more targeted unpacking complex student needs aligning them to appropriate evidence based practices, interventions, support programs and support staff.

#### Effective Classroom Assessments

A review of the whole school assessment schedule resulted in implementing DOE assessments and resources aligned to the new syllabus, and literacy, and numeracy progressions. Consistent and regular application of assessments has resulted in more accurate student learning data being used to inform future planning and the allocation of resources during five weekly student data discussions (data days). Staff engaged in professional learning in the use of the phonic , phonemic awareness , Individual student reasoning in numeracy assessments tracking student progress along them to the Literacy and Numeracy Progressions.

### 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
Between 33.7% and 38.7% of students achieving in the top 2 bands in NAPLAN Reading.	2022 NAPLAN data indicates 21.4% of students are in the top two bands for reading indicating the school did not achieve the system negotiated target.. Focus on this target has resulted in school based data showing some greater growth in moving students out of the bottom two bands.
Between 25.8% and 30.8% of students achieving in the top 2 bands in NAPLAN Numeracy.	2022 NAPLAN data indicates 13% of students are in the top two bands for numeracy indicating the school did not achieve the system negotiated target. Focus on this target has resulted in school based focus mathematical language and the development of number sense.
Greater than 57.4% of students achieving their expected growth in NAPLAN Reading.	In 2022 the expected growth was unable to be calculated as NAPLAN did not occur in 2020
Greater than 69.1% of students achieving their expected growth in	In 2022 the expected growth was unable to be calculated as NAPLAN did not occur in 2020

NAPLAN Numeracy.	
Establish individual student growth targets based on Literacy and Numeracy progression data.	Teaching staff are more confident in tracking and placing students along the literacy and numeracy progressions in targeted areas.

## Strategic Direction 2: High Expectations

### Purpose

All teaching staff consistently teaching literacy and numeracy following BPS guidelines.

### Initiatives

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

- Explicit Teaching Practice
- High Impact Professional Learning

### Resources allocated to this strategic direction

**English language proficiency:** \$194,476.00

**Per capita:** \$58,584.93

**Aboriginal background:** \$719.29

**Low level adjustment for disability:** \$148,845.90

**AP Curriculum & Instruction:** \$150,571.00

**Professional learning:** \$1,500.00

**Socio-economic background:** \$133,391.00

**QTSS release:** \$50,000.00

**Literacy and numeracy:** \$42,819.08

### Summary of progress

#### Explicit Teaching Practices

All staff received professional learning in literacy and numeracy pedagogy to ensure practices were taught consistently effectively across the school. Assistant principals were involved in a community of practice with middle leaders from four additional schools as part of a program for Leaders Driving Literacy Learning.. Assistant principals revived training and coaching in reading and writing practices, planning for the new syllabus, development of professional learning and coaching teachers in the implementation of these practices. Assistant Principals supported teachers through an instructional leadership model which focused on ongoing professional learning and coaching in classrooms. This has resulted in routinely implement evidence-based teaching practices to maximise learning progress for all students, with a focus on setting high expectations and differentiation.

#### High Impact Professional Learning

High Impact Targeted Professional Learning (HIPL) model remains a key component of the schools plan for continual growth and improvement. Staff were surveyed to determine professional learning needs across the school. It was determined a combination of targeted whole school and differentiated professional learning was necessary in order to meet the needs of all staff and student learning in the areas of literacy, numeracy and behaviour management. Opportunities were provided for staff to engage in targeted professional learning to build their capacity as well as achieving whole school priorities.. A systematic approach to teacher accreditation and the performance and development cycle was introduced.. Documentation, systems and structures were created to support new service and experienced teachers.

### 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 model of consistent whole school explicit teaching practices in literacy and numeracy is collaboratively developed in line with and targeted to school priorities, the needs of our students, and in line with the	100% of staff are using agreed upon reading and writing strategies evaluating impact through the use of pre and post testing, check in assessment which are all linked and tracked along the Literacy Progressions. Increase in teacher confidence through Assistant Principal Instructional leadership positions has enhanced and build capacity in effective teaching practices. and the implementation of agreed assessment

implementation of the new NSW syllabus documents are developed.	frameworks for years 1-2 and years 3-6.
Development of a draft whole school high impact professional learning model that is targeted to school priorities, the needs of our students, and is authentically linked to the staff PDP process.	100% of teachers have engaged in a whole school professional learning model that is targeted to school priorities, the needs of our students, and is authentically linked to the staff PDP process.



