

# 2022 Annual Report

## Avoca Public School



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# Introduction

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

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## School vision

At Avoca Public School we aim to educate all students to the highest levels of academic achievement, to enable them to reach and expand their potential, and to prepare them to become productive, responsible, ethical, creative and compassionate members of society.

Teachers, parents and students work together to provide a safe, developmentally inclusive and curriculum-focused environment so that every person is known, valued and cared for.

## School context

Avoca Public School is a small K-6 school, located in the Southern Highlands with the traditional custodians of the land being the Gundungurra People. With an enrolment of 9 students, and a changing demographic, Avoca Public School continues to offer all students a broad range of learning opportunities in a safe, caring and rural environment.

Avoca Public School is a member the Goulburn Small Schools Network, and as a result our curriculum provision is enhanced as we deliver joint programs, share educational opportunities and participate in professional development activities.

Staff at Avoca Public School strive to build on their strengths through shared distributive leadership and collaborative practice within the networks. Avoca Public School leads improvement and change through whole school systems that ensure all teachers and all students embrace a culture of high expectations.

Our students demonstrate a high level of academic potential and place high value on their schooling outcomes. There is a high rate of student participation in extra-curricular opportunities. Many are involved in programs and talent pathways in dance, music, and a wide range of sports. Our teachers promote a culture of high participation and our students regularly participate at state level competitions. Our student leadership program puts a strong emphasis on student voice and nurtures leadership from Kindergarten to Year 6.

We are committed to the belief that a sense of wellbeing underpins a child's potential to achieve academic success, and wellbeing is at the heart of our inclusive educational program. Our playgrounds are well resourced with large vast play spaces to engage a range of interests.

Our vibrant, energetic and committed Parents and Citizens Association works hard to support our staff to enable the best opportunities for our students. Our presence within our wider local community is growing, and we participate in important community observances such as the Anzac Day, NAIDOC week and BDAS Art Gallery exhibitions.

The situational analysis process has informed a need to implement data informed explicit teaching practice to improve outcomes in literacy and numeracy. Collaboration, sustainable community partnerships and educational leadership are priorities for our school.

## Self-assessment and school achievement

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

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

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

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

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

### Self-assessment using the School Excellence Framework

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

## Strategic Direction 1: Student growth and attainment

### Purpose

Our purpose is to maximise student learning outcomes in numeracy and reading through data informed practice and explicit evidence-based teaching facilitations. Student outcomes in reading and numeracy will be improved through consistent use of data-driven, evidence-based teaching practices across the whole school to meet the needs of every student.

### 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.

- Systematic Data Collection
- Data - Informed Explicit Teaching

### Resources allocated to this strategic direction

**Low level adjustment for disability:** \$15,529.01

**Per capita:** \$2,779.48

**Location:** \$985.29

**Socio-economic background:** \$6,491.08

**Literacy and numeracy:** \$1,592.80

**Professional learning:** \$4,468.00

### Summary of progress

The school developed an effective schedule of systematic data collection which encompasses: external assessment (NAPLAN and Check in Assessment); Plan 2 Assessment Data as part of the Collaborative Support in Unique Settings (CSUS) project; PAT; Essential Assessment; teacher observation and analysis (ongoing and entered into Individual Learning Folders) and student reflection on their learning through setting Personal Learning Goals (PLGs) developing strategies to achieve their goals and reporting on them in the school reporting cycle. The next step will be to further develop the PLG process in which students are taught how to link their learning goals to specific areas of need using baseline data, Learning Intentions and Success Criteria in the areas of Literacy, Numeracy and Wellbeing. Teachers will continue to use the CSUS Theory of action model to isolate specific areas of need and inform explicit teaching to facilitate student improvement.

