

2022 Annual Report

Abbotsford Public School



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Introduction

The Annual Report for 2022 is provided to the community of Abbotsford 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

Abbotsford Public School
350 Great North Rd
Abbotsford, 2046
<https://abbotsford-p.schools.nsw.gov.au>
abbotsford-p.school@det.nsw.edu.au
9713 6220

Message from the principal

The Annual Report for 2022, outlines a year of remarkable resilience and adaptability in the face of the ongoing pandemic. Despite the challenges presented by Covid-19, our school community has continued to show incredible determination and commitment to learning and growth.

Throughout the year, we have had to make numerous adaptations to ensure the safety and well-being of our students and staff. This has included implementing strict hygiene and social distancing measures, facilitating remote learning for those who could not attend school, and ensuring the availability of mental health support for all members of our community. I am proud that our teachers and staff have risen to the occasion and provided outstanding support and guidance to our students during an unprecedented event.

The Parents and Citizens (P&C) Association has continued in its unwavering support over the years. Their fundraising efforts have allowed us to make significant improvements to our school facilities, including the construction of a new playground that has been a source of joy and excitement for our students. The opening of the playground was the culmination of many years of fundraising and the dedication of a core group of parents who assisted in the design and oversight of the project. Their dedication and generosity have made a real difference in the lives of our students, and we are grateful for their continued support.

Under the P&C umbrella has been the Learning and Inclusivity Network, a parent-led community, that meets to discuss measures to support those who have children in the neurodiverse realm. Their meetings provide emotional and practical support. The instigator of LIN, whose children have now left the school, has left a remarkable legacy which other parents will benefit greatly from.

The Executive Committee of Abbotsford Aftercare has done an exceptional job in providing a warm and welcoming space for our students. Their efforts have ensured that our students have a safe and supportive environment to spend their after-school hours. The Committee has worked tirelessly to create a space that fosters learning, growth, and socialisation, and their dedication is greatly appreciated. The construction of the new playground has vastly enhanced the experience of students attending and grateful thanks are given to the team who worked tirelessly to make it happen.

The dedication and professionalism displayed by our staff during the challenging times of the post-COVID learning environment have been exceptional. The sudden shift to remote learning and the subsequent return to in-person learning has been a daunting task, but staff rose to the challenge. They worked tirelessly to provide the necessary support to our students as they navigated a new and ever-changing educational landscape. Abbotsford teachers have been instrumental in adapting to new teaching modalities and ensuring that students receive the best possible education. Additionally, the support staff has been invaluable in providing emotional and practical assistance to students. Their unwavering commitment to the education and well-being of students is a testament to their professionalism and dedication.

In conclusion, 2022 has been a year of challenges and complexities, but also of remarkable resilience and adaptability. I am grateful for the commitment and dedication of our school community, and I look forward to continuing to work

together to provide the best possible education and support for our students.

Chris Johnson

Principal

Message from the school community

As the President of the P&C, I express my deepest gratitude to the executive committee for their unwavering support and assistance, which have been invaluable in facilitating my role, over the last four years.

As my youngest child approaches Year 6, I have decided to step back from my formal office bearer P&C duties to allow new parents to come through the school and contribute to P&C's excellent work. With new parents moving into executive roles, it will enable the organization to go from strength to strength.

The year 2022 started with a remarkable milestone, the launch of our stunning new playground. I would like to acknowledge the hard work and dedication of former presidents and vice presidents, who assisted with the design and turned the dream into a reality. Their many years of toil and effort alongside the Fundraising Committee have finally paid off. We are proud to have contributed financially to this incredible space.

The P&C has had several other notable achievements this year, including the gradual rebuilding of the music program and the ongoing dedication and resourcefulness of the canteen manager in managing the canteen and uniform shop. Our fundraising events have also been a resounding success, with the Autumn raffle (\$8k), Easter Stall (\$6k), Father's Day stall (\$2.5k), election fundraiser (\$18k), the Trivia Night (\$6k), and the Christmas stall (\$1.6k).

Our school community is blessed with a wonderful positive spirit that we hope will ultimately help the principal and the educational team feel supported in continuing to provide safe and enriching spaces and programs for our children to thrive in.

Annette Webb

P&C President 2019-2022

School vision

All students at Abbotsford Public School will 'discover the world around them and understand the world within them.'

To achieve this vision we believe that:

- all students have the right to learn and the responsibility to take an active role in their learning, to reach their potential
- engagement enhances learning
- high expectations and an appropriate level of challenge enhance learning
- quality teaching is central to student learning
- evidence-based collaborative decision making supports learning
- critical reflection and continuous improvement promote excellence
- effort, progress and achievement need to be acknowledged and celebrated
- principles of equity and 'a fair go for all' need to guide our actions and school goals
- supportive home-school partnerships are based on transparency, honesty and mutual respect

Our students will be prepared for rewarding lives as engaged citizens in a complex and dynamic society.

School context

Abbotsford Public School is located within the inner west of Sydney and is nestled on a peninsular which is framed by the Parramatta River. Our enrolment numbers are relatively stable at 474 students.

Abbotsford Public School has established a reputation for providing quality education, comprehensive sporting and creative arts programs, and a committed approach to supporting the wellbeing of our diverse school community.

The school currently comprises of 17 classes, with specialist programs which include the support of the teacher librarian, specialist drama teacher, English as an Additional Language/Dialect, a specialist Learning and Support teacher and a Community Language program in Italian. The school has a QTSS teacher who enhances professional practice by using evidence-based strategies to improve the quality of classroom teaching including collaboration, mentoring and reflective practice.