## Strategic Direction 3: Strong and purposeful partnerships

### Purpose

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To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

To improve learning and wellbeing outcomes for all students and their families through developing strong and purposeful partnerships.

### 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.

- Planned approach to wellbeing
- Improvement in Student Attendance
- Purposeful Partnerships with the Community

### Resources allocated to this strategic direction

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**Integration funding support:** \$264,721.00

**Per capita:** \$3,000.00

**Socio-economic background:** \$0.00

### Summary of progress

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#### Planned approach to wellbeing

Community and staff surveys highlighted the need for a whole school well being strategy to support the engagement of students, staff and community. The strategy has centered on a tiered response looking at the implementation of whole school wide, targeted small group and individual support strategies. Our focus for 2022 has been to ensure the consistent implementation of Positive Behaviour for Learning (PBL) strategies across the school based on the consistent collection and analysis of student behaviour data. All staff received ongoing professional learning in Trauma Informed practices in response to behavioral data showing increased levels of anxiety and problematic social behavior since the pandemic and local area lock downs. This has resulted in staff identifying potential social and emotional issues with students with an increase in referrals to supportive programs and strategies.

A review of the Learning and Support Team structures and processes has resulted in a number of recommendations and changes to be implemented in 2023 based on internal surveys of staff and community.

#### Improved student attendance

SCOUT data indicated attendance was an area for improvement, as this highly impacts student learning and engagement at school, which in turn impacts student progress in literacy and numeracy. A community information campaign was scheduled and designed using newsletter and social media bulletins to highlight the importance of attendance. Attendance systems and structures were refined at the beginning of the school year and were communicated to all staff and the community. Attendance data was regularly tracked and analysed and tiered strategies were then put in to support students in increasing their attendance at school. Additional support was offered to families through HSLO and Well being Nurse connecting them to support agencies and programs to improve attendance.

#### Purposeful Partnerships with the Community

Parents and community members were provided the opportunity to engage in a range of school-related activities which helped build the school as a cohesive educational community, with a focus on re connecting and rebuilding a sense of community. To further engage the school community events were held on school grounds such Book Week events, Mothers Day, Father's Day and our school Creative and Performing arts concert. School has worked in conjunction with the P&C to engage the community with additional events like end of term BBQ's and regular staged working bees. Initial feedback and evaluative surveys have indicated the community engagement has increased with these events and that there is a community want for more events like these.

### 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.

Annual progress measure	Progress towards achievement
Increase the % of students with positive well-being from a baseline of 90.1%	Wellbeing programs were consistently taught and reinforced across the school. TTFM Wellbeing Student Survey Data - indicated of 84% of students reporting positive wellbeing which is 1.95% above state average scores.
81.6% of students attend school >90% or more of the time.	The number of students attending school 90% of the time has decreased to 35.83%. This may partially be a result of the high number of student/family absences due to COVID.

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$264,721.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Bexley 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>Planned approach to wellbeing</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 to build teacher capacity around [behaviour intervention/ curriculum adjustments]</li> <li>employment of staff to provide additional support for students who have high-level learning needs</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> IFS review meetings indicated students reached short term negotiated IEP's goals as support in classrooms was more efficiently targeted and allocated according to need. Identified students have demonstrated progress with personalised learning goals through the use of feedback and SLSOs that support differentiated classroom learning, through Individual Education and support plans.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to refine our current learning and support team process and structures to include more regular LST and IFS review meetings with teachers and parents to align with the new Inclusive Education Reforms.</p>
<p>Socio-economic background</p> <p>\$133,391.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Bexley 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>Improvement in Student Attendance</li> <li>High Impact Professional Learning</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>professional development of staff through [program] to support student learning</li> <li>employment of additional staff to support [name] program implementation.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> K-2 Assistant Principal provided targeted students with additional reading and writing support ensuring an increased percentage of students reached grade expectations. Stage 2 and 3 Assistant Principals support in classroom has ensured consistency in the delivery of reading strategies across years 2-3 with in internal reflecting a growth of student attainment in literacy.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue supporting students and their families across the school to include in class support as well as programs run in the Schools an outside support agencies and providers.</p>
<p>Aboriginal background</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Bexley Public School. Funds under this</p>

