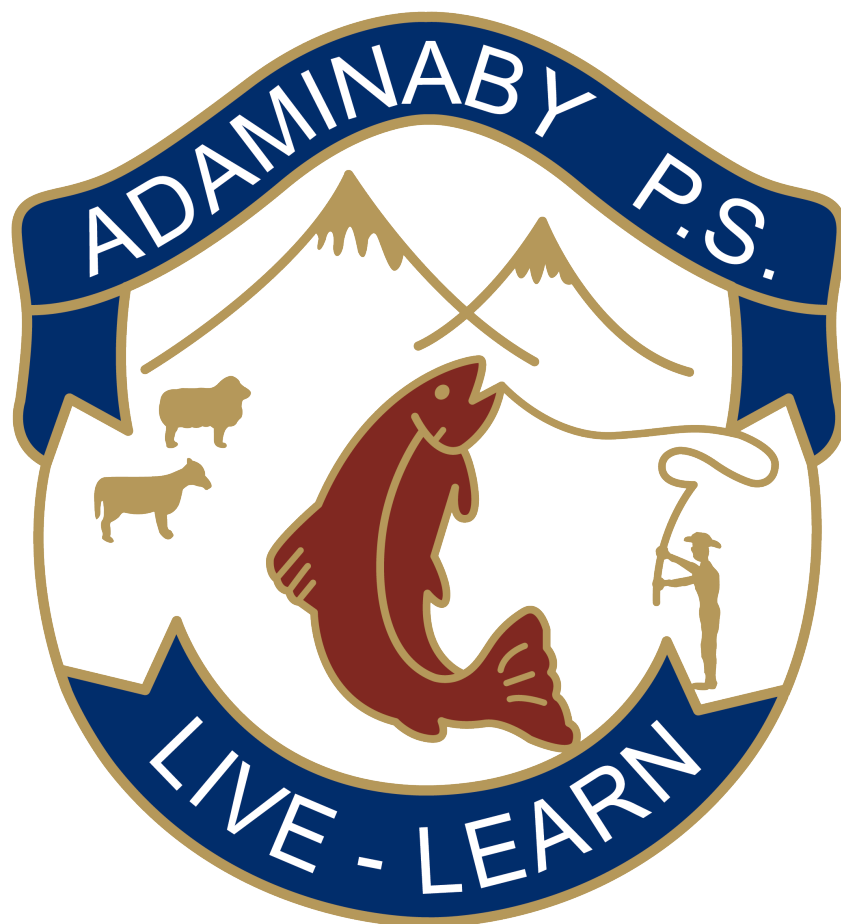


2022 Annual Report

Adaminaby Public School



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Introduction

The Annual Report for 2022 is provided to the community of Adaminaby 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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School vision

Walking together and working in partnership to live, learn and lead we aim to equip students with the knowledge, skills and personal resources for future success and wellbeing.

Our school vision is built upon the school motto 'Live Learn'. We believe in working in partnership across the school and within the wider community to provide a broad range of experiences and learning opportunities.

We provide a practical, innovative and flexible curriculum that will engage and motivate all students to learn, discover and apply their knowledge within their school day, and continuing to be life-long learners and critical and creative thinkers into the future.

We believe everyone is a leader and we are all committed to fostering a successful, safe and positive future for all.

School context

Adaminaby Public School is a small rural school in the Snowy Mountains of New South Wales, situated 54 kilometres from Cooma. The current school enrolment of sixteen students predominately draws from the rural areas of the northern Monaro region.

Our school structure consists of one multi-grade class with one full time Teaching Principal. The part time staff include; two temporary classroom teachers, two School Learning Support Officers, a School Administration Manager and a General Assistant.

The school is well resourced and has excellent facilities, including well-maintained classrooms, a comprehensive library and natural surrounds that provide a peaceful and relaxed learning atmosphere.

The main classrooms are fitted with interactive whiteboards and every student has access to school laptops and tablets to support student learning. The school provides a broad range of activities including the performing arts, cultural, leadership and sporting experiences, environmental education and a kitchen garden program.

Through our situational analysis, we have identified a need for continual emphasis on effective classroom practices in literacy and numeracy. We will focus on working collaboratively to build a school wide pedagogy that embeds high impact teaching strategies to improve teacher practice, enabling students to achieve expected growth and attainment in their learning.