Abbotsford Public School has established a partnership with Uncle Jimmy Smith, to guide our Aboriginal Education team in building our school community's knowledge and understanding of Aboriginal cultures and histories. We are committed to building a school environment that is culturally safe, and celebrates the oldest living culture in the world.

Attached to the school is an Aftercare service, which is managed by a fulltime educator team who support up to 150 students each day, before and after school.

The school has a very supportive P&C, which actively fundraise to provide resources to support teaching and learning programs. It also organises events to enhance the community spirit of the school. The P&C support a number of initiatives including a chess program, a flourishing arts program, and a running club. The P&C also provide a comprehensive music program, co-ordinating tutors. Additionally they run the school canteen and uniform shop.

Extra-curricular opportunities in Sport, Writing, Technology, and Creative and Performing Arts, enable our students to excel through a range of different experiences.

Through our situational analysis, we have identified attendance as an area to place greater emphasis. We have made significant changes to our collection and analysis of attendance data over the past two years. Research indicates that connectedness and a sense of belonging are associated with improved student outcomes. With TTFM survey data showing a decline in students' sense of belonging over the last 3 years we will focus on this in conjunction with attendance. The 'Positive Behaviour for Learning' framework continues to guide our school wide practices in behaviour management and will be reviewed and evaluated each year.

Clear and accurate monitoring and analysis of student achievement data on a regular basis informs whole school resource allocation for maximum impact and improvement. Continual monitoring of student performance data determines areas of need and success at a whole school level. The involvement of the whole school community in this process is essential and work across the learning community should be utilised.

The leadership team deploys staff to make the best use of available expertise to meet the needs of students and uses data to evaluate the effectiveness of management processes, to create a culture of shared accountability to achieve

organisational best practice.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

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

Strategic Direction 1: Student growth and attainment

Purpose

In order for young people to develop a strong foundation in literacy and numeracy, including deep content knowledge and confidence in their ability to learn, all teachers and leaders will be responsive to the changing needs of students and effectively use data to drive 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.

- Student Growth and Attainment
- Student Agency

Resources allocated to this strategic direction

QTSS release: \$99,866.35

Literacy and numeracy intervention: \$45,968.40

Low level adjustment for disability: \$123,151.35

English language proficiency: \$70,747.10

Professional learning: \$31,966.00

Literacy and numeracy: \$26,276.00

Per capita: \$128,613.00

Socio-economic background: \$12,699.00

Integration funding support: \$276,412.00

Summary of progress

The External Validation process in 2021 made clear the need for more explicit data collection systems to be put in place to show evidence of impact and inform the role of QTSS and LaST teachers in supporting student engagement and achievement. Executive staff engaged in LEED training, with a focus on staff PL; using data effectively (specifically in the area of measurement and comprehension) to drive teaching and learning. DEL conversations with executive staff also assisted the leadership team to decide on future directions for the year that would ensure accuracy and consistency with data collection and its effective analysis and use across K-6.

Using the What Works Best document (Centre for Education Statistics and Evaluation), staff focused on the 'Effective Feedback' component to analyse current practices and measure effectiveness of strategies. This data was then collated across the school in order to modify teaching programs and address student need. Success criteria and exit slips were used in lesson planning and evidenced in all learning spaces. Feedback lesson observations for measurement were undertaken by QTSS teachers in order to establish baseline data, however follow up evaluations were unable to be conducted and remain a priority for 2023.

NAPLAN data indicated that there was an increase of 5.7% in the Top 2 bands in Year 3 reading and an increase of 2.7% in Year 3 Numeracy in 2022, however there was a decline in Year 5 results. This whole school analysis of growth trends in NAPLAN and access to Check in data led to a Year 3-6 focus group being formed.

This group identified the need for teaching and learning programs to be modified in order to facilitate increased success through explicit teaching. Data was communicated to the school community via the P&C and a pilot study was undertaken with high potential and gifted readers to deepen their understanding of how to engage with text at a deeper level. Post test results showed significant growth in comprehension with these students, and self reflection tools indicated that the majority of students found it beneficial and would wish to engage in the program again in 2023.

Following DoE procedures, and in preparation for the K-2 syllabus implementation in 2023, LAST and QTSS staff collected a range of baseline data for K-2 students, using the on-demand DEC assessments and other short assessments including phonological awareness, phonics, fluency, writing, IfSR Number and place value.

Following the analysis of results, teachers identified the need for increased number sense lessons across a given week and more regular, authentic opportunities for mathematical reasoning.

Data was also collected and analysed using the LLARS and LCLASS assessments in order to see the correlation between phonemic awareness and spelling skills and determine if this was an area of need K-2. Results indicated there was indeed a need to review the teaching of phonics so the QTSS teachers provided their research on a range of options at an executive level.

A decision was made to align with the new English K-2 Syllabus, coming in 2023, and the implementation of the Little Learners Love Literacy program began; initially in Stage 1 classes with Kindergarten also beginning to utilise the resource towards the end of 2022. The Heggerty's phonemic awareness program was also trialed in Kindergarten to address the gaps in phonological and phonemic awareness, which had been highlighted as having a flow on affect with both decoding/encoding and reading progress.

A K-2 curriculum focus group was established to ensure consistency across the early years of schooling; a thorough review of school scope and sequences, assessments, and data collection occurred and the draft of an assessment schedule was written to ensure staff embed regular, meaningful assessment opportunities and are reviewing teaching and learning programs in response to the data. All staff K-6 undertook professional learning on the new K-2 English and Mathematics syllabuses through staff meetings and online NESA and DoE modules, and Executive staff attended syllabus induction training in order to lead the implementation. K-2 teachers became familiar with the new syllabus requirements and trialed specific elements in readiness for 2023.