<p>\$719.29</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>• Explicit Teaching Practice</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>• community consultation and engagement to support the development of cultural competency</li> <li>• employment of additional staff to support literacy and numeracy programs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> improved engagement in the classroom to achieve identified goals. Local aboriginal community member raised awareness and of local aboriginal culture through ongoing art lessons with students resulting in a major art work instillation that represents the road to reconciliation.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue looking for quality opportunities to support identified students and embrace Aboriginal culture across the school.</p>
<p>English language proficiency</p> <p>\$194,476.00</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Bexley 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>• Explicit Teaching Practice</li> <li>• High Impact Professional Learning</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>• withdrawal lessons for small group (developing) and individual (emerging) support</li> <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>• employment of additional staff to support delivery of targeted initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Targeted EALD program for mathematical language has brought a change in the level of mathematical language used and understood by students. Pre and post testing in numeracy showed an increase in student capabilities to explain their reasoning when solving mathematical problems. EAL/D students are more confident and prepared to take risks with their language use, as noted in teacher observations and work samples. Additional support given to students in small literacy and numeracy groups has seen students</p> <p><b>After evaluation, the next steps to support our students will be:</b> EALD student progress is reflective of improved proficiency in the English language. Continue regular assessment using EAL/D progressions and work samples. Continue co-planning, co-teaching across K-6.</p>
<p>Low level adjustment for disability</p> <p>\$148,845.90</p>	<p>Low level adjustment for disability equity loading provides support for students at Bexley 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>• Explicit Teaching Practice</li> </ul>

<p>Low level adjustment for disability</p> <p>\$148,845.90</p>	<ul style="list-style-type: none"> <li>• High Impact Professional Learning</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>• 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>• targeted students are provided with an evidence-based intervention [program name] to increase learning outcomes</li> <li>• providing support for targeted students within the classroom through the employment of School Learning and Support Officers</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Improved learning outcomes for students through targeted evidence based programs eg AP intervention groups, Reverend Bill Crews reading program, Reading Doctor.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue providing differentiation and support for identified students.</p>
<p>Professional learning</p> <p>\$19,685.52</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 Bexley 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>• Data Informed Practices</li> <li>• High Impact Professional Learning</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>• engaging a specialist teacher to unpack evidence-based approaches to teaching writing and explore modelled, interactive, guided and independent writing</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Continuation of Literacy Masterclasses for leadership team in Community of Schools. Reading strategies and questioning skills trialed in classroom supported by Assistant Principals giving teachers greater confidence in the implementation of evidence based practices.</p> <p>Lifted the expectations of students responses both oral and written and increased the complexity of vocabulary.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue looking for opportunities to support all Teachers to build their capacity in the implementation of evidence based literacy and numeracy practices. Increased teacher knowledge and confidence in assessment, reporting and the syllabus</p>
<p>Literacy and numeracy</p> <p>\$42,819.08</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Bexley Public School from Kindergarten to Year 6.</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>• High Impact Professional Learning</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>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b></p>