### 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
Top two bands <b>Reading</b>   shared Network target  Baseline 2017-2018 44.7%, lower band 51.7% and upper band 56.7%	2022 NAPLAN data indicates 66.7% of students in the top two skill bands for Reading indicating the school exceeded the shared Network negotiated target.
Top two bands <b>Numeracy</b>   shared Network target  Baseline 2017-2018 39.1%, lower band 45.4% and upper band is 50.4	2022 NAPLAN data indicates 0% of students are in the top two skill bands (NAPLAN) for Numeracy indicating the school did not achieve the shared Network negotiated target.
<b>Students Achieving Expected Growth</b>  Increase the percentage of students achieving expected growth in NAPLAN numeracy to be at or above the system negotiated target journey of 50%.	We were unable to ascertain the expected growth as there was no baseline information provided in 2020.

<p><b>Students Achieving Expected Growth</b></p> <p>Increase the percentage of students achieving expected growth in NAPLAN reading to be at or above the system negotiated target journey of 67%</p>	<p>We were unable to ascertain the expected growth as there was no baseline information provided in 2020.</p>
<p>School staff collaborate with the parents more effectively and twice termly to use student progress and achievement data to identify strategic priorities, and develop and implement plans for ongoing continuous improvement.</p>	<p>During 2022 school staff collaborated with the parents effectively by organising parent teacher interviews. These interviews provided students with the opportunity to share their learning progress and achievement. The parents were able to view personalised student reports including plans for meeting future learning goals.</p>
<p><i>Our SEF-SaS at sustaining and growing will be moved towards excelling in these domains:</i></p> <ul style="list-style-type: none"> <li>• <b>effective classroom practice</b></li> <li>• <b>data skills in use</b></li> <li>• <b>assessment</b></li> <li>• <b>school planning and reporting</b></li> </ul>	<p><b>Effective Classroom Practice</b> - We are moving towards Excelling in this area. We collaborate to share curriculum knowledge, data, feedback and other information about student progress and achievement which in turn lead to effective lesson development pertaining to student needs. Teachers across the school ensure the most effective evidence-based teaching methods optimise learning progress for all students. Effective methods are identified, promoted and modelled. Students' learning improvement is monitored, demonstrating growth. Teachers review learning with each student ensuring all students have a clear understanding of how to improve. Student feedback is elicited and informs teaching. A school wide approach to effective and positive classroom management is evident. Support is provided to teachers where needed, ensuring optimum learning.</p> <p><b>Data Skills in Use</b> - The school promotes and demonstrates professional learning in data concepts, analysis and use of assessment data and related tools. Assessments are regularly used across the school to help promote consistent and comparable judgement of student learning, monitor student progress and identify skill gaps for improvement and areas of extension. There is a coordinated effort by the school to engage the school community to reflect on student progress and achievement and develop plans and strategies for improvement. The school is currently Sustaining and Growing but with the support of the CSUS project is moving toward Excelling.</p> <p><b>Assessment</b> - The school analyses student progress and achievement data and a range of other contextual information. Teachers respond to trends in student achievement, at individual, group and whole school levels. The school uses systematic and reliable assessment information to evaluate student learning over time and implement changes in teaching that lead to measurable improvement. Formative and summative assessments create opportunities for students to receive feedback on their learning. Teachers routinely assess to inform their teaching, adapt their practice and meet the learning needs of students. The school is currently at Sustaining and Growing moving further into Excelling.</p> <p><b>School Planning and Reporting</b> - Through the CSUS project and Small Schools collaboration the leadership team actively supports change that leads to improvement, creating opportunities where feedback about the impact of change can be shared and monitored. Processes are embedded to direct school activity towards effective implementation of the school plan. Staff understand what they need to do to address the strategic directions and meet the school's improvement measures. The annual report reflects the alignment of resource allocation, professional learning and the monitoring of student data. The school has moved from Delivering to Sustaining and Growing.</p>

## Strategic Direction 2: Explicit systems for sustaining wellbeing, growth and effective collaboration

### Purpose

All staff will engage in systematic, collaborative practices to continue to deepen their connection to the school vision, and share their expertise to ensure that every student achieves their potential through wellbeing. All students and staff have knowledge of and are able to use this in order to connect, succeed, thrive and learn to support high levels of attendance and engagement ongoing.