The SMART Spelling program was reviewed K-6, with data confirming the program was not adequately addressing needs K-2 and would be replaced by the LLLL program in its entirety by the start of 2023. Stage 2 and 3 continued with the SMART Spelling program, with a further review to take place in 2023 as more information about the new Years 3-6 English syllabus becomes available.

While teaching sprints as a whole school framework was put on hold due to the changing needs of the of QTSS role and access to casual teachers compromising the ability to provide continuity, it was presented again to staff, upon reflection from Check in results, as an avenue for addressing needs. Pretests in reading comprehension in Stage 2 led to targeted teaching sprints across the stage. Use of DoE short assessments were also embedded, with growth being measured in post assessments.

Two teachers from attended the High Potential and Gifted Education (HPGE) Leadership course. This two day course allowed teachers to critically analyse and implement key research in the area of leading change so that a school plan of action could be developed. The main area that was chosen to target was building leader and teacher capacity around the HPGE policy. Staff then highlighted 'High impact professional learning' to support implementation and delivery of the HPGE Policy to personalise learning. This will allow teachers to expertly differentiate teaching strategies to ensure that learning is relevant to students.

TTFM survey data indicated that students' sense of agency over their learning could be enhanced. SRC representatives composed survey questions on Student Agency that were presented across the school regarding student ownership and flexibility in learning. Further work on these areas will continue in 2023.

In Term 2, families were offered an opportunity to engage in a three-way parent-teacher-student interview. Many students and families took this opportunity to have a voice; creating ownership and agency over their learning goals and also promoting the work the school had been doing with providing feedback on learning.

Student surveys on implementing PBL in the classroom also encouraged reflective practices and feedback to strengthen school wide procedures. Survey results indicated a common understanding of expectations amongst students and a desire to keep individualised classroom routines and reward systems in place. Most students felt it was necessary for parents/carers to be contacted in the case of behaviour breaches and student feedback directly impacted on decision making around classroom procedures for 2023.

In Term 3, staff groups were provided with the opportunity to visit Prospect North Primary School in Adelaide. School initiatives that enhanced student agency, including a student leadership 'Parliament', collaborative learning programs and cultural groups were considered and discussed with Abbotsford Public School staff and students. Teachers worked together to review and change our student leadership format and re-considered the balance between explicit teaching and student choice; with this remaining a priority for discussion and decisions in 2023.

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
Reading - Top 2 Bands <ul style="list-style-type: none"> Improvement in the percentage of the students achieving in the top 2 bands to be above the lower bound system negotiated target in Reading of 63.7 % 	Year 3 - Increase in Top 2 bands: from 55.2% to 60.7% (increase of 5.7%) Year 5 - Decrease in Top 2 bands: from 53.2% to 47.1% (decrease of 6.1%) NAPLAN scores indicate a slight decrease in the percentage of students in the top two skill bands for reading (2022 - 53.49%, 2021 - 54.11%)

<p>Numeracy - Top 2 Bands</p> <ul style="list-style-type: none"> Improvement in the percentage of the students achieving in the top 2 bands to be above the lower bound system negotiated target in Numeracy of 57.3% 	<p>Year 3 - Increase in Top 2 bands: from 44.8% to 47.5% (increase of 2.7%)</p> <p>Year 5 - Decrease in Top 2 bands: from 45.6% to 41.2% (decrease of 4.4%)</p> <p>NAPLAN scores indicate a slight decrease in the percentage of students in the top two skill bands for numeracy (2022 - 44.19%, 2021 - 45.21%)</p>
<p>Expected Growth - Reading</p>	<p>Student growth cannot be calculated for 2022 due to NAPLAN not being conducted in 2020.</p>
<p>Expected Growth - Numeracy</p>	<p>Student growth cannot be calculated for 2022 due to NAPLAN not being conducted in 2020.</p>
<p>Goal Setting</p> <ul style="list-style-type: none"> Staff training on learning goals is completed All staff understand the aspirations and expectation of students and parents 	<p>100% of teachers participated in professional learning on goal setting, and processes were established and shared with all staff.</p> <p>Through 1:1 goal setting conferences with students, staff were able to articulate how they plan effectively to meet students' aspirations and needs, to parents and carers.</p> <p>In 2023 1:1 goal setting conferences with students will be each term, so that staff can be even more responsive to feedback and need.</p>
<p>Teaching Sprints</p> <ul style="list-style-type: none"> Teaching sprints are being implemented across the school with teachers applying a range of assessment strategies, informing teaching and learning 	<p>With the role of the QTSS changing to meet needs in preparing teachers for the new K-2 curriculum, formal implementation of Teaching Sprints was put on hold.</p> <p>Stages worked collaboratively to design assessment opportunities that could show growth over time, highlight priorities for targeted teaching and enable evidence of impact to be measured, in line with a Teaching Sprints cycle.</p>

Strategic Direction 2: Wellbeing

Purpose

In order to increase student engagement and achievement we will focus on a holistic, evidence-based approach to wellbeing that is strengths-based, preventative and focuses on early intervention.

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.

- Positive Behaviour for Learning
- Emotional Wellbeing

Resources allocated to this strategic direction

Summary of progress

Throughout 2022, the school has continued to implement a Positive Behaviour for Learning (PBL) whole school framework to promote active engagement and continue to promote a safe, responsive and supportive learning environment.

Having spent 2020 and 2021 establishing a shared understanding between staff, students and families around school expectations for playground behaviour and engaging in professional learning on behaviour management, in 2022 the school looked to consolidate procedures and processes so that effective analysis of the impact of PBL could occur. School wide expectations and procedures were reviewed by staff and parents and slight amendments were made, including increasing communication between school and home for both positive and negative behaviour. This had a direct impact on positive partnerships with parents; indicated through a community survey.