<p>Literacy and numeracy</p> <p>\$42,819.08</p>	<p>Increased teacher capacity in literacy and numeracy resulted in student growth and attainment in data informed practice. Student learning was supported by providing access to updated resources to support learning outcomes. Classroom teachers better skilled at explicit teaching techniques to support student learning* classroom teachers have a developing knowledge of new K-2 English and Math's syllabus</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued planned professional learning of all staff to ensure consistency across K-6, in the introduction of the DOE literacy and numeracy guides and the new k-6 syllabus units.</p>
<p>QTSS release</p> <p>\$51,714.45</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Bexley 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>• Data Informed Practices</li> <li>• High Impact Professional Learning</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>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Enhanced the professional knowledge of all staff, specifically in relation to the structure and content of the new K-2 syllabus documents.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continued planned professional learning of all staff to ensure consistency across K-6, to include mentoring from school executives.</p>
<p>COVID ILSP</p> <p>\$140,000.00</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 and numeracy - with a focus on comprehension and problem solving.</li> <li>• releasing staff to analyse school and student data to identify students for small group tuition groups and monitor progress of student groups.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> To provide identified students with targeted support in literacy and numeracy in order to address learning needs. Students progress was shared with class teacher and if required students were referred to LST. An increase in student self confidence and engagement in classroom activities has been evident in the majority of students. Sharing of information and strategies between COVID ILSP teachers and class teachers has supported the class teacher in providing differentiated activities to continue supporting student need. Small groups allowed gains to occur specific to individual student need.</p> <p><b>After evaluation, the next steps to support our students will be:</b> Plan for additional intervention for identified students who had not yet meet their learning goals. Further input from the school's LST team. Continuation</p>

COVID ILSP

\$140,000.00

of the Reading Doctor program for targeted students.

# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	145	147	140	136
Girls	137	134	121	121

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	94.6	94.9	91.0	79.9
1	91.1	95.7	90.5	85.1
2	90.8	93.9	92.4	83.7
3	92.8	94.6	92.3	85.7
4	93.6	95.1	91.8	84.5
5	92.9	95.3	91.7	81.7
6	92.0	96.6	90.2	84.6
All Years	92.6	95.1	91.4	83.6
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.

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	9.41
Learning and Support Teacher(s)	1
Teacher Librarian	0.6
Teacher ESL	1.2
School Administration and Support Staff	2.52
Other Positions	1

\*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>	283,939
<b>Revenue</b>	3,940,299
Appropriation	3,793,025
Sale of Goods and Services	6,976
Grants and contributions	136,283
Investment income	3,616
Other revenue	400
<b>Expenses</b>	-3,654,668
Employee related	-3,265,612
Operating expenses	-389,056
<b>Surplus / deficit for the year</b>	285,632
<b>Closing Balance</b>	569,570

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>	264,721
<b>Equity Total</b>	477,433
Equity - Aboriginal	719
Equity - Socio-economic	133,391
Equity - Language	194,476
Equity - Disability	148,846
<b>Base Total</b>	2,188,681
Base - Per Capita	65,949
Base - Location	0
Base - Other	2,122,732
<b>Other Total</b>	416,684
<b>Grand Total</b>	3,347,520

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

## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Each year schools are required to seek the opinions of parents, students and teachers about the school. Their responses are presented below. Feedback and the opinions of all members of the school community was sought throughout 2022 through P&C meetings, written feedback and the Tell Them From Me surveys.

The following results were obtained:

Key findings from students (TTFM) where results were above the NSW Government Norm:

- Students have friends at school they trust and who encourage them to make positive choices.
- Students try hard to succeed in their learning.
- Teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- Students feel they have someone at school who consistently provides encouragement and can be turned to for advice

Social Emotional Outcomes

- 82% of students have friends at school they can trust and who can encourage them to make positive relationships
- 84% of students believe they do not get in trouble at school for disruptive or inappropriate behaviour

Drivers of Student Outcomes

- 82% of students believe teachers set clear goals for learning, establish expectations, check for understanding and provide feedback.
- 69% of students feel teachers are responsive to their needs and encourage independence with a democratic approach.

Key findings from teachers from internal surveys measured against the School Excellence Framework are presented below:

- There is high level of commitment from staff and community that all students will make learning progress.
- Teachers collaborate across teams to share curriculum and student knowledge, data, and other information about student learning to inform the development of evidence-based programs and lessons.
- School leaders are supportive and provide an environment that encourages imitative.

Key findings from parent internal surveys, reviews, and P&C structured feedback is presented below:

- Families feel welcome when they visit the school.
- Teacher's are accommodating and will listen to concerns
- Reports on my child's progress are written in terms I understand.
- Children are always encouraged to do there best work.

# 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.