Following the 2019-2020 bushfires and Covid-19 pandemic, the wellbeing and engagement of our students remains a priority. Exploring and implementing the Wellbeing Framework Self-assessment Tool will provide clarity around where our school needs to focus in developing whole-school processes to support every student being known, valued and cared for.

Our school is committed to continuing to strengthen its partnership with the local community. This partnership has a strong focus on motivating students, raising expectations and promoting lifelong learning.

Self-assessment and school achievement

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

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

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

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

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

Self-assessment using the School Excellence Framework

Elements	2022 School Assessment
LEARNING: Learning Culture	Delivering
LEARNING: Wellbeing	Delivering
LEARNING: Curriculum	Delivering
LEARNING: Assessment	Sustaining and Growing
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	Delivering
LEADING: Management practices and processes	Delivering

Strategic Direction 1: Student growth and attainment

Purpose

In order to improve student achievement, growth and performance in literacy and numeracy we will further develop and refine data driven teaching practices that are responsive to individual learning needs and develop students' knowledge and skills to become self-directed learners.

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.

- Effective classroom Practice
- Effective Data Skills and Use

Resources allocated to this strategic direction

Accelerated Adopter School: \$7,260.00

Professional learning: \$3,200.00

Location: \$5,375.00

Low level adjustment for disability: \$15,251.00

Socio-economic background: \$9,122.58

QTSS release: \$3,103.00

Aboriginal background: \$958.00

Literacy and numeracy: \$2,122.00

Summary of progress

Effective Classroom Practice

The school maximised the allocation of financial and human resources to create temporary staffing positions to support student learning, to release staff for professional development, to monitor student progress and to maintain staffing continuity.

Throughout 2022 our school was identified as an Accelerated Adopter school to trial the new K-2 English and mathematics syllabus. We worked with the curriculum advisor to explore and implement units of work, and micro-learning modules to support professional development. Student achievement data indicated that all K-2 students demonstrated consistent growth in phonemic awareness, phonics, fluency, comprehension and vocabulary.

The implementation process was challenging due to the complexity of the K-2 English and Mathematics units, the expectations around the completion of the online professional learning modules, and the time available to upskill staff. The employment of staff on different days, competing priorities and unforeseen disruptions to daily operations made it difficult to schedule and commit to professional learning meetings. This resulted in staff undertaking self-paced professional learning modules individually rather than in whole school sessions. Staff knowledge, skills and levels of confidence increased as evidenced by classroom practice observations and teaching programs.

Educators also continued to utilise the Department of Education's Universal Resources Hub to access strategies and evidence-based resources to improve the teaching of comprehension and multiplicative thinking in the 3-6 grades. PLAN2 data, internal assessments and teacher observation identified that students have shown individual improvement in understanding texts and greater proficiency in applying multiplication concepts.

Next steps: The school will continue to consolidate the implementation of the K-2 syllabus in 2023 and begin to explore and undertake professional learning around the 3-6 modules in preparation for future implementation. Staff will also build their capacity to embed explicit feedback linked to success criteria into daily practise

Data Skills and Use

In semester two, our school worked with the Collaborative Support, Unique Settings (CSUS) executive team to strengthen and apply effective strategies and processes to drive teaching and learning. During the initial meeting, we completed the Determining Implementation Gap (DIG) Matrix to identify our baseline, and plan for the project. This resulted in staff identifying and monitoring student progress in understanding text, with a focus on reading

comprehension.

Although the timing at the start of the project wasn't optimal, access to the CSUS team provided executive support, professional dialogue and skills in high impact, evidence-based strategies to improve teaching and learning. This resulted in building staff confidence and competence around the assessment, planning and implementation cycle.

CSUS data tracking through PLAN2 is showing us that most of our students are demonstrating individual growth in reading comprehension and are being reliably measured through the sub-element of Understanding Texts against the National Literacy Learning Progressions.

Next steps: In 2023 the school will continue to work with the CSUS executive to build staff capacity in using data flexibly and responsively as an integral part of daily classroom instruction. The new Assistant Principal, Curriculum and Instruction will help lead professional development and refine school assessment systems and processes based on work with the CSUS.