The PBL team also analysed playground data through the Wellbeing module on Sentral and found particular trends within cohorts of students and playground locations. This led to executive staff, in consultation with the PBL team, adjusting playground supervision, including the use of 'Roamers' to target particular problematic areas as well as introducing students to an additional space (OOSH) which allowed for greater freedom of movement and increased options for play including newly installed play equipment. With the establishment of clear and consistent boundaries, the explicit teaching of behaviours, and the responsive organisational changes, there was a decline in the reporting of minor and major behaviours on the playground across all locations and age groups by Term 4.

The second focus for 2022 was introducing PBL into learning spaces in a formalised manner, having adjusted the implementation timeline due to Covid and remote learning in 2020/2021. In consultation with students, staff and families through surveys and meetings, the initial Learning Spaces matrix was refined; with language simplified and a reduction of expectations.

The decision to create space on the matrix for teachers to unpack expectations and personalise them for their context, whilst maintaining an overarching consistent message was well received by both staff and students, promoting ownership and sense of agency.

Every student was explicitly taught the expected behaviours from a repertoire of lesson plans established by the PBL team and staff embedded the language from the matrix in their classroom management, resulting in 94% of students articulating the behaviours expected of them at school by the end of the year.

The book, 'Restoring Teaching: How working restoratively unleashes the teacher within' by Adam Voigt was provided to all staff as a reflective resource, as the school sought to include a restorative approach to dealing with negative behaviour in the classroom. This was achieved in the final edition of the school's 'learning spaces response continuum' by providing a range of restorative options for responding to negative behaviour; encouraging the repair of relationships, removing the need for teacher led consequences and instead providing avenues for building stronger relationships and removing shame and blame.

The program, 'Interrelate', was introduced with Stage 3 students in 2022, with the presentation of three 1 hour sessions. The program fostered conversation around fundamental emotional and social development issues. Highly trained and skilled educators worked with students to understand the range of possible consequences of relationships and assisted in teaching students about help-seeking behaviour. Feedback from students indicated growth in their understanding of the issues discussed, and the school continues to look at how aspects of the program could be embedded within school programs to ensure themes continue to be addressed throughout the year. In 2023, staff look to introduce 'Interrelate' to

Stage 2 and continue providing it to Stage 3 students.

Foster buddies and Peer Support continued to be an integral part of the school's wellbeing program in 2022. Peer Support lessons linked directly to UR Strong philosophies and reinforced a common language K-6, when navigating and negotiating within the complexities of friendship circles. Evidence of impact was collated through student self-reflection surveys and teacher observations, indicating that for students K-6, the programs continued to increase students' sense of belonging and connection to the school. Students in Years 5 and 6, who take on a leadership role in both programs, also reported an increased level of resilience and confidence as a result of the programs.

A wellbeing journal for each student to use at home with their family was another component of building mindfulness and emotional maturity in a practical and organic manner. Feedback from parents/carers who included the journal in their family routine was positive; indicating there was a direct, positive impact on both their family's connection with each other and ability to sit in the moment with their child/ren.

The school's Wellbeing Team continued to provide ongoing case management for students and families in 2022, overseeing the management of Integration Funds for 17 identified students, receiving 20 new referrals for students requiring support, in addition to the students already supported with ongoing case management. A large number of students were also supported with a Personalised Learning Plan and/or Adjustment Plan. In addition to a structured transition program for students with identified needs, in order to ensure a smooth transition into a new school year, the Learning and Support teacher initiated a student led transition handover document that outlined strengths, needs and strategies for support within a new class environment. Feedback from both students and parents indicated reduced anxiety in the lead up to the 2023 school year and increased confidence in students that their 2023 teacher knew them already and how they learn best.

The school also supports external providers to come into the school for students receiving NDIS funding. This enables class teachers to work collaboratively with external providers; to ensure there is continuity of strategies, supports and learning between the two environments.

Attendance remained a priority for 2022, with the knowledge of the significant correlation between attendance and wellbeing/sense of belonging. Attendance reports were conducted fortnightly, with unexplained absences followed up through a Sentral notification to families, and overall attendance remained high at 90.1%, on par with similar schools groups. While the number of students attending more than 90% of the time decreased in 2022 (86.74% in 2021 to 58.2% in 2022) attendance data revealed sickness to be the greatest reason for absence which was to be expected after Covid and isolation laws in 2020/2021.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>Attendance</p> <ul style="list-style-type: none"> • 90% of students will attend 90% of the time by 2022 	<p>-The number of students attending school more than 90% of the time has decreased from 86.74% in 2021 to 58.2% in 2022, with sickness being the greatest reason for absence.</p> <p>-Overall attendance average remains high at 90.1%, on par with SSSG.</p>
<p>PBL</p> <ul style="list-style-type: none"> • All staff feel supported through process and procedures to manage behaviours both in class and on the playground 	<p>-Staff report an increased understanding of school processes and procedures to manage behaviour and feeling of support by colleagues and executive staff.</p> <p>-Sentral Wellbeing data reflects school procedures are being followed with reduced incident reports.</p>
<p>Emotional Wellbeing</p> <ul style="list-style-type: none"> • All staff collaborate to map students social and emotional competencies 	<p>-100% of students participated in UR Strong lessons, Foster buddies and Peer Support programs.</p> <p>-54 students supported with Personalised Learning and Support Plan or Adjustment Plan, updated every 5 weeks in consultation with parents/carers and allied health specialists.</p> <p>-17 students received Integration Funding and SLSO support, working towards identified PLaSP goals.</p>

Strategic Direction 3: Positive Partnerships

Purpose

In order to strengthen partnerships based on shared values, trust and mutual respect, the school will establish explicit systems for strengthening the collaboration with stakeholders in the community dealing with contemporary social and environmental issues. There will be an emphasis on expanding our awareness of Aboriginal perspectives; we will respectfully listen and learn from others.