### 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.

- Community Wellbeing, Connection and Attendance Attendance and
- Sustainable Collaboration & Leadership

### Resources allocated to this strategic direction

QTSS release: \$1,379.05

### Summary of progress

The school initiated strong processes for collaboration and responsibility for learning for students, families and staff. Students were introduced to and developed Personal Learning Goals which encompassed three main areas (Literacy, Numeracy and Wellbeing). Each student and their families were guided through the process by the teachers to develop strategies to achieve their targeted goals in each area. In the yearly reports each student was asked to reflect on their progress towards their goals, rate and comment on their progress. Families provided input during interviews and informal discussions with staff and their child. This process enhanced student voice, purpose of learning and involvement of parents and carers. This led to increased engagement and attendance. The process will continue in 2023 and will be embedded in each reporting cycle.

Staff were involved in collaboration and professional learning with other small schools to further enhance our knowledge of the new K-2 Curriculum. This involved meeting twice a term in the afternoons and for a full collaboration day once a term. On the full day our students would had curriculum based activities with the other small schools thus promoting relationships and engagement. Principals of the school met on separate occasions to collaborate concerning issues regarding small schools. These activities will continue into 2023 with a focus for staff on the 4Cs (Collaboration, Creativity, Critical Reflection and Communication) for learning.

Several leadership positions were developed in order to promote collaboration and responsibility for various roles in the school. The Digital Classroom Officer (DCO) in the school promoted the school's use the latest technology to promote learning in the 21st Century. The DCO collaborated with all staff to up skill staff in need of professional development in the area of digital classrooms. Opportunities for staff to develop skills (in line with Strategic Direction 1) for leadership were provided including developing skills to apply for a role as an Assistant Principal Curriculum and Instruction (APC&I). The DCO position has been extended into 2023 while the APC&I will commence in the school at the beginning of 2023 for one day per week.

### 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
• Increased percentage of students attending >91% of the time to be trending towards the upper bound system-negotiated target of 95%.	Student attendance is at 84.80% as at 16/12/2022. Many of these absences are due to illness including COVID; school closures due to storm weather and family commitments.
Our on balanced judgment against the Learning and Development SEF-SAS will increase from Sustaining and Growing being moving towards excelling by 2023.	Teachers engage in professional discussion and collaborate to improve teaching and learning in their classes. This includes negotiated observations of classroom teaching practice, with feedback, to improve professional knowledge and practice. Teachers actively evaluate, share and discuss learning from targeted professional development with other staff in

<p>Our on balanced judgment against the Learning and Development SEF-SAS will increase from Sustaining and Growing being moving towards excelling by 2023.</p>	<p>their school and collaborative small schools groups to improve whole school and network practice. Formal mentoring or coaching to improve teaching and develop aspiring leaders is provided. The school has moved from Delivering to Sustaining and Growing and are moving towards Excelling.</p>
<ul style="list-style-type: none"> <li>• Tell Them From Me (TTFM) Wellbeing data and parent feedback survey data (advocacy, belonging, expectations) increases to be at or above similar school groups by 2022.</li> </ul>	<p>Due to the size of our student population we are unable to obtain data from the Tell Them From Me. We conducted our own surveys of students, staff and parents which were based on the Tell Them From Me Survey questions.</p> <ul style="list-style-type: none"> <li>• Students reporting positive wellbeing outcomes has increased across the positive wellbeing measures. They felt a sense of belonging to the school, considered that what they were learning at school was important and mostly presented a challenge, teachers helped them when they needed it and they could identify a staff member that they could talk to.</li> <li>• Families stated that they felt welcomed and supported by the school and its staff. They indicated that the teachers and Principal were approachable and had the best interests of the students at the centre of their philosophy.</li> <li>• Staff indicated a high level of satisfaction with the processes in the school and commented that we worked as a collegial team, learning from each other.</li> </ul>