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
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates a decrease in the proportion of students achieving in the top two skill bands for NAPLAN reading from baseline data demonstrating the school did not achieve the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 3 and 5 students achieving in the top two bands in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	2022 NAPLAN data indicates an increase in the proportion of students achieving in the top two skill bands for NAPLAN numeracy from baseline data demonstrating achievement of the system-negotiated target. Due to the small size of the cohort accurate/actual percentages cannot be reported. Individual student progress is reported directly to parents and carers throughout the year.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN reading from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.
Increase the proportion of Year 5 students achieving expected growth in NAPLAN numeracy from 2019 baseline data towards the system-negotiated target.	Student achievement data is unavailable for this progress measure in 2022 with an absence of comparison data from the 2020 cancellation of NAPLAN.

Strategic Direction 2: Quality Systems and Processes to Support Wellbeing and Engagement

Purpose

Our aim is to develop a planned and strategic approach to supporting student wellbeing and engagement in an environment where effective partnerships between students, staff and families support every student to connect, succeed and thrive.

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.

- Wellbeing
- Strengthening Student Engagement

Resources allocated to this strategic direction

Professional learning: \$3,000.00

Location: \$4,834.00

Rural Access Gap Program: \$4,100.00

Per capita: \$3,537.00

Summary of progress

Wellbeing

During semester two, the school began to engage in professional learning around the NSW Department of Education (DoE) Inclusive, Engaging, Respectful (IER) Schools policies and procedures. This was the first step in developing staff knowledge of system-wide supports on inclusive education, for students with disability, student behaviour and restrictive practices. The school Parents and Citizens Association (P&C) were also informed of the upcoming policy changes, with further information to be disseminated during the implementation cycle. The school followed the NSW DoE implementation 'roadmaps' to help guide the implementation process, and staff are continuing to undertake the essential training modules to effectively review and implement the school's wellbeing policies and procedures.

The school identified the need to engage more proactively with the school community and to have a collaborative approach that involves all stakeholders. This will involve gathering feedback, and ensuring that policies and procedures are clear, consistent, and accessible to all members of the school community.

Next steps: In 2023 the school will continue to review and align current school procedures to ensure they are meeting the needs of the students and school community. This evaluation will involve gathering feedback from all stakeholders and using this feedback to refine and improve policies and procedures where necessary in line with the NSW Department of Education (DoE) Inclusive, Engaging, Respectful (IER) Schools policies and procedures..

Strengthening Student Engagement

Throughout the year the school continued to promote student wellbeing and engagement, by creating a safe, positive and supportive learning environment through systematic routines, respectful relationships and maintaining the physical resources around the school to improve student and staff safety and wellbeing. The school continued the Smiling Minds mindfulness program and maintained positive student teacher relationships which was evident through surveys, observations and informal feedback from school community members.

The school implemented a school-wide positive behaviour support program, which emphasised positive reinforcement and clear expectations for behaviour through class dojo points, student achievement awards and daily emphasis on the core values of respect, responsibility and resilience.

The school accessed DoE Everyday Counts resources to highlight the importance of attendance in the school newsletter and families were regularly contacted to discuss attendance concerns. Unfortunately, attendance patterns remained low and required additional support from Department personnel. In semester two the school initiated community involvement with local community groups such as Adaminaby Woodworking Shed and the local Bird Watching Group to build community connection and strengthen student engagement through weekly lessons to construct bird nesting boxes.

Next steps: The school will continue to monitor and refine strategies to address attendance concerns and will collaborate with local schools to help identify additional strategies that acknowledge positive school attendance. In 2023 the school will continue to explore opportunities to strengthen community connections through local groups and activities to promote student engagement.

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
<ul style="list-style-type: none"> • Increase the proportion of students attending school 90% of the time or more from 2019 baseline data towards the system-negotiated target. 	Attendance data indicates a decrease in the proportion of students attending school 90% of the time or more from baseline data indicating progress yet to be seen toward the system-negotiated target.
<ul style="list-style-type: none"> • Increase the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from 2019 baseline data towards the system-negotiated target. 	Internal school data indicates consistency in the proportion of students reporting a positive sense of wellbeing (Expectations for Success, Advocacy, and Sense of Belonging at School) from baseline data indicating progress toward the system-negotiated target.

Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$9,122.58</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Adaminaby 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"> • Effective classroom Practice • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional temporary staff to provide stability across the school, and continuity of teaching practices within the multi-age K-6 classroom to support student learning needs • professional development of staff through the Universal Resources Hub to support student learning in multiplicative thinking and comprehension strategies • collaboration with the CSUS executive team to build staff capacity to analyse and use student reading data to inform our K-6 instructional explicit teaching approach <p>The allocation of this funding has resulted in the following impact: The school combined literacy and numeracy, low level adjustment for disability, socio-economic background, literacy and numeracy, QTSS release, location, and school staffing entitlement allocations to maintain teaching practice within the K-6 classroom to support the diverse learning, engagement and wellbeing needs of all students. This resulted in consistency of practice when trialling the new K-2 multistage units of work in English and Mathematics, the implementation of the Universal Resources Hub which built teacher capacity in evidence-based teaching strategies, and the provision of time and staff to meet and collaborate with the CSUS team.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to combine funding sources to maximise staffing to support students' English, mathematics and learning needs. We will focus on reading comprehension and prioritise the development of number sense to build upon gains made by individual students. Staff will continue to engage in professional learning, monitor student progress, and make adjustments to instruction as needed.</p>
<p>Aboriginal background</p> <p>\$958.00</p>	<p>Aboriginal background equity loading is used to meet the specific learning needs of Aboriginal students at Adaminaby 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"> • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • purchase of cross cultural literacy reading sets that promote Aboriginal perspectives to support indigenous and non-indigenous students. <p>The allocation of this funding has resulted in the following impact: The purchase of Aboriginal literacy resources has supported all students to access and read a wider range of text with concepts that present cross cultural perspectives.</p> <p>After evaluation, the next steps to support our students will be:</p>

<p>Aboriginal background \$958.00</p>	<p>The school will continue to invest in resources that acknowledge and celebrate Aboriginal perspectives to strengthen cultural awareness for all students.</p>
<p>Low level adjustment for disability \$15,251.00</p>	<p>Low level adjustment for disability equity loading provides support for students at Adaminaby Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</p> <ul style="list-style-type: none"> • Effective classroom Practice • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this equity loading include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs • providing support for targeted students within the classroom through the employment of School Learning and Support Officers <p>The allocation of this funding has resulted in the following impact: The school combined literacy and numeracy, low level adjustment for disability, socio-economic background, literacy and numeracy, QTSS release, location, and school staffing entitlement allocations to maintain teaching practice within the K-6 classroom to support the diverse learning, engagement and wellbeing needs of all students. This resulted in consistency of practice when trialling the new K-2 multistage units of work in English and Mathematics, the implementation of the Universal Resources Hub which built teacher capacity in evidence-based teaching strategies, and the provision of time and staff to meet and collaborate with the CSUS team.</p> <p>After evaluation, the next steps to support our students will be: In 2023 we will continue to support our students with low level adjustments for disabilities through regular monitoring and intervention. Allocation of additional teaching time and School Learning Support Officer time will support explicit teaching and collaboration to improve every child's learning.</p>
<p>Location \$10,209.00</p>	<p>The location funding allocation is provided to Adaminaby Public School to address school needs associated with remoteness and/or isolation.</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"> • Effective classroom Practice • Strengthening Student Engagement <p>Overview of activities partially or fully funded with this operational funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school combined literacy and numeracy, low level adjustment for disability, socio-economic background, literacy and numeracy, QTSS release, location, and school staffing entitlement allocations to maintain teaching practice within the K-6 classroom to support the diverse learning, engagement and wellbeing needs of all students. This resulted in consistency of practice when trialling the new K-2 multistage units of work in English and Mathematics, the implementation of the Universal Resources Hub which built teacher capacity in evidence-based teaching strategies, and the provision of time and staff to meet and collaborate with the CSUS team. The provision of this funding also provided a specialist music teacher to enhance students' creative arts abilities and promote social and emotional learning.</p>