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.

- First Nations Education
- Environmental Sustainability

Resources allocated to this strategic direction

Aboriginal background: \$3,702.00

Summary of progress

Throughout 2022, the school's First Nations Education team continued to work on embedding awareness and knowledge of First Nations Peoples within staff, students and the wider school community.

Initially staff members were surveyed to gauge their current level of awareness and knowledge of First Nations education. This was conducted with the aim of more effective planning for professional learning throughout the year, for all staff. In response to results, the First Nations Education team initiated an awareness and knowledge building routine whereby staff professional learning was maintained through weekly communication of current and topical Indigenous events and issues.

Using the Narragunnawali RAP framework, the First Nations Education team followed key steps towards developing a unique Reconciliation Action Plan. This plan outlined a sustainable, holistic approach to driving reconciliation in education by building relationships, respect and opportunities. The RAP was finalised (to a point in time) in collaboration with Abbotsford Long Day Care Centre and Abbotsford's Out Of School Hours Community Centre as part of an ongoing process which will be regularly reviewed.

The Acknowledgement of Country continued to be observed in all classrooms daily, with students growing in their understanding of its purpose and many classes personalising the school's Acknowledgement of Country, taking on ownership and agency for it.

Indigenous games were included and implemented through PDHPE programs K-6. Students were made aware of the significance of the skills and aspects of play in relation to First Nations Peoples. Abbotsford PS once again demonstrated support for the Indigenous Literacy Foundation through a Book Swap event. This event promoted awareness of First Nations peoples and also addressed and supported a sustainability aspect through the swapping, rather than disposal, of books.

NAIDOC week was acknowledged with a Reconciliation Walk to raise community awareness and promote education by building relationships, respect and opportunities. Underpinning this was knowledge of the Uluru Statement of the heart. All staff and students gained knowledge of this through the reading of the text "Finding Our Heart" by Thomas Mayor. This was delivered at a staff meeting and via the library program. The role of the library was crucial in selecting and providing literature for all classrooms, for the specific purposes of enriching students' understanding and significance of NAIDOC week.

Current, relevant and engaging texts were also sought and purchased for the library. A genre collection was established to highlight these important texts. These texts are also used across various KLAs to support learning and to ensure information relating to First Nations Peoples is authentically and increasingly embedded into teaching and learning programs.

An event held at Orange Grove Public School to celebrate First Nations day was attended by a staff member and students who identify as Aboriginal. This community building event was supported by parents and increased students' sense of belonging through the sharing of culture with students from other local schools.

All staff and students were immersed in Aboriginal culture through an educational program presented by the Wandana

company. One outcome of this worthwhile experience was the creation of a joint artwork which was underpinned by the storytelling surrounding our unique context along the Paramatta River.

TTFM data has shown improvement in community understanding about the school's intentions and actions in the cultural domain. This was evidenced through the huge playground and OOSH refurbishment which was funded by a combination of grants, P&C and school funds and was carefully planned and executed to incorporate natural play spaces that opened up opportunities for increased outdoor learning, and the potential to utilise the 8 ways of Aboriginal learning authentically within learning programs. This is an ongoing process that will continue into 2023. The opening of the playground included a smoking ceremony by Uncle Jimmy Smith, in which the community attended, and was another opportunity for staff, parents, and students alike to share an appreciation for the country on which the school stands and show the respect held by our wider community for the land on which we work and learn.

Abbotsford's Principal engaged in professional learning by attending a LEAP educational forum in Ottawa and Vancouver, Canada. The focus was on understanding the role of education in the path of reconciliation, acknowledging the truth as part of reconciliation and healing.

Abbotsford's longstanding, school-based Earthlings program has continued to maintain the integrity which was present at the onset. This has been supported through the discussion and reflection process, at the end of each year, which informs the goals for the year to come. This program is overseen by a dedicated staff member and group of Year 6 students who educate and model sustainable practices for younger students. Composting and recycling across the school continued to be a focus and a school family offered to be 'gorilla gardeners' for a number of vegetable patches that required tending to on weekends and holidays. 4 large vegetable patches were resurrected and by the end of the year, thriving, providing students with learning opportunities about produce and sustainable environments. Ongoing classroom based learning through Powerpoints and discussions were also evident, promoting waste free lunchboxes and reducing single use items.

Three staff members also attended professional learning pertaining to the "Return and Earn" recycling initiative. This has not been acted upon yet and remains a priority for 2023.

Progress towards achieving improvement measures

The annual progress measures indicate the expected annual level of achievement for each improvement measure, aligned to the initiatives, in the Strategic Improvement Plan. Schools evaluate their achievement against annual progress measures to determine progress and inform future planning.