Funding sources	Impact achieved this year
<p>Socio-economic background</p> <p>\$6,491.08</p>	<p>Socio-economic background equity loading is used to meet the additional learning needs of students at Avoca Public School who may be experiencing educational disadvantage as a result of their socio-economic background.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data - Informed Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing to implement programs to support identified students with additional needs</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> teachers being provided with time to collect, analyse data and plan effective programs.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of current practices into 2023.</p>
<p>Low level adjustment for disability</p> <p>\$15,529.01</p>	<p>Low level adjustment for disability equity loading provides support for students at Avoca Public School in mainstream classes who have a disability or additional learning and support needs requiring an adjustment to their learning.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data - Informed Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this equity loading include:</b></p> <ul style="list-style-type: none"> <li>• engaging staff to build capability in meeting the literacy and needs of identified students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Students working towards the goals of their Learning Plans incorporating differentiated learning strategies.</p> <p><b>After evaluation, the next steps to support our students will be:</b> To continue this into 2023.</p>
<p>Location</p> <p>\$985.29</p>	<p>The location funding allocation is provided to Avoca Public School to address school needs associated with remoteness and/or isolation.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data - Informed Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this operational funding include:</b></p> <ul style="list-style-type: none"> <li>• additional staffing for teaching principal release</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> staff being able to complete their roles efficiently.</p> <p><b>After evaluation, the next steps to support our students will be:</b> continuation of this in 2023.</p>
<p>Professional learning</p> <p>\$4,468.00</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 Avoca Public</p>

<p>Professional learning</p> <p>\$4,468.00</p>	<p>School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data - Informed Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• engaging with specialist staff to unpack evidence-based approaches to teaching Number and Algebra -Whole Number</li> <li>• engaging in online professional learning to access the latest pedagogy for teaching Number and Algebra -Whole Number.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> current Plan 2 data indicating improvements throughout the school.</p> <p><b>After evaluation, the next steps to support our students will be:</b> We will need to maintain a Numeracy focus in 2023.</p>
<p>QTSS release</p> <p>\$1,379.05</p>	<p>The quality teaching, successful students (QTSS) allocation is provided to improve teacher quality and enhance professional practice at Avoca Public School.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Community Wellbeing, Connection and Attendance Attendancen and</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• additional teaching staff to implement quality teaching initiatives</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> Staff are utilise the student PLGs to cater for student development.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue the use of QTTS funding in this manner.</p>
<p>COVID ILSP</p> <p>\$8,619.00</p>	<p>The purpose of the COVID intensive learning support program is to deliver intensive small group tuition for students who have been disadvantaged by the move to remote and/or flexible learning and were identified by their school as most likely to benefit from additional support in 2022.</p> <p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Other funded activities</li> </ul> <p><b>Overview of activities partially or fully funded with this targeted funding include:</b></p> <ul style="list-style-type: none"> <li>• employment of teacher to deliver small group tuition</li> <li>• releasing staff to analyse school and student data to [identify students for small group tuition groups/monitor progress of student groups]</li> <li>• providing targeted, explicit instruction for student groups in literacy/numeracy.</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> small group instruction for 3 hours a week enabling students to demonstrate growth.</p> <p><b>After evaluation, the next steps to support our students will be:</b> COVID ILSP tutoring will continue for Semester One in 2023.</p>
<p>Literacy and numeracy</p> <p>\$1,592.80</p>	<p>The literacy and numeracy funding allocation is provided to address the literacy and numeracy learning needs of students at Avoca Public School from Kindergarten to Year 6.</p>

<p>Literacy and numeracy</p> <p>\$1,592.80</p>	<p><b>Funds have been targeted to provide additional support to students enabling initiatives in the school's strategic improvement plan including:</b></p> <ul style="list-style-type: none"> <li>• Data - Informed Explicit Teaching</li> </ul> <p><b>Overview of activities partially or fully funded with this initiative funding include:</b></p> <ul style="list-style-type: none"> <li>• online program subscriptions to support literacy and numeracy</li> <li>• staff training and support in literacy and numeracy</li> <li>• targeted professional learning to improve literacy and numeracy</li> <li>• purchasing of literacy resources such as quality picture books for guided and shared instruction</li> <li>• updating reading resources to meet the needs of students</li> </ul> <p><b>The allocation of this funding has resulted in the following impact:</b> all students demonstrating progress towards the individual learning goals.</p> <p><b>After evaluation, the next steps to support our students will be:</b> to continue to utilise funding to continue in this manner in 2023.</p>
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# Student information