<p>Location</p> <p>\$10,209.00</p>	<p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to combine funding sources to maximise staffing to support students' English, mathematics and learning needs. We will focus on reading comprehension and prioritise the development of number sense to build upon gains made by individual students. Staff will continue to engage in professional learning, monitor student progress, and make adjustments to instruction as needed. Continuation of the school's music program will support student performance in creative arts and foster social emotional wellbeing.</p>
<p>Professional learning</p> <p>\$6,200.00</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 Adaminaby 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"> • Effective classroom Practice • Effective Data Skills and Use • Wellbeing <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff undertake training in assessment tools, school management systems and K-2 micro-learning modules • staff work collaboratively with support personnel to unpack the K-2 syllabus documents and strengthen data skills <p>The allocation of this funding has resulted in the following impact: Staff completed professional learning modules addressing K-2 curriculum, Sentral school management system, Essential Assessment, PLAN2 and Aboriginal cultural training to support and improve student literacy and numeracy outcomes, wellbeing and engagement. Staff increased their capacity to collect and analyse assessment data, and apply evidence-based teaching strategies to improve student outcomes in comprehension and multiplicative thinking.</p> <p>After evaluation, the next steps to support our students will be: Staff extending and consolidating their skills in data collection and analysis to improve targeted support, explicit teaching and effective feedback, based on students' identified needs.</p>
<p>Literacy and numeracy</p> <p>\$2,122.00</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Adaminaby 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"> • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • staff training and support in literacy and numeracy • targeted professional learning to improve literacy and numeracy and the new curriculum • access to the CSUS team, to support teaching, learning and assessment <p>The allocation of this funding has resulted in the following impact: The school combined literacy and numeracy, low level adjustment for disability, socio-economic background, literacy and numeracy, QTSS release, location, and school staffing entitlement allocations to maintain teaching practice within the K-6 classroom to support the diverse learning, engagement and wellbeing needs of all students. This resulted in consistency of practice when trialling the new K-2 multistage units of work in English and Mathematics, the implementation of the Universal Resources</p>

<p>Literacy and numeracy</p> <p>\$2,122.00</p>	<p>Hub which built teacher capacity in evidence-based teaching strategies, and the provision of time and staff to meet and collaborate with the CSUS team. The provision of this funding also provided a specialist music teacher to enhance students' creative arts abilities and promote social and emotional learning.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to combine funding sources to maximise staffing to support students' English, mathematics and learning needs. We will focus on reading comprehension and prioritise the development of number sense to build upon gains made by individual students. Staff will continue to engage in professional learning, monitor student progress, and make adjustments to instruction as needed.</p>
<p>QTSS release</p> <p>\$3,103.00</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Adaminaby 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"> • Effective Data Skills and Use <p>Overview of activities partially or fully funded with this initiative funding include:</p> <ul style="list-style-type: none"> • employment of additional staff to support teachers to differentiate the curriculum and develop resources and classroom activities resulting in improvement for students with additional learning needs <p>The allocation of this funding has resulted in the following impact: The school combined literacy and numeracy, low level adjustment for disability, socio-economic background, literacy and numeracy, QTSS release, location, and school staffing entitlement allocations to maintain teaching practice within the K-6 classroom to support the diverse learning, engagement and wellbeing needs of all students. This resulted in consistency of practice when trialling the new K-2 multistage units of work in English and Mathematics, the implementation of the Universal Resources Hub which built teacher capacity in evidence-based teaching strategies, and the provision of time and staff to meet and collaborate with the CSUS team.</p> <p>After evaluation, the next steps to support our students will be: In 2023, the school will continue to combine funding sources to maximise staffing to support students' English, mathematics and learning needs. We will focus on reading comprehension and prioritise the development of number sense to build upon gains made by individual students. Staff will continue to engage in professional learning, monitor student progress, and make adjustments to instruction as needed.</p>
<p>COVID ILSP</p> <p>\$11,013.00</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"> • providing targeted, explicit instruction for student groups in literacy/numeracy - comprehension and multiplicative thinking <p>The allocation of this funding has resulted in the following impact: Students identified as needing additional support in literacy and numeracy were provided with explicit teaching and learning support in the classroom to improve their educational outcomes in relation to comprehension and multiplicative thinking. All six students that participated in the support</p>