Annual progress measure	Progress towards achievement
<p>First Nations Education</p> <ul style="list-style-type: none"> • Staff introduced to concept of a Reconciliation Action Plan (RAP). Community working party to conduct Reflection Survey and consider concepts and requirements, to write vision for reconciliation. 	<p>-RAP finalised (to given point in time) in collaboration with Abbotsford Long Day Care Centre and Abbotsford's Community Centre (OOSH) and communicated to staff.</p>
<p>Environmental Sustainability</p> <ul style="list-style-type: none"> • All students and staff have an enhanced understanding of issues related to sustainability. Evidence of action to reduce use of single use items in school practice 	<p>-Students and staff able to identify purpose for the school's compost and recycling programs</p> <p>-Reduced single use items used in canteen</p> <p>-Reduced waste on playground</p>

Funding sources	Impact achieved this year
<p>Integration funding support</p> <p>\$276,412.00</p>	<p>Integration funding support (IFS) allocations support eligible students at Abbotsford Public School in mainstream classes who require moderate to high levels of adjustment.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Agency <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Staffing release for individual case conferences and development of Personalised Learning and Support Plans (PLaSPs) with students having greater involvement and ownership over the setting of learning goals • Additional staffing to assist students with additional learning needs reach their identified goals • Implementation of targeted programs to differentiate teaching and learning programs that allow for student choice and agency over demonstration of knowledge and skills <p>The allocation of this funding has resulted in the following impact: PLaSPs reviewed by staff, in consultation with students and parents/carers, every 5 weeks with 100% of students having made progress towards achieving identified PLaSP goals.</p> <p>Students able to identify their learning goals and strategies assisting them to achieve them.</p> <p>After evaluation, the next steps to support our students will be: Further professional learning for teachers around differentiation and effective feedback to further support students with Integration funding and achievement of literacy and numeracy outcomes.</p> <p>Include SLSOs more deliberately in the PLaSP review process by including a 'check in' every 5 weeks with students to review their progress towards identified goals, before classroom teacher conducts a formal review.</p> <p>Provide necessary professional learning to SLSOs so they confidently carry out the 'Check in' process with students, updating goals in Sentral.</p>
<p>Socio-economic background</p> <p>\$12,699.00</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Abbotsford Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • School policy written and shared with school community, outlining the percentage of economic support that can be provided for each type of school activity or requirement, for families who have identified as needing financial support . <p>The allocation of this funding has resulted in the following impact: Shared community respect for and understanding of any funds provided and the purpose behind them.</p> <p>After evaluation, the next steps to support our students will be: Ensure that decision making is based on the policy and remains transparent with the school community.</p>

<p>Aboriginal background</p> <p>\$3,702.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Abbotsford Public School. Funds under this equity loading have been targeted to ensure that the performance of Aboriginal students in NSW public schools, across a broad range of key educational measures, improves to match or better those of the broader student population, while maintaining cultural identity.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • First Nations Education <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Creation of Reconciliation plan alongside Abbotsford Long Day Care Centre and Abbotsford's Community Centre (OOSH) • Participation K-6 in 'Wandana' incursion to increase staff and student understanding of First Nations culture and create a whole school artwork that tells our school's story and vision • Release time for staff to develop Learning Pathways for students who identify as Aboriginal, in consultation with Learning and Support teacher, students and parents/carers. • Provision of equitable access to identified students to engage in curriculum activities. <p>The allocation of this funding has resulted in the following impact: Completion and implementation of the school's Reconciliation plan, supported by further professional learning for staff in First Nations Education. All students who identify as Aboriginal have a personalised learning plan that promotes engagement and high expectations.</p> <p>After evaluation, the next steps to support our students will be: Review personalised plans document and process for First Nations students to increase family consultation and cultural relevance.</p> <p>Further embed cultural awareness and First Nations education within teaching and learning programs in an authentic manner.</p> <p>Increase family and community voice in decision making on First Nations education and initiatives within the school.</p>
<p>English language proficiency</p> <p>\$70,747.10</p>	<p>English language proficiency equity loading provides support for students at all four phases of English language learning at Abbotsford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Provision of a teacher to enable withdrawal lessons for EAL/D students at the beginning and emerging phases • Provision of EAL/D support to collaboratively work with class teachers to establish core practices that support EAL/D students within the classroom • Staff allocation to enable 2 days a week of EAL/D lessons and support <p>The allocation of this funding has resulted in the following impact: Continued student engagement in learning and progress of achievement.</p> <p>After evaluation, the next steps to support our students will be: Support students at the consolidating phase within the classroom, with the intention of increasing teacher skills and confidence through team teaching with an EAL/D specialist teacher.</p>
<p>Low level adjustment for disability</p> <p>\$123,151.35</p>	<p>Low level adjustment for disability equity loading provides support for students at Abbotsford Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to</p>

<p>Low level adjustment for disability</p> <p>\$123,151.35</p>	<p>their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • Additional SLSO allocations within classrooms to assist students with identified learning and support needs to reach personalised learning goals via a PLaSP or Adjustment Plan • Professional learning to develop strategies and build capacity in teachers to support students with attention and focus difficulties, conducted and supported by LaST teacher., and universal supports in all classrooms to support students with a disability • Engagement of a learning and support teacher to work with individual students and in a case management role within the classroom/whole school setting that allowed for needs-based learning, in class observations and support, individual assessments and support programs • Staffing allocation of Full-time Learning and Support teacher <p>The allocation of this funding has resulted in the following impact: 100% of students on a PLaSP or Adjustment plan made measurable progress towards identified SMART goals.</p> <p>Teachers reported increased confidence supporting students with attention/focus difficulties with a wider range of strategies available to them.</p> <p>After evaluation, the next steps to support our students will be: Professional learning provided on trauma informed practices with support for implementation within the classroom by executive and learning and support specialist staff.</p> <p>Increase classroom observations and team-teaching opportunities to gather evidence of process quality and impact.</p>
<p>Professional learning</p> <p>\$31,966.00</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 Abbotsford Public School.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment • Student Agency <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Staff visit to Prospect North Primary school in Adelaide, looking at school culture, resourcing, student-driven goal setting and student agency opportunities • All teachers engaged in online PL for new K-2 English and mathematics syllabuses as well as internal PL on Little Learners Love Literacy program, led by specialist QTSS teachers • All staff engaged in professional learning on goal setting and effective feedback in order to utilise these when planning and reflecting on teaching and learning programs <p>The allocation of this funding has resulted in the following impact: Deeper knowledge of syllabus outcomes, content and best practice, particularly in the explicit teaching of phonics and reading.</p> <p>Greater awareness and implementation of initiatives and resource allocation that promotes student engagement and ownership over learning and decision making.</p>