## Student enrolment profile

Students	Enrolments			
	2019	2020	2021	2022
Boys	4	1	5	5
Girls	7	2	6	4

## Student attendance profile

School				
Year	2019	2020	2021	2022
K	97.0		89.8	98.9
1	88.8			80.2
2			90.8	
3	84.4		86.6	74.5
4	94.4		88.3	80.6
5	95.1	95.7		76.1
6	92.8	88.7	82.7	
All Years	92.8	91.0	87.7	80.8
State DoE				
Year	2019	2020	2021	2022
K	93.1		92.8	87.9
1	92.7			87.4
2			92.6	
3	93.0		92.7	87.6
4	92.9		92.5	87.4
5	92.8	92.0		87.2
6	92.1	91.8	91.5	
All Years	92.8	91.9	92.4	87.5

## Attendance

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

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

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

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

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

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

## Management of non-attendance

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

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

# Workforce information

## Workforce composition

Position	FTE*
Principal(s)	1
Classroom Teacher(s)	0.14
Learning and Support Teacher(s)	0.1
Teacher Librarian	0.08
School Administration and Support Staff	0.9

\*Full Time Equivalent

## Workforce composition statement

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

## Aboriginal and Torres Strait Islander workforce composition

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

## Aboriginal and Torres Strait Islander school workforce composition

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

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

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

## Teacher qualifications

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

## Professional learning and teacher accreditation

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

# Financial information

## Financial summary

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

	2022 Actual (\$)
<b>Opening Balance</b>	-7,778
<b>Revenue</b>	419,952
Appropriation	398,980
Sale of Goods and Services	180
Grants and contributions	20,771
Investment income	21
<b>Expenses</b>	-397,987
Employee related	-331,340
Operating expenses	-66,647
<b>Surplus / deficit for the year</b>	21,966
<b>Closing Balance</b>	14,188

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

## Financial summary - Equity loadings

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

	2022 <b>SBAR Adjustments</b> (\$)
<b>Targeted Total</b>	0
<b>Equity Total</b>	22,020
Equity - Aboriginal	0
Equity - Socio-economic	6,491
Equity - Language	0
Equity - Disability	15,529
<b>Base Total</b>	312,064
Base - Per Capita	2,779
Base - Location	985
Base - Other	308,299
<b>Other Total</b>	27,676
<b>Grand Total</b>	361,760

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



## School performance - NAPLAN

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

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

## Parent/caregiver, student, teacher satisfaction

Due to the size of our student population we are unable to obtain data from the Tell Them From Me Survey. We conducted our own surveys of students, staff and parents which were based on the Tell Them From Me Survey questions.

86% of student responses indicated that they felt a sense of belonging to the school, considered that what they were learning at school was important and mostly presented a challenge, teachers helped them when they needed it and they could identify a staff member that they could talk to. They also indicated they knew the purpose of what they were learning and that their teachers cared about them and actively helped them to improve. When reflecting on their learning habits 85% of student responses indicated that they had a positive attitude and recognised that there was room for improvement and how they would approach that with the help of teachers.

60% of families responded with the survey, with 100% stating that they felt welcomed and supported by the school and its staff. They indicated that the teachers and Principal were approachable and had the best interests of the students at the centre of their philosophy. They stated that our small school setting catered for individual learning styles and provided many opportunities to mix with students from similar settings. A small number indicated that communication between home and school could be improved and the next steps would be to consistently update coming events through newsletters and term calendars.

Staff indicated a high level of satisfaction with the processes in the school and commented that we were able to make necessary improvements to the school grounds and worked as a collegial team.

# Policy requirements

## Aboriginal Education Policy

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

Evidence of effective implementation of the policy included:

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

## Anti-Racism Policy

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

## Multicultural Education Policy

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