<p>COVID ILSP</p> <p>\$11,013.00</p>	<p>program showed improvement against their personal learning goals.</p> <p>After evaluation, the next steps to support our students will be: To continue the implementation of literacy and numeracy tuition using data sources to identify specific student need. The school learning and support processes will continue to involve regular monitoring of students, and providing additional in-class support for some students to meet their personal learning goals.</p>
<p>Accelerated Adopter School</p> <p>\$7,260.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Adaminaby 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"> • Effective classroom Practice <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • professional learning and trial of the new multi-stage resources and (K-2) units of work for the new English and Mathematics syllabus documents as part of the Accelerated Adopter program <p>The allocation of this funding has resulted in the following impact: Educators undertook online DoE professional learning modules (K-2) and familiarised themselves with the syllabus content through the units of work. Educators shared their evaluations with the curriculum advisor and implemented evidence-based strategies to improve student outcomes in the early years of school. Student achievement data mapped against PLAN2 learning progressions indicated that all K-2 students demonstrated consistent achievement in phonemic awareness, phonics, fluency, comprehension and vocabulary.</p> <p>After evaluation, the next steps to support our students will be: The school will continue to build teacher capacity around the K-2 curriculum to strengthen students' abilities in word recognition, fluency, comprehension and writing in the early years of school.</p>
<p>Rural Access Gap Program</p> <p>\$4,100.00</p>	<p>These funds have been used to support improved outcomes and the achievements of staff and students at Adaminaby 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"> • Strengthening Student Engagement <p>Overview of activities partially or fully funded with this allocation include:</p> <ul style="list-style-type: none"> • utilising digital resources to support teaching and learning across the curriculum <p>The allocation of this funding has resulted in the following impact: Staff implemented digital technologies into the classroom to support student learning across the curriculum. This included staff and students accessing online applications such as Google and Microsoft tools, Canva and online coding programs to demonstrate and share their learning in English, mathematics and other key learning areas. .</p> <p>After evaluation, the next steps to support our students will be: The school will continue to provide opportunities to explore new digital technologies that can be integrated and embedded into a range of teaching and learning activities.</p>

Student information

Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	12	12	10	10
Girls	7	7	4	2

Student attendance profile

School				
Year	2019	2020	2021	2022
K	86.8	96.9	92.0	97.4
1	87.5	92.5	93.5	0.0
2	96.0	88.5	96.8	96.9
3	99.0	94.5	87.1	91.9
4	93.0	95.3	89.1	88.6
5	97.1	96.8	93.3	63.5
6	94.9	94.0	88.2	94.8
All Years	92.8	93.5	90.8	79.0
State DoE				
Year	2019	2020	2021	2022
K	93.1	92.4	92.8	87.9
1	92.7	91.7	92.7	87.4
2	93.0	92.0	92.6	87.8
3	93.0	92.1	92.7	87.6
4	92.9	92.0	92.5	87.4
5	92.8	92.0	92.1	87.2
6	92.1	91.8	91.5	86.3
All Years	92.8	92.0	92.4	87.4

Attendance

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

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

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

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

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

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

Management of non-attendance

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

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

Workforce information

Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.57
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	1.02

*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	135,902
Revenue	487,601
Appropriation	475,343
Sale of Goods and Services	150
Grants and contributions	11,190
Investment income	919
Expenses	-497,595
Employee related	-387,961
Operating expenses	-109,634
Surplus / deficit for the year	-9,993
Closing Balance	125,908

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	0
Equity Total	25,333
Equity - Aboriginal	958
Equity - Socio-economic	9,124
Equity - Language	0
Equity - Disability	15,252
Base Total	376,528
Base - Per Capita	3,538
Base - Location	10,209
Base - Other	362,782
Other Total	38,565
Grand Total	440,427

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

The Department of Education requests all schools conduct the Tell Them From Me parent, student and staff survey to obtain formal feedback on parent satisfaction.

Although our school is too small to report on the data collected, the parent, student and staff satisfaction responses contributed to the states results to improve student wellbeing and engagement in NSW schools.

The Eden-Monaro small schools' network co-developed satisfaction survey questions which were used to gain feedback on specific areas of our school.

Parents indicated that staff are approachable and listen to their concerns. Staff are committed to students' learning; students support each other and enjoy each other's company. They also reported that staff and students are warm and welcoming, there is camaraderie, care, and mutual respect. Parents feel welcome when they visit the school and noted that the school is trying to return to 'pre-covid operation' and looking forward to the prospect of more excursions and opportunities for students.

The student surveys indicated that most students feel that school is a place where they belong, teachers encourage them to do their best and they feel challenged with their learning.

Student responses that indicate areas for improvement include making friends easily, feeling accepted, and receiving more teacher feedback about how they are doing at school.

Staff agree that students and parents support school programs and that parents expect high standards of teaching programs. Staff value the opportunities to share knowledge and skills, and to work collaboratively. Staff indicated the importance of positive relationships with students, families, and community and have a committed approach to building teacher practice to improve student learning outcomes.

Staff, parents, and students agree that the school has an inviting and relaxed atmosphere, and the small class supports student learning.

Communication through the Parent & Community Association, parent meetings and informal daily discussions throughout the year with parents, staff, students, and members of the wider school community indicated a consistent level of satisfaction by all stakeholders.

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.