<p>Professional learning</p> <p>\$31,966.00</p>	<p>After evaluation, the next steps to support our students will be: Increase goal setting practices to include termly reviews for all students, in a 1:1 collaborative discussion with class teachers.</p> <p>Support the implementation of K-2 English and Mathematics syllabuses through rigorous professional learning cycles that allow time for targeting teaching sprints, reflection and consolidation of skills prior to moving on to next identified school target.</p> <p>Review and adapt format for student leadership positions; create smaller teams, each responsible for an aspect of the school improvement plan; promoting student problem solving, decision making and initiative taking.</p>
<p>Literacy and numeracy</p> <p>\$26,276.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Abbotsford Public School from Kindergarten to Year 6.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of an Occupational Therapist to conduct a screening of all Early Stage One students' fundamental gross and fine motor skills. • QTSS teachers utilised for the conducting of a range of literacy and numeracy assessments K-2 in order to collect and analyse baseline data that could inform the review of programs and future decision making. • Targeted professional learning to improve literacy and numeracy, including explicit teaching in phonics and the use of decodable readers. • Purchasing of literacy resources including LLLL program and required picture books to support the implementation of the new syllabuses at the beginning of 2023. <p>The allocation of this funding has resulted in the following impact: Increased teacher capacity and confidence in teaching reading, with Scarborough's reading rope creating a cohesive understanding of the different components involved and how they intertwine with each other.</p> <p>Teachers familiar with the purpose behind decodable readers and how to utilise them when teaching early reading and phonics skills.</p> <p>100% of Early Stage One students received an OT screening assessment. Students in need of intervention were identified, results and resources were conveyed to parents and classroom teachers were able to implement activities in the classroom to target areas of need.</p> <p>After evaluation, the next steps to support our students will be: Continue to build teachers' understanding and capacity to utilise decodable texts and ensure best practice in the teaching of reading is implemented consistency in K-2 classrooms.</p> <p>Build teacher's understanding of the role phonological and phonemic awareness have in developing phonics skills and later reading success. Develop a K-2 sequence of lessons that addresses phonological and phonemic awareness skills and implement effective assessment opportunities to monitor growth across the year.</p> <p>The school's Wellbeing Team will continue to monitor Early Stage One students who were identified through the OT screening, working with parents/carers and external providers where appropriate to provide co-ordinated support of identified students.</p>
<p>QTSS release</p> <p>\$99,866.35</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Abbotsford Public School.</p>

<p>QTSS release</p> <p>\$99,866.35</p>	<p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Additional QTSS teachers led the implementation of programming reform, professional learning and data-driven practices. • Classroom observations on effective feedback to collect baseline data on effective use and frequency. <p>The allocation of this funding has resulted in the following impact: 100% students in Years 3-6 participated in goal setting 1:1 conferences with classroom teachers in Term 1. QTSS teachers provided release for classroom teachers. Student goals were used to inform targeted teaching in literacy and numeracy. Classroom teachers felt supported through the lesson observation process and reported increased confidence providing meaningful feedback to students that was timely and purposeful.</p> <p>After evaluation, the next steps to support our students will be: Formalise the lesson observation process, align with staffs' Performance and Development Plans as well as identified targets in the Strategic Improvement Plan and increase classroom observations in order to measure impact across the school year.</p>
<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>The literacy and numeracy intervention staffing allocation supports early literacy and numeracy intervention to students in Kindergarten to Year 2 at Abbotsford Public School who may be at risk of not meeting minimum standards.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Student Growth and Attainment <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • Employment of QTSS teachers to support the delivery of evidence-based literacy and numeracy programs and data driven practices, in line with identified targets in the Strategic Improvement Plan • All staff engaged in professional learning on goal setting and effective feedback in order to utilise these effectively when planning and reflecting on teaching and learning programs • Professional learning for 2 staff members in High Performing and Gifted Education in order to enhance how the school caters for identified students • Allocation of 2 days staffing to support teaching and learning programs, and early intervention <p>The allocation of this funding has resulted in the following impact: 100% of teachers receiving professional learning in Teaching Sprints, goal setting and effective feedback.</p> <p>100% of students in Year 3-6 participated in goal setting 1:1 conferences with classroom teachers in Term 1, QTSS teachers providing release for classroom teachers. Student goals were used to inform targeted literacy and numeracy teaching.</p> <p>Staff have a plan for 2023 in how to address HPGE needs and enhance learning opportunities for identified students.</p> <p>After evaluation, the next steps to support our students will be: Continued focus on explicit feedback K-6 including the collection of baseline and follow up data at beginning and end of the year.</p> <p>QTSS/APCI teacher will undertake structured observations in all K-6 classrooms to gather data of the effectiveness of identified teaching</p>

<p>Literacy and numeracy intervention</p> <p>\$45,968.40</p>	<p>strategies in literacy and numeracy and use this data to inform ongoing professional learning needs.</p> <p>Teaching and learning programs will be collected and reviewed to ensure planning is responsive to student needs.</p>
<p>COVID ILSP</p> <p>\$38,546.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Other funded activities <p>Overview of activities partially or fully funded with this targeted funding include:</p> <ul style="list-style-type: none"> • Employment of teachers/educators to deliver small group tuition - Minilit and Macqlit. • Release staff to analyse school and student data to identify students for small group tuition and monitoring of progress. • Utilise the expertise of the LaST teacher to assess and review student data in order to develop the resources required and oversee implemented programs. • Teacher and Student Learning and Support officers deployed to deliver 1:1 tuition <p>The allocation of this funding has resulted in the following impact:</p> <p>Minilit intervention program provided support for X number of students across Stage 1 and saw% of students make progress in the program....how many finish?</p> <p>Multilit intervention program provided support for 22 students in Stage 1 and Stage 2 with 100% of students showing significant growth across the year and 11 students completing the program by the end of 2022.</p> <p>Macqlit intervention program provided support for X number of students in Stage 2&3</p> <p>After evaluation, the next steps to support our students will be:</p> <p>SLSOs will continue to deliver Minilit and Macqlit intervention programs in 2023 so that a larger number of students can receive targeted, intensive support. All SLSOs will be trained in program delivery to minimise disruption to program implementation should staffing change throughout the year.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	281	267	252	233
Girls	286	264	257	241

Student attendance profile

School				
Year	2019	2020	2021	2022
K	96.3	90.1	94.9	91.5
1	94.3	93.3	93.8	89.5
2	95.7	93.5	94.5	87.6
3	94.8	93.9	94.8	90.8
4	95.0	93.8	94.5	88.9
5	94.6	92.9	93.8	90.5
6	91.2	92.1	94.6	86.9
All Years	94.5	92.9	94.4	89.3
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Deputy Principal(s)	1
Assistant Principal(s)	4
Classroom Teacher(s)	16.47
Literacy and Numeracy Intervent	0.4
Learning and Support Teacher(s)	0.7
Teacher Librarian	1
Teacher ESL	0.2
School Counsellor	1
School Administration and Support Staff	3.98
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 ¹	2022 Aboriginal and/or Torres Strait Islander representation ²
School Support	3.00%	4.10%
Teachers	3.00%	3.30%

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

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

Teacher qualifications

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

Professional learning and teacher accreditation

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

Financial information

Financial summary

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

	2022 Actual (\$)
Opening Balance	340,970
Revenue	5,286,484
Appropriation	4,738,229
Sale of Goods and Services	-250
Grants and contributions	539,077
Investment income	9,328
Other revenue	100
Expenses	-5,260,984
Employee related	-4,472,099
Operating expenses	-788,885
Surplus / deficit for the year	25,500
Closing Balance	366,470

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

Financial summary - Equity loadings

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

	2022 SBAR Adjustments (\$)
Targeted Total	276,412
Equity Total	210,300
Equity - Aboriginal	3,702
Equity - Socio-economic	12,700
Equity - Language	70,747
Equity - Disability	123,151
Base Total	3,557,779
Base - Per Capita	128,614
Base - Location	0
Base - Other	3,429,165
Other Total	536,159
Grand Total	4,580,651

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

School performance - NAPLAN

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

The My School website provides detailed information and data for national literacy and numeracy testing. Go to myschool.edu.au to access the school data.

Parent/caregiver, student, teacher satisfaction

Student Satisfaction using the SRC Class Survey (all SRC Representatives Years K-6)

Commitment to Learning: Students are regularly trying to do their best at school, they are being recognised for achievements through positive recognition. Students require further opportunities for student agency in the classroom and an understanding of assessment purposes.

Positive Identity: Students feel included and part of the school community. They see themselves as good people and have a network of friends to play with regularly. They enjoy the school grounds and are proud of their school.

Safe Protective Environment: A parent or grown-up is available to listen when needed, students are feeling safe at home and school. Families are seeing school as important.

Student Satisfaction using the Tell Them from Me Survey (every student in Years 4 to 6)

Areas of growth across a 12-month period:

- participation in extra-curricular activities
 - positive relationships
 - sense of belonging
-

Parent Satisfaction using the Community Snapshot Survey (across a 12 month period 2021-2022)

Learning Domain: There was a significant indication of parents attending meetings and talking with teachers about their child's learning. Parents have identified support with learning at home for improvement and have indicated they would like to be informed about opportunities concerning their child's future. Social-emotional development was shown to be an area of interest for parents in understanding more about their child.

Teaching Domain: Consistent with the NSW Government norm, parents have indicated that they can easily speak with their child's teachers. Above the Government norm, it was shown that reports on their child's progress are written in terms that are understood by families and if there were concerns with my child's behaviour at school, parents were confident that the teachers would inform them immediately.

Wellbeing and Behaviour Domain: Overall parents have seen an increase in school supporting positive behaviour. Above the government norm, it has shown that parents regularly encourage their child to do well at school and they talk with their child about feelings towards other children at school. Right at the norm survey results indicate that parents take an interest in their child's school assignments, and ask about any challenges their child might have at school. An area of growth and well above the norm showed that children are clear about the rules for school behaviour and parents feel teachers expect their child to pay attention in class and report that their child feels safe going to and from school.

Leadership Domain: School planning was an area where parents felt they had the greatest input, second to that was Curriculum. An area for further clarification with parents is the theme of bullying and the management of student behaviour.

Future Direction Areas for 2022

The Top 5 improvement areas compared from baseline data.

- Clear and explicit teaching and learning goals in the classroom and linked to assessment.
- Communicate strategies used to address bullying and conflict
- Increase communication and support on student learning between home and school

Policy requirements

Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

Anti-Racism Policy

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

Multicultural Education Policy

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